ANTHOR
Education and Learning Journal
https://anthor.org/index.php/anthor
Email. anthor.Jurnal@gmail.com
E-ISSN: 2963 –198X P-ISSN: 2963–2498 | Halaman: 1755 - 1761
Volume 5 Nomor 5 Tahun 2026

Improving Learning Time Management through Classroom Guidance Assisted by Situation Cards at SMA Negeri 1 Bandar Lampung

Manuscript Information

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Abstrak
Manajemen waktu yang efektif memungkinkan siswa untuk mengatur kegiatan belajarnya secara sistematis. Penelitian ini bertujuan untuk meningkatkan manajemen waktu belajar pada 32 siswa kelas X.8 di SMA Negeri 1 Bandar Lampung melalui bimbingan klasikal yang didukung oleh kartu situasi. Metode yang digunakan adalah Penelitian Tindakan Bimbingan dan Konseling (PTBK) dengan mengikuti model Kemmis dan McTaggart yang dilaksanakan dalam tiga siklus. Data dikumpulkan menggunakan skala manajemen waktu belajar, observasi, catatan peneliti, lembar kerja siswa, dan refleksi lisan. Data dianalisis secara deskriptif, dan skor *pre-test* serta *post-test* dibandingkan menggunakan uji-t sampel berpasangan (*paired-samples t-test*). Skor rata-rata meningkat dari 18,69 pada *pre-test* menjadi 24,63 pada *post-test*, dengan kenaikan sebesar 5,94 poin. Secara individual, 29 siswa menunjukkan peningkatan, satu siswa memiliki skor yang tetap, dan dua siswa mengalami penurunan skor. Perbedaan tersebut signifikan secara statistik, $t(31) = 7{,}324$, $p < 0{,}001$, dengan ukuran efek *(effect size) Cohen's* $d_z = 1{,}29$. Temuan ini menunjukkan bahwa skor manajemen waktu belajar meningkat setelah intervensi diberikan. Namun, karena penelitian ini tidak menyertakan kelompok kontrol, peningkatan tersebut tidak dapat dikaitkan semata-mata dengan intervensi yang dilakukan.

Kata Kunci:
Manajemen Waktu Belajar, Bimbingan Klasikal, Kartu Situasi, PTBK.

Abstract
Effective time management enables students to organize their learning activities in a systematic manner. This study sought to enhance the learning time management of 32 students in class X.8 at SMA Negeri 1 Bandar Lampung through classroom guidance supported by situation cards. Guidance and Counseling Action Research (PTBK) was adopted, following the Kemmis and McTaggart model over three cycles. Data were gathered using a learning time management scale, together with observations, researcher notes, student worksheets, and oral reflections. The data were analyzed descriptively, and pre-test and post-test scores were compared using a paired-samples t-test. The mean score rose from 18.69 at the pre-test to 24.63 at the post-test, a gain of 5.94 points. At the individual level, 29 students showed an improvement, one student's score remained unchanged, and two students' scores declined. The difference was statistically significant, $t(31) = 7.324$, $p < 0.001$, with an effect size of Cohen's $d_z = 1.29$. These findings suggest that learning time management scores improved following the intervention. Nevertheless, because the study did not include a control group, the improvement cannot be attributed solely to the intervention.

Keyword:
Learning Time Management, Classroom Guidance, Situation Cards, Guidance and Counseling Action Research.

Information Production:
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INTRODUCTION

Time management constitutes a key component in sustaining the order and consistency of students' learning activities. It encompasses the ways in which students schedule their tasks, decide on the appropriate time to undertake them, and track how they use their time to complete academic work. Within the self-regulated learning framework, time management is conceptualized as the deliberate effort students make to plan, monitor, and control the timing and duration of their engagement in learning (Wolters et al., 2025). Accordingly, fostering students' time management skills merits attention within school-based educational services, including guidance and counseling.

Macan (1994) proposed a process model of time management that encompasses several dimensions, namely goal setting and prioritization, the mechanics of time management, and a preference for organization. The present study concentrates on the mechanics dimension, specifically behaviors such as compiling lists of

e-ISSN: 2963 – 198X
p-ISSN: 2963 – 2498

learning tasks and drafting schedules. This focus is pertinent given students' need to arrange their learning activities in a more structured and deliberate manner. Usroh et al. (2022), examining 133 senior high school students, identified a significant positive relationship between time management and self-regulated learning. Such evidence underscores the importance of time management in supporting students' regulation of their own learning processes.

Pathuddin et al. (2025), in a study of 250 secondary school students in Palu, demonstrated that time management contributed significantly to the model explaining students' academic achievement. Likewise, Sholihah et al. (2024) implemented guidance and counseling action research through classroom guidance services with class XI-4 students at SMA Negeri 9 Semarang, and recorded a rise in the mean time management score from a baseline of 63.4 to 70.8 in Cycle I and 84.4 in Cycle II. Together, these studies provide empirical support for the relevance of time management among students and for the potential of classroom guidance services to foster its development. However, their findings cannot be taken as direct evidence of the effectiveness of the situation cards employed in the present study.

A needs assessment administered through the Problem Checklist (Daftar Cek Masalah, DCM) among students in class X.8 at SMA Negeri 1 Bandar Lampung identified difficulty in managing learning time as one of the concerns requiring attention. Of the 33 students recorded in the DCM data, 22 (66.7%) endorsed the statement "I have difficulty managing my study time," which was the most frequently selected item in the learning domain. These results provided the rationale for choosing learning time management as the focus of guidance and counseling services for this class.

One strategy for fostering learning time management skills is classroom guidance supported by situation cards. These cards present scenarios drawn from everyday learning activities, which allow students to determine the tasks that must be completed, discuss problems that arise, and explore ways of organizing their activities and time more systematically. In the present study, the intervention proceeded through three stages: identifying activities, developing schedules, and reviewing and revising those schedules. This sequence was designed to give students the opportunity to practice identifying learning activities and to reflect on how they manage their time.

The present study resembles that of Sholihah et al. (2024) in employing guidance and counseling action research together with classroom guidance services to develop students' time management skills. It differs, however, in its research setting and participants, as well as in its use of situation cards as a supporting medium. Consequently, this study examines the implementation of classroom guidance supported by situation cards in addressing the learning time management needs of students in class X.8 at SMA Negeri 1 Bandar Lampung.

In light of the preceding discussion, the objective of this study is to describe the improvement in learning time management among students in class X.8 at SMA Negeri 1 Bandar Lampung following classroom guidance supported by situation cards.

METHODS

This research adopted Guidance and Counseling Action Research (Penelitian Tindakan Bimbingan dan Konseling, PTBK) based on the Kemmis and McTaggart model, which comprises four stages: planning, action, observation, and reflection. It was conducted at SMA Negeri 1 Bandar Lampung with 32 students from class X.8 as participants. The intervention was carried out over three cycles, each consisting of one meeting, held on September 14, September 29, and October 5, 2026, respectively. The purpose of the study was to describe the improvement in students' learning time management following classroom guidance supported by situation cards.

The intervention was delivered across three cycles. Cycle I, titled "Identify Your Activities," commenced with a pre-test, after which the researcher presented material on the importance of learning time management, followed by group discussions using situation cards. Through these activities, students identified the problems they faced in managing their learning time and analyzed the tasks they needed to undertake, recording their work on student worksheets (Lembar Kerja Peserta Didik, LKPD). Cycle II, titled "Developing a Schedule," concentrated on prioritizing activities and drafting learning schedules based on the analysis produced in the preceding cycle. Cycle III, titled "Review and Revise Your Schedule," centered on oral reflection regarding the suitability of the schedules students had developed, the obstacles encountered during implementation, and the activities that had not been carried out as planned. Once all intervention activities were completed, a post-test was administered. Accordingly, quantitative measurement took place before the intervention and after Cycle III, whereas the reflections conducted in each cycle contributed to the evaluation of the intervention process.

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p-ISSN: 2963 – 2498

The study drew on two types of data: quantitative data and supplementary data describing the intervention process. The quantitative data were collected using a learning time management scale comprising seven statements, adapted from the mechanics of time management dimension of Macan's (1994) conceptual framework. The initial version of the instrument contained eight statements; following instrument testing, item 7 was removed, leaving seven retained items, namely items 1–6 and 8 according to the numbering in the final instrument. Each item was rated on a five-point Likert scale. Item scores were summed to produce a total score ranging from 7 to 35, and unfavorable items were reverse-scored in line with the instrument's scoring guidelines.

Item validity and reliability were examined using a sample of 32 students who did not participate in the guidance and counseling action research (PTBK). The testing documentation shows that all seven retained items satisfied the validity criterion, as their correlation coefficients surpassed the critical r value of 0.349. Cronbach's alpha was 0.821 for the pre-test data and 0.822 for the post-test data obtained during instrument testing, indicating adequate internal consistency. The seven-item instrument was subsequently employed to measure students' learning time management scores before and after the intervention.

Supplementary data were gathered through direct observation, researcher notes, group worksheets (Lembar Kerja Peserta Didik, LKPD) from Cycles I and II, and students' oral reflections in Cycle III. Throughout the delivery of the guidance services, the researcher carried out observations to record the course of the activities and students' responses. The worksheets documented the situation analysis and schedule development activities. In Cycle III, the worksheet activity that had been planned could not be conducted because of time constraints, and reflection was therefore carried out orally. Consequently, the description of the intervention process rests on the documentation that was available.

The quantitative data were analyzed descriptively by comparing pre-test and post-test results in terms of the mean, standard deviation, minimum and maximum scores, and changes in individual students' scores. The normality of the difference scores was assessed using the Shapiro-Wilk test, the result of which guided the choice of inferential analysis. Because both measurements were obtained from the same students, differences between pre-intervention and post-intervention scores were then tested using a paired-samples t-test, provided that the relevant assumptions were satisfied. Data from observations, student worksheets, researcher notes, and reflections were analyzed descriptively to complement the account of how the intervention was implemented.

The intervention was deemed successful if students' learning time management improved after they received classroom guidance supported by situation cards. This improvement was evaluated by comparing scores on the learning time management instrument obtained before the intervention (pre-test) with those obtained after all cycles had been completed (post-test), with observations and reflections carried out during the intervention serving as supporting evidence. Because the study had no comparison group, the findings were interpreted as changes in scores observed after the intervention, and no claim was made that these changes were wholly attributable to it.

RESULTS AND DISCUSSION

Result

The focus of the intervention was established on the basis of a student needs assessment conducted with the Problem Checklist (Daftar Cek Masalah, DCM). The DCM data for class X.8 at SMA Negeri 1 Bandar Lampung show that 22 of the 33 recorded students endorsed the statement "I have difficulty managing my study time," which corresponds to 66.7% of those who completed the checklist. This finding suggests that difficulty in managing study time is among the concerns that warrant attention from guidance and counseling services. Accordingly, the needs assessment results served as the rationale for selecting learning time management as the target of the classroom guidance supported by situation cards.

To establish a baseline of the participating students' learning time management skills, a pre-test was given prior to the intervention. All 32 students in class X.8 completed the seven-statement learning time management instrument. The descriptive statistics of the pre-test results are presented in Table 1.

Table 1. Descriptive Statistics of Pre-Test Scores for Learning Time Management

Statistic	Result
Number of Students (N)	32
Mean	18,69
Standard Deviation	2,88
Minimum Score	13
Maximum Score	25
Instrument Score Range	7-35

Source: Students' learning time management pre-test data, processed by the researcher (2026).

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As shown in Table 1, the mean baseline score for learning time management was 18.69, with scores ranging from a minimum of 13 to a maximum of 25. These results serve as a reference point for comparing students' scores once the full intervention sequence had been completed. The baseline scores were not categorized as low or moderate, because such classification requires score thresholds that are clearly established and justified.

Implementation of the Activities

Following the baseline measurement reported above, the intervention was carried out over three cycles, each described below.

Cycle I: Identify Your Activities

Cycle I took place on September 14, 2026, under the theme "Identify Your Activities." The session opened with a pre-test measuring students' baseline learning time management skills prior to the intervention. The researcher then explained why time management matters for supporting students' academic activities.

The core activity was a group discussion using situation cards. Students examined the learning situations depicted on the cards and discussed how to identify and analyze the tasks that needed to be undertaken. The outcomes of these discussions were documented in the student worksheets for the first meeting. In this cycle, attention was directed toward identifying the required activities within each learning situation, rather than toward drafting schedules with detailed time allocation.

Cycle II: Developing a Schedule

Cycle II was held on September 29, 2026, under the theme "Developing a Schedule." It built on the situation analysis completed in Cycle I. Students were guided to rank their learning activities by priority, put them in sequence, and take time allocation into account, so that their study activities could be planned in a more orderly way.

In group discussions, students turned the activities they had identified in the previous meeting into draft learning schedules. The discussion outcomes were documented in the student worksheets for the second meeting. This cycle sought to help students understand that learning time management entails not only identifying the activities to be completed, but also planning their order and allotting time for carrying them out.

Cycle III: Review and Revise Your Schedule

Cycle III was held on October 5, 2026, under the theme "Review and Revise Your Schedule." In this meeting, students were invited to reflect orally on the learning schedules they had prepared. The reflection addressed how well the schedules fit their daily routines, the obstacles they met in following their plans, and the activities they carried out outside the schedules they had set.

A worksheet for the third meeting had been planned but could not be administered because of time constraints, and reflection was therefore conducted orally. At the close of the meeting, students completed a post-test to measure their learning time management after the full intervention sequence.

Comparison of Pre-Test and Post-Test Result

Students' learning time management was measured twice: before the intervention using a pre-test, and after all intervention cycles had been completed using a post-test. Both measurements were administered to 32 students in class X.8 with the seven-statement learning time management instrument, which yields total scores ranging from 7 to 35. The descriptive results of the two assessments are presented in Table 2.

Table 2. Comparison of Pre-Test and Post-Test Scores for Learning Time Management

Statistik	Pre-test	Post-test
Number of Students (N)	32	32
Mean	18,69	24,63
Standard Deviation	2,88	4,03
Minimum Score	13	17
Maximum Score	25	31

Sumber: Students' learning time management assessment data, processed by the researcher (2026).

As Table 2 shows, the students' mean learning time management score rose from 18.69 at the pre-test to 24.63 at the post-test, a gain of 5.94 points after three cycles of classroom guidance supported by situation cards. The minimum score increased from 13 to 17, and the maximum score from 25 to 31.

The standard deviation widened from 2.88 at the pre-test to 4.03 at the post-test, which suggests that students' scores were more dispersed at the final assessment than at the initial one. The rise in the mean score

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should therefore be interpreted in conjunction with changes in individual students' scores and the outcome of the statistical test.

At the individual level, 29 students obtained higher scores after the intervention, one student's score remained unchanged, and two students' scores declined. These results indicate that most students improved their learning time management once the full intervention sequence had been completed.

A paired-samples t-test was used to examine whether the difference between the mean scores before and after the intervention was statistically significant. Prior to this, the normality of the difference scores was checked with the Shapiro-Wilk test, which produced W = 0.974 and p = 0.607. As the p-value exceeded 0.05, there was no sufficient basis to reject the assumption that the difference scores were normally distributed.

Tabel 3. Results of the Paired-Samples t-Test for Pre-Test and Post-Test Scores

Statistic	Result
Number of Paired Observations	32
Mean Difference (Post-Test − Pre-Test)	5,94
Standard Deviation of the Differences	4,59
95% Confidence Interval	4,28-7,59
t-Value	7,324
Degrees of Freedom (df)	31
p-Value	<0,0001
Effect Size (Cohen's d_z)	1,29

Sumber: Pre-test and post-test data analysis, processed by the researcher (2026).

The paired-samples t-test revealed a statistically significant difference in learning time management scores between the pre-intervention and post-intervention measurements, $t(31) = 7.324$, $p < 0.001$. The mean difference was 5.94 points (95% CI [4.28, 7.59]), and Cohen's d_z of 1.29 corresponds to a relatively large standardized effect. Hence, the mean post-test score was significantly higher than the mean pre-test score. Nonetheless, because no control group was included, these findings are interpreted as an increase in scores after the intervention, and they do not establish that the observed change was solely attributable to the intervention.

Taken together, the descriptive and inferential results show that students' learning time management scores were higher after the implementation of classroom guidance supported by situation cards. These findings confirm that scores rose following the intervention; however, because the study lacked a control group, they cannot establish that the rise was attributable solely to the intervention. The quantitative results should therefore be read in conjunction with the manner in which the intervention was carried out and the other supporting evidence available.

Discussion

Improvement in Learning Time Management Following the Intervention

The results revealed higher learning time management scores among students after they received classroom guidance supported by situation cards. The mean score rose from 18.69 at the pre-test to 24.63 at the post-test, a gain of 5.94 points. At the individual level, 29 of the 32 students improved, one student's score remained the same, and two students' scores declined. In addition, the paired-samples t-test showed that the gap between pre-intervention and post-intervention scores was statistically significant, $t(31) = 7.324$, $p < 0.001$. Taken together, these findings indicate that the improvement was reflected not only in the group mean but also in the individual scores of most students.

From a theoretical standpoint, these results can be explained using Macan's (1994) notion of the mechanics of time management, which concerns behaviors such as compiling activity lists, planning tasks, and drafting schedules. The instrument used in this study comprised seven items selected to represent these behaviors. Accordingly, the rise in scores is best interpreted as a favorable change in the specific time management behaviors the instrument measured, not as evidence that every dimension of students' time management had developed comprehensively.

Delivering the intervention across three cycles gave students the opportunity to learn, step by step, how to manage their study time. In Cycle I, students identified the tasks required in the learning situations presented on the situation cards. In Cycle II, they built on this by prioritizing those tasks and drafting learning schedules. In Cycle III, students reflected orally on how well their schedules fitted their routines, the obstacles they met during implementation, and the activities that had not been carried out as planned. This progression corresponds to the aspects of time planning and organization that this study set out to measure.

Incorporating situation cards into classroom guidance also offered students a concrete context in which to discuss issues related to their learning activities. In group discussions, students were guided to examine the

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p-ISSN: 2963 – 2498

tasks demanded by particular situations before translating them into learning plans. Conceptually, these stages may help students link their understanding of time management to learning situations that are relevant to their daily lives. This account of the underlying mechanism should nonetheless be regarded as an interpretation of the intervention design, not as evidence that every student had mastered all of the skills practiced.

The present results are in line with those of Sholihah et al. (2024), who investigated gains in senior high school students' time management delivered through classroom guidance services and reported that mean scores moved from 63.4 at baseline to 70.8 in Cycle I and 84.4 in Cycle II. Both studies rely on classroom guidance as a means of strengthening students' learning time management. The present study differs, however, in employing situation cards as a supporting medium and in delivering the intervention across three cycles. Because the instruments, participant characteristics, and intervention designs also differ, the scores from the two studies cannot be compared directly.

These results also bear on the review by Wolters et al. (2025), which situates time management within the broader framework of self-regulated learning. From this perspective, managing time means deliberately organizing academic work, keeping track of it, and adjusting both its timing and its duration. The tasks carried out in the present study, namely identifying activities, drafting schedules, and reflecting on how those schedules were followed, correspond conceptually to these processes. Nevertheless, the study assessed only seven learning time management behaviors, so its findings should not be taken as a comprehensive measure of students' self-regulated learning abilities.

Although scores increased significantly, the results must be interpreted in light of the limitations of the research design. The study involved one class and had no control group, so the changes in scores cannot be attributed conclusively to classroom guidance supported by situation cards alone. Moreover, because measurements were taken only before the intervention and after all cycles were completed, the instrument could not reveal how scores changed from one cycle to the next. Given these limitations, the findings offer evidence that learning time management scores were higher after the intervention, and they lend support to further investigation of classroom guidance supported by situation cards as an alternative guidance and counseling service.

The Role of Situation Cards in the Learning Time Management Process

The Role of Situation Cards in the Learning Time Management Process A review of the student worksheets (Lembar Kerja Peserta Didik, LKPD) from the first meeting showed that the situation-card activities provided students with opportunities to identify and break down learning tasks into more specific activities. When presented with situations involving paper assignments, presentation preparation, group assignments, and upcoming tests, students listed steps they could take, including reading and reviewing materials, completing practice questions, searching for references, dividing tasks, and preparing presentation materials. The findings documented in the worksheets indicate that students were able to identify various activities required to address learning demands in different situations.

The group reflections recorded in the student worksheets from the first meeting also demonstrated an understanding of the benefits of breaking tasks down into several activities. Several groups stated that dividing tasks made the work feel more manageable, more organized, and helped them identify the steps that needed to be taken. Conversely, not knowing how to proceed with a task was perceived as a factor that could cause confusion, waste time, or prevent work from being completed as planned. These responses provide insight into students' understanding of the importance of planning activities before completing learning tasks.

At the second meeting, the process continued with the development of learning schedules based on situations selected during the previous meeting. The student worksheets showed that students not only listed the activities they needed to complete but also assigned them to specific days and times. For example, in a presentation preparation scenario, the planned activities included selecting a topic, searching for references, preparing presentation materials, organizing the content, and completing the presentation. In a test preparation scenario, students listed activities such as gathering and studying learning materials, completing practice questions, and reviewing incorrect answers. These examples indicate efforts to transform activity lists into more structured implementation plans.

The activities across the two meetings were related to Macan's (1994) concept of the mechanics of time management, particularly the behaviors involved in planning activities and developing schedules. The first meeting emphasized identifying the necessary activities, whereas the second meeting guided students in determining when those activities would be carried out. Thus, situation cards were used as a medium to facilitate a gradual process from recognizing activity requirements to developing learning plans.

Nevertheless, the student worksheets primarily provide evidence of students' thinking processes,

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p-ISSN: 2963 – 2498

discussion outcomes, and plans developed during the activities. These documents do not establish that all activities included in the schedules were actually carried out as planned. Therefore, the worksheet findings are more appropriately used as supporting evidence of the intervention implementation, while changes in pre-test and post-test scores serve as the primary basis for describing the improvement in learning time management scores in this study.

CONCLUSION

This guidance and counseling action research was carried out over three cycles with 32 students from class X.8 at SMA Negeri 1 Bandar Lampung. The findings showed an improvement in students' learning time management scores after classroom guidance supported by situation cards was implemented. The average score rose from 18.69 before the intervention to 24.63 afterward, yielding a gain of 5.94 points. Statistical analysis using a paired-samples t-test confirmed that the difference was significant ($t(31) = 7.324$, $p < 0.001$). Regarding individual outcomes, 29 students obtained higher scores in the post-test, one student recorded no change, and two students showed lower scores.

The intervention involved a series of structured activities designed to help students recognize the requirements of their learning tasks, organize their schedules, and reflect on the plans they had developed. An examination of the worksheets completed during the first and second sessions offered further insight into how students determined the activities necessary to accomplish their learning tasks and arranged these activities according to the time available. These findings suggest that situation-card-assisted classroom guidance can be considered an alternative approach to helping students develop their learning time management skills. Nevertheless, the results must be interpreted in light of the study's methodological limitations. Since no control group was involved and data were collected only before the intervention and after the completion of all three cycles, the observed score improvement should not be regarded as conclusive evidence that the intervention directly caused the change.

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