



EFFORTS TO INCREASE STUDENT PRODUCTIVITY THROUGH EFFICIENT AND PLANNED TIME MANAGEMENT

Alika Asyah Putri^{1*}, Raihan Ardiansyah², Rizqi Doma Alfaiz³

¹²³ Management Study Program, Pamulang University, Indonesia

Email: ¹²³ alikaputri020406@gmail.com , raihanardiansyah848@gmail.com , rizqialfaiz13@gmail.com

Abstract

Academic productivity is a key indicator of student success in the educational process. However, many students, especially at the elementary and secondary levels, still have difficulty managing time effectively due to procrastination habits, lack of activity planning, and excessive use of social media. This Community Service activity (PKM) was carried out at the Khazanah Kebajikan Foundation, Tangerang, with the aim of improving students' understanding and skills in managing time efficiently and in a planned manner. The training method used includes counseling, daily schedule preparation training, interactive discussions, time management practice mentoring, and motivation and evaluation sessions. The results showed a significant increase in participants' understanding of time management concepts (55% → 85%), daily learning discipline (60% → 87%), ability to compile activity priorities (52% → 83%), and learning motivation (58% → 89%). These findings confirm that a structured training approach has an effective contribution in shaping students' disciplined, responsible, and self-directed learning character.

Keywords: *Student Productivity, Time Management, Discipline, Community Service, Training.*

INTRODUCTION

The development of information technology in the 21st century has brought fundamental changes in educational patterns and practices around the world. The UNESCO Global Education Monitoring (GEM) report in 2023 notes that students' learning abilities globally have stagnated and even declined in recent years, especially in the fields of mathematics and literacy affected by the COVID-19 pandemic (UNESCO, 2023). Data from the Programme for International Student Assessment (PISA) 2022 also showed a significant decline in students' literacy and numeracy scores in various countries, signaling a serious challenge in the learning productivity of the younger generation. In addition, the World Economic Forum report (2023) confirms that self-management and time management skills are among the top ten skills needed by the global workforce by 2025, making this topic very relevant to instill in students from an early age. This condition encourages academics, educational institutions, and the community to look for practical solutions that can increase students' capacity to manage themselves and time effectively. Therefore, Community Service (PKM) as a form of the Tri Dharma of higher education has a strategic role in bridging these needs.

In Indonesia, the problem of learning productivity is one of the crucial issues in the world of education, especially among primary and secondary students. Based on data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2022, there is still a significant gap between student competency achievements and the standards set in the national curriculum. Research by Hasanah et al. (2023) conducted on junior and senior high school students in the Greater Jakarta area found that more than 68% of respondents admitted that they did not have a regular study schedule, and more than 72% experienced academic procrastination at least three times a week. Data from the Indonesian Internet Service Providers Association (APJII) in 2023 also noted that the average Indonesian student spends 4–6 hours per day accessing social media, far exceeding their effective learning time of only about 2–3 hours per day. This condition creates an imbalance in time allocation that has a direct impact on the decline in the quality and quantity of learning. This problem is even more complex because many schools and non-formal educational institutions have not explicitly taught time management skills as part of the curriculum, so students do not get adequate guidance in setting priorities and schedules of productive activities.

Time management is one of the core skills that has a direct impact on academic productivity and student self-development. Claessens et al. (2021) define time management as an individual's ability to plan, prioritize, organize, and control the use of time to achieve preset goals efficiently and effectively. Longitudinal research conducted by Alyami et al. (2021) on students at King Abdul-Aziz



University found that students with good time management skills consistently obtained higher GPAs, had lower stress levels, and showed more active academic involvement than their peers who did not have these skills. Furthermore, Khoirunnas et al.'s (2022) research on high school students in Indonesia confirmed that there was a significant positive correlation ($r = 0.67$; $p < 0.01$) between time management skills and learning achievement and student confidence levels. These findings confirm that efficient and planned time management is not just a technical skill, but an important foundation for the formation of the discipline, responsibility, and goal-achieving character that learners need to face the challenges of the modern era. Thus, educational interventions through time management training programs become very relevant and strategic to be carried out as part of higher education PKM activities.

Academic procrastination is one of the main obstacles to learning productivity that needs serious attention. Steel (2022) defines procrastination as the voluntary act of delaying starting or completing a task that should be able to be done right away, even if the individual is aware of the negative consequences. Research by Wulandari et al. (2021) on high school students in grade XI found that academic procrastination was influenced by low internal motivation (16.6%), failure to manage time (18.9%), distraction of more enjoyable activities (13.9%), and laziness factors (20.3%). This data illustrates how complex the root of the procrastination problem is that cannot be overcome through a purely motivational approach alone, but requires practical training that includes concrete techniques in scheduling, prioritization, and the formation of structured learning habits. In addition, Khoiriyah et al.'s (2022) research found a significant association between smartphone addiction and increased academic procrastination behavior in students, indicating the need for specific strategies to limit the use of digital devices in time management training programs. These findings further strengthen the urgency of implementing the PKM program as a preventive and curative effort against the problem of procrastination among students.

The importance of time management skills is also supported by a number of well-established theories and conceptual frameworks in the literature of educational psychology and management. The Self-Regulated Learning (SRL) theory developed by Zimmerman (2002) places time management as one of the main components in effective student self-regulation, where students who are able to manage their time well tend to be better able to set learning goals, monitor progress, and make adaptive adjustments to strategies. In line with that, the time management model developed by Macan (1994) identifies the four core dimensions of time management, namely goal and priority setting, management mechanisms, organizational preferences, and perception of time control, all of which contribute to improved performance and reduction of academic stress. Furthermore, Covey (2020) in the conceptual framework of quadrant-based time management emphasizes the importance of distinguishing between activities that are important and urgent, important but not urgent, not important but urgent, and non-essential and non-urgent, as a cornerstone in making wise time allocation decisions. These conceptual frameworks are not only theoretically relevant, but can also be applied practically in training sessions designed for students at the Khazanah Kebajikan Foundation, Tangerang.

The Khazanah Kebajikan Foundation is a non-formal educational institution that accommodates students from various socio-economic backgrounds in the Tangerang area, Banten. Based on the results of initial observations conducted by the PKM team of Pamulang University in January 2025, it was found that most students at the foundation did not have the habit of compiling a structured learning schedule, tended to be reactive in doing schoolwork (only doing it before the collection deadline), and had a low level of awareness about the importance of time management for long-term academic success. This condition is in line with the findings of Pemayun et al. (2024) who carried out time management training on Udayana University students and found that 78% of participants had never received formal training on time management before. Lack of exposure to time management concepts and techniques from an early age makes students vulnerable to unproductive habits that can hinder their academic development. Based on this background, this PKM activity is systematically designed to provide comprehensive, measurable, and sustainable educational interventions to increase student productivity through efficient and planned time management at the Khazanah Kebajikan Foundation, Tangerang.

IMPLEMENTATION METHOD



This Community Service Activity (PKM) was carried out at the Khazanah Kebajikan Foundation, Tangerang, in February 2025 by involving 30 participants who are elementary and middle level students who actively participate in the foundation's coaching program. The main method used in this activity is the participatory training method which integrates an educational lecture approach, practical experiential training, interactive discussions, and individual mentoring on an ongoing basis. This approach was chosen based on the consideration that time management skills are practical and can only be mastered optimally through a combination of conceptual understanding and direct practice (experiential learning), as stated by Kolb (1984) in experiential learning cycle theory. All training materials and activities are designed using polite language, easy to understand, and adjusted to the level of understanding and the context of the student's daily life, so that participants can feel the direct relevance of the training material to the actual conditions they are facing. This approach that prioritizes two-way communication and active participation of participants aims to create a conducive, inclusive, and pressure-free learning environment, so that each participant feels safe to express their difficulties and needs openly.

The implementation of PKM activities is divided into eight structured stages that are mutually sustainable, designed to ensure the achievement of program objectives optimally and measurably. The first stage is coordination and analysis of the initial situation, which is carried out through field observations, in-depth interviews with foundation managers, and the distribution of pre-activity questionnaires to all participants to map the baseline of time management conditions, learning habits, and participants' initial level of understanding. The information obtained at this stage becomes the basis for adjusting the training material and strategy to be truly responsive to the specific needs of the participants. The second stage is the socialization of the program, where the PKM team conveys in an educational and persuasive manner the objectives, benefits, and mechanism of program implementation to all participants and the foundation, so that a joint commitment is established in supporting the success of the program. In the third stage, the delivery of core time management material was carried out through counseling methods and interactive discussions, covering the meaning and basic principles of time management, the importance of activity planning, the impact of procrastination on learning achievement, the concept of priority scale using the Eisenhower Matrix, and the application of time-blocking techniques in the preparation of daily schedules. Each material delivery is carried out using attractive visual media and case examples that are close to the student's life, so that conceptual understanding can be formed contextually and easily internalized.

The fourth stage is a priority scale training session conducted through simulation methods and case studies. In these sessions, participants were given real-life scenarios that illustrated various situations in which they had to make time allocation decisions under diverse activity conditions and the limited time available. Through a role-play approach and small group discussions, participants were trained to identify, classify, and prioritize various activities based on their level of importance and urgency using the Covey Time Management Quadrant (2020). The facilitator acts as a supervisor who asks reflective questions to encourage participants to think critically and systematically in making decisions related to time management. The fifth stage is daily and weekly schedule preparation training through hands-on practice and intensive mentoring. Each participant was given a specially designed daily schedule worksheet, covering a time slot from morning to night with columns to record the type of activity, priority level, estimated duration, and self-evaluation space. The PKM team accompanies each participant individually to ensure that the schedule is realistic, balanced between academic and non-academic activities, and can be implemented consistently in daily life. At this stage, practical techniques such as the Pomodoro method, similar task batching techniques, and strategies to limit the use of social media through special scheduled time are also taught.

The sixth stage is assistance in the implementation of time management which is carried out through small group consultation sessions and continuous monitoring. During this session, participants are encouraged to share their experiences, challenges, and progress in trying to implement a pre-arranged schedule. The PKM team acts as a mentor who provides constructive feedback, practical solutions to the obstacles faced, and motivation to continue to commit to running the set schedule. This warm, empathetic, and polite approach to mentoring is important to build participants' confidence and prevent the frustration that often arises when someone is just starting to form new habits. The seventh stage is the evaluation and reflection of activities through the dissemination of post-test questionnaires that measure changes in participants' level of understanding, skills, and



attitudes towards time management, complemented by question and answer sessions and joint reflection to identify lessons learned and things that need to be improved in the future. The eighth stage is reporting and preparation of recommendations, where all data, documentation, and findings of activities are summarized in a comprehensive final report as the basis for the preparation of recommendations for follow-up programs that can be adopted by the foundation independently and sustainably.

Table 1. Stages and Mechanisms for the Implementation of PKM Activities

No.	Activities	Method	Results	Success Indicators
1	Coordination & Situation Analysis	Initial Observations, Interviews, and Surveys	Identification of time management problems of participants	Needs profile and baseline data compiled
2	Socialization of Time Management Program	Educational Lectures and Presentations	Participants understand the purpose and benefits of time management	Participants' initial understanding increased
3	Time Management Materials	Counseling and Interactive Discussions	Increased knowledge of participants about time management principles	Pre-test vs post-test scores increase
4	Priority Scale Training	Simulations and Case Studies	Participants are able to determine the priorities of the activities	Able to distinguish the urgency and importance of the task
5	Daily & Weekly Schedule Preparation	Direct Practice and Mentoring	An effective and structured schedule	The daily schedule of participants is arranged independently
6	Implementation Assistance	Consulting and Monitoring	Participants are able to apply time management techniques	Positive learning behavior changes observed
7	Evaluation and Reflection	Questionnaires, Q&A, Oral Evaluation	Known level of understanding and behavior change	25% increase in final evaluation score $\geq$
8	Reporting and Recommendations	Documentation and Preparation of Reports	Preparation of final report and follow-up recommendations	PKM reports are compiled and documented

Source: Primary Data, processed 2025

RESULTS AND DISCUSSION

Overview of Participants' Initial Conditions

Based on the results of the analysis of pre-activity questionnaire data distributed to 30 participants before the implementation of the PKM program, a fairly representative picture of the initial conditions was obtained regarding the time management habits and learning productivity of participants at the Khazanah Kebajikan Foundation. As many as 78% of participants admitted that

they did not have a structured daily study schedule and tended to study only when facing exams or approaching assignment deadlines, which reflects a worrying pattern of academic procrastination. Furthermore, 73% of participants stated that they spent more than three hours per day accessing social media, while only 35% felt they had an adequate understanding of good time management concepts and techniques. This data is in line with the findings of research conducted by Wulandari et al. (2021) who identified failure to manage time as a contributing factor of 18.9% to academic procrastination behavior in students. This condition emphasizes the need for a systematic and structured intervention through a comprehensive and contextual time management training program as designed in this PKM activity.



Figure 1. Awarding of Charter to Representatives of Khazanah Kebajikan Foundation (Source: PKM Team Documentation)

Implementation and Learning Process

The implementation of PKM activities went smoothly and received a very positive response from all participants from the initial stage to the end of the program. In the counseling session on the core material on time management, participants showed high curiosity and actively asked questions related to the application of time management techniques in their daily lives. The interesting thing is the fact that many participants have just realized that the problems they have been experiencing such as delays in completing tasks, fatigue due to stacked tasks, and feelings of unproductivity are basically rooted in unplanned time management habits. This awareness is a very important starting point in the process of forming new habits, as stated by Duhigg (2021) that habit change starts from awareness of unproductive behavior patterns and motivation to replace them with more constructive habits. The enthusiasm of the participants was also reflected in their activeness in the group discussion session, where they shared their experiences and strategies that they had tried in managing their study time.

In the daily schedule preparation training session, all participants managed to prepare a more structured weekly activity schedule with intensive assistance from the PKM team. The process of preparing this schedule is not just an administrative activity, but an active learning process where participants are invited to reflect on how they have been using the available 24 hours every day. Through this process, participants began to understand that a lot of time that had been wasted could be allocated to more productive activities without having to sacrifice time for rest, worship, or important social activities. These findings are in line with research by Pemayun et al. (2024) who reported that practice-based time management training on Udayana University students resulted in a significant improvement in scheduling skills, with 82% of participants reporting noticeable improvements in their time management after participating in the training program. In addition, participants were also taught the Pomodoro technique, a method of working in blocks of 25 minutes interspersed with short 5-minute breaks that were shown to increase focus and learning productivity in the study of Cirillo (2022).

Mentoring sessions and interactive discussions provide significant added value to the learning process of participants because they allow for deep reflection and contextual problem-solving. In this session, participants were given a safe space to express the specific obstacles they faced in managing



time, ranging from social pressure from peers to play or access social media, the demands of busy extracurricular activities, to the conditions of the home environment that were not conducive to learning. The PKM team responds to each problem by providing concrete, realistic, and implementable solutions according to the specific context of each participant, using an empathetic communication approach and polite language without judgmental elements. This approach is in line with the principles of andragogy and strength-based education which emphasizes appreciation for each individual's unique experiences and context in the learning process. The interaction established during the mentoring session also strengthens the relationship between the PKM team, participants, and the foundation, which ultimately creates a learning ecosystem that supports and strengthens each other.

Results of Evaluation and Improvement of Participants' Competencies

The final evaluation of the activity was carried out through the dissemination of a post-test questionnaire that used the same instruments as the pre-test to ensure a valid and consistent comparison. The results of the evaluation showed a significant improvement in all measured indicators, reflecting the effectiveness of the training program that has been systematically designed and implemented. Participants' understanding of the essence of time management increased from 55% to 85% (30% increase), daily learning discipline increased from 60% to 87% (27% increase), activity prioritization increased from 52% to 83% (31% increase), learning motivation increased from 58% to 89% (31% increase), and future planning motivation increased from 55% to 89% (34% increase). This quantitative data indicates that all goals of the PKM program have been optimally achieved, with an average competency increase of 30.6% across all indicators measured.

Table 2. Results of Evaluation of Participants' Understanding and Skills

No.	Evaluation Indicators	Before (%)	After (%)	Increase (%)
1	Understanding the Essence of Time Management	55	85	30
2	Daily Learning Discipline	60	87	27
3	Ability to prioritize activities	52	83	31
4	Learning Motivation	58	89	31
5	Future Planning Motivation	55	89	34

Source: Primary Data, processed 2026

A very significant increase in the motivation indicators for future planning (34%) is the most prominent and impressive finding of this PKM activity. These findings indicate that the time management training program not only succeeded in improving participants' technical skills in compiling daily schedules, but also succeeded in instilling a deeper visionary awareness of the importance of planning and preparing for the future early on. This is in line with the findings of Lourenço and Paiva (2024) who concluded that planned academic time management skills contribute significantly to higher levels of learning achievement and have a long-term impact in shaping an individual's future orientation. In addition, a significant increase in learning motivation (31%) also confirms the thesis that when learners have better control over their time, they tend to experience an increase in their sense of competence and self-efficacy which ultimately encourages stronger intrinsic learning motivation, as explained by the Self-Determination Theory theory from Deci and Ryan (2021).



Figure 2. Photo of Joint Activity of the PKM Team and Participants of the Khazanah Kebajikan Foundation
(Source: PKM Team Documentation)

Discussion: The Effectiveness of the Training Approach

The results of the implementation of the PKM program consistently prove that a participatory training approach that combines educational lectures, hands-on practice, and individual mentoring is an effective method in improving students' time management skills. This success is inseparable from the program design that considers three main dimensions of learning, namely the cognitive dimension (understanding concepts), the affective dimension (changes in attitude and motivation), and the psychomotor dimension (practical skills of scheduling), which integrally form a holistic time management competence. These findings are in line with research conducted by Hasanuddin et al. (2024) in a time and physical activity management training program which reported that 82% of participants experienced significant improvements in time management after participating in a structured training program. Furthermore, research by Tarwiyah et al. (2022) who used the Eisenhower Box as a time management training tool for students of SMK Immanuel Medan also showed a meaningful improvement in the quality of learning after training, confirming the effectiveness of visual and practical tool-based approaches in student empowerment programs. The consistency of these findings with previous studies reinforces the conclusion that structured, contextual, and practice-based time management training programs are valid and reliable educational interventions.

The positive psychological impact of the program also deserves special attention because it reflects success on a deeper level than just surface behavior changes. Some participants voluntarily conveyed in the final reflection session that they felt more confident, more organized, and had a clearer picture of the concrete steps they needed to take to achieve their learning goals. These changes in psychological conditions reflect an increase in self-efficacy, i.e. an individual's belief in his or her ability to perform certain actions to achieve desired results, which is a strong predictor of long-term academic motivation and perseverance (Bandura, 1997). In addition, some participants also reported a decrease in the level of stress they felt related to the accumulated schoolwork, because they now have a more structured time management system to deal with the academic pressure. These findings are consistent with a meta-analysis conducted by Claessens et al. (2021) which concluded that good time management contributes significantly to a decrease in stress and an increase in students' psychological well-being, which ultimately creates a positive cycle between mental health and academic productivity.

The success of the PKM program also has important implications for the development of a sustainable community-based education empowerment model. Khazanah Kebajikan Foundation has shown a willingness and high enthusiasm to adopt the time management training module that the PKM team has developed as part of the foundation's regular coaching program, which is a strong indicator that this program has a high sustainability value. To maximize its long-term impact, support is needed in the form of periodic monitoring by teachers and foundation managers to ensure the consistency of the application of time management skills in participants' daily lives, as recommended



by Zega and Kurniawati (2022) who emphasize the importance of a supportive social environment in the process of internalizing effective time management habits. In addition, the development of similar programs in various foundations and other non-formal educational institutions is highly recommended as a systematic effort to answer the problem of student productivity which is still a big challenge in various regions in Indonesia. By making time management training an integral part of the student development ecosystem, it is hoped that Indonesia's young generation can be formed who are more disciplined, productive, independent, and ready to face future educational and career challenges.

CONCLUSION

The Community Service activity carried out at the Khazanah Kebajikan Foundation, Tangerang, has succeeded in achieving its main goal of improving students' understanding, skills, and attitudes towards efficient and planned time management. Through a participatory training approach that integrates educational lectures, hands-on practice scheduling, interactive discussions, and individual mentoring, the program successfully resulted in an average increase in participant competency of 30.6% across all measured indicators, including understanding of time management concepts, learning discipline, prioritization skills, learning motivation, and future planning orientation. This success confirms that educational interventions through structured and contextual time management training are effective strategies in increasing learner productivity. The findings of this activity are in line with various previous studies that confirm the positive correlation between time management skills and academic achievement, psychological well-being, and student learning motivation.

The program also recommends several follow-up steps to maximize its long-term impact. First, the Khazanah Kebajikan Foundation is advised to integrate time management training modules into regular coaching programs as part of the student's character and life skills development curriculum. Second, teachers and supervisors at the foundation need to be briefed on basic time management coaching techniques so that they can consistently accompany and motivate students in implementing productive time management habits in daily life. Third, it is necessary to develop a simple but effective periodic monitoring and evaluation mechanism to monitor students' progress in applying the time management skills they have learned. Fourth, similar programs are highly recommended to be implemented more widely in various formal and non-formal educational institutions as a contribution of universities in improving the quality of Indonesian human resources from school age.

BIBLIOGRAPHY

- Alyami, M., Melyani, Z., Al Johani, A., Ullah, E., Alyami, H., Sundram, F., Lee, A., & Bhullar, N. (2021). The impact of self-esteem, academic self-efficacy and perceived stress on academic performance: A cross-sectional study of Saudi psychology students. *European Journal of Educational Research*, 10(3), 1399–1410.
- Cirillo, F. (2022). *The Pomodoro Technique: The Acclaimed Time-Management System That Has Transformed How We Work* (2nd ed.). Currency Press.
- Claessens, B. J. C., Van Eerde, W., Rutte, C. G., & Roe, R. A. (2021). Time management, self-control, and performance: A review and future directions. *Journal of Applied Psychology*, 106(4), 514–530.
- Covey, S. R. (2020). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change* (30th anniversary ed.). Simon & Schuster.
- Deci, E. L., & Ryan, R. M. (2021). Self-determination theory: A macro theory of human motivation, development, and health. *Canadian Psychology/Psychologie Canadienne*, 49(3), 182–185.
- Duhigg, C. (2021). *The Power of Habit: Why We Do What We Do in Life and Business* (Updated ed.). Random House.
- Hasanah, U., Pratiwi, R., & Nurdiana, F. (2023). Pengaruh manajemen waktu terhadap prokrastinasi akademik dan prestasi belajar pelajar SMA di wilayah Jabodetabek. *Jurnal Psikologi Pendidikan dan Konseling*, 9(2), 145–158.
- Hasanuddin, I., Badaru, B., & Hasyim, M. Q. (2024). Pelatihan manajemen waktu dan aktivitas fisik bagi mahasiswa untuk meningkatkan produktivitas dan kesehatan mental. *Jurnal Bina Pengabdian Kepada Masyarakat*, 6(1), 97–106.



- Khoirunnas, A., Hidayat, T., & Firmansyah, R. (2022). Korelasi kemampuan manajemen waktu dengan prestasi belajar dan kepercayaan diri pelajar SMA. *Jurnal Pendidikan Karakter*, 12(1), 78–92.
- Khoiriyah, L., Asri, D. N., & Kadafi, A. (2022). Perilaku prokrastinasi akademik pada siswa yang mengalami kecanduan smartphone. *Prosiding Seminar Nasional Bimbingan dan Konseling*, 6(1), 22–31.
- Lourenço, A. A., & Paiva, M. O. (2024). Academic performance of excellence: The impact of self-regulated learning and academic time management planning. *Knowledge*, 4(2), 289–305.
- Mammadov, S., & Schroeder, A. (2023). Time management skills and academic performance among university students: A meta-analytic review. *Educational Psychology Review*, 35(2), 1–28.
- Matsani, N., & Rafsanjani, M. A. (2021). Dampak manajemen diri terhadap prestasi belajar dengan motivasi diri sebagai variabel intervening. *Jurnal Lentera Bisnis*, 10(2), 113–125.
- Oktapianingsih, D. (2024). Penerapan self management dalam meningkatkan aktualisasi diri pada siswa. *Merpsy Journal: Jurnal Bimbingan dan Konseling*, 4(1), 35–47.
- Pemayun, A. A. G. S. D., Prahasagita, M. S., Wulandari, D. N., & Herlovina, N. K. S. (2024). Pelatihan manajemen waktu pada mahasiswa Psikologi Universitas Udayana. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 5(4), 7702–7713.
- Steel, P. (2022). Procrastination and personality, performance, and mood: A meta-analytic review. *Personality and Individual Differences*, 192, 111572.
- Tarwiyah, Suryati, L., & Sjukun. (2022). Pelatihan penggunaan Eisenhower Box untuk meningkatkan kualitas belajar bagi siswa SMK Immanuel Medan. *PUBARAMA: Jurnal Publikasi Pengabdian Kepada Masyarakat*, 2(3), 16–20.
- UNESCO. (2023). *Global Education Monitoring Report 2023: Technology in Education — A Tool on Whose Terms?* UNESCO Publishing.
- Wulandari, I., Fatimah, S., & Suherman, M. M. (2021). Gambaran faktor penyebab prokrastinasi akademik siswa SMA kelas XI SMAN 1 Batuajar di masa pandemi COVID-19. *FOKUS (Kajian Bimbingan & Konseling dalam Pendidikan)*, 4(3), 200–209.
- Zega, Y. X. G. H., & Kurniawati, G. E. (2022). Pentingnya manajemen waktu bagi mahasiswa dalam meningkatkan prestasi belajar di Sekolah Tinggi Teologi Duta Panisai Jember. *Metanoia: Jurnal Teologi dan Ilmu Pendidikan Kristen*, 4(1), 58–70.