

Effect of Workload, Perceived Organizational Support, and Time Management on Academic Procrastination with Work School Conflict as a Mediating Variable

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ABSTRACT

Every company needs to improve the performance of their employees to achieve company goals, especially for the current era of globalization. One of the things that can improve employee performance is continuing education. An increase in the number of Master of Management Students who decide not to be active and take time off from lectures at MB University is an interesting phenomenon to study. The purpose of this study is to determine the effect of workload, perceived organizational support, and time management on academic procrastination with work school conflict as a mediating variable. This study uses a quantitative approach method. The type of data used is primary data obtained through a questionnaire. The population in this study was 653 students of the Master of Management at Mercu Buana University. by using the solving formula, the sample obtained was 248 people. Purposive sampling is the sampling technique used in this study. The data analysis technique used is Partial Least Square (PLS) with SmartPLS software. The results showed that workload has a positive and significant relationship with academic procrastination, and perceptions of organizational support had a negative and significant result on academic procrastination. Time management has a negative and significant result on academic procrastination. WSC has a positive and significant relationship with academic procrastination. workload has a positive and significant relationship with WSC, and perceptions of organizational support have a negative and significant relationship with work school conflict. Time management has a negative and significant relationship with work school conflict. The mediation results show that work school conflict can partially mediate the relationship between workload, POS, and time management with academic procrastination.

Keywords: Academic Procrastination, Perceptions of Organizational Support, Time Management, Workload, Work School Conflict.

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I. INTRODUCTION

In the current era of globalization, competition between companies is getting hard, so companies must improve their organizational performance in all fields. The success of the organization in achieving the goals that have been set before is very dependent on the ability of its human resources in carrying out their duties, therefore the organization must think about ways that can be done to continue to develop the performance of its employees so that they can encourage the company's progress so that together they achieve organizational goals.

TABLE I: DATA ON HIGHER EDUCATION GRADUATES IN INDONESIA FOR 2017-2019

Year	Number of Higher Education Graduates in Indonesia		
	S1	S2	S3
2017	473,807	38,828	725
2018	874,923	88,923	5.017
2019	1,200,105	108,665	6,768

Source: Indonesian Higher Education Statistics-Dikti

One thing that can improve employee performance is by continuing education. With adequate education the knowledge and skills of these employees will be broader and able to solve the problems they face (Koni, 2018). The following is data on university graduates in Indonesia in 2017-2019.

Table I shows the number of university graduates in Indonesia has increased from 2017 to 2019. Continuing study to master's level makes someone superior to Bachelor graduates, especially in getting a higher position in a company. The higher the level of employee education can improve the quality and ability to achieve a better position and career (Basyit *et al.*, 2020). By continuing to study masters and having status as an employee, it might raise the problem of multiple role conflicts between the roles of being an employee and student at the same time. This conflict may also occur in several universities, especially universities that offer graduate or postgraduate classes such as MB University.

TABLE II: STUDENT DATA FOR THE MASTER OF MANAGEMENT AT MB UNIVERSITY

Master of Management	2020/2021 Odd	2020/2021 Even	2021/2022 Odd	2021/2022 even
Active	799	748	722	783
Non-active	0	0	0	107
Paid leave	76	74	85	19

Source: MB University Student Data

Based on the data in Table II, it can be said that there are quite a lot of students who are not fluent in continuing their lectures. This data shows indications of problems related to the completion of these students' lectures. Given that the majority of MB University Master of Management students are workers, this might be an indication that there is an imbalance of roles felt by students at the MB University Master of Management which causes these students to delay completing their studies. Kurniawan and Rahayu (2022) mentioned that the thing that can cause academic procrastination is the existence of multiple role conflicts. Students who have multiple roles, students who are working while studying can carry out academic procrastination because they are less able to carry out self-regulation. Academic procrastination has two factors, namely external and internal factors (Gufon *et al.*, 2010, *as cited in* Abriliah, 2022). Factors that can direct working students to procrastinate academically, namely workload, perceived of organizational support (external factors), and time management (internal factors). Furthermore, the authors also conducted a Pre-Survey by giving questionnaires to 35 active students at the MB University Master of Management regarding work school conflicts. The following are the results of the Pre-Survey which were filled in by 35 respondents who came from MB University students.

TABLE III: PRE-SURVEY OF WORK SCHOOL CONFLICT

Statement	Yes	No
I have less time to study because I have a lot of work to do	57.1%	42.9%
My work and study schedules often clashed	52.9%	47.1%
The demands of work make me reluctant to do college assignments	62.9%	37.1%
Work stress, causing it to be difficult for me to concentrate on college assignments	77.1%	22.9%
The way I solve problems in the office is not suitable for campus	53.4%	46.6%

Source: Data processed by the author (2022)

Based on Table III, it can be shown that indications of role imbalance are not only felt by students who decide to take time off, but active students can also experience problems during the learning process. Feeling tired after work, not being able to focus during learning activities, not being able to concentrate, and decreased motivation to study are some examples of forms of work school conflict that can lead students to postpone completing college assignments or even not participating in learning activities (Octavia & Nugraha, 2013, *as cited in* Ufaira & Pratiwi, 2019).

From the explanations that have been presented, this study aims to explain the effect of workload, perceived organizational support, time management and work school conflict on academic procrastination, and explains the mediating relationship of work school conflict on workload, perceived of organizational support, time management on procrastination of MM UMB students.

II. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

A. Relationship of Workload on Academic Procrastination

According to Nabawi (2019) workload is a process carried out by a person in completing the tasks of a job or group of positions that are carried out under normal circumstances within a certain period of time. Academic procrastination is a deliberate delay to start completing academic tasks that are carried out repeatedly by preferring to carry out other activities that do not need to be done and will usually be done close to the dateline of the task collection limit (Solomon & Rothblum, 1984, *as cited in* Abriliah, 2022). Work that does not look at the working hours and workload of each employee causes the employee to only have time to focus on their work and not meet their demands or obligations in lectures, with this imbalance of activities allowing them to procrastinate the academy This is in accordance with research conducted by Bolliger *et al.* (2022) and Dinata & Supriyadi (2019) which found that workload has a positive influence on academic procrastination.

Based on previous literature review, the hypothesis developed is :

H1: Workload has a positive relationship with academic procrastination.

B. Relationship of Perceived Organizational Support on Academic Procrastination

Perceived of Organizational Support (POS) according to Robbins and Judge (2017, p. 116) is the level of trust that employees have in the organization in appreciating their contributions and caring about their well-being. Academic procrastination is a deliberate delay to start completing academic tasks that are carried out repeatedly by preferring to carry out other activities that do not need to be done and will usually be done close to the dateline of the task collection limit (Solomon & Rothblum, 1984, *as cited in* Abriliah, 2022). Having a dual role as an employee and also a student, of course, an employee expects the organizational support they feel, so that it can make it easier for them to carry out both roles at the same time. This is in accordance with research conducted by Wang *et al.* (2022) which found that the POS has a negative influence on academic procrastination. That is, the higher the perceived perceived of organizational support, the more academic procrastination carried out will decrease.

Based on previous literature review, the hypothesis developed is

H2: POS has a negative relationship with academic procrastination.

C. Relationship of Time Management on Academic Procrastination

Pasaribu *et al.* (2019) mentioned that time management is the management of time where individuals first determine needs and wants and then arrange them based on the order of importance. Academic procrastination is a deliberate delay to start completing academic tasks that are carried out repeatedly by preferring to carry out other activities that do not need to be done and will usually be done close to the dateline of the task collection limit (Solomon & Rothblum, 1984, *as cited in* Abriliah, 2022). By having good time management skills, working students are expected to be able

to carry out their roles as students and workers properly without having to interfere with activities between the two roles. Research conducted by Nisa et al, (2019); Sepriana (2021); and Carmen et al, (2018) found that time management has a negative influence on academic procrastination.

Based on previous literature review, the hypothesis developed is :

H3: time management has a negative relationship with academic procrastination.

D. Relationship of Work-School Conflict on Academic Procrastination

Work-school conflict refers to a situation in which students experience work that reduces their ability, energy, and time to meet the demands of college (Park & Sprung, 2013, *as cited in* Setyowati & Nurhayati, 2019). Academic procrastination is a deliberate delay to start completing academic tasks that are carried out repeatedly by preferring to carry out other activities that do not need to be done and will usually be done close to the dateline of the task collection limit (Solomon & Rothblum, 1984, *as cited in* Abriliah, 2022). When having two roles as an employee and a student at the same time, every student wants a balance of roles between the two roles. The balance of roles can make it easier for them to carry out these activities. Research conducted by Kurniawan and Rahayu (2022) and Mardelina and Muhson (2017) which found that work school conflict affects academic procrastination.

Based on previous literature review, the hypothesis developed is :

H4: work school conflict has a negative effect on academic procrastination.

E. Relationship of Workload on Work School Conflict

According to Nabawi (2019) Workload is a process carried out by a person in completing the tasks of a job or group of positions that are carried out under normal circumstances within a certain period of time. Work-school conflict refers to a situation in which students experience work that reduces their ability, energy, and time to meet the demands of college (Park & Sprung, 2013, *as cited in* Setyowati & Nurhayati, 2019). Markel and Frone mentioned that a high workload can indicate that a person has too much work and must be completed in a certain period of time (*in* Sari, 2020). The existence of employees who continue S2 and still have the status of employees, of course, raises a double burden as a result of the dual roles carried out. This is in accordance with research conducted by Setyowati and Nurhayati (2019), Meeuwisse et al, (2017), Owen et al, (2017), Sadiq (2020) and Putra (2017) which found that workload has an influence on the perceived of organizational support for work school conflict.

Based on previous literature review, the hypothesis developed is :

H5: workload has a positive relationship with work school conflict.

F. Relationship of POS on WSC

Scandura (2019, p. 194) mentions that the perceived of organizational support is that employees pay attention to whether the organization values contributions and cares about employee well-being. Work school conflict is a form of

conflict between roles where job demands hinder students' ability to meet their demands and responsibilities in education (Markel & Frone, 1998, *as cited in* Andrade, 2018). Having a dual role as an employee as well as a student, of course an employee expects organizational support that they feel, so that it can make it easier for them to carry out both roles at the same time. Research conducted by Wu et al, (2018), Kole & Kurt (2018), and Andrade & Neves (2021) which found that perceivds of organizational support have a negative influence on work school conflict.

Based on previous literature review, the hypothesis developed is :

H6: POS has a negative relationship with WSC.

G. Relationship of Time Management on WSC

Pasaribu *et al.* (2019) mentioned that time management is the management of time where individuals first determine needs and wants and then arrange them based on the order of importance. Work-school conflict refers to a situation in which students experience work that reduces their ability, energy, and time to meet the demands of college (Park & Sprung, 2013, *as cited in* Setyowati & Nurhayati, 2019). by having good time management skills, working students are expected to be able to carry out their roles as students and workers well without having to interfere with activities between the two roles. Research conducted by Alsalem et al, (2017), and Wyananda (2020) which found that time management has a negative influence on work school conflict. Working students are expected to have good time management skills,

Based on previous literature review, the hypothesis developed is :

H7: Time management has a negative relationship with work school conflict.

H. Relationship of Workload on Academic Procrastination Through Wsc

Markel and Frone in Andrade (2018) define work school conflict as a form of conflict between roles where job demands hinder students' ability to meet their demands and responsibilities in education. After that, the presence of a high workload can indicate that a person has too much work and must be completed in a certain time (Markel & Frone, 1998, *as cited in* Sari, 2020). With a high workload, it will trigger a conflict of role imbalances where individuals will focus more on work so as to forget their obligations as students. It is this imbalance of roles that allows academic procrastination to occur. This is in accordance with research conducted by Bolliger et al, (2022), Kurniawan and Rahayu (2022) and Mardelina and Muhson (2017). With a high workload, it will trigger conflicts in the imbalance of roles as student. This imbalance of roles that allows academic procrastination to occur.

Based on previous literature review, the hypothesis developed is :

H8: work school conflict mediates the relationship of workload with academic procrastination.

I. Relationship of Perceived Organizational Support on Academic Procrastination Through WSC

Work school conflict is a form of conflict between roles where job demands hinder students' ability to meet their

demands and responsibilities in education (Markel & Frone, as cited in Andrade, 2018). Having a dual role as an employee and also a student, of course, an employee expects organizational support that they feel, so that it can minimize work-school conflicts and make it easier for them to carry out both roles at the same time. This is in accordance with research conducted by Wang et al, (2022), Kurniawan and Rahayu (2022) and Mardelina and Muhson (2017).

Based on previous literature review, the hypothesis developed is :

H9: work school conflict mediates the relationship of POS with academic procrastination.

J. Relationship of Time Management on Academic Procrastination Through Work School Conflict

Work school conflict as a form of conflict between roles where job demands hinder students' ability to meet their demands and responsibilities in education (Markel & Frone, 1998, as cited in Andrade, 2018). Working students are expected to have good time management skills, Students who work are expected to have good time management skills, by having good time management skills, students can minimize schoolwork conflicts, so that they are expected to be able to carry out their roles as students and workers well, without having to interfere with activities between the two roles. This is in accordance with research conducted by Alsalem et al, (2017), Wyananda (2020), Kurniawan and Rahayu (2022) and Mardelina and Muhson (2017).

Based on previous literature review, the hypothesis developed is :

H10: WSC mediates the relationship time management on academic procrastination.

III. RESEARCH METHODOLOGY

The type of research used in this research is descriptive with a quantitative approach. Population in this study were all active students the Master of Management at MB University Jakarta which totaled 653 students. By using the slovin

formula, the sample obtained is 248 respondents. The data collection procedure used questionnaire. Structural equation model (SEM-PLS) was used for data analysis techniques in this study.

IV. RESEARCH RESULT AND DISCUSSION

Table IV shows the results of the descriptive analysis on each research variable.

Based on Table IV, the average value of workload ranges from 3.7 to 3.85. The highest average score in mental effort load dimension (3.85), it can be concluded that the work performed by employees needs high concentration to completing it.

On the POS variable the average value is the lowest 3.58 and the highest 3.7. The lowest average value in the Justice dimension with an average value of 3.58, it can be concluded that employees do not feel that the company carries out fair procedures in determining promotions.

TABLE IV: DESCRIPTIVE ANALYSIS OF RESEARCH VARIABLES

Variables	Dimensions	Means
Workload (X1)	Time Load (X1.1)	3,7
	mental effort load (X1.2)	3.85
	psychological stress load (X1.3)	3.84
Perception of Organizational Support (X2)	Justice (X2.1)	3.58
	Boss support (X2.2)	3.64
	Rewards and working conditions (X2.3)	3,7
Time Management (X3)	Setting goals and priorities (X3.1)	3.69
	Planning and scheduling (X3.2)	3.69
	preference for organized (X3.3)	3.66
	Ability to control time (X3.4)	3.73
Work School Conflict (Z)	Time based conflict (Z.1)	3.89
	strain based conflict (Z.2)	3.82
	behavior based conflict (Z.3)	3.83
Academic Procrastination (Y)	Wasting time (Y.1)	3.82
	Avoidance of duty (Y.2)	3,8
	Blaming others (Y.3)	3,7

Source: Data processed by the author (2022)

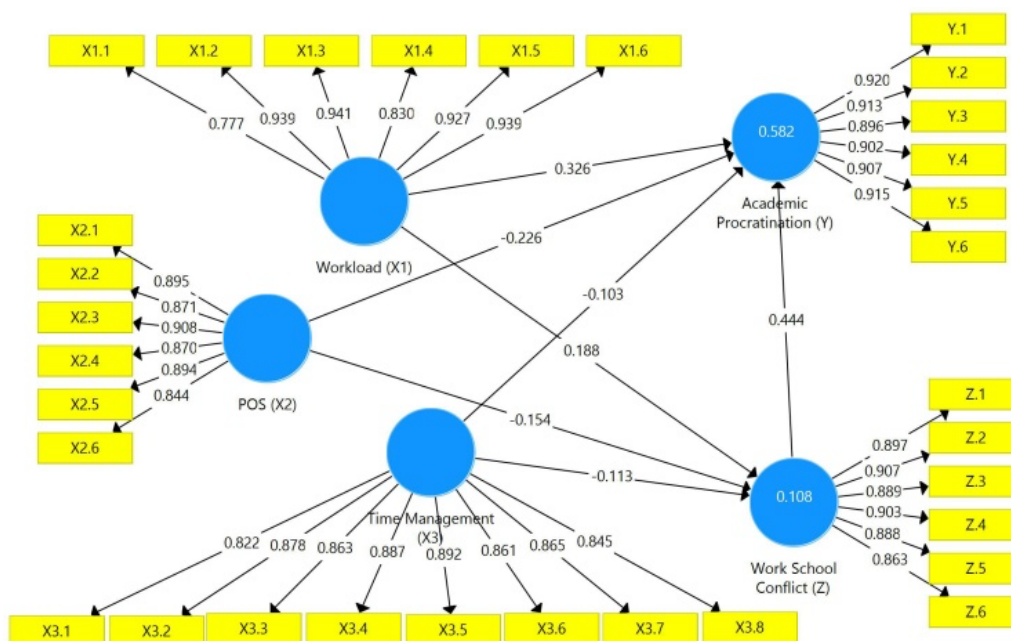


Fig. 1. Results of the structural inner model.

On the time management dimension ranges from 3.66 to 3.73. The lowest average value in the Time planning and scheduling dimension with an average value of 3.69. This means that students have not carried out activities according to the plan that has been thought of.

The average value of the work school conflict variable dimension ranges from 3.82 to 3.9. The highest average score is in dimension Time based conflicts with an average score of 3.9. This means that students tend to have more time to work, so they run out of time to complete lecture assignments.

The average value indicated by the dimensions of academic procrastination ranges from 3.7 to 3.82. The highest average score is in dimension Wasting time with an average score of 3.82. This means that students have a tendency to procrastinate and complete assignments.

TABLE V: HYPOTHESIS TEST RESULTS FOR DIRECT EFFECT

	Original Sample (O)	P Values	Information
Workload (X1) -> Academic Procrastination (Y)	0.326	0.000	Positive, significant
Perception of Organizational Support (X2) -> Academic Procrastination (Y)	-0.226	0.000	Negative, Significant
Time Management (X3) -> Academic Procrastination (Y)	-0.103	0.018	Negative, Significant
Work School Conflict (Z) -> Academic Procrastination (Y)	0.444	0.000	Positive, Significant
Workload (X1) -> Work School Conflict (Z)	0.188	0.002	Positive, Significant
Perceptions of Organizational Support (X2) -> Work School Conflict (Z)	-0.154	0.006	Negative, Significant
Time Management (X3) -> Work School Conflict (Z)	-0.113	0.035	Negative, Significant

Source: Data processed by the author (2022)

Workload had a positive and significant relationship with academic procrastination, evidenced by the value of the original sample (path coefficient) of 0.326 (positive) (p-value=0.000). it can be concluded that employees who have a lot of work that must be completed immediately will make these employees avoid the college assignments they have to do.

Perceived organizational support has a negative and significant relationship with academic procrastination, evidenced by the value of the original sample (path coefficient) of -0.226 (negative) (p-value=0.000). It can be concluded that employees who feel support from superiors and feel safe at work will reduce their tendency to avoid responsibility in lectures.

Time management has a negative and significant relationship with academic procrastination, evidenced by the value of the original sample (path coefficient) of -0.103(negative) (p-value=0.018). It can be concluded that students who have good time management skills can improve their balance in undergoing lectures.

Work school conflict has a positive and significant relationship with academic procrastination, evidenced by the value of the original sample (path coefficient) of 0.444 (positive) (p-value=0.000). It can be concluded that students who have excessive pressure and demands from one role will make these students tired, so that when it is time to do their

lecture assignments, they tend to choose to postpone completing lecture assignments and choose other activities.

Workload has a positive and significant relationship with work school conflict, evidenced by the value of the original sample (path coefficient) of 0.188(positive) (p-value=0.002). it can be concluded that a high workload can indicate that a person has too much work and must be completed within a certain time span so that he forgets his responsibilities in lectures which can lead to multiple role conflicts.

Perceived organizational support has a negative and significant relationship with work school conflict, evidenced by the value of the original sample (path coefficient) of -0.154 (negative) (p-value= 0.006). it can be concluded that having a dual role as an employee and also a student of course an employee expects the organizational support they feel, the organizational support can make it easier for them to carry out both roles at the same time.

Time management has a negative and significant relationship with work school conflict, evidenced by the value of the original sample (path coefficient) of -0.113 (negative) (p-value=0.035). it can be concluded that students who have good time management skills can improve their balance in carrying out their roles as students and workers properly without having to interfere with activities between the two roles.

TABLE VI: HYPOTHESIS TEST RESULTS FOR INDIRECT EFFECT

	Original Sample (O)	P Values	Information
Workload (X1) -> Work School Conflict (Z) -> Academic Procrastination (Y)	0.083	0.001	Positive, Significant
Perceptions of Organizational Support (X2) -> Work School Conflict (Z) -> Academic Procrastination (Y)	-0.068	0.007	Negative, Significant
Time Management (X3) -> Work School Conflict (Z) -> Academic Procrastination (Y)	-0.050	0.039	Negative, Significant

Source: Data processed by the author (2022)

The results of indirect hypothesis testing show that work school conflict mediates the effect of workload on academic procrastination, which is indicated by a path coefficient value of 0.083 (p-value=0.001). it can be concluded that a heavy workload further increases academic procrastination through work school conflict.

Next, the test shows that WSC can mediate effect of perceived organizational support on academic procrastination (O= -0.068) (p-value= 0.007). It can be concluded that perceived organizational support will reduce academic procrastination through work school conflict.

Last, the results show that work school conflict mediates relationship of time management on academic procrastination (O= -0.050) (p-value= 0.039). It can be concluded that having good time management will reduce academic procrastination through work school conflict

V. CONCLUSION

The results of the study explain that: (1) Workload directly has a positive and significant influence on academic procrastination in MM UMB students. This shows that employees who have a lot of work to complete will make those employees avoid the college assignments they have to do. (2) The perception of organizational support directly has a negative and significant influence on academic procrastination in MM UMB students. This shows that employees who feel appreciation from superiors and feel safe at work, will lower their tendency to avoid responsibility and blame others. (3) Time management directly has a negative and significant influence on academic procrastination in MM UMB students. This shows that students who plan in order to manage time and do it according to planning, will lower their desire to avoid tasks. (4) Work school conflict directly has a positive and significant influence on academic procrastination in MM UMB students. This shows that students who have excessive pressure and demands from one of the roles, will make these students exhausted, so when it is time to do lecture assignments, they tend to choose to postpone completing lecture assignments and choose other activities. (5) Workload directly has a positive and significant influence on work school conflict in MM UMB students. This shows that employees who have a lot of work that must be completed immediately will hinder the employee's ability and desire to meet the demands and obligations of the study so that it will cause conflicts between work and college. (6) The perception of organizational support directly has a negative and significant influence on work school conflict in MM UMB students. This shows that employees who feel support from superiors and co-workers and feel safe at work, will increase the ability and desire of individuals to fulfill other obligations so as to minimize conflicts that will occur. (7) Time management directly has a negative and significant influence on work school conflict in MM UMB students. This shows that students who re-examine the deadlines for their assignments and re-examine activities that have or have not been carried out can make the student feel that they have sufficient time to complete the demands of both roles. (8) Workload has a positive and significant effect on academic procrastination in MM UMB students with work school conflict as a mediating variable. (9) Perception of organizational support has a negative and significant effect on academic procrastination in MM UMB students with work school conflict as a mediation variable. (10) Time management has a negative and significant effect on academic procrastination in MM UMB students with work school conflict as a mediation variable.

Based on the conclusions above, the suggestions that can be submitted are:

- 1) For the workload variable, based on the results of the discriminant validity test (cross loading) with the highest statement item, namely X1.3 "I complete a lot of work in one day" so based on these results the researcher provides suggestions that can be prioritized to reduce the mental effort load dimension, where companies should pay attention to employee workload in accordance with each employee's job desk, so as to increase employee concentration on employee

responsibilities in lectures, and the employee is able to carry out both activities simultaneously.

- 2) For the variable perception of organizational support, based on the results of discriminant validity (cross loading) testing with the highest statement item, namely X2.3 "My supervisor directs what I should do" so based on these results the researcher provides suggestions that can be prioritized to increase the dimensions of superior support, where the company should continue to maintain the relationship between superiors and employees. The existence of a good relationship between employees and superiors is able to make it easier for employees to be able to undergo lectures.
- 3) For individuals For the time management variable, based on the results of discriminant validity (cross loading) testing with the highest statement item, namely X3.5 "I re-examined the assignment dateline schedule" so based on these results the researcher provides suggestions that can be prioritized to increase the preference dimension for being organized", where students should continue to maintain in managing the balance between work and lectures so that they are able to carry out these two activities simultaneously by preparing activity plans and re-examining these plans.
- 4) For Further Research The results of this study indicate that the percentage influence of exogenous variables (workload, perceptions of organizational support, time management, and work school conflict) on endogenous variables (academic procrastination) is 58.2%, while the effect is 41.8% by variables others that were not included in this study. It is suggested that further research can conduct research by adding several other independent variables such as compensation and learning motivation.

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