



Time Management and Team Collaboration as Determinants of Student Association Performance: Evidence from an Islamic Higher Education Institution in Indonesia

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Abstract:

The present research aims to analyze the influence of time management and teamwork on student performance associations at the Department of Islamic Economics and Business, North Sumatra State Islamic University. Student organizations play an important role as a medium for developing leadership, social skills, and managerial abilities among students. However, several obstacles are still found, such as delays in implementing work programs, lack of coordination among members, and low member participation in organizational activities. The study adopted a quantitative approach with a causal-associative research design. The research involved of 300 members of FEBI student associations, involving a total of 75 the required sample size was established using the Slovin formula. Questionnaire-based data were analyzed using a multiple linear regression approach. The results showed Time management did not exert a statistically significant partial effect on student association performance, while team collaboration exerted a positive and significant effect. Simultaneously, Time utilization and team collaboration significantly affected student association performance. The R^2 value was value of 40.1% indicates that both variables were able to explain organizational performance, while the rest was attributable to other factors not examined in this study.

Keywords: Time Management, Team Collaboration, Performance, Student Association, Organization

1. Introduction

Student organizations play an important role in higher education by providing students with opportunities to develop leadership, responsibility, communication, and teamwork skills. As organizational platforms at the study-program level, student associations provide a practical environment in which students can apply managerial knowledge and develop competencies beyond the classroom. Their activities generally involve planning work programs, organizing and implementing activities, coordinating members, and evaluating organizational outcomes. Consequently, the effectiveness of student organizations is not solely driven by the quality of their programs but also by their members' ability to manage time effectively and collaborate in achieving shared organizational objectives (Septiyaningrum & Wajdi, 2024).

The Faculty of Islamic Economics and Business (FEBI) at UIN North Sumatra comprises five undergraduate study programs: Management, Islamic Economics, Sharia Accounting, Sharia Banking, and Sharia Insurance. Each study program has an active Student Association that is responsible for organizing various academic and non-academic activities. Based on membership estimates for the 2026 period, the total number of students involved in FEBI student associations is approximately 300, with an estimated 40–80 members in each study program. The relatively large membership and diverse organizational structures create managerial challenges that require effective coordination and resource management. In this context, systematic time management and strong team collaboration are essential to ensure that organizational activities are implemented effectively and that members are able to contribute according to their respective responsibilities (Makiah & Nusron, 2025).

Despite the strategic role of student associations, their organizational performance does not always reach the expected level. Several issues can arise, including delays in the implementation of work programs, limited coordination among members, and low levels of participation in organizational activities. Members may also face difficulties in balancing academic responsibilities with organizational commitments. Such competing demands may affect their ability to complete assigned tasks, attend organizational activities, and coordinate effectively with other members. These conditions highlight the importance of examining the factors that may contribute to the performance of student organizations, particularly time management and team collaboration (Azhari et al., 2025).

Time management involves the capacity to plan, organize, identify priorities and use time efficiently to accomplish predetermined objectives. Within student organizations, effective time management involves scheduling activities, establishing priorities, allocating responsibilities, and completing organizational tasks within predetermined deadlines. For student association members, these abilities are particularly important because they must simultaneously manage academic obligations and organizational responsibilities. Poor time allocation may lead to delays, overlapping responsibilities, and reduced participation in organizational activities. Previous research has indicated that effective time management is associated with increased productivity and improved individual performance (Alya Agustina & Mardalis, 2023). However, existing research has predominantly examined time management in individual or formal workplace settings, while its implications for organizational performance within student associations remain relatively underexplored. This limited contextual examination represents an important research gap, particularly given the voluntary, dynamic, and student-driven nature of campus organizations.

Team collaboration represents another critical factor in determining organizational effectiveness. It refers to the ability of individuals to communicate, coordinate tasks, share responsibilities, exchange information, and work collectively toward common objectives. In student associations, collaboration occurs across divisions and involves members with different backgrounds, competencies, and responsibilities. Effective collaboration can facilitate coordination, reduce misunderstandings, support problem-solving, and create synergy among members. Conversely, weak collaboration may result in communication barriers, unclear responsibilities, duplicated tasks, and conflicts that can undermine organizational performance. Previous research has emphasized the importance of collaboration in supporting organizational outcomes (Yoseptry et al., 2023). Nevertheless, the role of team collaboration in student organizations has received comparatively limited attention, particularly in organizational structures involving multiple divisions and voluntary student participation. Therefore, further empirical investigation is needed to determine the extent to which team collaboration contributes to the performance of student associations.

Organizational performance shows the degree to which an organization is able to achieve its predetermined objectives through the effective implementation of its activities and programs. In student associations, performance may be reflected in the successful implementation of work programs, member participation, achievement of organizational targets, timeliness, and the quality of activity outcomes. Recognition and rewards may also encourage members to contribute more actively to organizational activities by strengthening their motivation and sense of appreciation (Maharani et al., 2024). However, previous studies have often examined organizational performance from individual dimensions or focused on



specific organizational outcomes without simultaneously considering time management and team collaboration as complementary determinants. The simultaneous examination of these two factors is therefore important for developing a deeper insight of the mechanisms underlying student organizational performance.

The existing literature thus suggests two important gaps. First, although Effective time management has been closely related to with individual productivity and performance, its contribution to the performance of student organizations remains insufficiently examined within the context of study-program-based associations. Second, although team collaboration has been viewed as an important determinant of organizational effectiveness, limited empirical evidence explains its role in student associations characterized by voluntary participation, diverse membership, and multi-divisional structures. More importantly, relatively few studies have integrated time management and team collaboration into a single empirical model to explain student organizational performance. Addressing these gaps can provide a more comprehensive perspective on how internal managerial and interpersonal factors jointly contribute to organizational outcomes in higher education.

Accordingly, this study aims to examine the effect of time management and team collaboration on the performance of student associations at the Faculty of Islamic Economics and Business, UIN North Sumatra, with a specific focus on the Student Associations of the Management and Islamic Economics Study Programs. The novelty of this study lies in the integration of time management and team collaboration into a unified analytical framework within the context of student organizations. Unlike studies that primarily examine these variables separately or within individual and formal workplace settings, this study focuses on the distinctive characteristics of student associations, including voluntary participation, competing academic and organizational responsibilities, and complex organizational structures. The findings are expected to contribute theoretically to the development of management research in the context of student organizations and practically by providing evidence-based recommendations for improving organizational performance through more effective time management, coordination, and teamwork (Kurniawan & Amaliyah, 2024).

2. Literature Review

Time Management

Time management in the context of the Student Associations of the Management and Islamic Economics Study Programs encompasses various organizational activities that require effective planning and allocation of time. Activities conducted by the student associations include work meetings, evaluation meetings, seminars and workshops, leadership training, community service activities, academic competitions, and programs aimed at developing students' interests and talents. The Management Student Association focuses primarily on managerial training, entrepreneurship, and soft-skill development, whereas the Islamic Economics Student Association (EKI) organizes activities such as Islamic economics discussions, Islamic finance seminars, and religious programs, including regular study sessions and training on sharia contracts. Time management in these activities involves developing activity timelines, coordinating schedules across divisions, determining work program priorities, and controlling the timing of activities to ensure that implementation remains consistent with established plans. Members who are able to manage their time effectively are more likely to complete organizational responsibilities without compromising their academic activities. This is consistent with the view that effective time management contributes to individual productivity and performance within organizations (Alya Agustina & Mardalis, 2023).

Team Collaboration

Team collaboration refers to the process through which individuals work together within a group to achieve common objectives through effective coordination, communication, and task allocation. In student associations, team collaboration is an essential element because the implementation of most work programs involves multiple divisions and members with diverse backgrounds. Effective collaboration encompasses the ability to establish open communication, develop mutual trust among members, and demonstrate a collective commitment to achieving organizational objectives. In addition, team collaboration involves the ability to manage conflicts that may arise during the work process so that such conflicts do not hinder the achievement of organizational goals. Effective collaboration enables organizations to create synergy and subsequently improve overall organizational performance (Yoseptry et al., 2023).

From an organizational theory perspective, team collaboration involves not only cooperation among members but also the effective management of the team as a whole. Managing team collaboration includes establishing clear task allocations, defining the roles and responsibilities of individual members, and implementing structured coordination throughout organizational activities. Organizational leaders also play an important role in creating a conducive working environment and encouraging active member participation. Well-managed collaboration can improve work efficiency,

accelerate task completion, and enhance the quality of organizational outcomes. Therefore, the ability to manage team collaboration effectively is an important factor in determining the success of student organizations in achieving their planned objectives (Septiyaningrum & Wajdi, 2024).

Student Association Performance

Student association performance refers to the outcomes of organizational activities carried out through planned work programs to achieve predetermined organizational objectives. Performance reflects the extent to which an organization is able to fulfill its functions and responsibilities effectively and efficiently. In the context of student associations, performance can be assessed based on the successful implementation of work programs, the level of member participation, and the quality of organizational activities and outcomes. Furthermore, organizational performance is influenced by members' ability to collaborate, manage their time, and fulfill their respective responsibilities effectively. Strong organizational performance enables student associations to make a positive contribution to student development and the broader academic environment (Maharani et al., 2024).

In addition to the implementation of work programs, student association performance can also be supported by a reward or recognition system for members. Rewards represent forms of appreciation given to members who demonstrate achievement or make active contributions to the organization. Such rewards may include certificates, formal recognition, or opportunities to assume strategic positions within the organization. Appropriate reward systems can increase members' motivation to perform effectively and encourage active participation in organizational activities. Thus, student association performance is influenced not only by individual factors but also by organizational management systems that create a productive and supportive environment (Rohani, 2023).

Table 1. Study Variables

No	Variables	Indicators	Sources
1	Time Management (X1)	1. Scheduling of HMJ activities 2. Prioritizing work programs 3. Timeliness in completing tasks 4. Managing time between academics and organizational activities 5. Discipline in participating in activities	Alya Agustina & Mardalis (2023)
2	Team Collaboration (X2)	1. Communication among members 2. Team collaboration 3. Inter-divisional coordination 4. Trust among members 5. Team conflict resolution	Septiyaningrum & Wajdi (2024)
3	Student Association Performance (Y)	1. Success of work programs 2. Member participation 3. Quality of organizational activities 4. Innovation in work programs 5. Provision of rewards to members	Maharani et al. (2024) & Rohani (2023)

3. Method

This research employed a numerical research approach with a causal-effect research design to examine the effects of time management and team collaboration on the performance of Student Associations (HMJ) at UIN North Sumatra's Faculty of Islamic Economics and Business. The population consisted of 303 active HMJ members from five study programs: Management (67), Islamic Economics (42), Sharia Accounting (64), Sharia Banking (69), and Sharia Insurance (61). The study participants were selected determined through the Slovin formula with a 10% margin of error.

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{303}{1 + 303(0,10)^2} = \frac{303}{1 + 3,03} = \frac{303}{4,03} = 75,19 \approx 75 \text{ responden}$$

Considering the derivation, the sample consisted of 75 respondents, representing the population characteristics (Sugiyono, 2022). A five-point Likert-scale questionnaire was utilized to collect the data. The instrument was assessed to establish validity and reliability. Classical assumption testing formed part of the data analysis procedure, a multiple-predictor regression model, t-test, F-test, and the R^2 statistic. The results show that expected to yield practical insights for improving time management, team collaboration, and organizational effectiveness within FEBI UIN North Sumatra.

4. Findings and discussion

Primary empirical data were obtained via an online questionnaire administered WhatsApp groups from April 13 to April 27, 2026. The respondents were members of five student associations at FEBI UIN North Sumatra: Management, Islamic Economics, Sharia Accounting, Sharia Banking, and Sharia Insurance. A total of 75 valid responses were obtained. The data were analyzed using statistical software the research data were examined through validity and reliability assessments, normality analysis, multiple regression modeling, t-tests, F-tests, and R-squared evaluation (R^2) analyses to assess how time management affects and team collaboration on student association performance.

Respondent Profile

The study involved 75 members of student associations within UIN North Sumatra's Faculty of Islamic Economics and Business. The respondents were active members of the Management and Islamic Economics Student Associations who participated in various organizational activities. Respondent characteristics were classified by gender and age to describe the demographic profile of the participants.

Respondent Profile by Gender

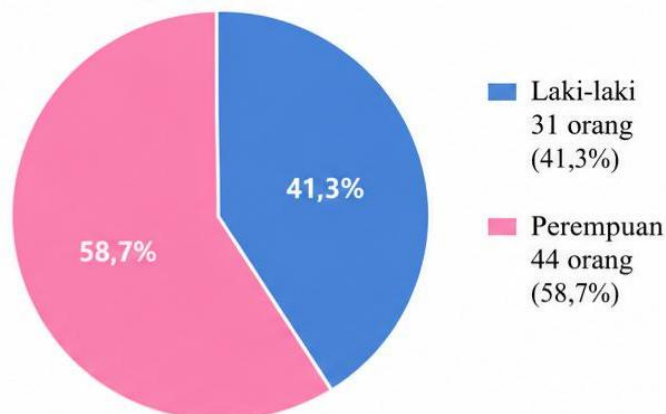


Figure 4.1. Respondent Profile by Gender

Figure shows that 4.1, female respondents outnumbered male respondents. Of the 75 respondents, 44 (58.7%) were female, while 31 (41.3%) were male. This indicates that female students constituted the majority of participants and demonstrated relatively active involvement within both academic and non-academic contexts organized of students associations at FEBI UIN North Sumatra.

Respondent Profile by Age

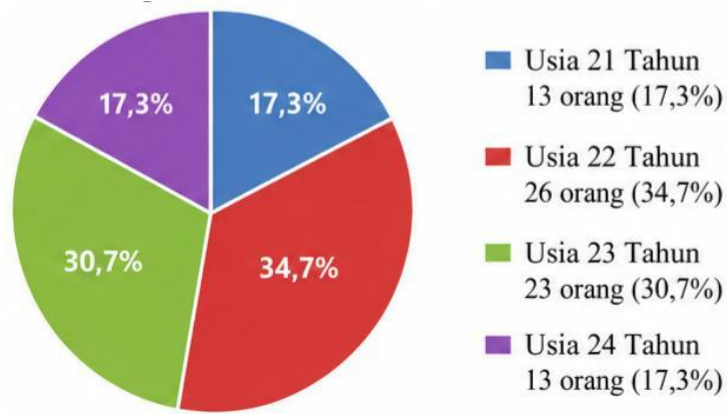


Figure 4.2. Respondent Profile by Age

Based on Figure 4.2, most respondents were aged 22–23 years. Respondents aged 22 years accounted for 26 people (34.7%), followed by those aged 23 years with 23 people (30.7%). Respondents aged 21 and 24 years each comprised 13 people (17.3%). These findings indicate that most respondents were active university students who were actively involved in organizational activities, including committees, work programs, leadership development, seminars, and other student association activities at FEBI UIN North Sumatra.

Validity Test

Validity testing was carried out to assess whether the questionnaire items were appropriate for assessing the variables investigated. With 75 respondents ($N = 75$), the degrees of freedom were calculated as $N - 2 = 73$. At a 5% significance level ($\alpha = 0.05$), the critical r -value was 0.2272. An item was classified as valid when its r -value (Corrected Item-Total Correlation) exceeded 0.2272.

Number of Respondents (N) = 75

$$R \text{ Table} = N - 2 = 75 - 2 = 73$$

At a 5% alpha level ($\alpha = 0.05$), the corresponding r -value was 0.2272.

Table 1. Validity Test Results for the Time Management Variable (X1)

Variables	Questions Item	Total Correlation	R Tabel	Descriptions
	X1.1	0.695	0.2272	Valid
	X1.2	0.531	0.2272	Valid
Time Management (X1)	X1.3	0.695	0.2272	Valid
	X1.4	0.812	0.2272	Valid
	X1.5	0.878	0.2272	Valid

Based on Table 1, all items measuring Time Management (X1) yielded calculated r -values above the critical value of 0.2272. The highest correlation was found for item X1.5 (0.878), while the lowest was X1.2 (0.531). Thus, all time management indicators were considered valid and suitable for use in the study.

Table 2. Validity Test Results for the Team Collaboration Variable (X2)

Variables	Questions Item	Total Correlation	R Tabel	Descriptions
	X2.1	0.733	0.2272	Valid
	X2.2	0.684	0.2272	Valid
Team Collaboration (X2)	X2.3	0.641	0.2272	Valid
	X2.4	0.490	0.2272	Valid
	X2.5	0.490	0.2272	Valid

Based on Table 2, all items measuring Team Collaboration (X2) had r-count values greater than the r-table value of 0.2272. The highest correlation was found for item X2.1 (0.733), while the lowest was found for items X2.4 and X2.5 (0.490). Therefore, all team collaboration indicators, including member communication, teamwork, inter-division coordination, trust, and conflict resolution, were considered valid and appropriate for this research.

Tabel 3. Validity Test Results of the Student Association Performance Variable (Y)

Variables	Questions Item	Total Correlation	R Tabel	Descriptions
	Y1.1	0.755	0.2272	Valid
	Y1.2	0.851	0.2272	Valid
Student Association Performance (Y)	Y1.3	0.801	0.2272	Valid
	Y1.4	0.883	0.2272	Valid
	Y1.5	0.787	0.2272	Valid

Based on Table 3, all Student Association Performance (Y) the items yielded r-values above the benchmark r-value of 0.2272. The highest value was Y1.4 (0.883), while the lowest was Y1.1 (0.755). Thus, all indicators were valid and suitable for the study.

Reliability Test

Reliability was assessed to assess the stability of the research instrument through SPSS-based Cronbach's Alpha analysis. The variable satisfied the reliability requirements if its the obtained Cronbach's Alpha value was above 0.60. The following table illustrates the results of the reliability assessment.

Table 4 Reliability Test Results

Variables	Questions Item	Total Correlation	R Table
(X1)	5	0.789	Reliable
(X2)	5	0.777	Reliable
(Y)	5	0.832	Reliable

Based on Table 4, all variables were reliable, with Cronbach's Alpha values of 0.789 for Time Management (X1), 0.777 for Team Collaboration (X2), and 0.832 for Student Association Performance (Y). Since all values exceeded 0.60, the questionnaire demonstrated good internal consistency and was suitable for data collection.

Classical Assumption Test

Normality Test

Normality was assessed using conducted to assess if the data satisfied the normality assumption. Using SPSS, the observations were deemed normal if the obtained significance value was above 0.05. The results are presented below.

**Tabel 5 Hasil Uji Normalitas
 One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		75
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.51714857
Most Extreme Differences	Absolute	.315
	Positive	.202
	Negative	-.315
Test Statistic		.315

Asymp. Sig. (2-tailed)	.200 ^c
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- a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on Table 5, the One-Sample Kolmogorov-Smirnov The test revealed an Asymp. Sig. Value of 0.200, which was greater than the 0.05 criterion. Thus, the residuals satisfied the normality assumption, indicating that the normality assumption was met and parametric analysis could be performed.

Multicollinearity Test

Multicollinearity analysis was conducted to detect excessive correlations between the predictor variables. The test used the presence of multicollinearity was examined using Tolerance and Variance Inflation Factor (VIF) indicators. A model was regarded as having no multicollinearity when its Tolerance exceeded 0.10 and its VIF was less than 10.

Table 6 Multicollinearity Test Results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-1.219	3.911		-.312	.756		
	Time Management	.235	.181	.146	1.300	.198	.658	1.519
	Team Collaboration	.799	.167	.537	4.775	.000	.658	1.519

a. Dependent Variable: Student Association Performance

Based on Table 6, the one-sample K-S test produced an Asymp. Sig. Value of 0.200 > 0.05. Thus the residuals displayed a normal distribution pattern, showing that the normality assumption was satisfied and the model met the requirements for further analysis.

Multiple Linear Regression Analysis

Linear regression with multiple predictors was used to identify the effects of Time Management (X₁) and Team Collaboration (X₂) on Student Association Performance (Y), both simultaneously and partially. The model is formulated as $Y = a + b_1X_1 + b_2X_2 + e$, where a represents the intercept, b₁ and b₂ are the estimated coefficients, and e denotes the residual error. The analysis was based on data from 75 respondents.

Table 7 Multiple Linear Regression Analysis Test Results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-1.219	3.911		-.312	.756		
	Time Management	.235	.181	.146	1.300	.198	.658	1.519
	Team Collaboration	.799	.167	.537	4.775	.000	.658	1.519

a. Dependent Variable: Student Association Performance

Table 7 indicates that the regression equation is $Y = -1.219 + 0.235X_1 + 0.799X_2$. Both variables positively affect Student Association Performance, with Team Collaboration (0.799) having a stronger influence than Time Management (0.235).

Uji T Statistik (Model 1)

The t-test aimed to evaluate the partial effects of Time Management (X1) and Team Collaboration (X2) on Student Association achievement. A variable was deemed significant when the relevance value was below 0.05 and the t-count exceeded the t-table value.

Table 8 Statistical t-Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.219	3.911		-.312	.756
	Time Management	.235	.181	.146	1.300	.198
	Team Collaboration	.799	.167	.537	4.775	.000

a. Dependent Variable: Student Association Performance

Formula for finding the t-table value

$$= \alpha : n - k - 1$$

Details:

α = specified significance level (0,05)

n = Number of samples (75)

k = Count of independent variables (2)

Based on Table 8, Time Management had no significant effect on Student Association Performance ($t = 1.300$; $p = 0.198 > 0.05$). Team Collaboration had a significant effect ($t = 4.775$; $p < 0.001$). Thus, H1 was rejected and H2 was accepted.

F-statistic test

The F-test evaluated the collective contribution of the independent variables to the dependent variable.

Table 9 F-Statistic Test Results

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76.762	2	38.381	24.108	.000 ^b
	Residual	114.625	72	1.592		
	Total	191.387	74			

a. Dependent Variable: Student Association Performance

b. Predictors: (Constant), Team Collaboration, Time Management

Referring to Table 9, the F-test yielded an F-value of 24.108 using a significance threshold of value of $0.000 < 0.05$. Thus, Time Management and Team Collaboration jointly significantly influence on Student Association Performance. Therefore, the simultaneous hypothesis is accepted.

R-squared Test

The R^2 statistic was used to assess how well Time Management and Team Collaboration explain Student Association Performance. A higher R^2 indicates better the regression model's explanatory capacity.

Table 10 R-Square Test Results

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.633 ^a	.401	.384	1.26175

a. Predictors: (Constant), Team Collaboration, Time Management

b. Dependent Variable: Student Association Performance

Referring to Table 10, the R^2 statistic of 0.401 indicates that Time Management and Team Collaboration explain 40.1% of the differences in Student Association Performance, while 59.9% is explained by other factors.

Conclusion

Time Management does not exert a significant influence on Student Association outcomes, while Team Collaboration contributes positively and significantly to jointly, both variables exert a significant influence on organizational performance. Strengthening teamwork, communication, coordination, and time management is therefore essential to improve organizational effectiveness.

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