



## The Effect of Time Management, Student Creativity and Learning Motivation on Student Learning Outcomes Case Studies on Economics

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### Abstract

This study aimed to analyze the effect of time management, student creativity and learning motivation on student learning outcomes at SMAN 62 Jakarta in the subject of Economics. The method used in this research was descriptive quantitative with Path Analysis approach. The population in this study were all students of class XI science and social studies at SMAN 62 Jakarta, totally 239 students. Population members taken as a sample were 120 respondents. The sampling technique was proportional stratified random sampling. Data was collected by using a questionnaire and distributed via google forms to 120 students of class XI science and social studies at SMAN 62 Jakarta. This study revealed that: (1) time management had a positive and significant effect on learning outcomes; (2) student creativity had a positive and significant effect on learning outcomes; (3) learning motivation had a positive and significant effect on learning outcomes; (4) time management, student creativity and motivation learning together had a positive and significant effect on learning outcomes.

### How to Cite

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## INTRODUCTION

Education is the key to future development for the Indonesian nation. Education plays a role in giving birth to a nation that is superior and can realize national ideals, one of which is the intellectual life of the nation. As explained by Law No. RI. 20 of 2003 concerning the National Education System that the main function of education is to educate the life of the nation (Solfema & Wahid, 2018). However, if you look at the current portrait of education in Indonesia, it is very concerning. On the other hand, the Covid-19 pandemic outbreak in Indonesia in 2020 contributed to a long list of educational problems in Indonesia. Based on a survey by the United Nations International Children's Emergency Fund (UNICEF) on the implementation of Distance Learning (PJJ) it was found that 66% of students felt uncomfortable studying at home and 87% wanted to return to school. It has been about a year since the government implemented the PJJ policy. then the government made a limited face-to-face learning policy that applied to all education units in July 2021. The Ministry of Education and Culture (Kemendikbud) stated that the trend of Indonesian education participation tends to decline during the Covid-19 pandemic. The declining quality of Indonesian education during the Covid-19 pandemic has something to do with student learning outcomes.

Learning outcomes are the results of student efforts in achieving goals regarding student learning development during a certain period and values in the curriculum (Suratno, 2013). According to Hamalik in Dimiyati & Mudjiono (2009) learning outcomes are changes in a person's behavior that are better than before or who previously did not know to know, then can be seen and measured in terms of knowledge, attitudes and skills. According to Winkel in Purwanto (2016) learning outcomes are a change in the attitudes and behavior of humans. According to Dimiyati & Mudjiono (2006) learning outcomes describe how much student achievement in mastering

the material after participating in the learning process can be seen in the form of certain numbers, letters, or symbols based on an agreement from the education provider. According to Elde Mølstad and Karseth (2016) learning outcomes can describe what is known and learned by students after learning process. Based on the theories mentioned from the experts above, it can be concluded that learning outcomes are student success after participating in the learning process and can be seen in the form of certain numbers, letters, or symbols in accordance with the agreement of the education provider which includes the cognitive, affective and psychomotor.

There are several factors that can affect student learning outcomes, both internal and external factors, one of which is time management. According to Macan (1994), time management is managing yourself in dealing with time as well as possible by planning, scheduling, having control over time, making a priority scale based on its interests, and an organized desire that can be seen from behavior such as not procrastinating work that must be completed. As said by Nurhidayati (2016), time management plays a big role in the success of student learning. Students who are able to manage their time in learning, either at school or at home, then every activity they have becomes planned and the tasks given by the teacher will be completed on time.

Another factor that can affect the achievement of student learning outcomes is creativity. According to Jauhar (2011), Creative means using a new creation that is different from the previous one. Learning creativity is the ability of students to find new ways to solve problems related to learning. Students who have high creativity will be able to learn well because they always have creative ideas that can encourage students to be creative both in learning and solving problems in the form of questions. In addition to student creativity, learning motivation is also an influence on student learning outcomes. According to Kurniawan and Alimudin (2015), motivation to learn is very meaningful because if it has been

built, then the student's need to learn is well embedded. Motivation is an encouragement to achieve the goals that have been set, where with this encouragement one hopes to reach the target and develop its success (Nababan Dame, 2021). High motivation can usually be seen through ability learning, answering questions, taking risks, using mistakes as learning conclusions, and showing a high desire to do something (Sriyono & Marfu'i, 2019). Student learning motivation is very influential on student learning outcomes. If students have high motivation in learning, the opportunities to obtain high learning outcomes are even greater. The low student learning outcomes can be caused by several factors, one of which is learning motivation.

The reality on the ground shows that the learning outcomes of students in class XI IPA and XI IPS at SMAN 62 Jakarta in economics were still relatively low. It is known that there were still many students who had scores below the KKM, which is 75. Although not all classes, on average in each class there were still many students who had scores below the KKM. Class XI MIPA 1 had a percentage of 15%. Class XI MIPA 2 had a percentage of 47.5%. Class XI MIPA 3 had a percentage of 40%. Class XI IPS 1 and XI IPS 3 had a percentage of 37.5% and class XI IPS 2 had the highest percentage of 56.4% of students who had scores below the KKM. This indicates that student learning outcomes were still relatively low because there were still classes with a percentage above 50%, indicating that more than half of the class scores below the KKM.

Based on the results of interviews with the economics subject teacher for class XI, information obtained was that students' motivation to learn was quite good in face-to-face learning when compared to learning that was previously conducted online or remotely. However, in learning activities in the classroom, there were still students who were not enthusiastic about participating in learning. In learning there were still some students who were sleepy and late. In terms of collecting assignments, there were still many students who sub-

mitted over the time limit and must be improved continuously to collect assignments. Often the problem of lack of time to study was the reason for not completing assignments. The problem faced was not the presence or absence of time to study, but whether students can manage their study time. Symptoms that are often found are students only study if they want to learn and only when they are about to face exams, both in the form of daily tests and student semester tests. This is related to poor student time management so that many students are late in submitting assignments. Several factors from within students are thought to influence success in education, namely student creativity. In learning activities in the classroom, there are still some students who are not active during the learning activities. Not many students are actively asking, answering or giving advice on the material being studied when learning activities take place. Lack of willingness to try to actualize new ideas and shyness in presenting arguments that hinder creative behavior. Therefore, students' creativity needs to be rebuilt.

This research used the basic theory of humanistic theory and expectancy theory. Humanistic theory was pioneered by Abraham Maslow in the 1950s which examines humans from their personal self, actualization, creativity, potential, individuality, ego, and desires. This theory views creativity as the result of a high level of psychological health. According to Maslow, the embodiment of one's creativity is more closely related to the need for self-actualization or self-realization to be oneself in accordance with one's potential that can be used as a resource in learning activities. These needs include the need for the development of talents and potentials that exist in themselves, because humans are in control of their lives and behavior, and have the right to develop their attitudes and personalities in accordance with the results to be achieved. Changes or developments are only caused by the learning process such as changes in habits, various abilities in terms of knowledge, attitudes and including time management skills. The theory

of hope was first put forward by Victor Vroom who said that a person's motivation leads to an action that depends on the strength of hope. The action will be followed by a certain outcome and depends on the outcome for that person. In this theory, motivation is positioned as a result of an outcome to be achieved by a person and the concerned estimate that his actions will lead to the desired result (Siagian, 2006). Expectancy theory according to Uno (2009) that is, based on the belief that people are influenced by how they feel about the outcome of their actions. Another view of Danim (2012) that hope is the belief that one's efforts will produce maximum results.

High student learning outcomes can be obtained through good time management by students. Time management is necessary in learning because good time management will produce good results as well. For example, such as obtaining maximum learning outcomes as expected. In addition, by managing time, students learn to value time and use the time they have as well as possible. This is in line with research conducted by Haruna & Fajar (2021) which showed that time management had a positive and significant effect on student learning outcomes. Student creativity in learning is very crucial, because students with high creativity will be able to learn well because they always have creative new views that can increase their learning motivation and affect their learning outcomes. This is in line with the results of research by Saputra (2020) which showed that there was a significant influence between student creativity on student learning outcomes. In addition, students with high motivation in learning will certainly have a great opportunity to get learning outcomes that are as expected. In line with the results of research conducted by Eriyanto et al. (2021) The results of the study showed that motivation had a considerable influence on learning outcomes. The tendency of students to carry out learning activities is driven by the desire to achieve the best learning outcomes.

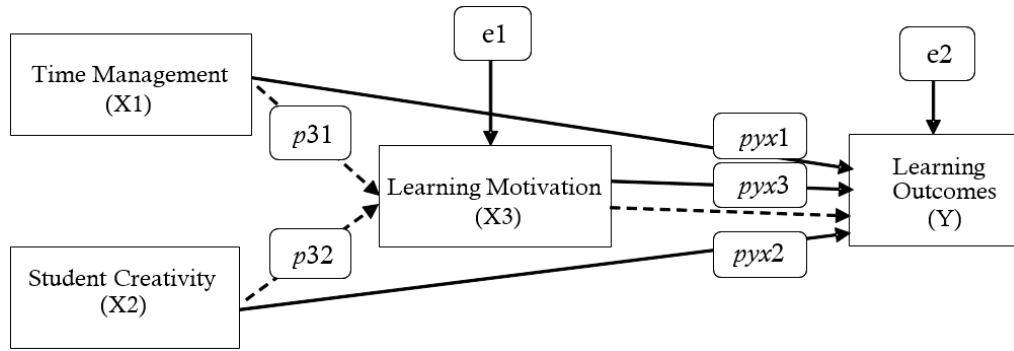
Based on the description above, the purpose of this study was to determine the direct

effect of time management on student learning outcomes, to determine the direct effect of student creativity on student learning outcomes, to determine the direct effect of learning motivation on student learning outcomes, to determine the indirect effect of time management and student creativity on student learning outcomes through learning motivation.

## METHODS

This research was a type of quantitative descriptive research. This research was conducted at SMAN 62 Jakarta with a sample of 120 students in class XI IPA and IPS. In determining the sample, the researcher used the Proportionate Stratified Random Sampling technique. The research instrument used in this study was a questionnaire containing questions that lead to views on the problem being studied. Questionnaire according to Sugiyono (2016) is a data collection technique by giving several questions or written statements to be answered by respondents. Apart from questionnaires, interviews were also used. The variables investigated in this study are time management (X1), student creativity (X2), learning motivation (X3), and learning outcomes (Y). The independent variables in this study are time management and student creativity. The dependent variable is student learning outcomes and learning motivation as an intervening variable.

In this study, to measure attitudes towards time management, using indicators according to Britton and Tesser (1991), namely: (1) short term planning; (2) time attitude; (3) long term planning. According to Wulandari and Shofiyah (2020) student creativity can be measured by using the following indicators: (1) fluency; (2) flexibility; (3) originality; and (4) elaboration. Learning motivation according to Uno (2015) can basically be measured through several indicators, including the following: (1) there is passion and desire to succeed; (2) there is encouragement and need in learning; (3) there are hopes and aspirations for the future; (4) there is appreciation



**Figure 1.** Path Chart

Sub Structure 1

**Table 1.** Coefficient of Determination (R2) Sub-Structure 1

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.535a	.286	.274	5.14157	

a Predictors: (Contant), Student Creativity, Time Management

Source: Processed data (2022)

in learning; (5) there are interesting activities in learning; and (6) there is a conducive learning environment. This study used students' PAS scores as a measuring tool for learning outcome variables

In this study, path analysis was used with the help of the SPSS 25 for Windows program, to determine whether an exogenous variable had an effect on endogenous variables, but also to determine the magnitude of the direct and indirect effect. According to Ghodang (2020), path analysis is a technique derived from the development of multiple regression analysis to examine the effect of independent variables on the dependent variable directly and indirectly. In testing the strength of the indirect effect, it was carried out through the Sobel test. So that the researchers used the Sobel test in testing the indirect effect of the independent variables (X1) and (X2) on the dependent variable (Y) through the intervening variable (X3).

Based on the path diagram in the image above, the structural equation model can be written as follows:

$$X3 = p31.X1 + p32.X2 + e1 \quad (1)$$

$$Y = pyx1.X1 + pyx2.X2 + pyx3.X3 + e2 \quad (2)$$

**RESULT AND DISCUSSION**

Based on the value of R Square (R2) in Table 1, the magnitude of the influence of time management variables and student creativity on learning motivation was 0.286 or 28.6%. Meanwhile, the remaining 0.714 or 71.4% was influenced by other variables not examined. The magnitude of the influence of other variables was also called error, the error value can be calculated by using the formula  $e = \sqrt{(1 - R \text{ Square})}$  so  $e1 = \sqrt{(1 - R \text{ square})} = \sqrt{(1 - 0,286)} = 0,844$ . So, the magnitude of the learning motivation variable (X3) which was not influenced by the time management variable (X1) and the student creativity variable (X2) was 0.844.

Based on the t-test Table 2, that the significance value of time management was  $0.002 < 0.05$ , it can be concluded that time management had a direct and significant effect on the learning motivation variable. Furthermore, the student creativity variable had a significance value of  $0.000 < 0.05$ , so it can

**Table 2.** T-Test Results of Sub-Structural Path Analysis 1

		Coefficients <sup>a</sup>				
Model		Unstd. Coefficients		Std. Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.673	3.551		7.511	.000
	Time Management	.206	.065	.288	3.177	.002
	Student Creativity	.213	.059	.327	3.611	.000

a Dependen Variable: Learning Motivation

Source: Processed data (2022)

**Table 3.** F-Test Results of Sub-Structural Path Analysis 1

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1237.384	2	618.692	23.404	.000b
	Residual	3092.982	117	26.436		
	Total	4330.367	119			

a Dependent Variable: Learning Motivation

b Predictors: (Constant), Student Creativity, Time Management

Source: Processed data (2022)

Sub Structure 2

**Table 4.** Coefficient of Determination (R2) Sub-Structure 2

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.773a	.598	.588	7.35487	

a Predictors: (Contant), Learning Motivation, Time Management, Student Creativity

Source: Processed data (2022)

be said that the student creativity variable had a direct and significant effect on the learning motivation variable. Based on the path diagram, a structural equation can be made and a path diagram for the Sub-Structure 1 model can be drawn as follows:

$$X3 = p31.X1 + p32.X2 + e1$$

$$X3 = 0,288.X1 + 0,327.X2 + 0,844$$

Based on Table 3, the results of the F-test can be seen from the significance value of

0.000, it can be interpreted that the time management variable (X1), and the student creativity variable (X2) simultaneously affected the learning motivation variable (X3).

Based on the value of R Square (R2) in Table 4, the magnitude of the influence of time management variables (X1), student creativity (X2), and learning motivation (X3) on learning outcomes (Y) was 0.598 or 59.8%, while the rest 40.2% was influenced by other

**Table 5.** T-Test Results of Sub-Structure Path Analysis 2

Model		Coefficients <sup>a</sup>				
		Unstd. Coefficients		Std. Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-13.364	6.185		-2.161	.033
	Time Management	.370	.097	.272	3.821	.000
	Student Creativity	.524	.089	.423	5.881	.000
	Learning Motivation	.481	.132	.253	3.634	.000

a Dependen Variable: Learning Outcome

Source: Processed data (2022)

variables outside of the variables used. The magnitude of the influence of other variables was also called error, the error value can be calculated by using the formula  $e = \sqrt{1 - R \text{ Square}}$  so  $e^2 = \sqrt{1 - r \text{ square}} = \sqrt{1 - 0,598} = 0,634$ . So, the magnitude of the variance in learning outcomes (Y) which was not affected by time management variables (X1), student creativity (X2), and learning motivation (X3) was 0.634 or 63.4%.

Based on Table 5, it is shown that the partial significance value is said to be influential if the significance value is  $< 0.05$ . So from the results of the output table above, it can be concluded as follows:

X1 : In accordance with the results of the T-test calculations carried out with the help of the SPSS program above, the X1 variable obtained a significance value of 0.005. So, this significance value was smaller than the value, which is 0.05. score ( $\text{sig} < \alpha = 0,000 < 0,050$ ) then the independent variable X1 had an effect on the variable Y

X2 : In accordance with the results of the T-test calculations carried out with the help of the SPSS program above, the X2 variable obtained a significance value of 0.034. So, this significance value was smaller than the value, which is 0.05. score ( $\text{sig} < \alpha = 0,000 < 0,050$ ) then the independent variable X2 had an effect on the variable Y

X3: In accordance with the results of the t-test calculations carried out with the help of the SPSS program above, the X3 variable obtained a significance value of 0.000. So, this significance value is smaller than the value, which is 0.05. score ( $\text{sig} < \alpha = 0,000 < 0,050$ ) then the independent variable X3 had an effect on the Y variable.

Then the path coefficient value is the Standardized Coefficient Beta value. Based on the path diagram, a structural equation can be made and a path diagram for the Sub Structure 2 model can be drawn as follows:

$$Y = \text{pyx1}.X1 + \text{pyx2}.X2 + \text{pyx3}.X3 + e^2$$

$$Y = 0,272.X1 + 0,423.X2 + 0,253.X3 + 0,634$$

From the results of the F-test in Table 6, the significance value was 0.000, meaning the value was  $0.000 < 0.05$ , it can be concluded that the time management variable (X1), and the student creativity variable (X2), and learning motivation (X3) had a simultaneous effect. on the learning outcome variable (Y).

From the results of the Sobel test in Table 7, it shows that the p-value was 0.016 ( $p < 0,05$ ), it can be concluded that learning motivation variables could mediate time management variables on learning outcomes and the results of the Sobel test showed that the p-value was 0.010 ( $p < 0,05$ ), it can be concluded that the variable of learning motivation could mediate the variable of student creativity on learning outcomes.

**Table 6.** F Test Results of Sub-Structure Path Analysis 2

ANOVA <sup>a</sup>						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9339.044	3	3113.015	57.548	.000b
	Residual	6274.923	116	54.094		
	Total	15613.967	119			

a Dependent Variable: Learning Outcome

b Predictors: (Constant), Learning Motivation, Time Management, Student Creativity,

Source: Processed data (2022)

**Table 7.** Sobel Test Results

	Indirect effect	t-statistic	Std. Error	P-Value
	X1 → X3 → Y	2,391	0,041	0,016
	X2 → X3 → Y	2,564	0,039	0,010

Source: Processed data (2022)

**Table 8.** Hypothesis Test Results

Hypothesis	Relationship Between Variables	Conclusion
H1	There is an effect of time management on learning outcomes	Accepted 0.000 (p < 0.05)
H2	There is an influence of student creativity on learning outcomes	Accepted 0.000 (p < 0.05)
H3	There is an influence of learning motivation on learning outcomes	Accepted 0.002 (p < 0.05)
H4	There is an influence of time management on learning outcomes through learning motivation	Accepted 0.016 (p < 0.05)
H5	There is an influence of student creativity on learning outcomes through learning motivation	Accepted 0.010 (p < 0.05)

Source: Processed data (2022)

### The Effect of Time Management on Student Learning Outcomes

Based on the t-test, the t-count of time management was 3.821 with a significance value of 0.000 < 0.05, which means H<sub>0</sub> was rejected, meaning that there was a significant influence between time management variables on student learning outcomes. These results are in line with the humanistic theory by Abraham Maslow which examines humans from

their personal self, actualization, creativity, potential, individuality, ego, and desires. Humanistic theory according to Maslow is considered as the embodiment of a person's ability to meet needs and express all his thoughts. These needs include the need for the development of the potential that exists in oneself, because humans are in control of their lives and behavior, in accordance with the results to be achieved. These developments are caused by



learning processes such as changes in habits, various abilities in terms of knowledge, attitudes and including time management skills.

Managing time is the foundation for students to develop good study habits and strategies for success. Time management offers individuals the means to organize and control their activities. Students who are able to manage their time well will be motivated in learning and will certainly have an effect on increasing learning outcomes to be achieved (Adams & Blair, 2019). Based on the results of regression analysis, time management had a positive effect on student learning outcomes with a coefficient on time management of 0.272, so the hypothesis was accepted and if time management had increased by 1, then the learning outcomes of class XI SMAN 62 Jakarta would also increase by 0.272. The X1 coefficient was positive, which means that there was a positive and significant effect between time management (X1) and learning outcomes (Y). This shows that the higher the time management students had, the higher the student learning outcomes.

According to Fajhriani (2020) Time management is a person's ability to allocate the time they have in making a plan, scheduling, determining priorities according to interests without delaying work in achieving the goals that have been set. Good time management will produce something good too, such as learning outcomes that are in line with expectations and also students will appreciate time more and make the best possible use of time. The results of this study are in line with the research on the influence of time management on the mathematics learning outcomes of class XII IPS students of SMA Makassar Islamic College during the Covid-19 pandemic conducted by Haruna & Fajar (2021), where time management had a positive effect on mathematics learning outcomes for second grade students of SMA Negeri 2 Makassar in the 2020/2021 academic year.

### **The Effect of Student Creativity on Student Learning Outcomes**

Based on the t-test, the t-count of students' creativity was 5.881 with a significance value of  $0.000 < 0.05$ , which means  $H_0$  was rejected, meaning that there was a significant influence between the variables of student creativity on student learning outcomes. This is in line with the humanistic theory pioneered by Abraham Maslow in the 1950s which examines humans from their personal self, their actualization, their creativity, their potential, their individuality, their ego, and their desires. This theory views creativity as the result of a high level of psychological health. According to Maslow, the manifestation of one's creativity is more closely related to the need for self-actualization to be oneself in accordance with one's potential that can be used as a resource in learning activities. These needs include the need for the development of talents and potentials that exist in themselves, because humans are in control of their lives and behavior, and have the right to develop their attitudes and personalities in accordance with the results to be achieved (Soesilo, 2014).

Creativity is an element of the strength of reliable human resources to encourage human progress in researching, developing, and discovering in the fields of science and technology, as well as in other fields. Creativity is the result of creative thinking; therefore, the education system must stimulate logical thinking and reasoning. With the creativity of students will be more active in the learning process, this of course has an impact on the effectiveness of the learning process. The activeness of students in the learning process will make students explore and build their knowledge, so that students will have longer memories and this will have an impact on student learning outcomes (Ida & Maksum, 2021). Based on the results of regression analysis, student creativity had a positive effect on student learning outcomes with the coefficient value on the

student creativity variable of 0.423 so that the hypothesis was accepted and if student creativity increased by 1, then the learning outcomes of class XI SMAN 62 Jakarta would also increase by 0.423. The X2 coefficient was positive, which means that there was a positive and significant effect between student creativity (X2) and learning outcomes (Y). This showed that the higher the student's creativity, the higher the student's learning outcomes.

Creativity as one of the internal factors that influence the achievement of maximum learning outcomes. The results of this study are in line with research conducted by Wilda et al. (2017) which stated that student creativity affected student learning outcomes in the medium category.

### **The Effect of Learning Motivation on Student Learning Outcomes**

Based on the t-test, the t-count of learning motivation was 3.634 with a significance value of  $0.000 < 0.05$ , which means  $H_0$  was rejected, meaning that there was a significant influence between the variables of learning motivation on student learning outcomes. This is in line with the expectancy theory proposed by Victor Vroom which says that a person's motivation leads to an action that depends on the strength of hope. The action will be followed by a certain outcome and depends on the outcome for that person. In this theory, motivation is positioned as a result of an outcome to be achieved by a person and the concerned estimate that his actions will lead to the desired result (Vroom, 1964).

One of the efforts that can be made to achieve satisfactory learning outcomes is to grow and develop independence that is driven by learning motivation. There have been many empirical studies that prove many factors that affect learning outcomes, one of which is the learning motivation associated with students. Learning motivation is also a factor driving student learning outcomes because learning motivation itself is a mental factor that encourages learning. Motivation contains the desire to activate, move, channel,

direct the attitudes and behavior of individual learning (Eriyanto et al., 2021). Based on the results of regression analysis, learning motivation had a positive effect on student learning outcomes with the coefficient value on the learning motivation variable of 0.253, which means if learning motivation increased by 1, then the learning outcomes of class XI SMAN 62 Jakarta would also increase by 0.253. The X3 coefficient was positive, which means that there was a positive and significant effect between learning motivation (X3) and learning outcomes (Y). This shows that the higher the student's learning motivation, the higher the student's learning outcomes.

According to Muslimin (2016), there are two factors that influence learning outcomes, namely internal factors and external factors. Internal factors are everything that comes from within the individual that affects a person in the process of achieving learning achievement, such as motivation, interest and intelligence. While external factors are everything that comes from outside the individual either directly or indirectly that can affect a person in achieving learning achievement, such as environmental, school and community factors. The results of this study are in line with research conducted performed by Eriyanto et al. (2021) in his research entitled "The Effect of Learning Motivation on Learning Independence and Learning Outcomes of Students in the Package C Equivalence Program". which shows learning motivation had a positive and significant effect on learning outcomes that were in the high category.

### **The Effect of Time Management and Student Creativity on Student Learning Outcomes through Learning Motivation**

Time management can have a direct effect on student learning outcomes, but can also indirectly affect student learning outcomes, namely through learning motivation as a mediation. Based on the results of the analysis, time management had an indirect effect on learning outcomes through learning motivation significantly with a t-statistic value

> 1.96 (t-table) of 2.391 and a p-value of 0.016 ( $p < 0.05$ ). In addition, the indirect effect had a path coefficient value of 0.072. That is, time management had a positive and significant indirect effect on learning outcomes through learning motivation which shows the hypothesis was accepted.

Good time management by students is like taking advantage of the time they have by doing useful things, so that the time they have becomes effective and not wasted. That way students will feel that everything is in order, has priorities and is in accordance with what was planned, including time management in doing the tasks given by the teacher so that they can collect earlier than the given deadline. Everything that is organized and in accordance with what is planned, will make students become motivated in learning which will also affect the learning outcomes to be achieved. This is in line with the results of research conducted by Salari et al. (2017) which showed there was positive and significant correlation between academic motivation and management skills time.

In line with the humanistic theory by Abraham Maslow, it is considered as the embodiment of a person's ability to fulfill his needs and express all his thoughts. These needs include the need for the development of the potential that exists in oneself. These developments are caused by learning processes such as changes in habits, various abilities in terms of knowledge, attitudes and including time management skills. Students who are able to manage their time well will be motivated in learning and will certainly have an effect on increasing learning outcomes to be achieved (Adams & Blair, 2019). This is in line with research conducted by Rasyidi et al. (2020) which showed that time management had an indirect effect on student achievement through student learning motivation.

Learning motivation was also able to be a mediating variable that had an indirect effect on students' creativity on learning outcomes. Based on the results of the analysis, student creativity had an indirect effect on learning

outcomes through learning motivation significantly with a t-statistic value > 1.96 (t-table) of 2.564 and a p-value of 0.010 ( $p < 0.05$ ). In addition, the indirect effect had a path coefficient value of 0.082. That is, students' creativity had a positive and significant indirect effect on learning outcomes through learning motivation which shows the hypothesis was accepted.

Students with high creativity will be able to create ideas and ideas in learning or in solving problems found when solving difficult questions. Students with high creativity will also be able to be active when learning, such as asking questions or providing answers to questions asked by the teacher related to the material being studied. Students with high creativity will be enthusiastic and can increase motivation in learning. In line with the results of research conducted by Bhakti & Astuti (2018) that there was positive relationship between motivation to study with student learning creativity. In line with the humanistic theory pioneered by Abraham Maslow in the 1950s which examines humans from their personal self, their actualization, their creativity, their potential, their individuality, their ego, and their desires. This theory views creativity as a result of high-level psychological health. According to Maslow, that the manifestation of one's creativity is more closely related to the need to actualize or manifest oneself to be oneself in accordance with one's potential which can be used as a resource in learning activities and can increase motivation in learning. High motivation in learning which will also affect the results to be achieved. This is in line with research conducted by Listiani (2017) which showed that creativity and motivation had a positive and significant influence on learning outcomes.

## CONCLUSION

Based on the analysis and research, the researchers can conclude: (1) there was a positive and significant effect between time management on the learning outcomes of class XI

science and social studies students at SMAN 62 Jakarta on economics subjects; (2) there was a positive and significant effect between student creativity on the learning outcomes of students in class XI science and social studies at SMAN 62 Jakarta in economics; (3) there was a positive and significant effect between learning motivation on student learning outcomes in class XI science and social studies at SMAN 62 Jakarta on economics subjects; (4) there was a positive and significant effect between time management and student creativity on student learning outcomes through learning motivation for class XI science and social studies at SMAN 62 Jakarta on economics subjects.

This research has limitations that can be used material for consideration for subsequent researchers in order to obtain research results which is even better. These limitations include: (1) the scope used in research only covers one school especially class XI only; (2) filling in the questionnaire to students is done when students are in the week remedial and class meeting, so that many students are not focused and all students attend; (3) in this study, the researcher only tested the internal factors that influenced student learning outcomes namely time management, student creativity and motivation study so that researchers do not test other internal factors and factors external factors that affect learning outcomes.

Based on the conclusions and limitations of the research that has been stated above, then to improve learning outcomes in subject of economics, a number of suggestions can be put forward for further research are as follows: (1) future research is expected to use more samples large and broad in order to obtain better research results, and can provide a more realistic picture of matters relating to study; (2) future research is expected to find the right time in distributing questionnaires, for maximum results and in accordance with which is expected.

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