

## The Effect of Self-Efficacy and Peers on Student Time Management Skills

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### Abstract

**Background:** Students living in the Ma'had environment must face challenges in determining the scale of priorities due to the density of academic, religious and social activities. Therefore, time management skills are needed to overcome this. **Objective:** This study aims to analyze the influence of *self-efficacy* and peers on the time management skills of Mahasantri. **Method:** This study uses a quantitative approach with the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method to analyze data from 278 respondents selected using the simple random sampling technique. **Results:** The results of the study showed that self-efficacy has a significant and dominant influence on time management skills, while peers have a positive but weaker influence. In addition, self-efficacy also acts as a mediator that strengthens the relationship between peers and time management. **Conclusion:** This study shows that individuals with high levels of self-efficacy are more able to manage time effectively. The implication of this study is the importance of improving students' self-efficacy through mastery experience programs and group guidance to strengthen social support from peers.

**Keywords:** *Mahasantri*; peers; self-efficacy; time management.

### Abstrak

**Latar Belakang:** Mahasantri yang tinggal di lingkungan Ma'had harus menghadapi tantangan dalam menentukan skala prioritas akibat padatnya aktivitas akademik, keagamaan, dan sosial. Oleh karena itu dibutuhkan keterampilan manajemen waktu dalam mengatasi hal tersebut. **Tujuan:** Penelitian ini bertujuan untuk menganalisis pengaruh self-efficacy dan teman sebaya terhadap keterampilan manajemen waktu Mahasantri. **Metode:** Penelitian ini menggunakan pendekatan kuantitatif dengan metode Structural Equation Modeling-Partial Least Squares (SEM-PLS) untuk menganalisis data dari 278 responden yang dipilih menggunakan teknik simple random sampling. **Hasil:** Hasil penelitian menunjukkan bahwa self-efficacy memiliki pengaruh signifikan dan dominan terhadap keterampilan manajemen waktu, sedangkan teman sebaya memberikan pengaruh positif tetapi lebih lemah. Selain itu, self-efficacy juga berperan sebagai mediator yang memperkuat hubungan antara teman sebaya dan manajemen waktu. **Simpulan:** Studi ini menunjukkan bahwa individu dengan tingkat efikasi diri yang tinggi lebih mampu mengelola waktu secara efektif. Implikasi dari penelitian ini adalah pentingnya meningkatkan efikasi diri siswa melalui program pengalaman penguasaan dan bimbingan kelompok untuk memperkuat dukungan sosial dari teman sebaya.

**Kata Kunci:** Efikasi diri; mahasantri; manajemen waktu; teman sebaya.

## Introduction

The era of globalization, which is developing rapidly, has a specific impact on human life. These developments undergo changes that pose several challenges that must be faced by every human being. The globalization era requires every individual to have effective time management skills, especially for students. Mahasantri is a label given to new students of Islamic universities who are required to live in Ma'had dormitories for one year to study and explore religious knowledge in order to become *ulul albab* humans (Andre et al., 2020). Students who live in Ma'had must face several unique challenges, they must be able to balance the academic demands of higher education with the obligation to participate in all activities in Ma'had. The ability to manage time well is the only key to success in carrying out the dual role of student and student (Fitriyawati, 2020).

Time management is an essential skill that greatly affects individuals' academic and personal development (Zebua & Santosa, 2023). According to Anastasya, time management refers to how individuals prioritize what is more urgent to come first (Farihah & Puspitarini, 2022). Forsyt argues that time management is the potential of each individual to manage time well (Dewi, 2021). Time management involves planning activities that will be carried out at a certain time by minimizing effort and time (Motoh & Saharudin, 2020). Individual time management in daily activities consists of three aspects: a) time to work to fulfill needs, b) time to care for and pamper yourself so that one's appearance looks more attractive, and c) free time that can be used to carry out other activities outside the context of working for needs and caring for yourself for appearance (Muhammad Fadhli, Mansur Hidayat Pasaribu, 2020).

Research conducted by Himmah and Shofiah regarding self-efficacy and Time Management shows that good time management skills affect high academic performance and grades and the low level of stress experienced by students (Himmah & Shofiah, 2021). However, based on the observations made, the phenomenon that occurs in Mahasantri shows that there are difficulties in managing time effectively. This is reflected in the frequent delays in submitting academic assignments and suboptimal participation of Mahasantri in a series of activities in Ma'had (Qolby, 2024). Students who have problems managing time tend to be less productive and complain a lot so that time passes aimlessly (Yulyani, 2022).

Self-efficacy, or self-belief in one's ability to manage time, is a very important internal factor in the formation of time management skills. According to Bandura (1997), self-efficacy is believing in the potential that individuals have in organizing and taking action to achieve the desired goals. This belief is a sense of confidence in one's potential to achieve something one hopes for (Gerbino, 2020). Bandura divided self-efficacy into several aspects: 1) level, 2) generality, and 3) strength. Students with high levels of self-efficacy tended to be better able to plan, organize, and evaluate the use of their time. These beliefs influence how they set goals, face challenges, and maintain their commitment to undergoing daily routines.

On the other hand, peer influence cannot be ignored in the context of life in Ma'had. The Ma'had environment can create intensive interactions between students, where behaviors and habits influence each other (Devi, 2024). The role of peers is vital, especially in obtaining information about activities outside the scope of the family (Linda & Rachmawati Faculty of Public Health Sciences, 2020). Peer association has positive and negative influences that can affect the group; negative influences mean that the activities carried out can hinder individual lectures, and positive influences mean that the activities carried out can provide benefits for themselves and their groups (Mariani et al., 2023). Peers can act as models for the formation of time management habits, both positively and negatively.

Although there have been many studies on student time management, studies that specifically discuss time management skills in the context of Mahasantri are limited. Mahasantri has more complex challenges than students in general because they have to balance two different education systems, namely academic education and pesantren-based education. Therefore, this study aims to analyze the influence of self-efficacy and peers on Mahasantri's time management skills. The results of this study are expected to contribute to the development of time management theories in the context of Ma'had-based education. Practically, this study can also be a basis for designing intervention programs that aim to improve Mahasantri's time management skills, which can ultimately optimally support their academic success and self-development.

## Method

This study uses a quantitative approach because it allows for an objective and systematic measurement of the relationship between variables. The Structural Equation Modeling-Partial Least Squares (SEM-PLS) method was chosen as the analysis technique because it can handle models with many indicators and does not require the assumption of a normal distribution. In addition, SEM-PLS is more flexible in handling data with a sample size that is not too large and can trigger complex latent relationships. The type of quantitative research

used is non-experimental because this study aims to analyze the relationship between self-efficacy, peer influence, and time management skills without manipulating variables.

This study involved human subjects; therefore, ethical clearance was obtained from the relevant academic institutions. Before participation, each respondent was given an information sheet regarding the purpose and procedures of the study and was asked to sign an informed consent form to ensure that they understood and voluntarily participated in the study.

### **Sample or Population**

The population of this study was students of one of the Islamic colleges in Malang, totaling 1,000 students consisting of 400 male students and 600 female students. The sample consisted of 278 students. The inclusion criteria for this study were students who were actively registered and had lived in a dormitory environment for at least one year. The exclusion criteria were students who did not live in the dormitory or had only joined for less than one year. The sampling technique uses a simple random sampling method, in which each member of the population has an equal chance of being selected. After the application of simple random sampling, sample selection was carried out using special software to generate random numbers, ensuring that there was no bias in the selection of respondents.

### **Data Measurement**

The data collection procedure was carried out by distributing the questionnaires boldly and offline. The duration of filling out the questionnaire was estimated to be approximately 15–20 minutes. Respondents were given directions before filling out the questionnaire, and for those who needed assistance, assistance was available from the research team to ensure a proper understanding of each question.

The research instrument uses a Likert scale of 1-5 points. The research instrument consisted of several questionnaires that measured the research variables. The questionnaire to measure self-efficacy is based on Bandura's theory (1997) with three main indicators: level, strength, and generality (Fajar & Aviani, 2022). This questionnaire consisted of 10 items. The peer influence questionnaire refers to Partowisastro's theory (1983), which consists of indicators of openness, cooperation, and frequency of relationships with a total of 12 items. Time management skills are measured using the Time Management Questionnaire (TMQ) developed by Britton and Tesser (1991) with three main indicators, namely long-term planning, short-term planning, and attitudes towards time (Nanda & Jannah, 2020), which consists of 15 items.

### **Data Analysis**

Data analysis was conducted using the SEM-PLS method, which includes the evaluation stage of the measurement model (outer model) and structural model (inner model). The measurement model was evaluated based on convergent validity, discriminant validity, and reliability, whereas the structural model was analyzed to test the relationship between variables through the path coefficient and  $R^2$  values. Hypothesis testing was carried out using the bootstrapping method to obtain t-statistics and p-values (Juliandi, 2018). Bootstrapping was chosen because it can increase the reliability of parameter estimates by resampling from the original data, making it more accurate for measuring the significance of the relationships between variables. Data analysis was carried out using SmartPLS software for SEM-PLS, whereas initial and descriptive data processing was carried out using SPSS software.

### **Result**

Figure 1 illustrates the initial structural model design, which consists of three interconnected variables: self-efficacy, peer influence, and time management skills. In this model, peer influence is hypothesized to affect both self-efficacy and time management, whereas self-efficacy is expected to directly influence time management skills. Each variable was measured using multiple indicators that have been tested for validity and reliability. The self-efficacy variable consists of 9 items, the peer influence variable consists of 8 items, and the time management variable originally consisted of 13 items, but after validity testing, only 10 items were retained for further analysis.

This structural model aims to explain the degree to which peer influence contributes to the development of self-efficacy and how both variables collectively impact time management skills among Mahasantri. By analyzing these relationships, this study seeks to identify the key factors that enhance effective time management in a Ma'had-based educational environment. The following section presents the results of the model evaluation, including validity and reliability testing, path coefficients, and the overall explanatory power of the variables in predicting time management skills.

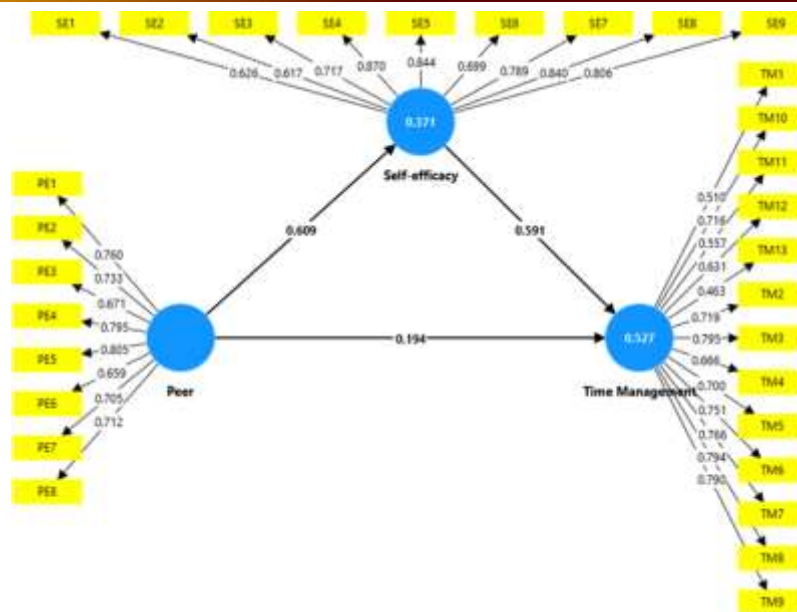


Figure 1. Structural Model Initial Design

The figure shows the initial structure where it can be seen that there are three interconnected variables, namely self-efficacy variables, peer variables, and time management variables. The figure shows that the peer variable affects self-efficacy and time management variables. The self-efficacy variable consists of 9 instruments, the peer variable consists of 8 instruments, and the time management variable consists of 13 instruments. Self-efficacy contributes 0.591 to improving time management skills, peers also contribute 0.194 to improving time management skills, and peers contribute 0.609 to influencing self-efficacy.

Table 1. Measurement Model Assessment Results

Variable	Item	Convergent Validity		Internal Consistency Reliability	
		Outer Loadings	AVE	Composite Reliability	Cronbach's Alpha
Self-Efficacy (X1)	SE1	0.626	0.58	0.919	0.907
	SE2	0.617			
	SE3	0.717			
	SE4	0.87			
	SE5	0.844			
	SE6	0.699			
	SE7	0.789			
	SE8	0.84			
	SE9	0.806			
Teman Sebaya (X2)	PE1	0.76	0.535	0.887	0.876
	PE2	0.733			
	PE3	0.671			
	PE4	0.795			
	PE5	0.805			
	PE6	0.659			
	PE7	0.705			
	PE8	0.712			
Manajemen Waktu (Y)	TM2	0.719	0.547	0.915	0.907
	TM3	0.795			
	TM4	0.666			
	TM5	0.7			
	TM6	0.751			
	TM7	0.766			
	TM8	0.794			
	TM9	0.795			

	TM9	0.79			
	TM10	0.716			
	TM12	0.631			

Table 1 shows that each variable in this study has a number of question items that are tested for validity based on the outer loading value. In the Self-Efficacy variable (X1) there are 9 items with outer loadings values above 0.50, so all of them can be declared valid. The Peer Influence variable (X2) consists of 8 items, which also have outer loadings values above 0.50, so they meet the validity criteria. Meanwhile, the Time Management variable (Y) initially consisted of 13 items, but 3 items (TM1, TM11, and TM13) had outer loading values below 0.50, so they had to be removed to meet the validity standards. Thus, further analysis only used 10 items that met the requirements.

Based on the results, all constructs in this study showed good convergent validity and internal reliability. The Self-Efficacy construct (X1) has an Average Variance Extracted (AVE) value of 0.58, which means that more than 50% of the item variance can be explained by the construct, thus meeting the convergent validity requirements. A Composite Reliability (CR) value of 0.919 and Cronbach's alpha of 0.907 indicate very good internal consistency. The Peer Influence construct (X2) has an AVE of 0.535, with a CR of 0.887 and a Cronbach's alpha of 0.876, indicating high reliability. Meanwhile, the Time Management construct (Y) has an AVE of 0.547, a CR of 0.915, and a Cronbach's alpha of 0.907, which also indicates strong validity and reliability.

Overall, the outer loading values are mostly above the 0.60 limit, which is more in line with general standards in SEM-PLS. However, some indicators, such as SE1 (0.626), PE6 (0.659), and TM4 (0.666), have values that are close to the lower limit. Although still within the acceptable range, this value indicates that the contribution of these indicators to the construct is relatively weaker than that of other items. Therefore, further evaluation is required to ensure that these indicators remain relevant for measuring the intended construct.

Table 2. Discriminant Validity Test with Heterotrait-Monotrait Ratio Method (HTMT)

	Peer	Self-efficacy	Time Management
Peer			
Self-efficacy	0.660		
Time Management	0.621	0.775	

Table 2 shows the results of the discriminant validity test using the Heterotrait-Monotrait Ratio (HTMT) method. The results of the analysis indicated that all constructs in this study met the criteria for discriminant validity. The HTMT value between Peer Influence and Self-Efficacy is 0.660, while the HTMT value between Peer Influence and Time Management is 0.621. Both values are below the general threshold of 0.85, indicating good discriminant validity (Suhanta et al., 2022). In addition, the HTMT value between Self-Efficacy and Time Management of 0.775 was still within acceptable limits.

Some conservative studies suggest an HTMT threshold of 0.90 or 0.80 for studies with more strictly differentiated constructs (Tuti, 2024). In this study, we refer to the 0.85 limit for a model that has constructs with moderate relationships. Thus, all constructs in this study had appropriate discriminant validity, indicating that each construct was quite different and did not overlap.

Table 3. R-Square Values

	R-square	R-square adjusted
Self-efficacy	0.371	0.369
Time Management	0.547	0.544

Table 3 shows the results of the R-squared analysis, which measures the extent to which the exogenous construct can explain the variance of the endogenous construct in this research model. The Self-Efficacy construct has an R-square value of 0.371 and an adjusted R-square of 0.369, which means that 37.1% of the variance of self-efficacy can be explained by the variables in the model, while the remaining 62.9% is influenced by other factors outside the model. Meanwhile, the Time Management construct has an R-square value of 0.547 and an adjusted R-square of 0.544, indicating that 54.7% of the variance in Time Management can be explained by the exogenous variables in the model, with the remaining 45.3% influenced by other external factors.

According to Chain (1998), an R-square value of 0.19 is considered weak, 0.33 is moderate, and 0.67 is strong in research using Partial Least Squares Structural Equation Modeling (PLS-SEM). Based on this



criterion, the R-square value for self-efficacy can be categorized as moderate, while the R-square value for Time Management approaches the strong category. In addition, related research in the fields of education and psychology shows that R-square values in the range of 0.30–0.60 are often considered quite good in explaining student behavior variables (Nurhidayah et al., 2024).

Compared to previous research, this model shows that the exogenous variables in the study have a fairly good ability to explain Time Management, with a higher R-square value than self-efficacy. This indicates that the factors in the model have a stronger influence on Time Management than on Self-Efficacy. To increase the strength of the model, further research can consider additional factors that contribute to the variance of self-efficacy.

Table 4. Bootstrap Output

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
Peer -> Self-efficacy	0.609	0.611	0.055	11.123	0.000
Peer -> Time Management	0.21	0.209	0.073	2.869	0.004
Self-efficacy -> Time Management	0.593	0.594	0.075	7.894	0.000

Table 4 shows the results of the bootstrap analysis, in which all relationships between the constructs in the research model are statistically significant. Peer Influence is positively and significantly related to self-efficacy (path coefficient 0.609, T statistic 11.123, P value 0.000). Its relationship with Time Management is also significant (path coefficient 0.21, T statistic 2.869, P value 0.004), although weaker. Meanwhile, Self-Efficacy has a strong and significant effect on Time Management (path coefficient 0.593, T statistic 7.894, P value 0.000). These results indicate that Peer Influence directly affects Self-Efficacy and Time Management, with Self-Efficacy acting as a mediator that strengthens the relationship.

Table 5. Bootstrap Results of the Male Group

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
Peer -> Self-efficacy	0.616	0.62	0.069	8.968	0
Peer -> Time Management	0.172	0.175	0.078	2.2	0.028
Self-efficacy -> Time Management	0.667	0.663	0.088	7.567	0

Table 5 shows the results of the bootstrap analysis for the male group, in which all relationships between the constructs are statistically significant. Peer Influence has a positive and strong relationship with self-efficacy (path coefficient 0.616, T statistic 8.968, P value 0.000). Its relationship with Time Management is also significant, although weaker (path coefficient 0.172, T statistic 2.2, P value 0.028). Meanwhile, Self-Efficacy has a very strong influence on Time Management (path coefficient 0.667, T statistic 7.567, P value 0.000). These results indicate that Peer Influence has a direct impact on Self-Efficacy and Time Management, while Self-Efficacy plays an important role as a mediator that strengthens the relationship in the male group.

Table 6. Bootstrap results of the Female group

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
Peer -> Self-efficacy	0.617	0.621	0.084	7.309	0
Peer -> Time Management	0.254	0.254	0.132	1.916	0.055
Self-efficacy -> Time Management	0.497	0.502	0.127	3.904	0

Table 6 shows the results of the bootstrap analysis for the female group, where most of the relationships between the constructs are statistically significant. Peer Influence has a positive and strong

relationship with self-efficacy (path coefficient 0.617, T statistic 7.309, P value 0.000). However, its relationship with Time Management is only close to being significant (path coefficient 0.254, T statistic 1.916, P value 0.055) and is not fully significant at the 0.05 level. Meanwhile, Self-Efficacy has a positive and significant effect on Time Management (path coefficient 0.497, T statistic 3.904, P value 0.000). Overall, Peer Influence has a significant impact on self-efficacy but is weaker on Time Management, while Self-Efficacy has a stronger effect on Time Management in the female group.

The results of the analysis show that self-efficacy has a greater contribution to Time Management than Peer Influence. Self-efficacy acts as a mediator that strengthens the relationship between Peer Influence and Time Management, with a stronger influence in the male group than in the female group. This can be explained by differences in time management strategies, where women rely more on intrinsic motivation and internal factors than men, who are more influenced by external factors such as peers.

This difference can also be caused by social norms and differences in gender socialization patterns, which influence how individuals utilize peer influence and self-efficacy to manage their time. Other moderating factors, such as culture and intrinsic motivation, may also contribute to shaping this relationship. Therefore, further research can explore additional factors that can moderate this relationship for a more comprehensive understanding.

## Discussion

### The effect of self-efficacy on time management

This study found that self-efficacy had a significant effect on time management, with a path coefficient of 0.593, a T-statistic value of 7.894, and a P value of 0.000. These results indicate a strong positive relationship, in which individuals with high levels of self-efficacy tend to have better time management skills. Self-efficacy increases an individual's confidence in completing tasks on schedule, thereby facilitating effective time management. This finding is in line with Bandura's self-efficacy theory, which states that an individual's belief in their ability to perform required actions determines their performance outcomes (Ghimby, 2024).

From a psychological perspective, self-efficacy affects time management through several mechanisms. First, individuals with high self-efficacy engage in self-regulation strategies, such as goal setting, self-monitoring, and time prioritization, which enhance their ability to manage schedules efficiently. Second, self-efficacy reduces procrastination by increasing perceived control over tasks, which encourages a proactive approach to deadlines (Gibran, 2024). Third, individuals with high self-efficacy demonstrate greater cognitive resilience in the face of setbacks, allowing them to maintain focus and adjust strategies when necessary (Nugraha, 2017).

Additionally, individuals with high self-efficacy are usually better able to set priorities and manage stress when facing multiple responsibilities. This belief in self-ability provides internal motivation to act in a proactive and organized manner. Research from Nursalam dan Kusumawardani also supports these findings, stating that students with high self-efficacy are more skillful in managing their study time, extracurricular activities, and personal time. Therefore, interventions to improve self-efficacy can have a significant impact on improving time-management skills (Kusumawardani et al., 2020).

Factors that influence self-efficacy include previous successful experiences, social support, and learning through observation. Successful experiences increase the self-belief that future tasks can also be completed well. Social support from both family and peers can strengthen these beliefs. As found by Lumbantoruan and Mestika, individuals who receive encouragement from their surrounding environment tend to have better self-efficacy and are able to manage their time more effectively (Lumbantoruan et al., 2023).

Mediating factors also play an important role in the relationship between self-efficacy and time management. For example, motivation serves as a primary mediator, as individuals with strong self-efficacy develop intrinsic motivation to complete tasks, resulting in better time management (Erlangga, 2025). Stress regulation also serves as a mediator, as students with high self-efficacy are better equipped to handle academic pressure, reduce cognitive overload, and facilitate better time management (Nurhaliza, 2021).

However, external conditions moderated the impact of self-efficacy on time management. For example, a highly structured academic environment with rigid schedules may limit student autonomy, thereby reducing the effects of self-efficacy. Conversely, a flexible learning environment can strengthen the role of self-efficacy, as students with higher levels of self-confidence can make full use of their time management abilities (Suncaka, 2023).

### **Influence of peers on time management**

Peers also had a significant effect on time management, with a path coefficient of 0.21, T-statistic of 2.869, and P-value of 0.004. Although its effect was weaker than that of self-efficacy, peer interactions contributed to time management by establishing social norms, reinforcing discipline, and providing accountability. Positive peer influence encourages productive behaviors, such as sticking to schedules and encouraging each other to complete tasks on time (Aini & Daulai, 2024). When someone hangs out with peers who have good habits in managing their time, they tend to imitate these habits. For example, students who study in disciplined groups tend to follow a schedule and avoid procrastination. This support creates an environment conducive to the development of time management skills.

Psychologically, peer influence operates through social learning mechanisms in which individuals adopt time management strategies through learning and modeling. When students associate with peers who demonstrate strong organizational skills, they are more likely to emulate these behaviors and strengthen their discipline. Additionally, peer relationships serve as extrinsic motivators, and peer-driven study groups and accountability structures help maintain commitment to time-bound goals (Harefa & Telaumbanua, 2020).

Peer relationship quality moderates peer influence on time management. If peers exhibit positive behaviors, such as structured study habits, their influence will enhance time management skills. However, negative peer influences, such as excessive socializing or involvement in distractions, can hinder time discipline (Putri, 2021). Furthermore, individual susceptibility to peer influence varies, with students with lower self-efficacy relying more on peer norms to shape their behavior (Oktaviana, 2020).

In addition, peers can act as informal reminders or supervisors. For example, in study groups, group members remind each other to adhere to the schedule they have created together. This function helps individuals who tend to be easily distracted to stay focused on a task. As mentioned by Bima and Armando, positive study group dynamics contribute significantly to improving time management skills (Bima Sakti et al., 2024).

In this context, group or community-based interventions can be effective strategies for improving time management skills. By creating a supportive social environment, individuals are motivated to manage their time well. This study provides an important basis for the development of peer-based programs, particularly in higher education settings.

### **The effect of self-efficacy and peers on time management**

When self-efficacy and peers were analyzed together, it was found that self-efficacy had a more dominant influence on time management. With path coefficients of 0.593 for self-efficacy and 0.21 for peers, it is clear that belief in one's own ability plays a greater role than social influence in supporting time management skills. This suggests that self-efficacy not only exerts a direct influence but also acts as a mediator in the relationship between peers and time management.

Sari and Mila (2023) found that individuals with high self-efficacy tend to be more responsive to peer support. In other words, self-efficacy helps individuals utilize peer influence more effectively. For example, students who believe in their ability to complete tasks are more motivated by disciplined peers. This finding suggests that the relationship between peers and time management cannot be completely separated from the role of self-efficacy.

However, the influence of peers can be more significant under certain conditions, such as in new students, who are more dependent on their social environment. Altermatt (2016) shows that students in the early stages of study are often influenced by group dynamics, so peers play a greater role than self-efficacy. This shows that the context and individual situation also determine the strength of the influence of each variable.

These findings have important implications for the design of interventions to improve time management skills. For example, a skill-building program could start by improving individual self-efficacy, followed by building a supportive study group or community. This approach not only strengthens the influence of self-efficacy but also maximizes the benefits of social relationships with peers.

### **Gender differences in self-efficacy, peer influence, and time management**

The results of the bootstrap analysis showed significant differences in the influence of self-efficacy and peer variables on time management between male and female mahasantri. In the male mahasantri group, self-efficacy had a very strong influence on time management, with a path coefficient of 0.667, a statistical T value of 7.567, and a P value of 0.000. This suggests that self-belief in one's abilities plays a dominant role in helping one manage time effectively.



In addition, the relationship between peers and time management in male mahasantri remained significant, with a path coefficient of 0.172, T-statistic value of 2.2, and P-value of 0.028. Although the effect is smaller than that of self-efficacy, this relationship indicates that the social environment of peers makes an important contribution to building time management habits. This result is consistent with the findings of Hadi and Saptono, who mentioned that positive interactions among peers can encourage disciplined behavior, especially in community-based environments such as pesantrens (Hadi et al., 2022).

Interestingly, peers also had a significant influence on self-efficacy in the male mahasantri group. A path coefficient of 0.616, T-statistic value of 8.968, and P-value of 0.000 indicate that social support from peers can increase self-efficacy. In the context of pesantrens, interaction with peers who have high discipline can motivate mahasantri to believe in their ability to manage time, including completing academic tasks and religious obligations in an organized manner.

These results show that the role of peers in male mahasantri is more as a supporter of self-efficacy development than as a direct contributor to time management. This finding is relevant to research by Adawiyah and Putri, who showed that social influence tends to be more effective if accompanied by an increase in individual confidence (Adawiyah, 2020). Therefore, time management skill development programs in male mahasantri can emphasize increasing self-efficacy by strengthening positive interactions between peers.

In the female mahasantri group, bootstrap analysis showed a slightly different pattern compared to the male group. The effect of self-efficacy on time management remained significant, but with a lower path coefficient of 0.497, statistical T-value of 3.904, and P-value of 0.000. This shows that self-efficacy is still an important factor in helping female students manage their time, although the level of influence is not as strong as that in the male group.

Meanwhile, the relationship between peers and time management in the female group approached significance, with a path coefficient of 0.254, a statistical T-value of 1.916, and a P-value of 0.055. Although this relationship is not fully significant at the conventional level of 0.05, this result suggests that peers have a relatively greater role in the female mahasantri group than in the male group. This result is consistent with the findings of Yuliza and Eva, which show that women tend to be more influenced by social relationships in shaping behavior and habits, including in terms of time management (Yuliza et al., 2022).

In addition, the relationship between peers and self-efficacy in female students had a path coefficient of 0.617, a statistical T-value of 7.309, and a P-value of 0.000, which indicates a significant positive influence. Social support from peers seems to have a greater impact on strengthening self-efficacy in women than in men. In a pesantren environment, female students often form small groups to study together or complete tasks, which can be a source of motivation and confidence.

However, it is important to note that the influence of peers on female mahasantri time management depends on the quality of the relationship. As found by David and Erin, positive relationships with peers can improve time efficiency, whereas negative relationships, such as the tendency to gossip or relax for too long, can be a hindrance (Yuliza et al., 2022). Therefore, it is important to create a supportive social environment, particularly for female mahasantris.

## Conclusion

Based on the above results and discussion, it can be concluded that this study shows that self-efficacy has a significant and dominant influence on time management skills among college students. Individuals with high levels of self-efficacy are better able to manage time effectively, indicating that self-confidence is a key factor in increasing productivity and time management. Peers also positively influence time management skills, although at a lower intensity than self-efficacy. Additionally, self-efficacy acts as a mediator in strengthening the influence of peers on time management, indicating a synergistic relationship between the two variables.

External environmental factors, such as academic pressure, learning systems in boarding schools, and support from teachers, can also play a role in time management. These factors can moderate the relationship between self-efficacy, peers, and time management skills; therefore, they need to be considered in future research. Gender analysis revealed that male students tended to be more influenced by self-efficacy, whereas in female students, peers played a more significant role. These results indicate that the influence of each variable depends on the social context and individual characteristics.

The practical implications of this study are the importance of improving students' self-efficacy through experiential training programs (mastery experiences) and group mentoring to strengthen social support from peers. In addition, creating a supportive social environment through boarding school policies that focus on the balance between academic and social skill development can help students optimize their time management.

This study has several limitations, such as the small sample size and the possibility of cultural factors influencing the results. Therefore, further research is recommended to explore other variables that contribute to time management skills, such as learning methods, boarding school policies, and the role of mentoring by teachers or mentors. Thus, future research can provide a more comprehensive picture of the factors that influence students' time management skills in a boarding-based educational environment.

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