

COMMITMENT TO LEARNING MEDIATES THE INFLUENCE OF TIME MANAGEMENT AND WELLBEING ON STUDENT LEARNING INDEPENDENCE

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ABSTRACT

This study investigated the influence of time management and wellbeing on student learning independence, with learning commitment as a mediating variable. Based on the demands of 21st century education, this study uses a quantitative approach using Partial Least Squares–Structural Equation Modeling (PLS-SEM). Data was collected from 100 students of the Faculty of Social and Legal Sciences (FIS-H) State University of Makassar through a structured questionnaire. The results of the study show that time management and wellbeing have a significant positive effect on student learning independence. Learning commitment also directly affects learning independence and significantly mediates the relationship between time management, wellbeing, and learning commitment. These findings show that skills in time management and wellbeing alone are not enough without a high commitment to learning. This study contributes to social science education by highlighting the role of learning independence that students have.

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INTRODUCTION

Higher education is a crucial stage where students are required to develop independent learning, which can be the main foundation for academic success. They must be able to proactively manage the learning process without being completely dependent on lecturers or others. Law No. 12 of 2012 concerning Higher Education emphasizes the goal of producing independent graduates, mastering knowledge, and being competitive for the national interest (Article 5 letter b). Independent learning aligns with this, as it fosters a sense of responsibility, self-discipline, and autonomous problem-solving skills. Low independence hinders the achievement of national higher education goals. Ideally, students need to fully engage in their academic roles (Amini et al., 2020). They must be responsible for every assignment given by lecturers. Independent learning is a person's ability to organize, control, and motivate themselves in the learning process without being completely dependent on others, such as teachers, lecturers, or tutors (Nurfadilah

& Lukman Hakim, 2019). However, in reality, many students are still teacher-centered, resulting in a lack of self-confidence and over-dependence (Sibuea et al., 2022).

Learning independence is the foundation for overcoming challenges such as writing a thesis or final assignment independently. Previous research such as Sahriah, S., (2021), to find the effect of time management on student learning achievement. Learning independence reflects an individual's ability to organize, control, and motivate themselves in learning, including setting goals, choosing strategies, and evaluating results objectively. Learning independence is crucial for students to take full responsibility for their learning process consistently and effectively. In practice, learning independence can be fostered through habituation, intrinsic motivation, and a supportive learning environment (Tilawati et al., 2025). This independence will help them be more proactive, able to manage their study time efficiently, and complete assignments independently and with quality (Ishaq, 2024). With strong learning independence, students not only avoid dependency but also have a greater opportunity to achieve optimal academic performance.

This independence doesn't emerge spontaneously; it's influenced by various interrelated factors. Among the most important are time management and well-being. These two factors not only support the learning process but also determine how well students can survive, thrive, and adapt to various academic demands. Time management emerges as a key factor supporting independent learning, encompassing schedule planning, setting priorities, and allocating time proportionally between academic tasks and non-academic activities. Research results (Syafaruddin, 2025) found that time management had a significant effect of 74% on student learning independence, indicating a strong positive relationship between the two. In research conducted by Mubarok et al., (2025) said that "time management skills are very important, because without good time management, independent learning will not be effective." Students with good time management skills can avoid procrastination, reduce stress, and increase learning productivity consistently. The ability to manage time wisely is an integral part of an independent attitude in learning, where students must be able to create a balanced schedule between academic assignments, non-academic activities, and personal needs.

Besides time management, another important factor that determines students' learning independence is well-being, as it relates to their well-being. This is a crucial aspect that influences their quality of life, both in academic and non-academic contexts. Well-being, or psychological well-being, is another crucial element, encompassing stable emotional, mental, social, and spiritual conditions to support independent learning (Hidayat & Gamayanti, 2020). States that even though two people may be in the same objective condition, their level of well-being can differ greatly depending on how they interpret those experiences and conditions. Well-being is not something that can be measured solely externally or through economic indicators, such as income or employment, but must also be seen from the individual's inner experience. Each person has a unique way of achieving and maintaining well-being, depending on their values, culture, life experiences, and personal goals. Students with high well-being are more resilient to academic pressure, maintain intrinsic motivation, and build supportive social relationships. Conversely, low well-being often leads to burnout, loss of enthusiasm for learning, and inconsistency in independent routines.

Commitment to learning acts as a connecting mediator, reflecting sincerity, perseverance, and full responsibility for the learning process. Highly committed individuals remain proactive in the face of obstacles, treating learning as an internal drive rather than an external burden. This commitment strengthens the influence of time management and well-being on independence, as evidenced by Amini et al., (2020) with a determination coefficient of 0.2116 or a contribution of 21.16%. The phenomenon of low learning independence is clearly visible in the Faculty of Social Sciences and Law (FIS-H) of Makassar State University (UNM). Headline Makassar (2019) recorded that 342 students were forced to drop out (DO), including 21 students from the Faculty of Social Sciences (FIS-H). Supported by FIS-H Operator data in 2025, there was an increase in the number of Drop Out (DO) students by 63 people and the number of final year students of 2019 entering semester 13 was 236 people. The issuance of the DO decision letter refers to academic regulations, study deadlines, passing the study period and being inactive for three semesters during the lecture process. This situation indicates a problem of learning commitment triggered by poor time management and low well-being in the local context of UNM. This requires high independence to integrate self-determination theory.

The increasing dropout data reflects the urgency of empirically evidence-based interventions. This research is relevant to support faculty academic policies in improving student retention. TP Handayani (2024) confirmed the relationship between well-being and learning motivation, while another study showed the simultaneous influence of independence and time management on GPA ($R^2=0.681$). The findings Syelviani, (2020) reinforce that time management shapes learning discipline and responsibility. Ridha (2018) supports a positive relationship between independence and task commitment in Bugis migrant students, relevant to the Makassar context. However, integration with well-being remains neglected. Contemporary studies such as Su, Y., (2021) found a correlation between well-being and learning motivation ($r=0.566$). These studies are partial, focusing on one or two variables without simultaneous integration. No study has specifically tested a structural model with time management (X1), well-being (X2), learning commitment (Z as a mediator), and learning independence (Y) in FIS-H UNM students. This gap leaves room for comprehensive analysis in a multidisciplinary social science population.

Learning independence is also related to metacognition, where students reflect on their own thinking processes to control and evaluate learning. Independent students are not merely passive recipients of information but rather active seekers and processors. This factor is essential in the information age to avoid knowledge stagnation. This research model uses Structural Equation Modeling (SEM) to test hypotheses H1-H7, including the mediation of learning commitment. This quantitative approach provides stronger causal evidence compared to previous correlational studies. Thus, this research is important to conduct, considering the problem of student learning independence that is not yet optimal, which is influenced by several factors that have not been fully studied.

METHOD

The research method used in this study is quantitative research. This method was chosen because it can be used to systematically test theories by analyzing the relationships between existing variables (Creswell & Creswell, 2018). This research uses a comparative causal quantitative approach. Comparative causal research aims to investigate causal relationships by observing existing effects and then identifying possible causal factors through specific data. This research uses a comparative causal quantitative approach because it aims to analyze the causal relationship between variables X and Y (Waruwu et al., 2025). In this context, this study aims to identify the direct and indirect effects of Time Management and Wellbeing on learning independence through the mediating role of the learning commitment variable. Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) technique was used as data analysis and run through SmartPLS version 3. This analytical approach was chosen because of its ability to test complex models involving latent constructs with various indicators. This study was conducted at the Faculty of Social Sciences and Law, Makassar State University. The population includes 10 study programs with a total of 4,150 students in the 2025/2026 academic year. Based on the existing population, the author conducted sampling in this study using proportionate stratified random sampling.

The main objective of this study is to explore in depth the influence of time management and well-being on learning independence. Furthermore, this analysis aims to determine how students' learning independence affects their studies at university. This study has one dependent variable, two independent variables, and one intervening variable. This study uses a questionnaire as its research instrument. The questionnaire is a sheet containing several questions with a standard structure. During the survey, the research conditions were not manipulated by the researcher (Syahrizal & Jailani, 2023). In an effort to obtain in-depth information, researchers used a non-test instrument in the form of a questionnaire to measure students' attitudes, opinions, and perceptions regarding time management, well-being, learning independence, and learning commitment. The questionnaire in this study was in the form of closed-ended statements with answer choices provided using a 5-point Likert scale (never, rarely, sometimes, often, and always). Researchers used 90 statements as the research instrument.

All research instruments were developed based on guidance from expert validators, then outer model construct validity testing was conducted, consisting of convergent validity, discriminant validity, reliability, and multicollinearity using the SmartPLS analysis tool. Outer model analysis was conducted to determine the extent to which the indicators could represent the latent variables, ensuring that the measurements used were valid and reliable (Hair et al., 2017). An indicator is considered convergently valid if it has an average variance extracted (AVE) value

≥ 0.50 and a factor loading value ≥ 0.70 . The next stage is to evaluate discriminant validity using the Fornell–Larcker criterion, which states that the Average Variance Extracted (AVE) value of each construct must be greater than its correlation with other constructs. The final step in instrument analysis is to ensure that all research instruments have a Composite Reliability (CR) value ≥ 0.70 . This indicates that the research has reliable and accurate measurement instruments.

There are two ways in internal model analysis to test the hypothesis: (1) T-statistic test, if the t-statistic value is greater than 1.96, then the hypothesis is accepted, which means there is a significant effect. Conversely, it can be said that there is no significant relationship between variables if the t-statistic value is less than or equal to 1.96. (2) P-value test is used to test the hypothesis. If the p-value < 0.01 , the relationship is considered significant at the 1% level. If the p-value < 0.05 , the result is significant at the 5% level, while a p-value < 0.10 indicates significance at the 10% level. The F^2 value is also used to measure the magnitude of the influence of each variable. If the F^2 value is between $\geq 0.02 - < 0.15$, it is said to have a small effect, $\geq 0.15 - < 0.35$ means a medium effect, and if the F^2 value ≥ 0.35 is interpreted as having a large effect.

RESULTS AND DISCUSSIONS

Result

Based on the data analysis, the four constructs in the research model—time management, well-being, independent learning, and student learning commitment—were developed based on the reflective construct (Sarstedt et al., 2019). Therefore, we conducted a one-stage data analysis to test the quality of the external model. We also conducted an evaluation of the internal model and a mediation test to examine the relationships between the research construct variables to obtain empirical information for the proposed hypotheses.

External Model Evaluation and Scale

The quality of the constructs in this study was evaluated based on external model evaluation. Factor loading evaluation is the first quality criterion examined, followed by determining construct reliability and construct validity. Factor loading refers to the degree of association of items in the correlation matrix with the identified principal components. According to Hair et al. (2011), a factor loading value is acceptable if it is greater than >0.70 . Hair et al. (2017) also stated that construct reliability testing is based on Composite Reliability and Cronbach's alpha values, with both thresholds greater than 0.70. Convergent validity is indicated by an Average Variance Extracted (AVE) value greater than 0.50 (Hair & Alamer, 2022), and discriminant validity is carried out by examining the root of the AVE, which must be below <0.85 (Hair & Alamer, 2022).

Given that this type of analysis is first-order, we conducted a single-stage external model evaluation, testing the correlation of the indicators with each indicator simultaneously within a single model. This analysis was followed by an evaluation of construct validity and reliability, as well as a multicollinearity check by ensuring the VIF value was less than 5 (Jony & Serradell-López, 2021). In addition to evaluating the correlation of the dimensions with the constructs, as indicated by the factor loading values, we also determined the correlation of each dimension with each construct, as shown in Table 1.

Table 1. Loading Factors, Construct Validity, and Construct Reliability

Variables	Indicator	Loading Factor	Cronbach's Alpha	Composite Reliability	AVE
MW	X1.1	0.896	0.933	0.949	0.789
	X1.2	0.894			
	X1.3	0.887			
	X1.4	0.875			
WB	X2.1	0.826	0.928	0.946	0.777
	X2.2	0.859			
	X2.3	0.887			

	X2.4	0.800			
	Y.1	0.876			
	Y.2	0.897			
KB	Y.3	0.922	0.911	0.937	0.789
	Y.4	0.901			
	Y.5	0.844			
	Z.1	0.827			
	Z.2	0.859			
KMB	Z.3	0.893	0.866	0.908	0.712
	Z.4	0.920			
	Z.5	0.904			

Source: Results of path coefficient and inner model evaluation using SmartSEM software

From the results of the correlation evaluation of each dimension with each indicator in the external model, it is seen that the constructs of Time Management (MW), Wellbeing (WB), Learning Independence (KB), and Learning Commitment (KMB) each have a factor loading value above 0.70. This indicates that each dimension represents its latent construct well. Convergent validity, which also indicates high validity, is all above the threshold of > 0.5 . In addition, the reliability indicated by the Cronbach's alpha value and Composite reliability for each construct also exceeds the threshold of 0.70, so it is said to meet the criteria for reliability and convergent validity well. Furthermore, a multicollinearity test was conducted as indicated by the VIF values of all constructs, starting from KMB to KB obtained a value of (VIF = 2.494), on MW to KMB (VIF = 1.732), on WB to KMB (VIF = 1.732), on MW to KB (VIF = 2.413), and on WB to KB (VIF = 1.995). Thus, there is no multicollinearity problem in this research model.

Inner Model

Structural equation modeling, also known as internal modeling, evaluates hypothesized relationships to verify hypotheses. Using bootstrapping, the weight of each path coefficient can be determined, thereby determining the significance of the correlation between variables. The path analysis model in this study is also supported by the results of the F-square (F2) analysis, which indicates the important mediating role of self-efficacy in this research model. For the F2 value, we used the recommended influence estimate. Hair et al. (2022) argue that there are three levels of interpretation of the F-square value, namely $F^2 = 0.02$ (low influence), $F^2 = 0.15$ (moderate influence), and $F^2 = 0.35$ (high influence). In addition, we also evaluated the 95% confidence intervals that indicate an increase in the dependent variable when the independent variable is strengthened. Table 5 presents the results of the hypothesis testing proposed in this study.

Table 2. Inner Model

Hypothesis	Track	Path Coefficient	T-Statistics	P-Values	95% Confidence Interval		F^2
					2.5%	97.5%	
H1	MW -> KB	0.334	3,582	0,000	0.354	0.709	0.249
H2	WB -> KB	0.136	1,994	0.047	0.123	0.496	0.050
H3	MW -> KMB	0.522	5,052	0,000	0.328	0.720	0.393
H4	WB -> KMB	0.325	3,236	0.001	-0.002	0.263	0.152
H5	KMB -> KB	0.523	5,535	0,000	0.130	0.518	0.590

Source: results of path coefficient and inner model evaluation using SmartSEM software

The results of the path analysis consistently support the five proposed hypotheses. Substantially, these findings indicate that Time Management (MW) has a strong positive and significant influence on KB ($\beta = 0.334$). This is in

line with various previous studies that emphasize the important role of time management in improving students' learning independence. The practical implication is the need to develop intervention strategies that focus on strengthening the time management network to optimize KB. The 95% confidence interval column also shows that the effect of MW on KB ranges from 0.354 to 0.709. This indicates that learning independence will increase by up to 0.709 if they receive high time management. Furthermore, F^2 The value in hypothesis 1 also shows the influence of MW on KB by obtaining an F value. $^2= 0.249$, which shows that the direct influence of time management on learning independence is classified as moderate.

Furthermore, WB also showed a strong positive and significant effect on KB ($\beta = 0.136$), which underscores the important role of well-being as a major predictor of learning independence. This finding strengthens the literature stating that good well-being supports students in developing independence in learning. The 95% confidence interval column also shows that the effect of WB on KB ranges from 0.123 to 0.496. This also indicates that the stronger the perceived well-being, the greater the increase in learning independence in completing an assignment and undertaking lectures, up to 0.496. Furthermore, F^2 The value in hypothesis 2 also shows the influence of WB on KB, which is obtained by $F^2= 0.050$, which shows that the influence of WB on KB is relatively low.

Furthermore, MW also showed a strong positive and significant influence on KMB ($\beta = 0.522$), which underscores the important role of time management on learning commitment. This finding strengthens the literature stating that good time management supports students in growing their commitment to continue learning and completing their studies. The 95% confidence interval column also shows that the influence of MW on KMB ranges from 0.328 to 0.720. This also shows that the stronger the time management received, the greater the increase in learning commitment in completing an assignment and carrying out lectures well, up to 0.720. Furthermore, the F^2 value in hypothesis 3 also shows the influence of MW on KMB, which is obtained with $F^2 = 0.152$, which indicates that the influence of WB on KB is relatively high.

Furthermore, WB also showed a strong positive and significant influence on KMB ($\beta = 0.325$), which underscores the important role of well-being on learning commitment. This finding strengthens the literature stating that good time management supports students in growing their learning commitment to study. The 95% confidence interval column also shows that the influence of WB on KMB ranges from -0.002 to 0.263. This also shows that the stronger the time management received, the greater the increase in learning commitment in completing an assignment and attending lectures, up to 0.263. Furthermore, the F^2 value in hypothesis 4 also shows the influence of WB on KMB, which is obtained with $F^2 = 0.152$, which indicates that the influence of WB on KMB is relatively moderate.

Finally, KMB was shown to have a positive and significant influence on KB ($\beta = 0.523$) which is the strongest path in the model. This confirms the possible mediation hypothesis in the model, namely that increasing individual learning commitment contributes directly to student learning independence, which is the strongest path in the model. This result is consistent with Self-Determination Theory, which places learning commitment as a central psychological mechanism that mediates between commitment and personal autonomy. Practically, developing programs aimed at increasing KMB, such as completing assignments on time, will have a positive impact on student independence. This can also be seen in the 95% confidence interval column which shows that the influence of KMB on KB shows an influence between 0.130 to 0.518, which means that the higher the learning commitment a student has in his ability to complete assignments, the higher the learning independence the student has up to 0.518. Furthermore, the F^2 value in hypothesis 5 also shows the influence of KMB on KB, obtained $F^2 = 0.590$, which also shows a high effect. This shows a very substantial mediating role of learning commitment in the path analysis, which shows that the mediating effect has significant explanatory power in the model.

Mediation Test

Mediation analysis attempts to explore the consequences of mediation to determine whether the mediation model presented in this study is statistically valid. Mediation analysis allows for the investigation of important pathways and the measurement of indirect effects. It provides a systematic approach to understanding how independent variables influence dependent variables through one or more mediators (Walters, 2019). This analysis is

also able to explain issues of causality, assessment, and intervention (Tofighi & Kelley, 2020). The results of the mediation analysis in this study indicate that the KMB variable provides a full mediation effect between time management, well-being, and learning commitment, as shown in Table 3.

Table 3. Mediation Analysis Hypothesis Testing

Hypothes is	Track	Path Coefficient	T- Statistics	P- Values	95% Confidence Interval		Result
					2.5%	97.5%	
H6	MW -> KMB -> KB	0.273	3,622	0,000	0.148	0.428	Full Mediatio n
	WB -> KMB -> KB	0.170	2,732	0.007	0.063	0.306	

Source: results of path coefficient and inner model evaluation using SmartSEM software

The results of Hypothesis 6 testing indicate that Time Management (TMM) has a positive and significant influence on Learning Independence (LS), which is fully mediated by Learning Commitment (LCM). The mediation path coefficient ($\beta = 0.273$) confirms the significance of this finding, indicating that LCM acts as an important bridge explaining how TMM influences LC. The 95% confidence interval (0.148 to 0.428) further strengthens the reliability of the findings and indicates that increased learning commitment triggered by time management can increase learning independence by up to 0.428 points among the studied population. These findings fill a gap in the literature by providing a clear mediation mechanism, which guides the development of more effective strategies to encourage participation in carrying out lectures well with maximum final results.

Finally, the results of Hypothesis 7 testing indicate that Wellbeing (WB) has a positive and significant influence on Learning Independence (LB), which is fully mediated by Learning Commitment (LC). The mediation path coefficient ($\beta = 0.170$) confirms the significance of this finding, indicating that LC acts as an important bridge explaining how WB influences LB. The 95% confidence interval (0.063 to 0.306) further strengthens the reliability of the findings and indicates that increased learning commitment triggered by Wellbeing can increase learning independence by up to 0.306 points among the studied population.

Discussion

Good time management and controlled well-being in students are positive contributions to realizing independence in students, which directly supports the development of superior human resources. This discussion examines in depth the influence of time management and well-being on students, both directly and through the mediation of learning commitment, specifically at FIS-H UNM. This study tests the hypothesis and refers to the collected literature review data. The analysis confirms that learning commitment plays an important, significant, and positive role in mediating the impact of time management and well-being on student independence in undergoing lectures. These findings clearly indicate that improving student learning independence alone is not enough with good time management and well-being. Learning commitment, in this case, is a vital component that must be strengthened through learning commitment. These findings not only enrich the existing literature but also provide practical implications for public policy, particularly education policy.

H1: The Effect of Time Management on Learning Independence

The results of this study demonstrate the importance of good, structured, and systematic time management that is sustainable and multidimensional, including setting goals, setting appropriate priorities, creating schedules, and minimizing distractions. The ability to minimize distractions demonstrates a high level of self-control, which is an important indicator of learning independence. Individuals who are able to manage distractions effectively tend to have a stronger commitment to their academic goals.(Yulyani, 2022). This finding supports previous research,Syafaruddin, (2025)which revealed that time management had a significant effect on students' learning independence, indicating a strong positive relationship between the two. This is reinforced by(Syartissaputri, 2010)This also highlights the relationship between time management and student learning independence. The better a student's time management, the higher their learning independence. Conversely, the lower their time management, the lower their learning

independence. Good time management helps individuals complete tasks without delay, avoid work overload, and maintain high work quality.(Luthfiah et al., 2025)Students with good time management skills can set academic priorities, avoid procrastination, and complete assignments on time. This directly strengthens their independence in learning, as they are not dependent on external pressure to complete academic obligations.

H2: The Influence of Wellbeing on Learning Independence

This study also shows that well-being has a positive and significant influence on learning independence. Good well-being can improve students' learning independence. Well-being, which includes personal growth, positive relationships with others, life purpose, and self-acceptance. The findings of this study are consistent with the theory of well-being that psychological well-being is not only measured by feelings of pleasure or freedom from stress, but also by the extent to which individuals are able to live meaningful lives, contribute to their environment, and experience continuous personal growth (Ryff (1989). (Panesi, S., 2020)emphasizes that student well-being can be improved through an inclusive learning environment and the appropriate use of educational technology. A supportive and adaptive environment that addresses student needs contributes to increased academic engagement, ultimately strengthening independent learning. Therefore, reducing academic procrastination enables students to develop better self-control and foster intrinsic motivation.(Sarah Sepia Danurlita, 1989). Study(TP Handayani, 2024)Research also shows that subjective well-being significantly influences learning motivation, which in turn impacts learning independence. An inclusive learning environment and the appropriate use of technology can also strengthen student engagement. When students feel valued and given space to develop according to their needs, learning motivation naturally emerges. This directly impacts their ability to manage time, avoid procrastination, and evaluate their learning process independently.

H3: The Effect of Time Management on Learning Commitment

This study's analysis also shows that time management plays a significant role in enhancing students' commitment to learning. This underscores the importance of time management in fostering a strong sense of commitment in students. Individuals with high levels of time management tend to have strong confidence in their ability to face challenges, including a commitment to completing their academic assignments. Commitment to learning is closely related to how students manage their time, enabling them to position themselves as learners whose primary task is to learn and fostering a commitment to the assignments given by their teachers.(Wahyuni et al., 2022)A person is categorized as having good time management skills if they are able to manage themselves effectively (Sera, L, 2020). Time efficiency in the student realm can be interpreted as students being able to allocate time effectively for various tasks and other activities.(Hardani, 2024). This finding is strongly supported by researchKirana, (2025)which explains that commitment to learning is a psychological attitude that reflects a student's sincerity, consistency, and responsibility in undergoing the learning process to achieve academic goals. Students with a strong commitment to learning typically have clear goals, strong motivation, and a willingness to devote time and energy to achieving academic success.

H4: The Influence of Wellbeing on Learning Commitment

This study's analysis shows that well-being plays a significant role in enhancing students' commitment to learning. This underscores the importance of well-being in fostering a strong sense of commitment in students to successfully complete their studies. Individuals with good emotional well-being tend to have strong confidence in their ability to face challenges, including commitment to completing their academic assignments. Students who feel supported by their campus environment, lecturers, and family will be more confident in facing academic demands. This aligns with research.Su, Y., (2021), which states that campus well-being has a significant positive correlation with student learning motivation. This finding suggests that the higher the level of well-being students perceive, the greater their commitment to the learning process.(Rahmatullah, A., 2024)stated that the role of committed teachers and parental support have a significant influence on student well-being. The commitment referred to is a strong desire to achieve something, determination, strong resolve, and a promise to do or realize something one believes in.(Arli & Pakpahan, 2020). Seriousness in learning indicates strong intrinsic motivation, where students consciously choose to be actively involved in academic activities.

H5: The Influence of Learning Commitment on Learning Independence

This study's analysis shows that learning commitment plays a significant role in enhancing students' learning independence. This underscores the importance of learning commitment in fostering a strong sense of commitment in students to successfully complete their studies. Individuals with a high level of commitment tend to have a strong belief in their ability to face challenges, including a commitment to completing their academic assignments. Commitment is the determination, the willingness to exert all efforts to undertake an endeavor or task with a full sense of responsibility.(Limbong, 2025)A person with a high level of commitment will demonstrate loyalty to their duties, not give up easily, and maintain a sense of responsibility even in demanding situations. Commitment to learning, in this case, includes motivation to achieve, involvement in school, doing homework, reading for entertainment, and attachment to school.(Zahra, 2022)Students who exhibit these characteristics tend to have high levels of learning independence, are able to manage their time effectively, and demonstrate perseverance in achieving academic goals.

H6: Learning Commitment Mediates Time Management on Learning Independence

The mediation analysis clearly indicates that learning commitment plays a significant role in mediating the effect of time management on students' learning independence. This finding is consistent with mediation models frequently used in the educational literature. The data indicate that without adequate levels of learning commitment, individuals tend to have low time management skills, leading to an independent learning attitude. This suggests that time management not only directly influences learning independence, but its impact is substantially strengthened when individuals internalize the commitment to continue striving throughout their studies. The ability to manage time allows students to complete assignments on time and prepare well for academic evaluations.(Tourism et al., 2025). This is also in line with researchNovitasari, (2025)which states that students who are able to control academic pressure and manage their study time effectively tend to have better learning engagement, performance, and consistency. This indicates that the mediating role of learning commitment is very substantial, making it an important mechanism in bridging students' time management skills to have a high level of learning independence.

H7: Learning Commitment Mediates Wellbeing towards Learning Independence

The mediation analysis clearly shows that learning commitment plays a significant role in mediating the influence of wellbeing on students' learning independence. This finding is consistent with mediation models frequently used in the educational literature. This suggests that wellbeing not only directly influences learning independence, but its impact is substantially strengthened when individuals internalize the commitment to continuously strive to maintain emotional stability during lectures to remain focused and calm. The ability to maintain emotional wellbeing enables students to complete assignments on time and prepare well for academic evaluations. This is in line with research.TRIP Handayani, (2024)states that learning commitment plays a key role in mediating the relationship between subjective well-being and learning independence in students. High levels of well-being, encompassing optimal emotional, social, and psychological aspects, encourage students to develop a strong dedication to the learning process. Improving well-being through commitment can foster sustainable learning independence in students.(Firdaus et al., 2025)This finding is also supported by researchTamrin et al., (2024)which states that through commitment, students are better able to manage learning responsibilities autonomously, such as planning schedules, seeking independent learning resources, and overcoming obstacles without external dependence. The mediation of learning commitment is very substantial, making it a crucial mechanism in bridging students' ability to maintain their emotional well-being, thus impacting high learning independence and achieving maximum results.

CONCLUSION

This study makes a significant contribution to the social science literature by integrating and expanding the understanding of the role of Time Management (TMM) and Wellbeing on learning autonomy (LMS) mediated by learning commitment (LMC). Theoretically, this study strengthens and extends Self-Determination Theory by confirming a full mediation mechanism, where TMM and WB not only directly influence LMS but their impact is substantially internalized and amplified through LMC.

Learning commitment plays a very important role as a mediator. Where it shows that Time Management (MW) has a positive and significant influence on Learning Independence (KB), which is fully mediated by Learning Commitment (KMB) explaining how MW affects KB. Likewise, Wellbeing (WB) which has a positive and significant influence on Learning Independence (KB), which is fully mediated by Learning Commitment (KMB) shows that KMB acts as an important bridge that explains how WB affects KB. This implication is very relevant to the context of FIS-H UNM, the focus of this study, where efforts to improve student learning independence still require strategic interventions. Significant implications of the findings of this study can enrich the literature by confirming that improving student learning independence does not only depend on time management and wellbeing but is also significantly strengthened by learning commitment as a mediator.

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