

Optimization of Academic Outcomes and Talent Development: A Quantitative Analysis of Student Time Management Strategies and Challenges

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Abstract

This study aims to explore how study habits, talent development, and challenges faced by students affect their strategies in managing time, which in turn can affect the balance between studies and other aspects of their lives. Quantitative methods were used in this study through distributing questionnaires to students of Universitas Muhammadiyah Palopo. Data were collected and analyzed using SPSS 26 and using the t-test to assess the effect of the independent variable on the dependent variable. The statistical results showed that students' study habits had a significant influence on their strategies in managing time. Talent development was also shown to have a significant influence, suggesting that students who are active in developing their talents may have a different approach in managing their time. In addition, the challenges students face also have a significant influence on how they manage their time. These findings underscore the importance of a holistic approach in supporting students to manage their time effectively to achieve a balance between studies, talent development, and overcoming the challenges they face.

Keywords:

Talent Development; Student Challenges; Student Strategies; Time Management.

1. INTRODUCTION

Education is a significant journey in every student's life. In addition to serving as a platform for the enhancement of academic knowledge, it also provides an ideal arena for students to pursue their personal interests, talents, and aspirations (Ghazali et al., 2023). Higher education is an important phase in individual development, preparing students not only for the academic world but also offering opportunities to reveal the potential of their unique talents (Hassanein & Özgüt, 2022).

Higher education is an important phase in individual development, preparing students not only for the academic world but also offering the opportunity to reveal their unique talent potential (Kosim, 2019). The importance of this balance lies in the student's ability to combine high academic achievement with the cultivation of unique and personally relevant talents (Shamaileh et al., 2022). However, achieving this balance is often not an easy task. Students face a variety of challenges in managing their time, which entails a commitment to demanding academic tasks and the effort of *untuk mengembangkan bakat mereka* (Ghazali et al., 2023). Tantangannya meliputi tekanan high academics, social demands, and exploration of a myriad of interests and talents (Simarmata & Simarmata, 2020).

The problem formulation in this study is: How students deal with the challenges of managing their time to achieve a healthy balance between academic studies and talent development. This research will investigate the various strategies applied by students to manage their time smartly (Zuama & Mursanib, 2014). Therefore, the findings of this study are expected to provide valuable insights for students, lecturers, and educational institutions on how to improve the balance between academic studies and talent development (Fakhirah, 2022).

In the context of higher education, students often face challenges, one of which is the difficulty of managing time due to various activities, which stalls in their academic endeavors (Anabillah, Ardha Reza,

Muhammad Ricky Febriansyah et al., 2022). Time management refers to individual skills in organizing their time through planning, scheduling, and prioritizing to achieve set goals (Vinahapsari & Rosita, 2020). Time management refers to individuals' skills in managing their time through planning, scheduling, and prioritizing to achieve set goals (Tinambunan, 2023).

In the context of this study, the literature and theory reflection will outline the various approaches that have been proposed by previous researchers regarding time management, talent development, and the role of this balance in achieving success in higher education. In this case, the development of individual potential involves identifying the talents and interests possessed by the individual (Nihayah, 2015). (Nihayah, 2015). By understanding the background and benefits of a balance between study and talent development, this research will provide clearer insights into how students can effectively manage their time to achieve optimal achievement in both domains (Sugiono et al., 2023).

In this context, it is crucial to identify strategies that can assist students in optimizing their time management (Mahfud &utama, 2021). With a deep understanding of these challenges, educational institutions can provide better support to students, creating an environment that allows them to develop holistically (Anabillah, Ardha Reza, Muhammad Ricky Febriansyah et al., 2022). Observing the various productive advances achieved by today's college students, sparked an interest in investigating what strategies they use in preparing human resources before starting them (Budaya et al., 2023). The balance between study and talent development poses a common challenge for students at different levels of education (Faqihi & Miah, 2023).

Managing time effectively is key to maintaining this balance (Zuama & Mursanib, 2014). This literature review will discuss some of the following students, but the development of talents, such as sports, arts, or social activities, also has significant value in their personal development (Aloqaily, 2023).

High Academic Load: Students are often faced with high academic demands, such as assignments, exams, and projects. Balancing the time to complete all these tasks can be challenging. **Involvement in Extracurricular Activities:** Extracurricular activities consume a lot of time, especially for students involved in various organizations or clubs. **Social Life** (Edeh et al., 2022): Students also want to maintain their social life. Meeting friends, attending social events, and participating in social activities are integral parts of the college experience. **Part-Time Employment** (Gallo et al., 2023): Many students engage in part-time work to finance their education. This can add to the time burden they need to manage (Kumala & Darmawanti, 2022).

Proper Scheduling: Students can create a daily or weekly schedule that allows them to allocate time for studies, extracurricular activities, and social life. **Prioritize Goals:** Students should understand their priorities (Anabillah, Ardha Reza, Muhammad Ricky Febriansyah et al., 2022). Studies should be the main focus, but they also need to make time for talent development and social life. **Effective Learning:** Reading effective study skills can help students increase productivity and reduce the time needed to study (Stopochkin et al., 2022). **Task Delegation:** Where possible, students can seek help or delegate certain tasks to classmates or team members within their organization. **Utilizing Technology:** Online time management apps and tools can assist students in organizing their schedules and remembering important times (Tyskbo, 2023).

2. RESEARCH METHOD

2.1. Type of Research

This research used quantitative method, located at Jl. Jendral Sudirman No.Km.03, Binturu, Kec.Wara Sel., Palopo City, South Sulawesi 91922, and conducted for 6 days. According to Arikunto (2010:10), quantitative research is "research that is required to use numbers extensively, starting from data collection, data interpretation, and presentation of results." Therefore, this research is identified as quantitative descriptive research because it utilizes numbers starting from data collection, interpretation, to presentation of data results. The population of this study consisted of students enrolled at Universitas Muhammadiyah Palopo, with a sample size of 544 students. However, the questionnaires that can be used in this study amounted to 133 respondents (Vinahapsari & Rosita, 2020) In this study, three variables can be defined operationally: the independent variable (variable X) and the dependent variable (variable Y). The independent variable (Y) represents the development of talents and interests. This technique is used to explore the relationship between one variable and another (Fakhirah, 2022). **Data Source** The data source used in this research is primary data, with data collection techniques carried out through observation in the form of distributing questionnaires to 7th semester students of the Faculty of Economics and Business, Muhammadiyah University of Palopo. The data analysis technique used in this research is multiple linear analysis (Rohman & Ichsan, 2021).

2.2. Data Collection Technique

The data collection technique used in this study was that the researcher distributed questionnaires regarding the Balance Between Study and Talent Development: Challenges and Strategies for Students in Managing Time. This questionnaire consists of written questions given to 133 respondents, namely students of Universitas Muhammadiyah Palopo who have met the criteria to become research respondents. The

answers to the questionnaires that were distributed could be chosen directly by the respondents, and the questions were adjusted for alternative answers (Siagian, 2023).

2.3. Data Analysis Technique

Data collection was carried out using a questionnaire. The questionnaire is a list of statements distributed to all respondents sampled for research. Data analysis involves grouping data based on variables and types of respondents. Data analysis in this study was carried out in several ways, as follows instrument testing.

- a. **Validation Testing** Validation testing is used to determine the level of validity of an instrument. If the instrument is considered valid, it can be used for research. To determine whether an instrument is valid or not, calculations or analysis using SPSS can be done. The validity criterion is if the r value is greater than r table (with a significance level of 5% or 0.05), otherwise the instrument is considered invalid.
- b. **Reliability Testing** This specification is used to test whether an instrument is reliable or not. Reliability calculations can be done using SPSS, and an instrument is said to be reliable if the r -value is greater than the r table with a significance level of 5%. If the r -value is less than the r table, the instrument is not reliable.

Multiple Linear Regression Analysis Multiple linear regression analysis is a regression in which the dependent variable (Y) is associated or explained by more than one variable, usually two, three, and so on, i.e. the independent variables (X_1, X_2, X_3, Y_1). However, it still presents the correct relationship diagram.

$Y_2 = a + b_1X_1 + b_2X_2 + e$ Explanation:

Y_1 = Student's strategy in managing time

X_3 = Student challenges in managing time

X_2 = Talent development

X_1 = Student learning

a = Constant b_1b_2 = Regression Coefficient

e = Error Variable Interference

Classical Assumption Testing In multiple linear regression analysis, there are assumptions that affect the regression model to provide unbiased results (best linear unbiased estimator BLUE).

- a. The classic assumption tests used in this study include: a. Normality testing is used to determine whether the research data comes from a normal distribution or not. Data is said to be normal if the significance value is less than 0.05 ($P < 0.05$), otherwise it is abnormal.
- b. Linearity testing is to determine whether the regression line between X and Y forms a linear line or not.
- c. Homogeneity testing is applied to post-test data from experimental and control groups. Data is said to be homogeneous if the significance value is greater than 0.05 ($P > 0.05$), otherwise it is not homogeneous.

2.4. Hypothesis Testing

Coefficient of Determination R^2 Determination testing basically measures how far the model explains the variation in the dependent variable. The coefficient of determination value ranges between 0 and 1. Simultaneous significance testing (F-statistic testing) F statistical testing basically shows whether all independent variables collectively significantly affect the dependent variable. Individual parameter significance testing (t-statistic testing) T significance testing is used to see the significant effect of the independent variable (X) on the dependent variable (Y).

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Validation Testing

Based on the validation test, items can be in the form of statements addressed to respondents using a questionnaire with the aim of revealing something.

Table 1. Validity Test Results

No.	Variabel	Instrument Code	Pearson Correlation Score	Information
1.	Student Studies	X1.1	516	Sah
		X1.2	542	Sah
		X1.3	501	Sah
		X1.4	275	Sah
		X1.5	525	Sah
2.	Developing Student Talent	X2.1	587	Sah
		X2.2	474	Sah

		X2.3	587	Sah
		X2.4	649	Sah
		X2.5	685	Sah
3.	Challenges in Managing Time	X3.1	550	Sah
		X3.2	585	Sah
		X3.3	557	Sah
		X3.4	598	Sah
		X3.5	704	Sah
4.	Student Strategies in Managing Time	Y1.1	609	Sah
		Y1.2	511	Sah
		Y1.3	582	Sah
		Y1.4	615	Sah
		Y1.5	647	Sah

The validity test is used to determine the level of validity of an instrument, where if the instrument is declared valid, it can be used for research purposes. To determine whether an instrument is valid or not, calculations or analysis can be done using SPSS. The validity criterion is if the calculated *r* value is greater than the *r* table value (with a significance level of 5% or 0.05), then the instrument is declared valid.

3.1.2. Trust Tes

Table 2. Reliability Test Results

No.	Variabel	Alfa Cronbach	Information
1.	Student Studies	811	dapat diandalkan
2.	Developing Student Talent Student Affairs	798	dapat diandalkan
3.	Challenges in Managing Time	820	dapat diandalkan
4.	Student Strategies in Managing Time	722	dapat diandalkan

Based on the results of the reliability test above, it can be seen from Cronbach's Alpha exceeding 0.05 which shows that this value is included in the high criteria in the reliability criteria table, meaning that this questionnaire has high consistency. The test is clearly used to test whether an instrument is reliable.

3.1.3. Classical Assumption Test

Above, the questionnaire data can be said to be normally distributed because the significance results of normality testing are greater than 0.05 or above 0.05, namely $X_1 = 0.209$, $X_2 = 0.218$. That is, the results show that the data used in this study follow a normal distribution.

3.1.4. Linearity Testing

Table 4. Student Talent Development

		Sum of Squares	df	Square Means	F	Signature
Student Studies *	Deviation from Linearity	798.036	15	53.202	21.740	.000
Student Talent Development	Deviation from Linearity	568.547	1	568.547	232.327	.000
	Deviation from Linearity	229.489	14	16.392	6.698	.000
	Deviation from Linearity	283.873		1162.447	.	
	Within Group	283.873	116	2.447		
	Total	1081.909	131			

Table 5. ANOVA Challenges in Time Management

		Sum of Squares	df	Square Means	F	Signature
Student Studies *	(Combined Linearity)	608.081	15	40.539	9.924	.000
Challenges in Time Management	(Combined Linearity)	400.270	1	400.270	97.992	.000
	Deviation from Linearity	207.810	14	14.844	3.634	.000
	Deviation from Linearity				.	
	Within Group	473.829	116	4.085		
	Total	1081.909	131			

Table 6. ANOVA Strategies in Time Management

		Sum of Squares	df	Square Means	F	Signature.
Student Studies* Strategies in Management	(Combined Linearti)	678.848	11	61.713	18.373	.000
	Time(Combined Linearti)	563.950	1	563.950	167.900	.000
	Deviation from Linearity	114.898	10	11.490	3.421	.001
	Deviation from Linearity					.
	Within Group	403.061	120	3.359		
Total		1081.909	131			

Based on the Linearity Test Results above, seen from the Anova table, it can be stated that the X1 Student Learning Variable, Y1 Time Management Strategy, and X2 Student Talent Development have a significant relationship at a Linearity Deviation of 0.05, namely $Y1 = 0.000 < 0.05$ and $X2 = 0.000 < 0.05$. Meanwhile, Variable X1 = Student Learning with Variables Y1 and X2 also has a significant relationship because the significance value of the Deviation from Linearity is greater than 0.05, namely $Y1 = 0.000 < 0.05$ and $X2 = 0.000 < 0.05$.

3.1.5. Homogeneity Test

The homogeneity test was applied to the post-test data of the experimental group and the control group. The prerequisite test is a test used to determine whether the data used can be continued or not for hypothesis testing. The normality test is used to determine whether the research data comes from a normal distribution or not.

Tabel 7. Homogeneity Test Results

		Statistik Levene	df1	df2	Signature.
Student Studies	Based on Average	2.123	10	116	.028
	Based on Average	1.628	10	116	.369
Student Talent Development	Based on Average	2.889	10	116	.001

Homogeneity Test Results Student Strategies in Time Management (Y1), Student Studies (X1), Talent Development (X2), Challenges in Time Management (X3).

Based on the test results above, it is concluded that variable Y1 and variables X1, X2, X3 are not the same or not homogeneous because the significance value based on the mean is less than 0.05, namely $0.001 < 0.05$. However, variables X1 and X2 are equal or homogeneous because the significance value based on the mean is greater than 0.05, namely $0.001 > 0.05$.

3.1.6. Multiple Linear Regression Analysis

Tabel 8. T Test Results

Model	Nonstandard Coefficient		Standardized Coefficient	T	Signature
	B	Std. Error	Beta		
(Konstan)	5.959	858		6.949	.000
X1	287	058	383	4.943	.000
X2	179	074	253	2.409	.017
X3	187	0,090	278	3.280	.001

T test is affected by the homogeneity of two variances. This test is used to determine the effect of problem-based learning methods on respondents' motivation and response. The T test aims to determine the extent of the influence of each independent variable partially or individually on the dependent variable.

Based on the results obtained, the following equation can be formulated; $Y = 5.959 - 0.287 + 0.179 + 0.187 + e$. From this equation it can be concluded that the coefficient value on the knowledge variable (X1) shows a result of -0.287.

From the T test results above, it is known that the significant results of the effect of Student Learning (X1) on Student Strategies in Time Management (Y) are $0.000 < 0.05$ and the calculated t value of 4.943 > t table value of 1.978, thus it can be concluded that H1 is accepted, meaning that there is an effect of student learning on student strategies in time management.

From the T test results above, it is known that the significant results of the effect of Talent Development (X2) on Student Strategies in Time Management (Y) are $0.017 < 0.05$ and the t value is 2.409 > t table value of 1.978, thus it can be concluded that H2 is accepted, meaning that there is an effect of talent development on student strategies in time management.

From the T test results above, it is known that the significant results of the effect of Student Challenges (X2) on Student Strategies in Time Management (Y) are $0.001 < 0.05$ and the t value is 3.280 > t table value of

1.978, thus it can be concluded that H3 is accepted, meaning that there is an effect of student challenges on student strategies in time management.

3.1.7. Hypothesis Testing

Hypothesis testing is a test used to determine differences in results on the topic of Balance Between Learning and Talent Development: Student Challenges and Strategies in Time Management. Hypothesis is a temporary answer to the formulation of research problems.

The purpose of hypothesis testing is to test the data obtained during the study to determine whether there is no difference between the parameters and statistics (sample data), which is called the null hypothesis, or there is a difference between the parameters and statistics (sample data), referred to as the alternative hypothesis. The null hypothesis can be interpreted as the absence of the influence of the independent variable on the dependent variable, while the alternative hypothesis can be interpreted as the influence of the independent variable on the dependent variable.

Tabel 9. F Test Results

Model	Sum of Squares	df	Mean Square	F	Signature
1. Regresi	389.353	3	129.784	75.760	.000b
Sisa	219.279	128	1.713		
Total	608.629	131			

The F test is used to determine whether the independent variables in this study have a simultaneous or collective influence on the dependent variable by comparing the F value. Determination Test Results (R) R² test results between Student Studies (X1), Student Talent Development (X2), and Student Challenges in Time Management (X3).

Tabel 10. Appointment

Model	R	square R	Adjusted Square R	Std. Estimation Error
1.	.800a	.640	.631	1.309

Test Results of Determination Between Student Learning (X1), Student Talent Development (X2) and Student Challenges in Time Management (X3) on Student Strategies in Time Management

Based on the table above, it can be seen that the R² (Adjusted R Square) value is 0.640 or equivalent to 4.0%. This means that the effect of Student Studies and Talent Development on Student Strategies in Time Management is 4.0%. The remaining percentage is influenced by other factors not examined in this study.

3.2. Discussion

3.2.1. The Effect of Student Learning on Strategies in Managing Time

The significance value of 0.000 indicates a very small possibility that the relationship between Student Learning and Student Strategy in Managing Time occurs solely by chance. Since $0.000 < 0.05$ (with 0.05 being the commonly used alpha threshold for determining statistical significance), this result is considered statistically significant.

The t value (4.943) is a statistic generated from the t test which measures the extent of the influence of the independent variable on the dependent variable compared to the variation in the data. The value is then compared to the t table value (1.978) which represents the critical value of the t distribution at a certain level of significance (in this case 0.05).

Because the t-count value (4.943) > t-table value (1.978), it can be concluded that there is a significant effect of Student Learning on Student Strategies in Managing Time. Based on the results of the t test, the hypothesis H1 is accepted, which means that the statistical analysis supports the statement that there is a significant influence between these variables.

3.2.2. The Effect of Talent Development on Student Strategies in Time Management

The significance value of 0.017 indicates that there is sufficient statistical evidence to state that there is an effect of Talent Development on Student Strategies in Managing Time. This value is lower than the general threshold of 0.05, indicating that this result is statistically significant. The calculated t value is 2.409 while the table t value is 1.978 at the 0.05 significance level. Since the calculated t value is greater than the t table value, this indicates that the effect of Talent Development on Students' Strategies in Managing Time is significant and not a result of chance. Based on the results of the t test, hypothesis H2 is accepted. This means that there is a significant influence of Talent Development on Student Strategies in Managing Time. The acceptance of this hypothesis supports the argument that students' talent development habits have an influence on how they manage their time.

3.2.3. The Effect of Student Challenges on Student Strategies in Managing Time

The significance value of 0.001 indicates that there is strong statistical evidence of the effect of Student Challenge on Student Strategies for Managing Time. This value is well below the common threshold of 0.05, indicating that this result is statistically significant. The t-statistic value is 3.280, while the t-table value is 1.978 at the 0.05 level of significance. Since the t-statistic value is greater than the t-table value, this indicates that the effect of Student Challenges on Student Strategies in Managing Time is significant and not due to chance factors. Based on the t-test results, hypothesis H3 is accepted. This means that there is a significant influence of Student Challenges on Student Strategies in Managing Time. The acceptance of this hypothesis supports the argument that the challenges students face has an impact on how they manage their time.

4. CONCLUSION

The statistical findings show a significant influence of students' study habits on their time management strategies. This implies that time allocation for studying can influence the way students manage their time, thus potentially impacting the balance between academic activities and other aspects of life. Talent development also showed a significant influence on time management strategies. This suggests that students who are actively involved in developing their talents may adopt a different approach in managing their time, which may affect the balance between academic efforts and talent development. In addition, the challenges that students face significantly affect the way they manage their time. These challenges may include academic workload, extracurricular commitments, or personal issues, all of which may affect the balance between academics and other aspects of life. Based on the t-test results presented, there is significant statistical evidence regarding the influence of Student Learning, Talent Development, and Student Challenges on Student Strategies in Managing Time. The conclusion is reinforced by the significance value that is smaller than 0.05 and the t-statistic value that is greater than the t-table value at the 0.05 significance level for each independent variable. The findings confirm that students' study habits, talent development and challenges affect the way they manage their time. The findings have important implications for educational institutions, educators, and counselors in helping students design effective time management strategies, enabling them to maintain a balance between academics, talent development and overcoming the challenges they face.

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