Learning Strategies of Distance Education Students in Managing Time for Completing Online Tutorial Assignments

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Abstract: Students at Universitas Terbuka are required to manage their time effectively to complete online tutorial assignments on time. Despite their work commitments, the flexibility provided by Universitas Terbuka should enable students to fulfill their academic responsibilities. This study aims to analyze the time management strategies employed by Universitas Terbuka students in completing online tutorial assignments. The research adopts a mixed-method approach, utilizing both quantitative and qualitative methods, with data collected through surveys and interviews. The study involved 230 students from the Educational Technology Study Program at Universitas Terbuka. Data analysis was conducted using descriptive statistical analysis. The results indicate that (1) the utilization of time for completing online tutorial assignments falls into the good category, (2) discipline in submitting assignments is also categorized as good, but (3) time management for studying remains suboptimal, suggesting that students have not yet fully developed effective study time management skills.

Introduction

Online learning through e-learning platforms has become a reliable solution for many educational institutions, including Universitas Terbuka (UT) (Festl-Wietek et al., 2022; Tai, 2024). Through this platform, students can access learning materials, participate in discussions, and complete assignments with flexibility, anytime and anywhere (Gao et al., 2022; Singh et al., 2024). However, despite offering various conveniences, the implementation of e-learning also faces several technical challenges related to student behavior, which can impact the effectiveness of the learning process (Chiu, 2022; Pimdee et al., 2024).

One of the issues faced in Universitas Terbuka's e-learning system is access difficulties at certain times, especially when a large number of students access the platform simultaneously (Liu & Yu, 2023). This situation often occurs near assignment deadlines when most students attempt to upload their assignments simultaneously, causing slow system responses or even access failures. This issue exacerbates student delays in submitting assignments and affects the smoothness of online learning (Alatrash et al., 2024; Fiati et al., 2025).

Apart from technical issues, students' tendency to procrastinate on assignments is also a significant concern (Ahmad et al., 2023; Budiarso et al., 2022). Some students choose to complete their online tutorial assignments close to the submission deadline, one of the reasons being that Universitas Terbuka students often balance their studies with work (Grahani et al., 2023). This habit not only affects the quality of the assignments produced but also increases

the system's access load at the last minute, exacerbating existing technical issues. This procrastination may be influenced by several factors, such as poor time management, difficulty in understanding the material, or low motivation to start assignments earlier (Bela et al., 2023). Pressure from other work or coursework obligations can also contribute to students' tendency to procrastinate on their assignments.

Online tutorial assignments are expected to be a crucial component in the evaluation and self-learning process, enabling students to apply their knowledge and receive feedback supporting a deeper understanding. (Jamil, 2022). However, in practice, many students do not manage their time well, tend to procrastinate, and only begin working on their assignments at the last minute before the deadline (Chairunnisa & Majdi, 2022; Husnaeni et al., 2022). This results in rushed work, leading to a decline in assignment quality and a shallow understanding of the material (Alwi et al., 2024). Additionally, the high number of students accessing the e-learning platform simultaneously near the deadline further exacerbates technical issues, such as slow access or even system failures, making it even more difficult for students to submit their assignments on time (Sugilar, 2021; Sundari, 2024). Therefore, it is crucial to analyze students' time patterns in completing online tutorial assignments to gain a deeper understanding of the factors influencing their tendency to procrastinate (Nurhayati, 2022). This analysis can also help identify more effective solutions to improve students' time management, ensuring that the learning and evaluation objectives expected from tutorial assignments can be achieved optimally (Puspita, 2023).

This study has limitations in its scope of analysis, focusing on the time patterns of Universitas Terbuka students in completing online tutorial assignments, particularly their procrastination habits and the internal factors influencing this behavior, such as time management and motivation (Bastari, 2021; Mufidah et al., 2021). This study does not include a comprehensive analysis of various technical aspects of the e-learning platform, such as system design, security, or platform performance outside of peak periods. Additionally, external factors, such as institutional support, educational policies, or the influence of students' work environments, are not the focus of this research. Thus, the findings of this study are limited to the relationship between student behavior and technical constraints that arise at specific times before assignment deadlines.

This research aims to analyze the strategies used by Universitas Terbuka students in managing their time to complete online tutorial assignments. By understanding these strategies, students are expected to identify the most frequently accessed times on the e-learning platform. This allows them to avoid technical disruptions such as server congestion and slow e-learning access.

Research Method

This study employed a mixed-methods approach with an explanatory sequential design, in which quantitative data served as the primary source, while qualitative data were used to enhance the interpretation of the findings. This research aimed to analyze the strategies used by Universitas Terbuka students in managing their time when completing online tutorial assignments.

The research population consisted of all students enrolled in the Educational Technology Study Program at Universitas Terbuka who were taking the following courses: Educational Technology Areas, Utilization of Learning Resources, Educational Technology in Distance Education, Performance Technology, Open and Distance Education Systems,

Strategic Management in Training Development, and Theory and Principles of Media Development.

The research sample was determined using the simple random sampling technique. Considering the extensive and nationally dispersed population of Universitas Terbuka students, the sampling procedure was carried out in several stages. First, a list of active students was obtained from the registration database for the 2024/2025 semester. Second, the list was classified according to the Universitas Terbuka Regional Offices. Third, a random draw was conducted within each regional list to ensure that every student had an equal chance of being selected. Through this procedure, 230 students were designated as research respondents.

Quantitative data were collected through a questionnaire designed to capture students' time management strategies. The questionnaires were distributed to respondents via WA Blast. Qualitative data were obtained through in-depth interviews with a selected subset of respondents to enrich the understanding of the quantitative findings. The qualitative data were analyzed using thematic analysis, which included the stages of transcription, coding, categorization, and identification of key themes related to time management. The instrument grids used in the study are presented in Tables 1 and 2.

Table 1. Indicators of Online Tutorial Assignment Completion

No	Indicator	Number of Items	Item Number
1	Time for completing online tutorial assignments	2	1 – 2
2	Discipline in assignment submission	2	3 – 4
3	Factors influencing assignment procrastination	2	5 - 6

Table 2. Interview Guideline Framework

No	Indicator
1	Time Required to Complete Tutorial Assignments
2	The most frequently used time by students to complete tutorial assignments
3	Level of Difficulty of Tutorial Material
4	Frequency of Procrastinating Tutorial Assignments

Table 3. Analysis of Research Data Results

No	Average	Classification
1	> 3,25 - 4,00	Very Good
2	> 2,50 - 3,25	Good
3	> 1,75 - 2,50	Fair
4	1,00 - 1,75	Poor

Result and Discussion
1. Result

Online tutorials are conducted in eight sessions. Students participating in the online tutorial service are required to complete assignments for each session. The time allocated to complete the assignments in each session is two weeks.

The implementation of online tutorials, as shown in Figure 1, indicates that students participating in online tutorials must complete assignments within eight sessions or meetings.

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In each session, students are given a maximum of two weeks to complete their tutorial assignments. If a student does not complete the assignment in the first week of Session I, the assignment from the following session will be added to their workload. Students are advised to complete their tutorial assignments in the first week of each session to avoid task accumulation.

The following are the research findings that reveal students' time patterns in completing online tutorial assignments, as well as the factors influencing delays in assignment completion. Figure 1 below provides a general overview of the online tutorial schedule.
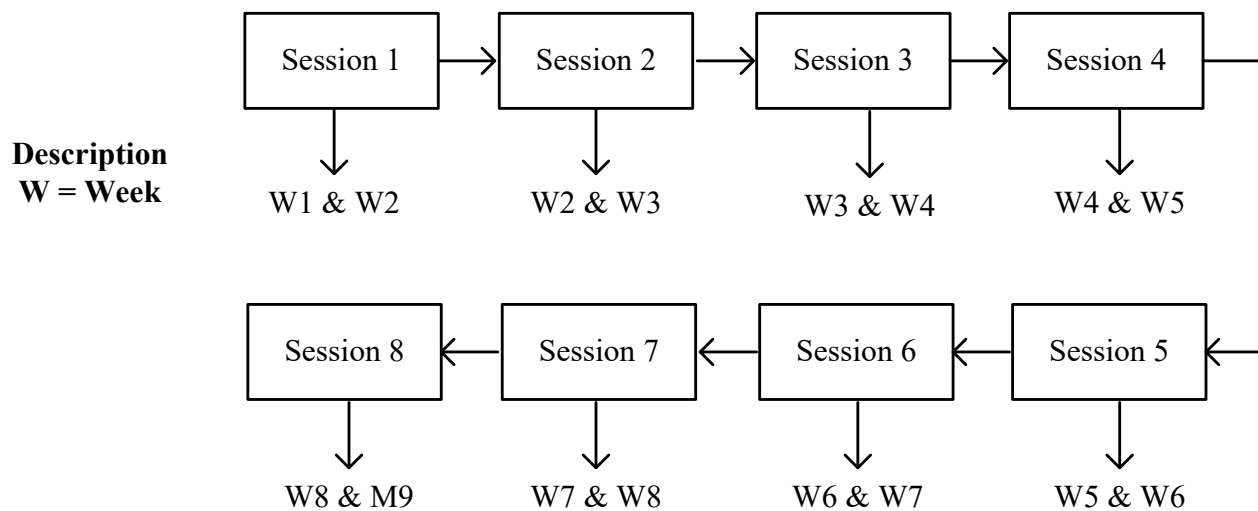

Description
W = Week

Figure 1. Online Tutorial Schedule

Tabel 4. Survey and Interview Results on Students' Strategies for Completing Online Tutorial Assignments

No	Indicator	Quantitative Data (Scores)	Category	Qualitative Data
1	Speed of starting assignments	2,08	Good	Students have started working on their online tutorial assignments properly. Most students begin working on their assignments less than a week before the submission deadline.
2	Time required to complete assignments	3,10	Good	Most students stated that they need 1–2 days to complete an online tutorial assignment for a single course.
3	Discipline in completing tutorial assignments	3,46	Very Good	Most students in the Educational Technology program stated that they have never been late in completing their tutorial assignments.
4	Allocated time	2,51	Good	Most students in the Educational Technology program stated that the time provided by the university to complete online tutorial assignments is sufficient.

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No	Indicator	Quantitative Data (Scores)	Category	Qualitative Data
5	Time Management	2,22	Fair	Students have not yet implemented a self-study schedule that aligns with their working hours.
6	Understanding of the Material	2,30	Fair	Some students need time to understand the given assignments. They must read the module multiple times, while others need to find references from other sources.

2. Discussion

Students enrolled in distance education face various challenges in the learning process. One of the main challenges is limited internet access, especially for students living in remote areas (Alsubaie, 2022; Zhu et al., 2020). In addition, an unconducive learning environment and work demands also influence students' learning experiences.

However, the research findings presented in Table 4 indicate that Universitas Terbuka students overcome these challenges. Most students can submit their assignments on time or even before the submission deadline. Students who complete their assignments earlier generally have high learning motivation, a strong sense of responsibility, and a clear academic orientation, such as the desire to complete their studies as soon as possible (Yoon, 2025).

Students' learning motivation and academic responsibility are reflected in their punctuality in submitting assignments. However, although most students can submit their assignments on schedule, the research findings also indicate that some students still struggle with effective time management. Students who submit assignments late tend to lack a self-study schedule that aligns with their busy routines. Previous studies have shown that time management skills possitively correlate with academic and non-academic achievements (Lyu et al., 2024; Nadinloyi et al., 2013).

In addition to time management, another factor contributing to delays in assignment submission is difficulty understanding course materials. This difficulty is generally caused by the limited time students have to read and comprehend learning modules, especially for those with work responsibilities. This time constraint can extend the duration required to complete assignments. However, previous research has shown that working students tend to achieve better academic performance compared to non-working students (Pathuddin et al., 2025). The finding that working students have higher academic achievement than non-working students can be explained through the self-regulated learning (SRL) framework. Within this framework, time management is viewed as a key component influencing academic success. Recent research by Lourenço & Paiva, 2024, shows that SRL positively contributes to short-term and long-term time management planning, which ultimately has a significant impact on academic achievement. This indicates that work experience can be an external factor that encourages students to develop more consistent and effective time planning strategies. Furthermore, research by Brady et al., 2022 confirms that accuracy in estimating assignment completion time is a crucial component of academic regulation. Working students tend to have practical experience managing schedules, making them more realistic in estimating the time needed to complete academic assignments. This contributes to the effectiveness of organizing their study time.

Furthermore, Wolters et al., 2025, showed that effective time management is not only related to improved academic achievement but also to students' psychological well-being. High achievement motivation, a key dimension of SRL, motivates students to practice time management

strategies more diligently. Based on interviews with high-achieving students, it was found that they implement effective strategies to complete tutorial assignments on time. These strategies include noting down questions from online tutorials, searching for answers through relevant learning materials, and establishing a structured study schedule. Implementing these strategies not only enhances systematic understanding of the material but also improves efficiency in completing assignments. Additionally, these strategies help students anticipate technical challenges, such as server disruptions that may hinder access to the online tutorial platform (Willis et al., 2025).

In addition to the previously mentioned strategies, working students also develop another approach to completing tutorial assignments by utilizing nighttime hours. Based on research conducted on 230 students, 155 students reported completing their online tutorial assignments at night. The primary reasons cited include time constraints due to daytime work and frequent server disruptions during working hours. This approach serves as an alternative for students with limited time during the day.

Meanwhile, non-working students also implement specific strategies to complete their assignments (Dai et al., 2025). Some of them choose to review the questions at night and then search for the answers during the day by reading relevant modules. This strategy allows them to utilize their time more optimally, enhancing their understanding of the material and completing assignments more effectively.

The findings of this study align with previous research that highlights the importance of time management in the academic success of distance education students. A study conducted by Zakharova et al. (2024) found that students with good time management skills are more likely to achieve higher academic performance compared to those who do not have effective time management strategies (Al-Mamary, 2022; Segbenya et al., 2024). This similarity indicates that, time management skills are a key factor in determining students' success in the distance education context. Additionally, a study by Aheto et al. (2024) also showed that students with high intrinsic motivation can better overcome various academic challenges, including technical difficulties and work demands, as also found in this study.

Although there are similarities with previous research, the findings in this study also reveal some differences. One of the differences is regarding the impact of work on students' academic performance. Some previous studies, such as the one conducted by Nurhayati (2022), state that employment can negatively affect academic achievement due to the reduction in available study time. However, this study found that some working students actually perform better academically compared to those who do not work (Ćwirynkało et al., 2024). This suggests that working students may have developed more efficient study strategies and possess a higher level of responsibility in completing their academic tasks (Odontides et al., 2024). Additionally, strategies used by students to overcome time constraints and technical challenges, such as working on assignments at night and noting tutorial questions, have not been extensively discussed in previous research, thus offering a new perspective in understanding the learning strategies of distance education students.

The findings of this study confirm previous research indicating that time management is a key determinant of academic success among distance education students (Wolters et al., 2025). However, this study contributes new insights by emphasizing the unique context of Universitas Terbuka (UT), which is characterized by a very large and geographically dispersed student population, the majority of whom are adult learners balancing academic responsibilities with work and family obligations. These circumstances pose distinct time management challenges that differ from those typically reported in prior studies, which have focused mainly on conventional university students.

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Employing an explanatory sequential mixed-method design, this study not only strengthens the quantitative evidence on the relationship between self-regulation, time management, and academic achievement but also enriches the understanding through qualitative data regarding specific strategies employed by UT students. These include utilizing work breaks to access online tutorials and integrating family schedules with academic activities. Such contextualized strategies have been underexplored in the global literature, thereby expanding perspectives on time management in the context of open and distance education on a massive scale.

Based on the findings of this study, future research is recommended to further explore the role of psychological factors, such as academic perseverance and self-regulation strategies, in supporting the success of distance education students, particularly those who work while studying. Additionally, a longitudinal study could be conducted to examine how students' time management skills and learning strategies develop over the long term. Future studies could also investigate the effectiveness of digital learning technologies, such as time management applications and artificial intelligence-based learning systems, in helping students optimize their learning process in the distance education environment.

Conclusion

Based on the research findings and discussion, it can be concluded that: (1) students generally demonstrate good utilization of time in completing online tutorial assignments, (2) show consistent discipline in submitting assignments on time, however (3) their overall study time management remains suboptimal, indicating that students have not fully mastered effective strategies for managing their study schedules and academic responsibilities. To address these challenges, several interventions are recommended. First, training on time management strategies should be provided to help students develop better planning. Second, the integration of automatic reminder features within the e-learning platform can support students in monitoring deadlines and maintaining study routines. Third, offering academic support through mentoring programs can further guide students in adopting effective learning strategies and managing competing demands between work, study, and personal obligations. Additionally, evaluating the workload and promoting the importance of time management are necessary to help students become more disciplined and effective in completing assignments and optimizing their study time.

Recommendation

Efforts are needed to improve students' time management in learning at Universitas Terbuka, particularly in balancing academic responsibilities with work commitments. Further research is recommended to examine the impact of employment status on students' study time, both among working and non-working students, to identify more effective learning strategies.

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