The Impact of Cultural Agility and Self-Leadership on Student Performance with the Moderating Role of Time Management

Elma Sabrina[1], Maryani Septiana[2]
[1,2]Batam State Polytechnic, Ahmad Yani, Batam City, Riau Islands 29462, Indonesia
elmasabrina22@gmail.com, maryaniseptiana@polibatam.ac.id

Abstract. This study aims to analyze the impact of cultural agility and self-leadership on the performance of IISMA awardee students in 2023, with time management as a moderating variable. This research applies a quantitative approach. The data analysis method used in this research is the SEM (Structural Equation Modeling) method. Data analysis was carried out using Structural Equation Model (SEM) with Partial Least Square (PLS) through SmartPLS 4.0 application. The sampling technique applied is purposive sampling, and questionnaire results were obtained from 108 correspondents of IISMA awardee students in 2023. The results prove that the variables of cultural agility, self-leadership, and time management have a positive and significant effect on the performance of IISMA awardee students in 2023. Meanwhile, time management variables cannot moderately strengthen or weaken the relationship between cultural agility and self-leadership on student performance.

Keywords: Cultural Agility, Self-leadership, Time Management, Performance, Study Abroad, IISMA 2023

1 Introduction

The world is a global village where everyone is required to have skills as a global being where cultural differences will not be an obstacle to being able to interact with each other. Increasingly competitive global competition requires Indonesian human resources to continue to improve their competence to compete with other countries. Thus, a country's effort to achieve this goal is to create an academic program in the form of a student exchange, which is a forum for students to develop and compete on a wider scale. For some students, studying abroad is one of their dreams. Apart from having its own prestige, studying abroad also opens wider career gates. Not only does it enhance understanding of cultures, languages, and global perspectives, but it also opens opportunities to expand professional networks and develop intercultural skills that are in high demand today. As such, an overseas exchange can be considered a valuable investment in a student's personal and academic development.

The Indonesian International Student Mobility Awards (IISMA) scholarship program is one form of the Ministry of Education and Culture's Merdeka Belajar Kampus Merdeka (MBKM) program, which has only been running for two years to sponsor Indonesian students to leading universities abroad for one semester. The 2023 IISMA scholarship guidelines state that scholarship recipients must share knowledge, soft skills, and cross-cultural understanding with other students and alumni.

While going through challenges and reaching unpredictable milestones, students who study in a new environment need leadership within themselves, which involves the ability to motivate, manage time, manage emotions, make decisions, and develop skills. When students are faced with a new environment and accompanied by learning needs, they can actively adjust to achieve psychological and behavioral balance that will affect their learning adjustment [1]. Given the many new challenges and great opportunities for exploration abroad, students need to have good time management skills to ensure they can fulfill their academic duties and

F. Arif Rahman et al. (eds.), *Proceedings of the Sixth International Conference on Applied Economics and Social Science (ICAESS 2024)*, Advances in Economics, Business and Management Research 312,
https://doi.org/10.2991/978-94-6463-640-6_7

make the most of their experiences outside the classroom. Moreover, it is a mandate from the state to improve the general perception of studying abroad, which is seen as a "time off" or "vacation" from coursework.

Interacting with an environment that has a different cultural background, a student needs to have the ability to understand and control themselves, where the self-leadership skills will be formed by itself through the process they experience. Not only that, by developing cultural agility, students can more effectively adjust the process of learning activities, both inside and outside the classroom. They can recognize ways of learning and communicating that are appropriate to the new academic environment. To make this happen, time management is needed to help students set aside time to understand and adjust to the new cultural life that will result in optimal performance. Thus, in this study, the researcher takes the variables of cultural agility and self-leadership that are formed so that they will have an influence on student exchange performance, as well as considering the influence of time management variables that will have an impact on strengthening or weakening the relationship between these variables. In connection with these points, the author is motivated to initiate research entitled "The Impact of Cultural Agility and Self-Leadership on Student Performance with the Moderating Role of Time Management."

2 Literature Review and Hypothesis Development

2.1 Literature Review

Cultural Agility. Cultural agility is a practice, not an achievement, and its development is a process of developing correctly and improving students' skills in having intercultural experiences [2]. Cultural agility provides a mindset that enhances an individual's ability to effectively engage and work with other individuals from different cultures in a respectful, knowledgeable, and effective manner [3].

Thus, individuals who have cultural agility can adapt to cultural uniqueness and respond with appropriate behavior in a particular context [2]. Created a framework about the competencies a person has that can be assessed based on his ability to develop his cultural agility.

Figure 1 Cultural Agility Competency Framework

Based on Figure 1, the competency framework of cultural agility consists of 4 competencies, namely: (1) competencies that affect behavioral responses, within these competencies there are 3 parts, namely cultural adaptation, cultural minimization, and cultural integration; (2) competencies that affect individual psychological abilities in facilitating cultural exchange; (3) competencies that affect individual cultural exchange interactions; (4) competencies that influence cultural exchange decisions.

Self-leadership

Self-leadership enables one to control and influence their own behavior with various cognitive and behavioral strategies. This, at a more advanced level, affects self-efficacy, making a person believe they can achieve their goals [4].

Meanwhile, there are five indicators that describe leadership skills [5]:

1. self-goal setting,
2. self-reward,
3. self-punishment,
4. self-observation, and
5. self-cueing.
6.

Time Management. All efforts and actions planned by individuals in a planned manner and making the best use of time are known as time management in [6]. Another meaning explains time management is the process of planning, organizing, and controlling time by using time wisely to achieve the desired results [7].

Indicators of time management are [8]:

1. Setting goals
2. Setting priorities appropriately
3. Making a schedule
4. Minimize distractions.

Student Performance. Performance can be defined as the success or achievement of someone in doing something [9]. Performance can be defined as the results or achievements obtained by a person or organization, as well as the goals that a person has set for himself [10]. It can also be seen as a tool that a person uses to inspire himself to achieve certain goals.

A performance-oriented person is likely to be highly motivated to work hard, with challenging tasks that are likely to encourage motivation to learn and create new competencies, be more optimistic and resilient, and persevere in overcoming obstacles by observing challenging situations as opportunities to learn and grow more adaptable to achieve the goals set at the beginning [11].

2.2 Hypothesis Development

In the context of this study, cultural agility and leadership skills are considered critical factors that may have a significant influence on student performance. There are various research studies conducted to explore the various impacts on student performance. An important relationship between cultural intelligence, psychological empowerment, and learning agility which includes the adaptation process of seafaring students in forming good communication and influencing the improvement of competence and effective performance [12]. On the topic of self-leadership explains that self-leadership is a path that an individual runs to motivate themselves which is found in the student's stance, can help do tasks better by making it more fun, such as completing difficult games in a new environment [13].

It was found that good time management habits carried out by organizational activist students to balance their academic obligations could produce more optimal performance results [14]. And another research shows that time management affects student performance which results in student academic success [15]. Moreover, there is an effect of time management that creates discipline and can make student performance higher [6]. The effect of cultural agility and self-leadership on the performance of IISMA 2023 awardee students, moderated by time management can be seen in the following research model:

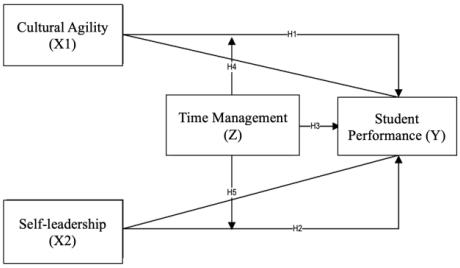

Figure 2. Research Framework

This framework (refer to Figure 2) proposes the following research hypotheses: (H1) Cultural agility has a positive and significant effect on student performance; (H2) Self-leadership has a positive and significant effect on student performance; (H3) Time management has a positive and significant effect on student performance; (H4) Time management moderates the relationship between cultural agility variables on student performance; and (H5) Time management moderates the relationship between self-leadership variables on student performance.

3. Research Method

The method in this study applies a quantitative approach. By using path analysis through SmartPLS 4.0 software. All IISMA awardees in 2023, total 1,692 people, served as the population in this study. By applying the slovin formula, 95 samples were used for this study. The sample will be taken as a reference for primary data by researchers. This is due to limited resources, time, and energy. Thus, the results obtained from the sample above will eventually be generalized to represent the existing population. Sample determination is applied through the Slovin formula with the assumption that the population is normally distributed, the following calculations can be applied:

$$n = \frac{N}{1 + Ne^2}$$

Description:
n = Number of Sample
N = Number of Population
e = The percentage allowance for tolerable sampling error (10%).

$$n = \frac{1692}{1+(1692)(0,1)^2} = \frac{1692}{17.92} = 94.41 = 95$$

Meanwhile, in the real next step the author got the result in 108 respondents among IISMA awardee students in 2023 with purposive sampling method. This technique involves sorting respondents based on specific criteria established by the researcher in line with the research objectives. These criteria include IISMA awardee students admitted in 2023 who have completed their academic programs abroad, as well as those actively involved in organizations and committees at their home university.

A questionnaire method was used to collect data online, using online form. The questionnaire contains personal data related to the background of participants in this IISMA program. The things included in the questionnaire are statements that are in accordance with the variables of cultural agility, self-leadership, time management, and student performance. The operational variables for each variable in this research are listed below, combined with their that corresponds measurements:

Table 1. Operational Variable

Variable	Variable Dimension	Indicator or Behavioral Respond	Measurement Scale
Cultural Agility (X1)	Cultural Adaptation	Adaptation to different cultures	Interval
		Motivate to cooperate	
		Build credibility and trust among students	
	Cultural Minimization	Conduct activities in accordance with the ethic code	
		Increase the value of organizational culture	
		Improve the quality standards and rules of the organization	
	Cultural Integration	Contribute to the team within the organization	
		Encourage innovation and creative ideas from student culture	
		Joining an international organization	
Self-leadership (X2)	Knowledge Level	Understanding or knowing about a particular subject or field	Interval
	Initiative Level	Initiate actions without having to be directed or forced by others	
	Speed	Refers to how quickly students can complete tasks	
	Time Discipline	Organize and utilize time effectively to complete tasks	
	Moral Discipline	Adhere to moral principles in their daily behavior and decisions	
Time Management (Z)	Developing Objectives	Establishing a basis that will be the focus and reason for doing something	Interval
	Determining Priorities	Ability to identify tasks based on their level of urgency and importance	
	Scheduling	Ability to manage and create time limits for each task	
	Minimizing Disruption	Ability to avoid distractions that may reduce productivity	
Student Performance (Y)	Self-Goal Setting	Setting personal goals that are specific, measurable, achievable, and relevant	Interval
	Self-Reward	Rewarding oneself as a form of appreciation for achievements	
	Self-Punishment	Giving negative consequences to oneself when things happen that are not in accordance with the goals that have been in the beginning	
	Self-Observation	Objectively monitor and notice their own behavior, emotions, or thoughts	
	Self-Cueing	Provides a signal or reminder to oneself to start or continue a certain action	

The variables to be studied are described to form variable indicators. Furthermore, the indicators are set as threshold points to identify each element of the instrument which may include questions or statements. The variable measurement instrument uses several statements which are measured using a likert scale first and then assumed to be transformed to an interval scale which is a requirement for path analysis in SmartPLS. Each statement item is divided into four ranges or answer categories.

4. Results and Discussions

4.1 Descriptive Statistical Analysis of Variables

The responses provided by respondents to each statement item in the variables included in this study are used to determine how this descriptive analysis test works. The data used to be processed for the next stage is interval data transformed from the interval data listed in the research questionnaire. The statistical results for each indicator in each variable can be displayed as follows:

Table 2. Variable Statistics

Variable	Name	Mean	Median	Min	Max	Standard Deviation
Cultural Agility (X1)	CA1	3.169	2.89	1.82	3.56	0.442
	CA2	3.087	2.89	1.82	3.56	0.463
	CA3	2.993	2.89	1	3.56	0.541
	CA4	3.1	2.89	1.82	3.56	0.551
	CA5	3.01	2.89	1	3.56	0.573
	CA6	3.209	3.56	1	3.56	0.457
	CA7	3.08	2.89	1	3.56	0.571
	CA8	3.075	2.89	1	3.56	0.538
	CA9	2.821	2.89	1	3.56	0.657
		3.060	**2.89**	**1**	**3.56**	**0.546**
Self-leadership (X2)	JK1	2.98	2.89	1	3.56	0.599
	JK2	2.939	2.89	1	3.56	0.596
	JK3	3.009	2.89	1	3.56	0.532
	JK4	3.038	2.89	1	3.56	0.526
	JK5	3.097	2.89	1.82	3.56	0.446
		3.012	**2.89**	**1**	**3.56**	**0.545**
Time Management (Z)	MW1	3.153	2.89	1.82	3.56	0.459
	MW2	3.163	2.89	1.82	3.56	0.441
	MW3	2.998	2.89	1	3.56	0.639
	MW4	3.109	2.89	1.82	3.56	0.486
		3.105	**2.89**	**1**	**3.56**	**0.516**
Student Performance (Y)	PM1	3.147	2.89	1.82	3.56	0.458
	PM2	3.08	2.89	1	3.56	0.564
	PM3	2.719	2.89	1	3.56	0.799
	PM4	3.085	2.89	1.82	3.56	0.531
	PM5	2.999	2.89	1	3.56	0.612
		3.006	**2.89**	**1**	**3.56**	**0.622**

Based on table 2, there are descriptive statistical results on variables including cultural agility, self-leadership, time management and student performance from 108 samples that have been taken and meet the researcher's criteria. Each indicator's mean value is higher than the standard deviation value, indicating a low data variance and an unbiased distribution of values. While the largest standard deviation is owned by the student performance variable on the PM3 indicator, which interprets self-punishment at 0.799, which means that the size of the data distribution of the financial condition variable is 0.799 from a total of 108 respondents.

From the acquisition of mean data on cultural agility variables, the largest value is obtained in the CA6 indicator, namely 3.209, which states that most students have a high cultural agility attitude when they are faced with cultural rules and regulations that apply at the host university so that they must obey them. While the CA9 indicator has the lowest mean of 2.821, which indicates that students who participate in communities or student

associations at the host university have an impact on their cultural agility attitude in their respective destination countries.

Judging from the mean on the self-leadership variable, there is the highest value in indicator JK5, namely 3.097, which states the attitude of moral and ethical discipline that contributes to the formation of student self-leadership. Meanwhile, indicator JK2 which states the attitude of initiative that is lacking in increasing the attitude of self-leadership of an IISMA awardee student in carrying out his studies abroad.

Based on the mean data, the time management variable data shows that the highest indicator is MW2, namely 3.163, which states that a priority attitude to identify tasks based on their level of urgency and importance will contribute the highest impact on a good time management attitude to improve student performance itself, while the MW3 indicator has the lowest value, namely 2.998, which states that the habit of making a detailed schedule is not the main thing done by most students in time management.

For the student performance variable, the lowest mean is owned by the PM1 indicator, which states self-goal setting, that students tend to have the habit of setting specific and measurable personal goals for their academic achievement. While the PM3 indicator has the lowest value of 2.719 regarding self-punishment, students do not tend to give negative consequences to themselves when the results obtained are not as intended.

Results after inputting the data are processed through the PLS technique with SmartPLS 4.0 software, which functions as a processing tool. The PLS technique can be used to analyze structural correlations in two stages: model measurement and structural model evaluation.

4.2 Outer Model Measurement

The outer model is the component of the model that describes the relation between latent variables and their indicators and provides insight into how well the indicators represent the underlying constructs in the model. In SEM, the outer model contributes to evaluating the accuracy and consistency of the used measuring tools, which is very important to do before processing data in the next stage.

Convergent Validity. Convergent validity is indicated by the load factor (λ). The loading factor is a representation of the link between each measurement item (indicator) and its construct (latent variable). The ideal loading factor value is > 0.7, which indicates that this indicator is significant as a tool for measuring constructs (latent variables). The loading factor value > 0.5 is acceptable for obtaining convergent validity values. The following values are generated from the Partial Least Square (PLS) process, which produces the outer loading value for each variable indicator.

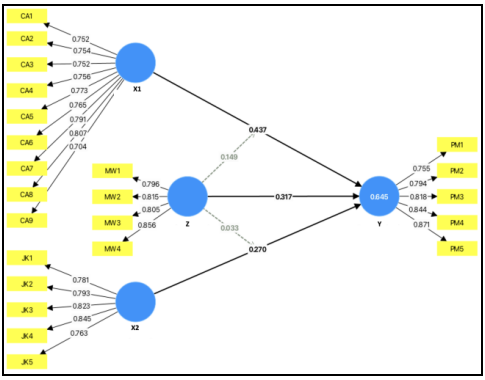

Figure 3. Loading Factor Values

In figure 3, there is no outer loading value below 0.7, which indicates that the variable and each indicator that includes it produce valid data, so the research indicators are considered to have convergent validity and the ability to fulfill the conditions needed to build construct dimensions. The following table demonstrates the results of outer loading:

Table 3. Outer Loading Values

Variable	Indicator	Outer Loading	Status
Cultural Agility (X1)	CA1	0.752	Valid
	CA2	0.754	Valid
	CA3	0.752	Valid
	CA4	0.756	Valid
	CA5	0.773	Valid
	CA6	0.765	Valid
	CA7	0.791	Valid
	CA8	0.807	Valid
	CA9	0.704	Valid
Self-leadership (X2)	JK1	0.781	Valid
	JK2	0.793	Valid
	JK3	0.823	Valid
	JK4	0.845	Valid
	JK5	0.763	Valid
Time Management (Z)	MW1	0.796	Valid
	MW2	0.815	Valid
	MW3	0.805	Valid
	MW4	0.856	Valid
Student Performance (Y)	PM1	0.755	Valid
	PM2	0.794	Valid
	PM3	0.818	Valid
	PM4	0.844	Valid
	PM5	0.871	Valid

All the above indicator items are valid, relating to the outer loading table's results. and suitable for use in research. Furthermore, convergent validity testing is carried out, which is seen from the Average Variance Extracted (AVE) parameter as follows:

Table 4. AVE Values

	Average variance extracted (AVE)
Cultural Agility	0.581
Self-leadership	0.642
Time Management	0.669
Student Performance	0.668

Based on table 4 above, there is an AVE value generated from all constructs > 0.5, as consequence that the construct variables are considered valid and good model requirements.

Discriminant Validity. Every term that describes a latent variable is used to separate it from other variables using discriminant validity. The loading value of each indicator that forms a variable can be called a good discriminant validity, if the row of values is highest compared to other variables. The following data demonstrates the results of discriminant validity:

Table 5. Cross Loading Values

	X1	X2	Z	Y
CA1	0.755	0.594	0.544	0.530
CA2	0.761	0.556	0.560	0.536
CA3	0.752	0.460	0.532	0.549
CA4	0.759	0.527	0.541	0.595
CA5	0.774	0.445	0.552	0.517
CA6	0.761	0.478	0.644	0.554
CA7	0.792	0.601	0.568	0.627

	X1	X2	Z	Y
CA8	0.819	0.595	0.566	0.565
CA9	0.694	0.640	0.535	0.595
JK1	0.531	0.777	0.590	0.575
JK2	0.588	0.795	0.519	0.572
JK3	0.562	0.825	0.453	0.508
JK4	0.549	0.830	0.562	0.552
JK5	0.628	0.756	0.486	0.500
MW1	0.621	0.578	0.789	0.512
MW2	0.570	0.467	0.808	0.571
MW3	0.582	0.523	0.806	0.567
MW4	0.629	0.586	0.861	0.593
PM1	0.572	0.546	0.550	0.756
PM2	0.629	0.499	0.492	0.794
PM3	0.625	0.547	0.544	0.816
PM4	0.575	0.542	0.554	0.844
PM5	0.625	0.643	0.660	0.871

When it comes to indicators on their own constructs or variables, the cross-loading value is higher than that of other indicators, indicating that all indicator items have met the discriminant validity criteria depending on the results of data processing.

Composite Reliability. Composite reliability aims to obtain output showing the efficiency, competence as well as coherence of the instrument when analyzing the variable. The composite reliability value and Cronbach's alpha, which indicates whether the output is reliable and valid if it is > 0.70 are thus two metrics that can be used to determine the criteria. A construct can be claimed to be consistent or reliable in a research tool if it meets these two requirements.

Table 6. Composite Reliability and Cronbach's Alpha

	Cronbach's Alpha	**Composite Reliability**	**Status**
Cultural Agility	0.910	0.926	Reliable
Self-leadership	0.856	0.897	Reliable
Time Management	0.833	0.889	Reliable
Student Performance	0.875	0.909	Reliable

It can be seen from table 6 above that every construct has a Cronbach's alpha and Composite reliability > 0.7. Therefore, based on the calculation of the variables in this study, no reliability or one-dimensionality problems were found in the model formed.

The validity and reliability tests of the measurement model (outer model) provided the results that justified the conclusion that all variables fulfilled all reliability requirements and were valid. This conclusion came from the results of the instrument test. From here it can be seen that each indicator is accurate and explains the latent variable it measures, for that reason it can be continued for structural model evaluation.

4.3 Model Structure Evaluation (Inner Model)

The inner model is the part of the data evaluation processing model that illustrates the relationships among the latent variables that make up the model. The focus of the results of this structural evaluation is on the causal relationship between latent variables that cannot be measured directly.

Coefficient of Determination (R-Square Test). The model's fit to the data is evaluated using the coefficient of determination. A model is low if its R-square value is less than 0.25, 0.5 represents a medium model, and 0.75 places it in the strong category. The table provides the coefficient of determination (R2) as follows:

Table 7. R-Square Test

	R-square	R-square adjusted
Student Performance	0.652	0.635

The R-square value of the student performance variable is 0.652, which indicates that self-leadership, cultural agility, and time management for 65% of the variable's impact, according to the R-square data presented in the table. While the other 35% is influenced by additional factors not included in this research.

4.4 Hypothesis Testing

This study uses T-statistics calculated from SmartPLS to test the level of significance between latent variables to test the hypotheses. The following figure illustrates how the bootstrapping procedure is used in the SmartPLS 4.0 program to ensure the value of the significance level:

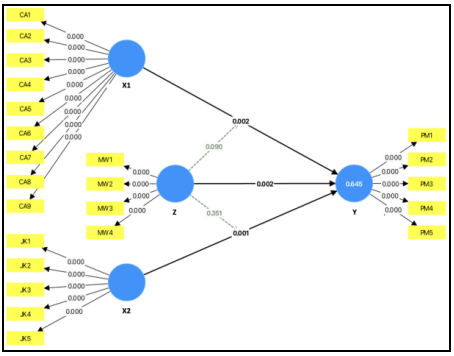

Figure 4. Bootstrapping Results

In this study, a 5% significance level was used, which means there is a 5% chance of making the wrong choice and 95% for the correct choice [16]. The T-statistics must be higher than the T-table, which is 1.96. The results of the path coefficient which produces Original Sample, T-statistics, and P-values obtained from the table below illustrates the SmartPLS bootstrapping method for this research model:

Table 8. Path Coefficients

	Original Sample (O)	T statistics	P values
H1	0.437	2.947	0.002
H2	0.270	2.975	0.001
H3	0.317	2.957	0.002
H4	0.149	1.341	0.090
H5	0.033	0.382	0.351

Based on the first hypothesis, which states that cultural agility has a positive and significant effect on student performance. The path analysis results show that the cultural agility variable (X1) has a T-statistics value of 2.947 with P-values of 0.002 smaller than 0.05. This shows that the cultural agility variable (X1) directly has a positive and significant effect on student performance (Y), as a result the first hypothesis is accepted. The higher or better understanding of the application of cultural agility attitudes of an IISMA awardee abroad, the higher their performance will be in terms of knowledge, level of initiative, speed, time discipline, and morale, which is in line with research [17].

Based on the second hypothesis, that self-leadership has a positive and significant effect on student performance. The results of the path analysis show that the self-leadership variable (X2) has a T-statistics value

of 2.957 higher than T-Table with P-values of 0.002 smaller than 0.05. This shows that the self-leadership variable (X2) directly has a positive and significant effect on student performance (Y) as a result that the second hypothesis can be accepted. This shows that an IISMA awardee student who carries out his learning process in a foreign and new environment will be made easier if the role of the self-leadership attitude that exists in him is in control of every decision.

Based on the third hypothesis, which states that time management has a positive and significant effect on student performance. The path analysis results show that the time management variable (Z) has a T-statistics value of 2.975 higher than T-table 1.96 with P-values of 0.001 smaller than 0.05. This shows that the time management variable (Z) directly has a positive and significant effect on student performance (Y), as a result the third hypothesis can be accepted. The higher or better the time management process of an IISMA awardee student in carrying out his activities will result in good performance, such as speed, and a higher level of knowledge than someone who is not good enough at managing the time available to utilize it for useful things.

In connection with the fourth hypothesis, which states that time management moderates the relationship between cultural agility variables on student performance. The path analysis results show the moderating effect of time management (Z) on the relationship between cultural agility (X1) and student performance (Y), resulting in a T-statistics value of 1.341 with P-values of 0.090. These results indicate the value of T-statistics < T-table and P-values > 0.05. This shows that the time management variable is unable to strengthen the relationship between cultural agility (X1) and student performance (Y). Based on these results, the fourth hypothesis is rejected. Unlike the cultural agility variable, which concerns the process of being cultured with the surrounding environment, from the theoretical explanation per variable listed in the theoretical study, a synchronous union between the two variables cannot be found to affect the performance of an IISMA awardee.

Based on the fifth hypothesis, which states that time management moderates the relationship between self-leadership variables on student performance. The results of path analysis show the moderating effect of time management (Z) on the relationship between Self-leadership (X2) and student performance (Y) produces a T-statistics value of 0.382 with P-values of 0.351. These results show the value of T-statistics < T-table and P-values > 0.05. This shows that the time management variable is unable to strengthen the relationship between self-leadership (X2) and student performance (Y). Based on these results, the fifth hypothesis is rejected. As for the time management factor that plays a role in personal formation and being responsible for existing tasks then they can achieve more brilliantly in the future, it does not have a strong benchmark in the study. Thus, stating the fifth hypothesis (H5) is not strongly supported by a lot of definite, measurable research data. Based on the discussion of the hypothesis test results, the overall results that show the conclusion of hypothesis testing are:

Table 9. Hypothesis Test Conclusion

Hypothesis	Original Sample (O)	Effect	P values	Conclusion
H1	0.437	Positive	0.002	Significant
H2	0.270	Positive	0.001	Significant
H3	0.317	Positive	0.002	Significant
H4	0.149	Positive	0.090	Not Significant
H5	0.033	Positive	0.351	Not Significant

5 Conclusions

This study aims to analyze the effect of cultural agility and self-leadership on student performance with time management as a moderating variable in the case study of IISMA awardee students in 2023. Based on the results of this research, it can be claimed that cultural agility, self-leadership, and time management all significantly and favorably affect performance of IISMA awardee students in 2023. While the time management variable cannot moderate cultural agility and self-leadership on student performance.

It is expected that further research will look for other variable variations that will be used as moderating variables that will have a positive and significant effect. Moreover, in future studies to increase the number of samples that represent a larger population and not just per class year. It is expected to use other learning scholarship program research objects as a result that they become research comparisons. Because this research only focuses on IISMA program students in 2023.

References

[1] J. Li, E. Xue, Y. Wei, and Y. Guo, "Interactive Effects and Mediating Roles of Multiple Factors That Influence Learning Adaptative Growth of International Students: Evidence from China," *behavioral sciences*, vol. 13, p. 682, 2023.

[2] P. Caligiuri, *Cultural Agility: Building a Pipeline of Successful Global Professionals*. United Kingdom: Wiley, 2012.

[3] T. McCormick Benhalim and K. Malcolm, *Cultural agility: the vital next step for diversity & inclusion.* 2014.

[4] C. C. Manz, C. L. Craig, J. W. Mott, Z. Henson, and H. P. J. Sims, "Don't take the lead...share the lead: surprising leadership lessons from the big time college sports," *Organ Dyn*, vol. 42, no. 1, pp. 154–60, 2013.

[5] J. D. Houghton and C. P. Neck, "The revised self-leadership questionnaire Testing a hierarchical factor structure for self-leadership," *Managerial Psychology*, vol. 17, no. 8, pp. 672–691, 2002.

[6] N. Sintesa, "Analisis Pengaruh Time Management Terhadap Kedisiplinan dan Akademik Mahasiswa Nika Sintesa Politeknik LP3I Jakarta," *Jurnal Manajemen dan Ekonomi*, vol. 1, no. 1, 2023.

[7] A. Thariq Rasyidi, Asdar, and B. Intang Sappaile, "Pengaruh Kegiatan Ekstrakurikuler, Manajemen Waktu, dan Motivasi Belajar Terhadap Prestasi Belajar Matematika Siswa SMP Kelas VIII," 2020. [Online]. Available: http://www.ojs.unm.ac.id/imed

[8] E. Mardelina and A. Muhson, "Mahasiswa Bekerja dan Dampaknya Terhadap Aktivitas Belajar dan Prestasi Akademik," *Jurnal Economia*, vol. 13, no. 20, pp. 201–209, 2017.

[9] M. Rangga and P. Naomi, "Pengaruh Motivasi Diri Terhadap Kinerja Belajar Mahasiswa (Studi Kasus Pada Mahasiswa Universitas Paramadina)," *Abmas*, vol. 79, no. 2, pp. 1–8, 2007.

[10] U. C. Asogwa, "Job Rotation, Motivation, Demographic Variables and Job Performance of Career Administrators in Universities in South East, Nigeria," 2017, doi: 196.222.5.9.

[11] L. Curral and P. Marques-Quinteiro, "Self-leadership and Work Role Innovation: Testing a Mediation Model with Goal Orientation and Work Motivation," *Journal of Work and Organizational Psychology*, vol. 25, no. 2, pp. 163–174, Aug. 2009, Accessed: Nov. 10, 2023. [Online]. Available: https://www.researchgate.net/publication/38290636

[12] S. Tutie Rahayu, "Examining the Factors Having an Impact on Effective Communication Among Sailor Students: A Study of Cultural Intelligence, Psychological Empowerment, and Learning Agility as Predictive Parameters," *Social Space Journal*, vol. 23, no. 1, 2023.

[13] M. Durnali, "The effect of Self-Directed Learning on the relationship between Self-Leadership and Online Learning among university students in Turkey," *Touning Journal for Higher Education*, vol. 8, no. 1, pp. 129–165, Nov. 2020, Accessed: Nov. 10, 2023. [Online]. Available: http://dx.doi.org/10.18543/tjhe-8(1)-2020pp129-165

[14] O. : Ega, P. Anatasya, and A. Sayekti, "Pengaruh Manajemen Waktu Terhadap Prestasi Akademik Pada Mahasiswa Aktivis Di Organisasi Kemahasiswaan FEM IPB," *Jurnal Manajemen Kewirausahaan*, vol. 19, no. 02, 2022, doi: 10.33370/jmk.v19i1.875.

[15] M. I. Andrayani, R. Hesty, and D. Apradika, "Pengaruh Manajemen Waktu, Motivasi Belajar, Dan Perilaku Prokrastinasi Terhadap Keberhasilan Akademik Mahasiswa (Studi Kasus Pada Mahasiswa Kelas Karyawan Semester III dan V FEB Universitas PGRI Semarang Tahun Akademik 2020/2021)," *Jurnal Ilmiah Manajemen, Bisnis dan Ekonomi Kreatif*, vol. 1, no. 1, pp. 60–68, 2021.

[16] I. Ghozali and Hengky Latan, *Konsep, Teknik, Aplikasi Menggunakan Smart PLS 3.0 Untuk Penelitian Empiris*. Semarang: BP Undip, 2015.

[17] R. Junaidi, M. M. M. Lumbanraja, and S. W. Wildah, "Pengaruh Self Leadership Terhadap Performa Mahasiswa Universitas Riau dengan Gamiification Sebagai Variabel Pemoderasi," *Business and Economics Research (JBE)*, vol. 3, no. 2, pp. 259–266, Jun. 2022, Accessed: Nov. 08, 2023. [Online]. Available: https://ejurnal.seminar-id.com/index.php/jbe