

ABSTRACT

Timely graduation is an important indicator of the effectiveness of master's degree programs. However, the rate of on-time graduation among students of the Graduate School at Universitas Diponegoro has shown fluctuations and remains suboptimal. This study aims to analyze the factors influencing timely graduation, focusing on self-management, research skills, and institutional support, using a mixed methods approach.

This research employs a concurrent triangulation design, in which quantitative and qualitative data are collected simultaneously and analyzed independently. Quantitative data were obtained through questionnaires distributed to 100 alumni of the Graduate School of Universitas Diponegoro who graduated on time between 2020 and 2025, and analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). Qualitative data were collected through Focus Group Discussions (FGD) involving 11 alumni grouped according to their types of academic publications and analyzed using thematic analysis.

The quantitative results indicate that self-management, research skills, and institutional support have positive and significant effects on timely graduation. The qualitative findings support these results by revealing that effective time management, early research preparation, and strong academic and institutional support play critical roles in enabling students to graduate on time. The integration of both findings confirms that these factors collectively contribute to timely graduation.

This study provides theoretical contributions to the literature on postgraduate timely graduation and offers managerial implications for higher education institutions in designing more effective and student-oriented academic policies.

Keywords: *timely graduation, self-management, research skills, institutional support, mixed methods.*

SEMARANG
FEB UNDIP