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The Relationship Between Academic Workload and Time Management with Academic Stress Among Female Students at Islamic Boarding Schools

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ABSTRACT

Academic demands in Islamic boarding schools coexist with religious activities and daily responsibilities, which may be associated with students' academic stress. This study aimed to examine the relationship of workload academic and time management with academic stress among female students at MA Banat Kudus. A quantitative correlational design was used with 200 female students aged 16–18 years who had lived in an Islamic boarding school for at least two years. Data were collected offline using researcher-developed Likert scales measuring workload academic, time management, and academic stress. Data were analyzed using SPSS for Windows. Multiple correlation analysis showed a significant relationship between academic workload and time management jointly with academic stress ($R = 0.610$, $p < 0.001$), with an R-squared value of 0.372. Academic workload was positively correlated with academic stress ($r = 0.532$, $p < 0.001$), whereas time management was negatively correlated with academic stress ($r = -0.437$, $p < 0.001$). These findings indicate that higher perceived academic workload is associated with higher academic stress, while better time management is associated with lower academic stress. The findings highlight the importance of considering academic demands and time-management skills in supporting students' well-being in boarding-school settings.

1. INTRODUCTION

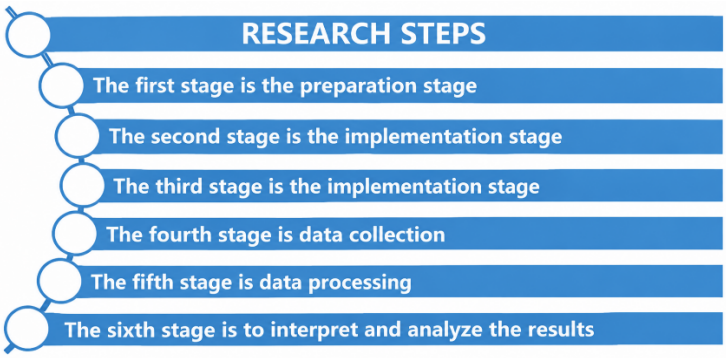
Education is a conscious effort to develop individual potential through the learning process (Abd Rahman et al., 2022). One form of education in Indonesia is the pesantren, which not only focuses on religious learning but also on character building and the independence of students (Kahar et al., 2019). In their daily lives, students must undergo formal education, religious activities, memorization, and daily obligations with a packed schedule. These conditions can limit rest time and increase the risk of academic stress when the demands faced are difficult to meet (Oktia, 2022). Academic stress is the pressure that arises from the demands and perceptions individuals have regarding academic situations (Taufik et al., 2013). Two factors related to academic stress are academic workload and time management (Misra, 2016). Academic workload includes the amount and difficulty level of tasks that students must complete (Kember et al., 2007), while time management is the ability to allocate time and resources effectively to achieve goals (Sandra, 2013). Previous research shows that a high workload and suboptimal time management are related to academic stress (Nayak, 2019). Although the relationship between academic workload and time management with academic stress has been studied, research examining both variables simultaneously in the context of the lives of female students in Islamic boarding schools still needs to be developed. Female students face the demands of formal education as well as structured religious activities and daily obligations. Thus, the research gap in this study lies in the need to examine the relationship between academic workload and time management simultaneously with academic stress among female students who undergo formal education as well as pesantren education. The novelty

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of the research lies in the simultaneous testing of both variables within the context of the students' lives. This study aims to determine the relationship between academic workload and time management with academic stress among female students at Islamic boarding schools. The results of this study are expected to enrich the field of educational psychology, particularly regarding academic stress in the environment of Islamic boarding schools, and to serve as a consideration in developing academic workload management and time management that align with the characteristics of the students' lives.

2. METHODS

This research uses a quantitative approach with a correlational design aimed at determining the relationship between academic workload and time management with academic stress among female students at Islamic boarding schools. This study uses the purposive sampling technique, which involves selecting participants with specific characteristics, with a total of 200 participants. The research was conducted at MA Banat Kudus with data collection carried out offline using printed psychological scales (hard file). The research instruments include academic workload scales, time management, and academic stress, which were developed by the researcher and have received approval from the supervising lecturer. Data collection was conducted directly using a questionnaire in the form of a Likert scale with four response options: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Each scale contains both favorable and unfavorable items. For favorable items, responses from SA to SD were scored from 4 to 1, while for unfavorable items, scoring was done in reverse, from 1 to 4. The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) for Windows program to examine the relationship between academic workload and time management with academic stress among female students. Statistical analysis was conducted in accordance with the research objectives and the characteristics of the obtained data. To ensure the quality of the instrument, the validity and reliability tests are explained based on the procedures used. The validity test is conducted to evaluate the ability of the items to measure the variables being studied, while the reliability test aims to determine the consistency of the instrument. The research was conducted in several stages. The first stage is preparation, which includes determining the research variables, developing the instruments, and obtaining research permits. The second stage is preparation, which includes selecting participants using purposive sampling techniques. The third stage is implementation, the research ethics procedure by providing explanations regarding the purpose, procedure, and voluntary nature of the participants. Researchers also need to ensure the confidentiality of participants' identities and data, as well as explain participants' rights to refuse or withdraw. The fourth stage is the direct collection of data through the distribution of questionnaires. The fifth stage is data processing, which includes checking the completeness of answers, assigning numerical codes, and scoring. And finally, in the sixth stage, it involves interpreting the analysis results, drawing conclusions, and preparing the research report.



3. RESULTS AND DISCUSSION

Results

This study involves 200 female students of MA Banat Kudus aged 16–18 years who have lived in the pesantren for at least two years. The research aims to determine the relationship between academic workload and time management with academic stress among female students. Research data were obtained through the direct distribution of psychological scales, which included scales for academic workload, time management, and academic stress. All the collected data were subsequently analyzed using the SPSS for Windows program. Data analysis was conducted to understand the depiction of each variable and the relationship between academic workload and time management with academic stress. The academic workload variable is used to describe the academic burden felt by the students, while time management relates to the ability to organize and utilize time to complete various activities. Academic stress refers to the pressure experienced by female students in facing academic demands. The results of the descriptive statistical analysis and hypothesis testing will be presented in tables based on the research data processing results. Specifically, testing the relationship between variables is necessary to determine whether academic workload is related to academic stress, whether time management is related to academic stress, and whether both variables together are related to academic stress among female students. The results of these tests serve as the basis for answering the problem formulation and determining empirical support for the research hypothesis. This research focuses on the relationship between academic workload and time management with academic stress among female students at Islamic boarding schools. Female students undergo formal education activities as well as the life of a pesantren, which has its own schedule and demands. This condition provides a relevant context to examine how academic workload and time management skills are related to academic stress.

Academic workload can be understood as the academic demands that students need to fulfill, such as completing assignments, attending classes, preparing for exams, and meeting learning targets. When academic demands are felt to exceed one's abilities or resources, individuals may experience pressure. In the context of female students at Islamic boarding schools, the academic demands that coincide with the activities of the pesantren have the potential to be one of the factors related to the experience of academic stress. However, this relationship still needs to be proven through the results of data analysis. In addition to academic workload, time management is also important to study because it relates to an individual's ability to set priorities, make plans, and allocate time to complete various responsibilities. Good time management conceptually can help female students carry out their learning activities and pesantren activities more regularly. Conversely, difficulties in time management can lead to a pile-up of tasks, limited break time, or feelings of stress when facing multiple demands simultaneously. Nevertheless, the direction and strength of the relationship between time management and academic stress in this research subject must be determined based on the results of statistical testing. The relationship between academic workload, time management, and academic stress also needs to be understood by considering that the experience of stress is not only related to the amount of demands but can also be influenced by how individuals manage those demands. Two female students facing similar activity schedules may have different stress experiences due to differences in learning strategies, time management skills, social support, or ways of assessing the situations they encounter. Therefore, both of these research variables need to be empirically analyzed to determine their relationship with academic stress.

Table 1. Participant Characteristics

Characteristic	Category	Participant	Percentage
Age	16 Years	19	9,5%
	17 Years	98	49,0%
	18 Years	83	41,5%

Total		200	100%
Long time living in the boarding school	2-5 Years	30	15,0%
	>5 Years	163	81,5%
	>10 Years	7	3,5%
Total		200	100%

Validity Test

The validity test of the academic stress scale was conducted on 29 items using a validity threshold of >0.30. All 29 items were tested and all met the validity criteria. The validity coefficient values at this stage range from 0.304 to 0.600..

No.	Aspect	Number of Items		Total
		Favourable	*Unfavourable*	
1.	Time Balance	2,4,10,15,17,21	7,9,12,20,18	11
2.	Balance of Engagement	1,3,13,16,24,27	6,19,23,29	10
3.	Balance of Satisfaction	5,11,18,22	8,14,25,26	8
	Total	16	13	29

The validity test of the academic workload scale was conducted on 21 items using a validity threshold of >0.30. All 21 items were tested and all met the validity criteria. The validity coefficient values at this stage range from 0.308 to 0.540.

No.	Aspect	Number of Items		Total
		Favourable	*Unfavourable*	
1.	Time Load	2,6,17,19	3,5,11,13	8
2.	Mental Effort Load	8,10	1,14,18,21	6
3.	Psychological Pressure Load	4,9,12,16	7,15,20	7
	Total	10	11	21

The validity test of the academic stress scale was conducted on 28 items using a validity threshold of >0.30. All 28 items were tested and all met the validity criteria. The validity coefficient values at this stage range from 0.309 to 0.555.

No.	Aspect	Number of Items		Total
		Favourable	*Unfavourable*	
1.	Goal Setting	5,15,25	2,12,18	6
2.	Setting Priorities	7,27	10	3
3.	Creating a Schedule	1,21	8,16,26	5
4.	Be Assertive	11,28	4,20	4
5.	Avoiding Procrastination	3,23	14	3
6.	Minimizing wasted time	9,17	22	3
7.	Control Over Time	13,19	6,24	4
	Total	15	13	28

Reliability Test

The reliability calculation is performed after the validity test by finding the reliability coefficient of each valid item using the Alpha Cronbach technique. In the first stage of the academic stress scale, a reliability coefficient (rxy) of 0.886 was obtained. In the academic workload scale, a reliability coefficient (rxy) of 0.850 was obtained. In the time management scale, a reliability coefficient (rxy) of 0.862 was obtained..

Normality Test

The normality test aims to determine whether the data obtained in the study is normally distributed. In this study, normality testing was conducted on three variables: academic stress (Y), academic workload (X1), and time management (X2). The testing used the Kolmogorov–Smirnov

Test method with the help of the SPSS for Windows program. Based on the test results, the academic stress variable (Y) obtained a significance value of 0.200 (p > 0.05) with a K-SZ value of 0.047. The academic workload variable (X1) showed a significance value of 0.097 (p > 0.05) and a K-SZ value of 0.058. Meanwhile, the time management variable (X2) obtained a significance value of 0.200 (p > 0.05) with a K-SZ value of 0.044. The results indicate that all variables have significance values greater than 0.05. Therefore, it can be stated that the data on the three research variables are normally distributed.

Hypothesis Testing

Variable	R	R (*Square)*	Siq. (p)
Academic Workload and Time Management with Academic Stress	0,610	0,372	0,000

The results of the major hypothesis test show a coefficient value of 0.610 with a significance of 0.000 (p < 0.01). This indicates a very significant relationship between academic workload and time management with academic stress. Thus, the main hypothesis is accepted.

Discussion

Based on the results of the two-predictor regression analysis, a correlation coefficient of 0.610 was obtained with a significance value of 0.000 (p < 0.01) and an R Square value of 0.372. The results indicate that academic workload and time management together have a very significant relationship with academic stress. Both variables contribute an effective 37.2% to the variation in academic stress. These findings can be understood through the field theory developed by Kurt Lewin. This theory explains that individual behavior is formed through the interaction between personal factors and environmental factors. Academic workload can be understood as one of the environmental demands faced by female students, while time management reflects their personal ability to organize and meet these demands. Female students are not only required to complete school assignments, exams, and learning activities, but also to fulfilll the obligations of the pesantren, such as memorizing the Quran, participating in religious studies, and carrying out the routine activities of the boarding school. The interaction between the numerous demands and the individual's ability to manage time can be related to the academic stress experienced. This is in line with Taufik, Ifdil, and Ardi (2013), who explain that academic stress is pressure originating from academic activities. In the hypothesis testing, an interaction was found between the number of demands and an individual's ability to manage time, which can be related to the academic stress experienced. This is consistent with the opinion of Taufik, Ifdil, and Ardi (2013), who explain that academic stress is pressure originating from academic activities. Thus, academic stress among female students needs to be understood not only based on the demands of studying at school but also on the overall educational and boarding activities they undergo. In the first minor hypothesis test, a very significant positive relationship was found between academic workload and academic stress, with a correlation coefficient of 0.532 and a significance value of 0.000 (p < 0.01). This means that the higher the academic workload perceived by the female students, the higher the tendency for academic stress they experience. This condition can occur due to the numerous assignments, learning materials, exams, and demands in completing tasks. Kember et al. (2007) explain that academic workload is related to an individual's perception of the quantity and difficulty level of tasks in a learning environment. Meanwhile, Gawron (2008) describes workload through the aspects of time burden, mental effort, and psychological pressure. These three aspects are relevant to the lives of female students who must divide their time and energy to meet the demands of school as well as the activities of the pesantren.

The results of this study are in line with the research by Misbahudin & Munawaroh (2024), which explains that students face various demands ranging from academic tasks, religious activities, to daily obligations such as congregational prayers and memorization submissions. These various activities can create difficulties in dividing time between studying, worshiping, and fulfilling other obligations. These findings are also consistent with the research by Fahmi and Widyastuti (2018), which describes that students face a diverse workload, including school learning, Quran memorization, religious studies, and extracurricular activities. If compared with that research, the results of this study reinforce the understanding that the educational demands in the pesantren environment have more diverse characteristics because formal activities and pesantren activities run concurrently. The similarity of these findings indicates that academic workload is one of the aspects related to psychological pressure in the educational process. In the testing of the second minor hypothesis, a highly significant negative relationship was found between time management and academic stress, with a correlation coefficient of -0.437 and a significance value of 0.000 ($p < 0.01$). These results indicate that the better the students' ability to manage their time, the lower the tendency for academic stress they experience. Time management helps individuals determine which activities need to be prioritized, create schedules, set goals, and avoid procrastination. The results are in line with research by HATMANTI, which explains the relationship between time management and academic stress levels. In addition, these findings are also supported by the research of Setiawan and Irsyada (2019), which states that effective time management can help students prioritize, utilize their time optimally, and reduce the habit of procrastination. The similarity of these results shows that time management skills are one of the important factors in facing demands. Although academic workload and time management have a significant relationship with academic stress, these two variables do not explain the entire variation in academic stress among female students. This is evident from the R Square value of 0.372, which means that 62.8% of the variation in academic stress has not yet been explained by the research model.

Based on the theories proposed by Puspitasari (2013) and Rahmayanty (2023), academic stress can also be related to internal and external factors. Internal factors include mindset, personality, beliefs, and an individual's ability to control their response to pressure. Meanwhile, external factors can include the demand for high achievement, pressure from the environment, social conditions, and support from people around the individual. Misra (2016) also explains that academic stress is related to demands for grades and performance, exams, uncertainty about the future, and interpersonal relationships. Therefore, academic stress cannot be understood solely from the amount of task load and time management skills, but it also needs to consider the personal conditions and environment accompanying the lives of female students. These factors can serve as subjects for further research as they have not been specifically tested in this study. The results of this study can serve as a consideration for the school authorities and the management of the Islamic boarding school to pay attention to the balance between academic activities, religious activities, and the rest time of the female students. A more planned schedule, coordination regarding task assignments, and clear communication of deadlines can help female students manage their responsibilities. The school and pesantren can also provide guidance on time management skills, prioritization, and strategies for coping with academic pressure. For the female students, the results of this research can serve as a basis for evaluation to get used to scheduling activities, prioritizing tasks based on their importance, avoiding procrastination, and ensuring adequate rest time. Support from family, teachers, peers, and pesantren caregivers is also important so that female students have a place to express the difficulties they face. Thus, efforts to understand and manage academic stress need to be carried out through cooperation between female students and a supportive educational environment.

4. CONCLUSION

Based on the research results, academic workload and time management together have a very significant relationship with academic stress among female students at Islamic boarding schools, with results showing rx12y = 0.610 and a p-value of 0.000 (p<0.01). Academic workload is positively correlated with academic stress, while time management is negatively correlated with academic stress. This means that the higher the perceived academic workload, the higher the academic stress, while the better the time management, the lower the academic stress.

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