

Time Management and Academic Stress among Islamic Boarding School Students in University X

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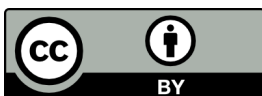
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Abstract: Life as a student is a vulnerable time for individuals to experience academic stress, this is due to the academic demands of not only studying theory, but also being required to do assignments, presentations, internships, organizations, and various other activities both inside and outside lectures. Students who experience academic stress are reported to experience a decline in academic abilities which will then affect their achievement index. Apart from that, the negative impact of academic stress will also result in students having difficulty concentrating, having memory problems, and solving academic problems. This study aims to determine and analyze the relationship between time management and academic stress in college students. Respondents of this research consisted of 85 boarding school students who were registered as active at University X, Yogyakarta. The measuring instrument in this research uses two scales, the Time Management Behavior Scale by Macan and the Educational Stress Scale for Adolescents by Sun, Dunne, & Hou. Data analysis using the parametric statistical technique of Pearson Product Moment correlation shows a correlation coefficient value of -0.341 with a significance value of $p = 0.001$ ($p < 0.05$). These results explain that there is a significant negative relationship between time management and academic stress, where the higher the time management, the lower the academic stress, and vice versa.

Keywords: Academic stress, boarding school students, time management



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1. Introduction

Life as a student is a vulnerable time for individuals to experience academic stress, this is due to the academic demands of not only studying theory, but also being required to do assignments, presentations, internships, organizations, and various other activities both inside and outside lectures. Waghachavare, et al (2013) explained that the problems that students usually encounter are academic problems, including quite a lot and complicated learning material, pressure in facing exams, low GPA, the threat of dropping out, and other academic problems. Academic stress will cause serious problems for students if it cannot be managed properly. This is because Kumar (2011) explains that students who experience stress become irritable, show a lack of concentration, decreased academic achievement, poor interpersonal relationships, insomnia, and are often absent from the educational process. Ambarwati, et al (2019) also said that students who experience academic stress experience a decline in academic abilities which will then affect their achievement index. Apart from that, the negative impact of academic stress will also result in students having difficulty concentrating, having memory problems, and solving academic problems.

The phenomenon of academic stress among students is suspected to increase from year to year in Indonesia. This is shown based on the results of the National Commission for Child Protection report in 2011, there was an increase of 98% every month. In addition, Kinantie, et al. (2012) in their research found that as many as 49.74% of students experienced moderate levels of stress and 30.05% of students experienced severe levels of stress. It is not only found in students who are in school, academic stress is also found among university students. As in research by Lubis, et al (2021), it was found that 39% of FISIP students at Mulawarman University Samarinda experienced academic stress in the medium category and 27% in the high category. Agustiningih (2019) also stated that the incidence of stress among students in the world is 38-71%.

Islamic Boarding School students are those selected to receive privileges from the University X in the form of a full study scholarship for the undergraduate level. This privilege was achieved after going through a fairly strict selection and assessment process so that University X Islamic Boarding School students are considered to have higher standards and qualities than students in general. Becoming a student at the University X Islamic boarding school means agreeing to a contract and being obliged to obey the regulations that have been made before they live life as students at the University X Islamic boarding school. Several things that are thought to trigger academic stress in University X Islamic Boarding School students are the existence of additional classes with a credit system like on-campus demands for achievement, and the rules for obtaining a minimum GPA of 3.25 in socio-humanities study programs and 3.00 in science study programs. Therefore, managing academic stress for University X Islamic Boarding School students is very important. If it is not managed well, University X Islamic Boarding School students are threatened with having their scholarships revoked, being unable to meet the demands for achievement, and having their lecture activities disrupted. This is to aspects of academic stress expressed by Sun, et al (2011), namely; study pressure, workload, worries about grades, and expectations from oneself and the surrounding environment.

One of the factors that influence academic stress is time management (Febriana & Simanjuntak, 2021). Time management is an important thing that every individual needs to have in carrying out their activities. In everyday life, many things need to be done in limited time, so good time management can help individuals to be more productive and achieve goals better. According to Macan (1994), time management is self-control in using time as effectively and efficiently as possible by planning, scheduling, having control over time, making a priority scale, and the desire to be organized. Therefore, individuals who are able to manage time well will be able to prioritize the various tasks at hand, focusing their time and energy on important matters first.

The skills that students have in managing their time, such as completing assignments on time, planning schedules, and using time effectively and efficiently can improve their academic performance. This is because at the tertiary level students not only obtain theory, but are also required to carry out assignments in making papers, presentations, practice, and being involved in organizational activities which are part of self-development. Students will also carry out various assignments from lecturers from various courses as part of academic demands. Completing these tasks if there is no good time management has the potential to trigger academic stress in students (Febriana & Simanjuntak, 2021). The research results of Himmah and Shofiah (2021) show that time management has an influence on students' academic stress. Anggawijaya (2013) stated that poor time management will cause anxiety in students, which will lead to academic stress which, if sustained, can disrupt students' effective lives. Mulyani (2013) in his research stated that individuals with high time management will form self-regulated learning in students.

Based on previous research, it can be concluded that student's time management skills have a significant impact on their academic performance. Students are faced with various lecture activities such as assignments, presentations, and practical, and organizational activities, all of which require good time management. The inability to manage time can cause academic stress, which in the end can disrupt the effectiveness of students' learning and life as a whole. Based on the background of the problem and a brief description of relevant literature, it shows that poor time management will cause academic stress. Thus, the researcher formulated the research problem as follows, "Is there a relationship between time management and academic stress in University X Islamic Boarding School students?"

2. Literature Review

Macan (1994) explains several aspects of time management, the first aspect is setting goals, namely the individual's ability to differentiate between their needs and desires, then divide them according to their priorities to achieve the targets that have been made. In relation to academic stress, this aspect can be interpreted as the student's ability to identify goals to be achieved in the short and long term, both in terms of academics and personal life.

Setting clear, measurable goals can help direct and focus daily actions. Setting clear goals also influences individual academic performance (Sides & Cuevas, 2020). By having clear and specific goals, students can plan their time more effectively and can allocate good time

for academic needs according to priorities. The demand for high achievement in the Islamic University of Indonesia Islamic Boarding School environment certainly requires individuals to set measurable goals, because if the goals set are too ambitious or unrealistic, then students can feel pressured to achieve high standards. This can increase academic stress because they feel anxious about not being able to achieve the expectations they have set, as Barseli & Ifdil (2017) stated expectations are one of the stressors that can trigger academic stress.

After setting clear and measurable goals, the next step is organizing prevention. This aspect refers to an individual's ability to prevent or avoid problems that may arise due to a lack of organization or poor planning. In an academic context, this can be related to the ability to anticipate upcoming assignments and organize schedules well. The activities of Islamic University of Indonesia Islamic Boarding School students which are quite busy certainly require good organization, so that students can plan and organize their academic and non-academic activities in a more structured manner. So you can avoid the risk of academic stress such as procrastination or feeling burdened by lecture activities. This is in line with one aspect of academic stress according to Sun, et al (2011), namely that there is a workload on students. For Islamic University of Indonesia Islamic Boarding School students, the workload comes from lectures on campus and at the boarding school. If students do not have good organization, the workload can trigger academic stress.

The next aspect of time management according to Macan (1994) is the time management mechanism. Time management mechanisms refer to the strategies used by individuals to organize and allocate time effectively. This includes how individuals overcome challenges in managing tasks, avoid procrastination, and ensure they can use their time wisely. One aspect of time management according to Sun, et al (2011) is task load. Students who have good organizational skills and use time management mechanisms effectively can feel more prepared and organized, thereby reducing the risk of academic stress due to feeling pressured by lecture activities or a mounting workload.

Next is having control over time. Life as a student gives individuals complete freedom to control and manage their own time. All academic and non-academic activities and demands in lectures will be carried out easily if students can control their time well. This aspect refers to students' ability to organize and control how their time is used for various academic and non-academic activities. Having full or at least sufficient control over your time can help reduce academic stress. This is supported by the results of Macan (1994) who found a positive relationship between good time management and higher academic achievement in students. Students who are able to control their time effectively tend to achieve better academic results, which indicates that good time control can improve academic performance.

Apart from the time management aspects by Macan (1994), the time management aspect according to Sedarmayanti (2004) is following up on each activity and re-analyzing it. This is important to do because it does not rule out the possibility that new academic stressors will emerge in the activity plans that have been made previously. Time management must be monitored and improved continuously in line with changing activities. Because a plan will not work well if the results are not monitored, evaluated and modified again.

3. Method

3.1. Participants

In this study, subjects were taken using purposive sampling, in this case, the researcher took samples from the population of University X Islamic Boarding School students. To fulfill the researcher’s objectives, the researcher only selected respondents who were active as students and *santri* at University X Islamic boarding school.

Table 1. Participants

Age (year old)	% 17 = 1.2 (n=1)
	% 18 = 4.7 (n=4)
	% 19 = 10.6 (n=9)
	% 20 = 21.2 (n=18)
	% 21 = 22.4 (n=19)
	% 22 = 28.2 (n=24)
	% 23 = 7.1 (n=6)
	% 24 = 4.7 (n=4)
Gender	% Male = 52.9 (n=45)
	% Female = 47.1 (n=40)
Faculty	% Law = 7.1 (n=6)
	% Business and Economy = 16.5 (n=14)
	% Psychology and Socio-Cultural Science = 36.5 (n=31)
	% Mathematic and Science = 12.9 (n=11)
	% Civil Engineering = 3.5 (n=3)
	% Industrial Engineering = 2.4 (n=2)
	% Islamic Studies = 21.1 (n=18)
Year	% 2019 = 28.3 (n=24)
	% 2020 = 27.1 (n=23)
	% 2021 = 21.2 (n=18)
	% 2022 = 23.5 (n=20)
Activities	% Part Time Working = 11.8 (n=10)
	% Full Time Working = 8.2 (n=7)
	% Freelance = 20 (n=17)
	% Organization in university = 68.2 (n=58)
	% Organization outside university = 18.8 (n=16)
	% Volunteerism = 32.9 (n=28)
	% Lecturer/Research Assistant = 21.2 (n=18)
% Etc. = 7.2 (n=6)	

3.2. Measurements

Researchers used the Time Management Behavior Scale which was adapted by Novitasari (2017) based on aspects of time management from Macan (1994) with aspects; 1) Setting goals and priorities, 2) Prevention of planning, 3) time management mechanisms, and 4) Control of time.

The Time Management Behavior Scale consists of 20 items which are divided into 11 favorable items and 9 unfavorable items. Each item is presented in the form of a statement with the options Very Suitable (SS), Suitable (S), Not Suitable (TS), and Very Unsuitable (STS). The selection of the Time Management Behavior Scale was based on its psychometric properties, which met the requirements for research purposes. The results of the validity test on the time management scale show that of the 20 items used as the research scale, it is known that 17 items were declared valid and significant. The coefficient of the TMBS measuring instrument that has been adapted has a Cronbach alpha (α) value of 0.842, because the α value is close to 1.00, the measuring instrument is suitable for use in research.

Researchers used the academic stress scale Educational Stress Scale for Adolescents (ESSA) which was compiled by Sun, et al (2011) and has been translated into Indonesian. This scale was compiled by researchers based on aspects of academic stress, namely; 1) study pressure, 2) assignment load, 3) worry about grades, 4) self-expectations, and 5) hopelessness. The ESSA scale has 16 favorable items. Each item is presented in the form of a statement with the options Very Suitable (SS), Suitable (S), Not Suitable (TS), and Very Unsuitable (STS). The selection of the Educational Stress Scale for Adolescents scale was based on its psychometric properties, which met the requirements for research purposes. Based on the reliability test that has been carried out, a Cronbach alpha (α) of 0.819 is obtained, because the α value is close to 1.00, the measuring instrument is suitable for use in research.

4.1. Results

Based on the results of the normality test and linearity test, it shows that the two variables have a linear relationship and both show a normal distribution of data. So the hypothesis test used is the Pearson Product Moment parametric analysis technique. Hypothesis testing aims to determine the relationship between time management and academic stress in the respondents studied. Statistically, data is said to have a correlation if the significance value is $p < 0.05$. The following are the results of this research hypothesis test:

Table 2. Hypothesis Test Result

Variable	r	p	Description
Time management and academic stress	-0,341	0,001	Hypothesis accepted

The results of the hypothesis test show that the correlation coefficient value is $r = -0.341$ with a significance value of $p = 0.001$ ($p < 0.05$). This shows that there is a significant negative correlation between time management and academic stress among Islamic University of

Indonesia Islamic University Islamic Boarding School students. In this study, researchers hypothesized that there was a negative relationship between the two variables studied. So based on the results obtained, it can be concluded that this research hypothesis is accepted.

As an additional analysis, researchers conducted a correlation test between aspects of time management and academic stress to find out which aspects had the most influence on academic stress in students at the Islamic University of Indonesia Islamic boarding school. The correlation analysis technique uses Pearson Product Moment because the research data is normally and linearly distributed. Based on this analysis, the following results were found:

Table 3. Correlation test between time management aspects and academic stress

Dependent Variable	Independent Variable (Aspects)	r	p	Description
Academic Stress	Setting goals and priorities	-0,086	0,431	No significant
	Prevention of planning	-0,318	0,003	Significant
	Time management mechanisms	-0,196	0,072	No significant
	Control of time	-0,171	0,118	No significant

The results of the correlation test between aspects of time management and academic stress show that only the Prevention of Planning aspect is correlated with the academic stress variable, namely $r = -0.318$ with $p = 0.003$ ($p < 0.05$).

4.2. Discussion

This research aims to determine the relationship between time management and academic stress in University X Islamic Boarding School students. In this research, the data collected has undergone an assumption test to ensure that the data has a normal distribution and a linear relationship. The results of the assumption test show that the data meets these two assumptions.

Next, a hypothesis test was carried out to examine the relationship between time management and academic stress. The results of this hypothesis test produced a correlation coefficient (r) of -0.341 with a significance value (p) of 0.001 ($p < 0.05$). Thus, these results indicate a significant relationship between time management and academic stress in University X Islamic Boarding School students. The negative correlation coefficient r (-0.341) indicates that there is a negative relationship between time management and academic stress. This means that the better someone is at managing their time, the lower the level of academic stress they experience. Conversely, the worse an individual's time management, the higher the level of academic stress they experience.

This research is strengthened by the results of Khatib (2014) which shows a relationship between effective time management and lower stress levels among students. In addition, previous research also emphasizes the importance of developing time management skills among

students as an effective strategy for reducing academic stress (Britton & Tesser, 1991). This is also reinforced by the results of Juniarti & Regina (2021) who found that time management is related to students' psychological well-being.

Additional analysis in this study found a significant correlation between the "prevention of organization" aspect of time management and levels of academic stress. This is proven by statistical results which show a significance value of 0.003 ($p < 0.05$). The correlation coefficient value of -0.318 indicates that there is a negative correlation between the prevention aspect of organizing and the academic stress variable. This aspect shows that the better an individual is at preventing organizational problems in his time management, the lower his academic stress level. These results are in line with Macan's theory (1994) which states the importance of an individual's ability to organize tasks well to avoid a buildup of work which can increase stress. Therefore, developing skills in preventing time management problems can be an effective strategy in reducing academic stress levels in students.

The correlation results for other aspects of time management did not show any correlation with academic stress. This is likely because there is individual variability, meaning individuals have differences in how they tackle academic tasks and manage their time. Some may be more likely to rely on strict scheduling and detailed goals to avoid stress, while others may have different strategies, such as high flexibility and adaptability. Therefore, not all individuals will feel the same academic stress related to their time management (Britton & Tesser, 1991).

This study has several limitations that should be considered for evaluation in future research. First, the current research results use a correlational research design that examines the relationship between variables, as a result, it is not possible to make predictions regarding causality between variables. Second, the data collection for this research was carried out by distributing questionnaires online via Google Form and the findings were based on self-report data without any direct observation so the researcher could not directly observe the data collection situation which would provide further support for the results obtained in this research. Third, this research uses a sample of *Santri* students at the University X Islamic Boarding School, meaning that the results of this research cannot be generalized to a larger population. Future research could benefit from a more diverse sample from different geographic regions and types of Islamic boarding schools.

Despite limitations, the findings of the current study may provide directions for future research. First, studies that examine the relationship between time management and academic stress can help in dealing with the problem of academic stress in students. Second, studies examining the relationship between academic stress can look at other factors that influence it besides time management.

5. Conclusions

This research contributes to providing empirical evidence regarding the negative relationship between time management and academic stress in students. More specifically, the research results show that poor time management can affect academic stress levels. Another finding

shows that the prevention aspect of organizing as an aspect of time management is correlated with academic stress in University X Islamic Boarding School students. This means that the prevention aspect of organizing shows that the better an individual is at preventing organizational problems in time management, the lower the level of academic stress.

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