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THE EFFECT OF TIME MANAGEMENT DISCIPLINE ON THE ACADEMIC STRESS LEVEL OF PAI STUDENTS IN COMPLETING ASSIGNMENTS

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Abstrak

Penelitian ini menguji apakah disiplin manajemen waktu berpengaruh terhadap tingkat stres akademik mahasiswa PAI di IAIN Kerinci. Menggunakan metode kuantitatif dengan pendekatan deskriptif korelasional, penelitian ini melibatkan 55 mahasiswa yang dipilih melalui teknik simple random sampling. Data dikumpulkan melalui kuesioner tertutup mencakup skala manajemen waktu dan skala stres akademik, kemudian dianalisis menggunakan regresi linier sederhana. Hasil penelitian menunjukkan nilai signifikansi >0,05, yang berarti tidak ada pengaruh signifikan antara disiplin manajemen waktu dan tingkat stres akademik. Temuan ini berkontribusi pada literatur dengan menunjukkan bahwa manajemen waktu bukan faktor utama dalam menentukan tingkat stres mahasiswa, berbeda dengan beberapa studi sebelumnya yang menemukan hubungan positif antara keduanya. Secara praktis, hasil ini memberikan wawasan bagi pendidik dan pembuat kebijakan untuk mempertimbangkan faktor lain yang lebih berpengaruh terhadap stres akademik. Studi ini membuka peluang bagi penelitian lanjutan dengan pendekatan lebih luas, metode berbeda, atau eksplorasi variabel tambahan guna memahami fenomena ini secara lebih mendalam.

Kata kunci: Kedisiplinan; Manajemen Waktu; Stres Akademik.

Abstract

This study examines whether time management discipline affects the level of academic stress among PAI students at IAIN Kerinci. Employing a quantitative method with a descriptive correlational approach, the research involves 55 students selected through simple random sampling. Data were collected using a closed-ended questionnaire comprising a time management scale and an academic stress scale, then analyzed using simple linear regression. The results indicate a significance value greater than 0.05, suggesting no significant influence of time management discipline on academic stress levels. These findings contribute to the literature by demonstrating that time management is not a primary factor in determining students' stress levels, differing from some previous studies that identified a positive relationship between the two. Practically, the results provide insights for educators and policymakers to consider other factors that may have a more substantial impact on academic stress. This study opens avenues for further research with broader approaches, different methodologies, or additional variables to gain a deeper understanding of this phenomenon.

Keywords: Discipline; Time Management; Academic Stress.

INTRODUCTION

Discipline is one of the important aspects of life that shows the ability of a person or group to obey predetermined rules, norms, and procedures (Pranitasari & Khotimah, 2021). Discipline includes various aspects, such as time discipline, discipline in work, study, and in maintaining order in society (Suhardi, 2019). One of the indicators of discipline is the ability to manage time well. Time management reflects an individual's ability to plan and prioritize time effectively (Atmaja et al., 2021). It aims to help individuals complete various tasks and responsibilities in daily life efficiently and organized (Mulyatno, 2022).

In Islamic concepts, the time management process is a measure of a servant's obedience to the commands and prohibitions of Allah SWT, such as praying on time, using time for worship, not being negligent in completing obligations, and prioritizing obligations (Islam et al., 2022). Islam prohibits procrastination, as the Prophet Muhammad (SAW) encouraged his people to act immediately so as not to lose opportunities and avoid the stress of procrastination (Hasim & Fathoni, 2018).

Students who have good time management skills tend to be better able to manage their study schedules effectively (Gea, 2014), complete assignments on time (Fitriani Dwi Azzahra, 2024), and prepare for exams in a more structured manner (Zega & Kurniawati, 2022). This ability contributes to increasing academic achievement and achieving better grades (Hariantio, 2024). However, the reality is that there are still many students who have difficulty managing their time (Suminah & Ciputri, 2024), so they often face various academic problems (Aji, 2024).

The results of observations and interviews with PAI students at IAIN Kerinci show that many of them experience academic stress which has an impact on low absorption, weak memory, difficulty concentrating, and lack of time management skills, note-taking habits, and reading. This problem is not only due to the large number of activities, but rather due to less effective time management. As a result, they have difficulty balancing time between studying, working, social activities, and personal time.

Good time management is essential, as it not only helps students in self-regulation but also plays a key role in coping with academic stress. Academic stress itself is a psychological condition due to constant task pressure (Barseli et al., 2017). Academic stress occurs when the number of assignments given exceeds the limit of students' abilities (Oktavia, et al., 2020). so that they feel depressed when they are unable to complete the assignment (Bataineh, 2013). Academic stress arises due to various factors or academic stressors, such as pressure to excel and move up in class (Barseli, Mufadhal, 2017), excessive workload (Gea, 2014), anxiety about exams (Roshanisefat et al., 2021), unsupportive social environment (Liu et al., 2023), and difficulties in managing study time (Kurniawati, 2017). In



addition, fierce academic competition also exacerbates the pressure felt by students (Atmaja et al., 2021).

Previous research has shown that almost all college students experience academic stress. A study by Erindana et al., (2021) on 350 college students revealed that 8.3% were in the category of high academic stress, 82.6% experienced moderate academic stress, and 5.8% were at a low level. These results are in line with Mudjijanti's (2021) study of 220 college students, which showed that 3% experienced severe academic stress, 50% were at a moderate level, and 47% experienced mild stress. If not managed properly, academic stress can have an impact on the cognitive, emotional, physical, and behavioral aspects of students. If it drags on without proper treatment, stress can lead to health problems, somatic complaints, and functional problems (Russell, 2020).

Time management is often associated with academic stress including those who are studying in the field of Islamic Religious Education (PAI). PAI students not only face general academic demands but also have the additional burden of understanding and internalizing the religious values taught. In addition, in some cases, they are also required to be role models in their communities, which can increase psychological distress (Tolhah et al., 2016). This research is important to identify the factors that contribute to the academic stress of PAI students in order to develop a more effective stress management strategy that is in accordance with their characteristics.

Several previous studies have highlighted the link between academic stress and certain factors. For example, research by Barseli et al, (2018) shows that academic stress is related to learning outcomes, where academic stress can negatively impact students' academic achievement. Meanwhile, research by Sagita et al, (2017) found that motivation influences academic stress, whereas students with low motivation levels tend to experience higher stress in the face of academic pressure. In addition, research by Avianti et al (2021) revealed that student confidence levels are related to academic stress levels, where students who have higher self-confidence tend to experience lower academic stress.

In contrast to previous studies, this study focuses on the influence of discipline in time management on the academic stress of PAI students. The results of this study show that there is no significant relationship between time management discipline and academic stress of PAI students. These findings differ from some previous studies that have found that factors such as learning outcomes, motivation, and self-confidence are associated with academic stress. The insignificance of this relationship indicates that time management is not the only or even the main factor that affects students' academic stress. For this reason, this study aims to test and analyze the discipline of time management that affects the academic stress level of PAI students at IAIN Kerinci.

METHOD

This study uses a quantitative method with a correlational descriptive approach to analyze the influence of discipline in time management on the academic stress level of PAI students. The subjects in this study consisted of 55 students of the Islamic Religious Education Study Program (PAI) at IAIN Kerinci. The sample selection technique used is simple random sampling to ensure the representation of the entire population. Data was collected using a closed-ended questionnaire instrument consisting of two main sections: the time management scale and the academic stress scale. The following is a table of indicators from the questionnaire of the two variables in this study:

Table 1. Time Management Scale Indicator

| No | Indicator | Description | Number of Items |
|----|-----------------------------------|---|-----------------|
| 1 | Schedule compliance | Students follow a schedule that has been created for academic and non-academic activities. | 3 |
| 2 | Effective use of time | Students can divide their time between studying, rest, and other activities in a balanced manner. | 6 |
| 3 | Ability to complete tasks on time | Students complete academic assignments before the deadline without delay. | 6 |

Table 2. Academic Stress Scale Indicators

| No | Indicator | Description | Number of Items |
|----|-----------------------------------|---|-----------------|
| 1 | Academic workload | Students feel overwhelmed by the number of assignments given. | 3 |
| 2 | Stress in the face of tests | Students experience high anxiety when facing exams and academic evaluations. | 4 |
| 3 | The emotional and physical impact | College students experience fatigue, anxiety, or stress due to academic stress. | 4 |

Before the questionnaire was distributed, it had been tested for validity and reliability, the following was the SPSS output for the calculation of the validity and reliability test.

Table 3. Test of the validity of research instruments in the discipline of time management

| Item-Total Statistics | | | | |
|-----------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| P1 | 37.60 | 16.948 | .531 | .834 |
| P2 | 37.82 | 16.744 | .493 | .837 |
| P3 | 37.55 | 17.623 | .486 | .837 |
| P4 | 37.55 | 17.290 | .524 | .834 |
| P5 | 37.64 | 17.865 | .339 | .845 |



| Item-Total Statistics | | | | |
|------------------------------|-------------------------------|-----------------------------------|--------------------------------------|-------------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item- Total Correlation | Cronbach's Alpha if Item Deleted |
| P6 | 37.84 | 16.584 | .560 | .832 |
| P7 | 37.55 | 17.401 | .495 | .836 |
| P8 | 37.53 | 17.550 | .522 | .835 |
| P9 | 37.58 | 17.729 | .482 | .837 |
| P10 | 37.69 | 16.995 | .523 | .834 |
| P11 | 37.69 | 16.810 | .567 | .832 |
| P12 | 37.65 | 17.378 | .446 | .839 |
| P13 | 37.65 | 17.453 | .513 | .835 |
| P14 | 37.71 | 17.618 | .377 | .843 |
| P15 | 37.55 | 18.327 | .297 | .846 |

The r_{table} that is used as the basis for the decision is 0.05 and with the formula $df = n-2$, the number of respondents is 55, then the r_{table} is $55-2 = 53$ so that the r_{table} is 0.2656 from the SPSS output above obtained all questionnaire items. If the $r > r_{table}$ then the question is valid so that the research instrument can be used for other studies with the same characteristics.

Table 4. Reliability Test of Research Instruments in Time Management Discipline

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| .846 | 15 |

The results of the reliability test of the questionnaire item were obtained from $\text{Cronbach's } \alpha > r_{table}$, so the questionnaire was declared reliable or could be used for subsequent research with the same research characteristics. The following SPSS outputs test the validity and reliability of questionnaire items for academic stress variables.

Table 5. Test of the validity of academic stress variable research instruments

| Item-Total Statistics | | | | |
|------------------------------|-------------------------------|-----------------------------------|--|--|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| P1 | 22.24 | 15.480 | .347 | .743 |
| P2 | 22.35 | 14.897 | .478 | .728 |
| P3 | 22.60 | 14.652 | .440 | .732 |
| P4 | 22.09 | 15.343 | .339 | .745 |
| P5 | 22.24 | 15.813 | .260 | .754 |
| P6 | 22.07 | 15.365 | .335 | .745 |
| P7 | 22.33 | 14.558 | .488 | .726 |
| P8 | 22.95 | 14.090 | .466 | .728 |
| P9 | 22.15 | 14.978 | .392 | .738 |
| P10 | 22.25 | 14.082 | .592 | .712 |
| P11 | 22.56 | 15.176 | .307 | .750 |

Table 6. Reliability Test of Academic Stress Research Instruments

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .755 | 11 |

After the questionnaire is distributed, the results of the questionnaire are tested by statistical assumptions first to ensure that the next analysis can be carried out. The data normality test used kolmogrov-smirnov because the research sample was >50, following the SPSS output.

Table 7. Test the normality of research data

| One-Sample Kolmogorov-Smirnov Test | | | |
|------------------------------------|----------|-------------------------|------------|
| N | | Unstandardized Residual | |
| | | 55 | |
| | | Mean | 0E-7 |
| Normal Parameters ^{a,b} | | Std. Deviation | 4.18942734 |
| Most Extreme Differences | Absolute | | .102 |
| | Positive | | .055 |
| | Negative | | -.102 |
| Kolmogorov-Smirnov Z | | | .753 |
| Asymp. Sig. (2-tailed) | | | .621 |

a. Test distribution is Normal.

From the results of the data normality test in SPSS, a significance value of > 0.05 was obtained so that the data could be declared normal and could be used to analyze the data further.

Table 8. Multicollinearity test of research data

| Coefficients ^a | | | |
|---------------------------|------------------------------|-------------------------|-------|
| Model | | Collinearity Statistics | |
| | | Tolerance | VIF |
| | | e | |
| 1 | DISIPLIN_MANAJEME N_WAKTU | 1.000 | 1.000 |

a. Dependent Variable: STRES_AKADEMIK

From the output above the tolerance value > 0.10 and the IF value < 10, it can be concluded that there is no strong relationship between the free variables, so the data passes the multicollinearity test and the data can be analyzed. Furthermore, the data was analyzed using simple linear regression because there were two research variables, namely the discipline of time management and academic stress. This analysis aims to see the extent to which discipline in managing time can affect the level of stress experienced by students.

RESULTS AND DISCUSSION

The data obtained through the questionnaire that was distributed was carried out a simple regression test at SPSS and several outputs were obtained, including:

Table 9. Simple regression test SPSS output

| Variables Entered/Removed^a | | | |
|--|---------------------------------------|-------------------|--------|
| Model | Variables Entered | Variables Removed | Method |
| 1 | DISIPLIN_MANAJEMEN_WAKTU ^b | . | Enter |

a. Dependent Variable: STRES_AKADEMIK

b. All requested variables entered.

The table above describes the variables entered and the methods used. In this case, the variables entered are variable x (time management discipline) as an independent variable and variable y (academic stress) as a dependent variable and the method used is the enter method.

Table 10. Simple regression test SPSS output

| Model Summary | | | | | | | | | | |
|----------------------|-------------------|----------|-------------------|----------------------------|--------------------|--------------|-----|-----|------|----------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change of R Square | Statistics F | df1 | df2 | Sig. | F Change |
| 1 | .077 ^a | .006 | -.013 | 4.229 | .006 | .314 | 1 | 53 | .578 | |

a. Predictors: (Constant), DISIPLIN_MANAJEMEN_WAKTU

The output of the second part (model summary) of the table above explains the magnitude of the correlation/relationship value (R) which is 0.077. From this output, a determinasi coefficient (R Square) of 0.006 was obtained, which contains the understanding that the influence of the independent variable (time management discipline) on the bound variable (academic stress) is 0.6%

Table 11. Simple Regression Test SPSS Output

| ANOVA^a | | | | | | |
|--------------------------|------------|----------------|----|-------------|------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 5.612 | 1 | 5.612 | .314 | .578 ^b |
| | Residual | 947.770 | 53 | 17.882 | | |
| | Total | 953.382 | 54 | | | |

a. Dependent Variable: STRES_AKADEMIK

b. Predictors: (Constant), DISIPLIN_MANAJEMEN_WAKTU

Output of the third part (ANOVA): from the output, it is known that the value of the calculation is 0.314 with a significance level of $0.578 > 0.05$, so from the regression results it can be concluded that there is no influence between the disciplines of time management and the academic stress level of PAI IAIN Kerinci students.

Table 12. Simple regression test SPSS output

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|--------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 21.507 | 5.519 | | 3.897 | .000 |
| | DISIPLIN_MANAJEMEN_WAKTU | .071 | .127 | .077 | .560 | .578 |

a. Dependent Variable: STRES_AKADEMIK

Output of the Fourth Part (Coefficients) It is known that the Constant value (a) is 21.507 while the Trust value (b/regression coefficient) is 0.071, so that the regression equation can be written:

$$Y = a + Bx$$

$$Y = 21,507 + 0,071X$$

The equation can be translated: (1) Kostata is 21.507, which means that the consistent value of the academic stress variable is 21.507. (2) The regression coefficient B of 0.071 states that every 1% addition of the time management discipline value increases the level of academic stress by 0.071. The regression coefficient has a positive value, so it can be said that the direction of influence of variable X on Y is positive.

Decision-making in the simple regression test: (1) Based on the significance value of the Coefficients table, a significance value of 0.578 > 0.05 was obtained so that it can be concluded that the variable of time management discipline (X) had no effect on the variable of academic stress (Y). (2) Based on the t-value, it is known that the tcount value is 0.560 < 0.2656 so that it can be concluded that the time management variable (X) has no effect on the academic stress variable (Y).

Based on the results of regression data analysis, a significance value (sig) was obtained > 0.05, which shows that there is no significant relationship between time management discipline and academic stress in PAI students at IAIN Kerinci. So it is understood that discipline in time management does not have a strong enough influence on the level of academic stress among these students.

Nafsu makan saya selalu baik walaupun mengalami banyak tekanan dan tuntutan akademik
55 jawaban

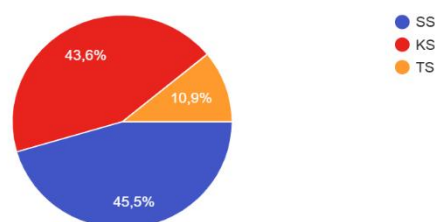


Figure 1. Statement of Academic Stress Level of PAI IAIN Kerinci Students



From the diagram above, it can be concluded that many college students do not experience symptoms of stress even though they face many academic demands. This shows that despite academic pressure, most college students can still manage their stress well. This is a question for the negative variable Y, apart from the graph above, the graph from the questionnaire that the author distributed related to the absence of the influence of time management with academic stress can be drawn as follows:



Figure 2. Statement of Symptoms of Academic Stress Level for PAI IAIN Kerinci Students

The statement from the questionnaire above is a form of symptoms of academic pressure and has a positive value, but many of the respondents stated that they did not sweat when experiencing academic pressure. The results of this study are different from previous studies which stated that time management has a significant impact on increasing academic stress. Understanding the concepts of time management, goal planning, and prioritization can help reduce academic stress (Vinahapsari & Rosita, 2020). Academic stress management strategies include time management (Atalia et al., 2025). Previous research has shown a strong influence between the two variables (ayu et al., 2024), while this study did not find a significant relationship between time management discipline and academic stress levels. These differences in results may be due to factors such as differences in the sample used, the research methods applied, different research contexts, or other factors such as the student's varying environment and academic pressure levels.

In Islam, an ideal Muslim is an individual who has a high awareness of respecting time. Islam teaches that understanding the importance of time is one of the signs of faith and proof of piety. This is reflected in the words of Allah in Q.S Al-Furqan verse 62, which states that the alternation of day and night is created for those who want to learn and be grateful for His blessings (Hatta, 2010). Islam also places worship at different times of the day, from morning to night, as well as at certain times throughout the year. The five-time prayer that is required for every

Muslim has also been arranged according to the daily time cycle, starting from dawn to night.

“those who believe and their hearts become at peace in the remembrance of Allah. Remember, it is only by remembering Allah that the heart becomes at peace (Q.S Ar-Ra'd ayat 28).”

Empirically, Pargament (in Hasan, 2008) states in his book "The Psychology of Religion and Coping" that one of the reasons why religion can support humans in dealing with stress in life is academic stress (Asmariyani, 2018). PAI students at IAIN Kerinci are students who obey orders and stay away from the prohibitions of Allah SWT, so that they can manage their time and be responsible for the tasks given by lecturers (Setyawan, 2024). Other factors that may affect academic stress in students such as: Facing abundant and accumulated tasks can cause boredom and fatigue, decreased motivation to do assignments, difficulty in understanding material, lack of concentration, and imbalance in managing time between study and non-academic activities. As a result, emotional stress increases, making a person emotionally unstable and more susceptible to anger (Nurfitriani & Setyandari, 2022).

Academic stress is influenced by two main factors, namely internal factors and external factors. Internal factors include the individual's mindset of feeling unable to control the situation, personality traits, and beliefs. Meanwhile, external factors include an increase in the intensity of subject matter, pressure to achieve high achievements, increasingly strict study schedules, increased academic burden, demands for social status, and competition between parents in encouraging their children to excel (Barseli et al., 2017).

Therefore, there are several things that can be done by Islamic universities to reduce the level of academic stress of students, including;

First, strengthening the time management program for students. Managers can develop training programs or workshops on time management for PAI students to improve their discipline in managing study schedules, academic assignments, and other activities (Febrian, et al., 2025). The integration of time management materials in the curriculum or academic coaching activities can help students reduce academic stress.

Second, improving academic counseling services. With the finding that poor time management contributes to academic stress, managers can strengthen academic guidance and counseling services so that students have support in dealing with academic stress (Fuadi et al., 2023). Provision of academic mentors or guidance systems from lecturers to assist students in study planning and time management.

Third, the revision of the academic burden policy. Evaluate the assignment system and exam schedule to ensure a more balanced distribution of academic load, so that students do not experience excessive pressure in a certain period of time



(Ramadhanti, 2023). The implementation of flexibility in lecture schedules or deadline extension systems for students with valid academic constraints.

Fourth, the application of a holistic approach in learning. Develop more adaptive learning methods, such as Project-Based Learning or ecopedagogic approaches, that allow students to manage academic time and tasks more effectively (Raya et al., 2024). Encourage a healthier academic culture with a balance between academic achievement and student mental well-being.

Fifth, strengthening Islamic values in time management. Islamic higher education can emphasize Islamic values in discipline and time management, such as the concepts of *muhasabah* (self-evaluation), *itqan* (working optimally), and *tawakal* (surrendering after maximum effort) (Sari & Astuti, 2022). Islamic activities such as time management studies in Islam can be used as part of student character development programs.

Academic stress management strategies that can be done by PAI students include: (1) Conducting self-reflection. At this stage, students take a moment to stay away from the problems that cause stress. They reflect on the situation at hand, so that they can find the best way to manage and overcome the stress. By reflecting on themselves, students can understand their strengths and weaknesses, and determine the steps that need to be taken to better face challenges. (2) Conducting personal activities. At this stage, students set aside time to do personal activities to reduce the stress they experience. Some of the activities that can be done include getting enough rest, listening to music to calm down, going for a walk alone or with friends, enjoying various types of food to improve your mood, and watching favorite movies or shows to relax your mind. (3) Discuss with others. As social beings, humans need interaction with others to communicate and exchange ideas. Through discussions with friends, relatives, or family, students can share stories and find solutions to the problems they face. Talking and discussing with others can also improve their ability to solve problems more effectively (Milasari & Listyaningrum, 2023).

CONCLUSIONS AND SUGGESTIONS

Research conducted by the authors shows that there is no influence between time management discipline and academic stress levels. So the results of this study contradict the findings of previous research. However, this may be due to differences in methods, subjects, and research objects. To reduce symptoms of academic stress, students can do independent reflection, do personal activities, and discuss with others. Further research is expected to be able to conduct research related to other factors that are more dominant in influencing students' academic stress.

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