

## The Implications of Female Students' Involvement in Campus Organizations on Classroom Learning Quality: A Case Study at STIT Madani Yogyakarta

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### ABSTRACT

Female students' involvement in campus organizations often poses a challenge in maintaining a balance between academic and non-academic activities. On the other hand, campus organizations also have great potential in developing soft skills that support learning. The purpose of this study is to analyze the implications of female students' involvement in campus organizations on classroom learning quality, particularly at STIT Madani Yogyakarta. This study employs a qualitative method with a case study approach. Data was collected through in-depth interviews with organization leaders, academic advisors, and female students involved in the organization, supported by observations. The results of the study indicate that involvement in organizations has a positive impact on learning productivity, self-confidence, soft skills (communication, leadership, and time management), and increased self-confidence. However, role imbalance also causes stress, fatigue, and a decline in academic focus. Time management skills, environmental support, and self-awareness are some of the components that influence the balance between academic and organizational activities. The use of time management applications, setting priorities, daily planning, and selecting organizational activities aligned with personal principles are some strategies employed by female students. This study suggests that organizational involvement can be an effective learning tool when implemented with suitable strategies.

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## INTRODUCTION

Students as agents of exchange in renewal movements are defined as a group of intellectual humans who see everything with a clear, positive, critical mind that is responsible and mature. Students will be morally required to complete their academic assignments by producing work that is beneficial to the environment (Kosasih, 2016). The task of a student in higher education is not only to learn. Many skills need to be achieved so that they are ready to face the demands in the world of work (Cahyorintari, 2018). In undergoing the higher education process, students are not only required to master course material but also to develop as individuals who are ready to face the challenges of the professional world (Muharsih et al., 2024).

Lectures are not only a place to deepen knowledge, but also an important phase in the formation of students' character and skills (Muharsih et al., 2024). However, the quality of learning in lectures is no less important. Good learning quality is inseparable from supporting educational facilities. Superior educational facilities will give birth to superior generations, and superior generations can be created with the means to channel their talents and skills (Qayyum et al., 2019). In this regard, to reflect various student activities and student movements, there must be a forum that can accommodate and channel their aspirations, namely, the existence of an organization that stands in higher education (Handani & Prayoga, 2022; Kosasih, 2016).

The existence of student organizations in higher education is important in the context of student self-development (Kosasih, 2016). Organizations, whether academic, social, or student affairs, offer various benefits that can support student development, both in terms of personal, social, and professional skills (Muharsih et al., 2024). By joining organizations, they learn how to divide their time efficiently between course assignments, extracurricular activities, and personal obligations (Pandiangan, 2024). On the other hand, students who are actively involved in organizations often face difficulties in balancing academic obligations and responsibilities in organizations (Muharsih et al., 2024; Rohmahwati et al., 2025). Overloading can lead to stress, fatigue, and even impact their academic outcomes (Muharsih et al., 2024).

Organizational activities are intended for students to gain experience and practice management in organizations (Walidin et al., 2023). However, involvement in organizations is not free from challenges. In practice, managing time between academic tasks and organizational activities is often a problem for students (Anatasya & Sayekti, 2022; Wulandari & Matulesy, 2023). Students who are unable to manage their time well will be trapped by the accumulation of lecture assignments and end up doing assignments on the deadline for submitting assignments (Haryanti & Santoso, 2020). This challenge often leads to a decrease in academic achievement and efficiency in carrying out tasks in lectures. Therefore, time management skills are essential for students who are active in organizations.

One of the higher education institutions in Indonesia, STIT Madani Yogyakarta, has comparable dynamics. Students of this campus are involved in various intra- and

extra-campus organizations, such as BEM, HIMA, and BEA Madani. However, initial observations showed that some students were reluctant to join campus organizations due to their busy lecture schedules. Some female students also feel afraid that they cannot balance organizations and academics. Lidya et al. (2020) revealed that role conflict and involvement in student organizations have an impact on organizational stress. Given that the achievement of educational success should not only be measured by academic achievement, which shows the quality of learning, but also by their active participation in activities on campus, this issue should be further researched.

Previous studies have discussed the benefits of student organizations, but few have specifically examined their implications for the quality of learning in the classroom and an Islamic-based university environment. Irfan (2023) examined how learning motivation affects the learning outcomes of students who participate in student organizations. However, it does not specifically discuss how organizational involvement affects the learning process in the classroom. Harefa & Waruwu (2025) analyzed the influence of student organizations on students' academic achievement in science and technology, but did not investigate the experiences of students in Islamic-based universities. Putrawan & Suhesty (2024) also, looked at organizational activeness and self-efficacy on students' work readiness, but did not look at how organizational involvement impacts the quality of learning in the classroom. Thus, this study aims to deeply analyze how STIT Madani Yogyakarta female students' involvement in campus organizations impacts the quality of learning in the classroom.

This research has significance both theoretically and practically. Theoretically, this research enriches research on Islamic education and student organizations by providing a new perspective on the relationship between organizational activities and the quality of learning in the classroom, especially from the views of female students in Islamic-based universities. It is hoped that the results of this study can be used by future researchers who want to study the role of student organizations in learning and academic development. Practically, the findings of this study can be useful for campuses, especially student affairs institutional managers and academic supervisors, in the process of making organizational development plans that are balanced with academic needs. This research can also make students aware of the importance of managing time, responsibilities, and organizational contributions proportionally so that learning in the classroom can improve.

Based on the above background, this study aims to find out more about how female students' experiences in balancing campus organizations and academics, the positive and negative impacts of female students' involvement in organizations on the learning process in class, factors that influence the balance between organizational and academic activities, and strategies used by female students to overcome challenges in dividing time between organizations and academics. By using the case study approach of STIT Madani Yogyakarta, this research is expected to provide an overview of how academic performance engages with organizational work.

## METHOD

This study uses a qualitative research method with a case study approach to analyze the implications of female students' involvement in campus organizations on the quality of classroom learning at STIT Madani Yogyakarta (Assyakurrohim et al., 2022). Data were collected through in-depth interviews with active and inactive female students in organizations and academic supervisors; participatory observation of organizational activities and the learning process in class; and document analysis in the form of organizational activity schedules, academic reports, and campus institutional policy archives (Handoko et al., 2024). The research subjects consisted of female students of STIT Madani Yogyakarta, semester 4-6, who have organizational experience, lecturers who know the academic dynamics of these students, and organization administrators. Data analysis was carried out using thematic analysis techniques, which included the process of data reduction, data presentation, and conclusion drawing (Rozali, 2022). Data validity was maintained through source triangulation to ensure objectivity and reliability of research findings (Nartin et al., 2024). This approach is expected to provide an in-depth understanding of the influence of organizational activities on the quality of female students' learning in an Islamic-based higher education environment.

## FINDINGS

### Student Experience in Balancing Organizations and Academics

The results of interviews with female students of STIT Madani Yogyakarta show that their involvement in campus organizations provides challenges as well as important learning in managing time and responsibilities. Zulfa Imarah revealed that she holds the principle that college is the main obligation, while the organization is a consciously chosen responsibility. Therefore, she tries to make efficient use of free time, such as when lecturers are absent, she uses it to complete organizational tasks.

"I feel that when I join the organization, everything in it has become a responsibility, while college is an obligation. Being smart in dividing my time is what I do." (Zulfa Imarah)

Similarly, Kurnia Sari sees her organizational experience as a medium for self-development. She mentioned that the experience taught her important lessons about time management, communication, and leadership. This shows that organizations not only impact campus activities, but also make a significant contribution to shaping life skills.

"I learned to manage my time, adapt to group dynamics, and develop my communication and leadership skills." (Kurnia Sari)

In terms of productivity, Yesi considers that her involvement in organizations makes her more active and does not waste her free time. She feels more encouraged to use her time in useful activities, both academic and social, on campus.

"I feel more productive because a lot of my time is used for useful things." (Yesi)

However, not all experiences go smoothly. Nabilah Faradiba admitted that she had difficulty participating in more than one organization at once. She realized the limitations of time and energy. This reflects the pressure faced by some students when they have to undergo a double burden.

"Feeling quite difficult in undergoing all three simultaneously, but still running until semester 6, except for BEM, because in semester 6 it is not recommended to follow it." (Nabilah Faradiba)

One of the lecturers at STIT Madani Yogyakarta, as well as an organization leader on campus, revealed that every individual who is active in an organization has the potential to grow. By organizing, he will hone his skills outside of academics and learn many new things. Therefore, he must have a high learning spirit. He sees that the majority of students at STIT Madani Yogyakarta who are active in organizations are also active and have good performance in class.

The Vice Chairperson of BEM STITMA Putri added that a person's ability to balance organizational and college activities depends on themselves. Some people can manage their time well so that both can run in balance. However, most students still have difficulty managing their time. This often leads to negligence in fulfilling assigned tasks, both in academic and organizational contexts.

### Positive and Negative Impact of Organizational Engagement on Learning

Based on the interview results, STIT Madani Yogyakarta female students feel both positive and negative impacts of their involvement in campus organizations on the learning process.

#### Positive Impact

**Table 1. Positive Impacts Felt by Female Students**

No	Interviewee Quotes	Initial Name
1	<i>"I got a lot of contacts and can practice public speaking and can get a lot of new lessons that I did not get in college, such as making proposals and LPJ."</i>	ZI
2	<i>"The positive impacts include: increasing confidence in speaking and working together, being more disciplined in managing time, having a wide network of friends, being trained to think critically and solutively, and more easily understanding the roles and responsibilities as a student."</i>	Y
3	<i>"The positive impacts that I feel from being involved in organizations include the improvement of soft skills such as communication skills, leadership, teamwork, and self-confidence."</i>	KS
4	<i>"For the positive impact, it's probably more about confidence. When joining the organization, we are quite active in expressing our opinions,</i>	NF

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*which also affects during lecture hours, our confidence also increases during lecture hours."*

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The table above contains direct quotes from four female students of STIT Madani Yogyakarta that show the positive impact they feel from being involved in campus organizations. Different but complementary impacts were emphasized by all interviewees, showing that organizations are an important space for student self-development.

Zulfa Imarah felt that involvement in the organization gave her a lot of contacts, experience, public speaking training, as well as technical skills such as making proposals and LPJ. She also felt better able to understand lecture material because of improved soft skills.

Meanwhile, Yesi mentioned an increase in self-confidence, time discipline, a wider network of friends, and trained critical and solution thinking. In addition, she believes that organizational involvement helps explain her position and responsibilities as a student.

Kurnia Sari revealed that involvement in organizations supports classroom learning indirectly, especially due to the improvement of soft skills such as communication, leadership, and teamwork. She also felt that organizational activities helped her understand the course material from a practical point of view.

Nabilah Faradiba highlighted the increase in self-confidence, courage in expressing opinions in class, and improvement in digital skills such as video editing, poster design, and photos. According to her, organizational experience gave her the courage to be actively involved in lecture discussions.

## Negative Impact

**Table 2. Negative Impacts Felt by Female Students**

No	Interviewee Quotes	Initial Name
1	<i>"Although there are positives, there are also drawbacks. Joining the organization makes a lot of thoughts, one must be smart in dividing time, sometimes lack of sleep when there are many organizational activities, there is a time difference between me, who participates in the organization, and friends who are not active in the organization. Sometimes I also feel that it is not following our time, when studying in the organization, it even interferes because there is a proposal deadline or something like that that comes suddenly."</i>	ZI
2	<i>"Sometimes I do have difficulties in managing my time between classwork and organizational activities."</i>	Y



3	<i>"I have experienced a decline in academic performance in semester 3 when I was not able to manage my time well."</i>	KS
4	<i>"I'm still struggling to manage the deadlines of my college assignments and the deadlines of my organization assignments."</i>	NF

The table above contains quotes from female students of STIT Madani Yogyakarta who recounted the negative impacts they experienced as part of participating in campus organizations, mainly related to time management issues and task overload. Although participating in organizations has its benefits, ZI (Zulfa Imarah) experienced negative impacts, such as stress, sleep deprivation, and interruption of class time due to the organization's tasks that are too fast, such as proposal deadlines. In addition, she felt that she was not the same as her friends who were not involved in organizational activities. This shows that a lack of balance between academic and organizational roles can lead to stress and physical and mental fatigue.

Y (Yesi) said she often had difficulty managing time between her coursework and organizational activities. This statement indicates a conflict between the two roles played simultaneously, although the impact is not explained in detail. Meanwhile, KS (Kurnia Sari) said that she had experienced a decline in academic performance, especially during the third semester, because she could not manage her time well. This experience gave her the opportunity to rethink and assess her learning methods as well as her involvement in the organization.

Time conflicts are still a problem for active students, as said by NF (Nabilah Faradiba), who still has difficulty balancing deadlines for coursework and organizational tasks. Meanwhile, STIT Madani Putri Yogyakarta lecturer added that forgetting to do coursework is a case that is often encountered in students who are active in organizations. Nevertheless, no one is absent from lectures because of the organization, and they are able to balance academics and organizations.

The Vice Chairperson of BEM STITMA Putri agreed that female students get many benefits from being involved in organizations. Organizational activities give students the opportunity to learn various skills, such as communication, teamwork, and leadership. Moreover, performing two roles at once teaches students how to manage time more efficiently to complete various tasks. In addition, organizations serve as a place to gain useful knowledge and experience beyond the lecture material. This allows for broadening horizons and enriching students' understanding of things.

However, she says that while there are advantages, there are also obstacles. Time management is one of the main issues. Not all students have the ability to divide their time and energy proportionally between academic responsibilities and organizational tasks. Mental pressure can lead to stress, fatigue, and even decreased performance in some jobs if these two tasks cannot be managed well. As a result, maintaining a balance between the two is crucial.

## Factors Affecting Academic and Organizational Balance

### Facilitating Factors

**Table 3. Factors that Facilitate Students in Balancing Academics and Organizations**

No	Interviewee Quotes	Initial Name
1	<i>"The factor that makes it easier for me to balance academics and organizations is my ability to divide my time."</i>	ZI
2	<i>"The support from my organization mates and supervisors made it easier for me to run my organization and academics."</i>	Y
3	<i>"Factors that make it easier for me to balance academics and organizations include time management skills, support from fellow students, and understanding from lecturers about student activities."</i>	KS

The table above displays quotes from female students of STIT Madani Yogyakarta indicating factors that made it easier for them to balance organization and academics. Time management was cited by Zulfa Imarah and Kurnia Sari as the main factor that helped them divide their time between coursework and organizational responsibilities. In addition, support from the environment was also a significant factor. Zulfa, Yesi, and Kurnia mentioned that support from friends in the organization, supervisors, and even family provided encouragement and emotional stability in carrying out two roles at once. The structured organizational system and understanding from lecturers were also considered to play a role by Kurnia and Yesi.

### Complicating Factors

**Table 4. The Difficult Factors for Students to Balance Academics and Organizations**

No	Interviewee Quotes	Initial Name
1	<i>"The factor that makes it difficult is when you get an assignment from the organization suddenly, and also when there are many assignments from academics, and then there are assignments from organizations."</i>	ZI
2	<i>"I think the complicating factor is when there are many organizational deadlines that often coincide with coursework."</i>	Y
3	<i>"I feel a lack of planning and communication can be a hindrance in achieving that balance."</i>	KS
4	<i>"The complicating factor is time management and laziness."</i>	NF

The table above shows several complicating factors felt by female students in balancing academics and organizations. First, sudden organizational deadlines are the main obstacle according to Zulfa and Yesi, especially when they coincide with college assignments. Second, lack of planning and communication, according to Kurnia, is often the cause of imbalance. Third, weak time management and laziness, especially due to



fatigue after college, are the main obstacles, according to Nabilah Faradiba. Fourth, the lack of support from lecturers, also mentioned by Nabilah Faradiba, shows that not all academic environments provide room for flexibility for students who are active in organizations.

One of the lecturers mentioned that the factors that influence students in balancing organizational activities with academics are within themselves. This means that he has awareness of himself and can understand himself so that he is able to determine the scale of priorities in his life. In addition, time management and support from the environment, such as from lecturers and friends, are no less important. He revealed that support from lecturers is given in the form of providing discussion space, both directly and indirectly, with flexible time. Assistance is also provided for female students so that they learn from organizational experience, but do not put aside academics, because both are equally important.

The head of HIMA PBA Putri STIT Madani Yogyakarta said stress often arises when academic tasks must be completed along with organizational events. Deadlines for both tasks will increase the pressure. In situations like this, thoughts can be divided and disrupt focus. Therefore, it is important for female students to have a good time management and prioritization strategy to prevent mental fatigue and ensure that each task is done in the best way possible.

### **Female Students' Strategies for Overcoming Time Challenges**

The interview results show that each of them has different strategies in facing the challenges of dividing time between academic and organizational activities. Zulfa Imarah explained that she applies daily planning and records all college and organizational tasks so that there is no accumulation. She prioritizes tasks that have closer deadlines to be completed first. In choosing organizational activities, Zulfa also holds certain principles, such as only participating in activities that are in accordance with shar'i values and separating ikhwan-akhwat, as well as activities that are positive and constructive.

Meanwhile, Kurnia Sari uses a more structured approach by creating a weekly agenda and to-do list. She also utilizes time management apps to set duration limits for each activity. In addition, Kurnia applies a firm principle in rejecting organizational activities that have the potential to interfere with the learning process. She limits the number of organizations she joins and only chooses activities that are in line with her academic values, so that the quality of both roles is maintained.

Yesi relies on prioritization as her main strategy. She completes tasks in order of deadline, and maintains a commitment to complete academic obligations before running organizational activities. She also stated that she only chooses organizational activities that match her interests, to remain comfortable and responsible in carrying out the role.

Unlike others, Nabilah Faradiba chooses to separate college and organizational time by doing organizational tasks outside of lecture hours. She records all tasks, then completes them starting from the easiest one. Nabilah does not apply any special restrictions in choosing organizational activities, as long as she is still able to do both simultaneously without disrupting her studies.

The lecturer suggested making a clear schedule by determining the priority scale. As knowledge claimants, students must also prioritize academics and make organizations as support. Finally, do not hesitate to say “no” if you feel burdened by organizational duties so as not to be overwhelmed in academic terms.

According to the Head of HIMA PBA Putri STIT Madani Yogyakarta, getting used to not postponing work is an important strategy. Seeing that delaying will only add to the burden, it is important to keep reminding oneself to complete tasks immediately, even if laziness arises. Because every job that is completed is significant progress.

## DISCUSSION

### Student Experience in Balancing Organizations and Academics

The experience of the female students shows that the dual role as a student and organizational activist is challenging, but also has great potential to develop soft skills. The interview results show that time management and being a medium for self-development are experiences felt by STIT Madani Yogyakarta female students in balancing organizations and academics. This finding is in line with Pandiangan (2024), participating in organizational activities helps students learn to divide time effectively between academic tasks and additional responsibilities. This is very important for building character and independence.

For example, the Tuesday schedule of ZI students shows a busy, but organized division of time:

**Table 5. Schedule of Student (ZI) on Tuesday**

No	Time	Activity
1	05.00 – 06.00	Morning Halaqah
2	07.30 – 09.10	Aqidah lecture
3	10.20 – 12.00	Akhlak Lecture
4	12.00 – 13.20	Dzuhur & Break
5	13.20 – 15.00	Administration lecturer
6	16.30 - 17.30	Working on Proposals / Other Assignments from BEM
7	18.15 - 19.30	halaqoh maghrib
8	20.00 – 22.00	Evening study

The schedule shows that almost the entire day is spent on structured activities, such as halaqah (religious activities), morning-afternoon lectures, working on organizational tasks (BEM) in the afternoon, and self-study in the evening. This not only shows a high level of busyness, but also shows an ability to manage time carefully.

This schedule analysis shows that ZI really manages time by dividing time for worship, education, organization, and self-study. Despite her busy schedule, she sets aside a specific time to study at night, which shows academic awareness. In addition, this schedule shows commitment to dual roles and discipline in living them.

According to Robbins & Judge (2008), participating in campus organizations gives students the opportunity to learn soft skills such as conflict management, communication, and leadership, which are crucial for future success. A daily schedule like this not only demonstrates technical time management skills but also helps strengthen skills in decision-making, responsibility, and resilience to time pressure. These are all important soft skills.

The answer expressed by Kurnia Sari also shows that the organization hones personal skills as well as life skills. This finding is in line with Kosasih (2016) and Muharsih et al. (2024) who stated that student organizations can improve personal skills and professionalism skills, such as the ability to lead, work in teams, confidence, and communicate more effectively, which are useful for future professional life.

In contrast, Nabilah Faradiba's experience shows that the pressure caused by excessive workload can lead to burnout and time disputes. This is in accordance with the role conflict theory of Kahn et al. (1964) which explains that when a person has to fulfill two competing role requirements, there will be tension. If the lecture schedule and organizational activities are not managed properly, there is a possibility of disruption to both.

The reinforcement provided by lecturers and organization administrators adds an important understanding of how students should perform this dual task. The views of STIT Madani Yogyakarta Lecturers indicate that students who actively participate in groups show good academic performance, because they are more enthusiastic and accustomed to achieving their goals. While the Vice Chairperson of BEM stated that "most female students still have difficulty managing time," this shows that managing time is not something that is automatic. For female students to perform their dual roles as well as possible, it requires personal awareness, practice, and sometimes also support from the campus or organization.

Thus, it can be concluded that personal abilities (time management, discipline, and role awareness) and environmental support (lecturers, friends, and organizations) greatly influence the experience of balancing organizations and academics. Campus organizations are not a barrier to academics; instead, they serve as a complement to the educational process of female students.

### **Positive and Negative Impact of Organizational Engagement on Learning**

The results show that various factors influence how female students of STIT Madani Yogyakarta participate in campus organizational structures. The development of soft skills such as self-confidence, communication skills, leadership, time management, and critical thinking is the most significant benefit. This finding is in line with the results of research by Yolanda et al. (2024), which showed that student organizations have a significant positive impact on developing leadership character and improving soft skills among students. Through active involvement in organizations, female students can hone various skills, including communication, cooperation, time management, and problem-solving. For example, Zulfa's skills in making proposals and LPJ, and Nabilah's skills in graphic design and video editing, show that organizations can expand technical skills that are not always provided in class.

In addition, organizations indirectly help students understand course materials. This is shown by Kurnia Sari's comment, who said that organizational work experience makes it easier for her to understand the material because she is used to thinking actively and working in teams. Therefore, work experience gives them a practical foundation to improve the way they learn.

Nevertheless, this study also found that the negative impacts, especially with regard to mental stress, impaired concentration, and time management, need to be considered. Zulfa and Yesi, for example, said that they had difficulty balancing their organizational duties with their academic duties, even to the point of lowering their performance. This suggests that involvement in organizations can be an additional burden that interferes with learning if not managed well. This finding is in line with the research results of Saputri et al. (2020), which showed that involvement in student organizations has an influence on organizational stress, which in turn has an impact on student academic achievement.

Therefore, it is important for students to know how to allocate time and energy proportionally. To help students who are active in organizations maintain a balance between their roles as college students and organization members, campuses can provide support such as academic monitoring systems or time management training.

### **Factors Affecting Academic and Organizational Balance**

The balance between academic and organizational activities is influenced by a number of internal and external factors. The interview results show that time management is the main factor that helps female students perform both roles. This suggests that being self-aware in setting priorities and daily schedules is an important skill to survive in education without sacrificing roles in organizations. The ability to manage time well is essential for female students to complete coursework and organizational activities.

Students who know how to manage time and prioritize tend to be more stable in both roles. In addition, students' emotional state and morale are significantly affected by the support provided by their friends, teachers, and family. Verbal support is not the only way to encourage, but also giving time to talk, space for discussion, and support. This is supported by research by Wahyudi et al. (2024), which states that organizational students who have good time management and good peer support, the academic achievement obtained will remain optimal despite participating in student organizations.

On the other hand, there are many things that make it difficult for students to find a balance. Deadlines for organizational activities often change suddenly and collide with academic assignments. This makes students confused in determining the priority scale. Other obvious obstacles are a lack of preparation, a lack of communication, and laziness that comes with physical exhaustion. It is difficult for students to stay focused on organizational tasks when they are tired after college.

Another internal factor is self-consciousness about setting priorities. Imbalance often occurs in college students who do not know their limits and abilities. Conversely, a greater mental burden for female students is added by the lack of support from the academic environment, such as lecturers who do not understand students' activity levels. It often makes them feel pressured to shoulder the responsibilities of work and college. Students are asked to complete several tasks simultaneously so that their focus is not divided. In situations like this, female students need to have a good way to manage their time, set priorities, and maintain their mental health to avoid burnout, which impacts their performance in both areas.

### **College Students' Strategies to Overcome Time Challenges**

The results showed that college students used various strategies to overcome time challenges, but they had similar patterns for planning, setting priorities, and realizing their limits. These strategies show how female students cope with the double burden of their roles on campus and in organizations while still maintaining a balance with effective time management.

Zulfa Imarah, for example, emphasized the importance of daily planning and systematically recording the tasks to be completed. This method is in line with research conducted by Mutiara (2023), who found that with efficient time management, student responsibilities will be carried out properly and on time. In addition, the principle of selectivity in participating in organizational activities based on shar'i values also shows the relationship between personal values and social responsibility. By using technology such as time management applications, Kurnia Sari demonstrates contemporary adaptation that shows the use of digital tools to improve work effectiveness. According to research conducted by Tembusai (2024), students who use time planner apps tend to be more organized and less distracted.

By setting a priority scale and choosing organizations that suit her interests, Yesi also puts academics as a top priority. As long as it does not interfere with her academic activities, Nabilah Faradiba relies on time separation by working on organizational tasks outside of class time. They show strong self-awareness in managing and being responsible for their time. With support from lecturers and organization administrators, a healthy time management attitude is also built. There is evidence that the campus environment plays an important role in building female students' strategies in overcoming their challenges, such as setting priorities, not postponing tasks, and having the courage to say "no".

Based on the above statements, it can be concluded that female students' approach to overcoming time problems does not depend only on making schedules, to-do lists, or using time management applications. Personal values, life principles, and the level of awareness of responsibility as a student and member of an organization are the deeper components behind these technical approaches. For example, choosing to participate in organizational activities that follow shar'i values or engage in interesting activities is about more than just efficiency. It is the alignment between heart and action. When female students have this awareness, they can stay focused, avoid mental fatigue, and stay motivated to perform two roles in a balanced way.

## CONCLUSION

This research confirms that the involvement of female students in campus organizations is not just an additional activity; it is an important component in creating quality learning in Islamic universities. The main results show that being an organizational activist while being a female student can help improve skills, such as time management, leadership, and academic responsibility. In addition, organizational experience can also build resilient character and readiness to face the professional world, which is something that cannot be achieved only through academic activities in the classroom.

To maintain a balance between academics and organizations, self-awareness, environmental support, and time management strategies have proven to be important factors. Therefore, this study proposes that campuses should facilitate learning and incorporate organizational coaching into the education system. By doing this, educational institutions will be able to produce students who are not only intellectually excellent but also emotionally and socially mature. This conclusion supports the idea that organizations are strategic partners in education and should be managed systematically and consciously by all parties. Organizations and academic institutions can work together, producing intellectually superior and characteristically resilient graduates through collective awareness and careful planning.



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