



Time Management Strategies of Triple-Role: The Case Study of Female Students of Islamic Higher Education

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Abstract: This article aims to reveal the time management practices of female students at the State Islamic University who have three roles: first, as students with academic responsibilities on campus; second, as workers or career women; and third, as wives to their husbands and mothers to their children, with the obligation to take care of various household matters. This article uses a qualitative research method with four female students who have these three roles as research subjects. There are two sources of data in this study, namely primary data (interview and observation results) and secondary data (library data from scientific articles, books, etc.). The data collection methods used were observation and interviews. Meanwhile, the data analysis technique used is the technique popularised by Miles et al., which consists of data condensation, data presentation, and conclusion drawing. The findings of this study indicate that not all female students who have three roles have good study time management. This means that these female students have difficulty managing their time, which has an impact on their academic achievement. However, female students who have good time management and are able to develop discipline and have planned and organised learning strategies can improve their academic achievement. In fact, they successfully completed their final studies well and in accordance with the set targets. This study has implications for female students, especially in terms of good time management, by designing, managing, and adapting to various things, so that female students can discipline themselves.

Abstrak: Artikel ini bertujuan untuk mengungkap praktik manajemen waktu mahasiswi di Universitas Islam Negeri yang memiliki tiga peran: pertama, sebagai mahasiswi dengan tanggung jawab akademik di kampus; kedua, sebagai pekerja atau wanita karir; dan ketiga, sebagai istri bagi suami dan ibu bagi anak-anaknya, dengan kewajiban mengurus berbagai urusan rumah tangga. Artikel ini menggunakan metode penelitian kualitatif dengan empat mahasiswi yang memiliki ketiga peran tersebut sebagai subjek penelitian. Terdapat dua sumber data dalam penelitian ini, yaitu data primer (hasil wawancara dan observasi) dan data sekunder (data pustaka dari artikel ilmiah, buku, dll.). Metode pengumpulan data yang digunakan adalah observasi dan wawancara. Sementara itu, teknik analisis data yang digunakan adalah teknik yang dipopulerkan oleh Miles dkk., yang terdiri dari kondensasi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian ini menunjukkan bahwa tidak semua mahasiswi yang memiliki tiga peran tersebut memiliki manajemen waktu belajar yang baik. Ini berarti bahwa mahasiswi tersebut mengalami kesulitan

dalam mengatur waktu mereka, yang berdampak pada prestasi akademik mereka. Namun, mahasiswi yang memiliki manajemen waktu yang baik dan mampu mengembangkan disiplin serta memiliki strategi belajar yang terencana dan terorganisir dapat meningkatkan prestasi akademik mereka. Faktanya, mereka berhasil menyelesaikan studi akhir mereka dengan baik dan sesuai dengan target yang ditetapkan. Studi ini memiliki implikasi bagi mahasiswi, khususnya dalam hal manajemen waktu yang baik, dengan merancang, mengelola, dan beradaptasi dengan berbagai hal, sehingga mahasiswi dapat berdisiplin.

Keywords: *Female Students, Human Resource Management, State Islamic University, Time Management*

INTRODUCTION

A student is a person enrolled to study at a particular higher education institution as regulated in Government Regulation of the Republic of Indonesia Number 30 of 1990. According to Knopfemacher, a student is defined as a prospective graduate whose involvement with a higher education institution is their aspiration as a prospective intellectual (Mardelina, 2017). Students can enhance their knowledge through various means, including socialising, organising, and even working. The primary duty of a student is to study and develop all their potential so that they can complete their studies on time. According to Rice, the duty of a student is to study at university. This aims to prepare them for a career with economic consequences, namely strengthening their finances (Erviana et al., 2015). Then, the obligation of students is to comply with all rules or regulations that apply at the university, such as participating in learning activities and doing assignments (Ginting & Azis, 2014).

Students who study while working are also often found in several universities. The types of work done by students vary, some work full-time, some work part-time, and some work as freelancers (Asror, 2019). In her research, Robyn (2009) explains that the reasons students choose to study while working are financial reasons, work experience, and to get used to work and the work environment. Students who choose to study while working believe that working can improve their various skills, which will have a positive impact on the students

themselves (Andari & Nugraheni, 2016). Therefore, students who choose to study while working must have good time management, responsibility, and discipline (Liu et al., 2022). However, in practice, time management is very important for students who have more than one role. This is in line with the results of Ircham Mashadi's (2015) research, which found that the negative impacts on students who study while working are time management and issues related to final assignments. Therefore, this proves that time management is very important for students who have more than one role (Asror, 2019).

Time management refers to the process of planning and executing a certain number of hours or time allocated for specific activities (Chen et al., 2023). This is done to enhance effectiveness, efficiency, and productivity (Gea, 2014). According to Imam Mulyana (2004), time management is the planning, organising, mobilising, and monitoring of time productivity (Ginting & Azis, 2014). Meanwhile, according to Macan, Shanani, Dibboye, and Philips (1990), time management can be understood as planning, scheduling, and controlling time, as well as always prioritising based on interests and desires to avoid procrastination (Fauziah et al., 1999). Therefore, someone who has mastered time management can prioritise important and urgent activities to be completed and postpone activities that have a low priority scale (Fahmayanti, 2016).

This also applies to female students. Female students with dual roles also face challenges in managing their time alongside

other roles that may sometimes cause conflicts. The dual roles referred to in this study are those who have three roles, namely, first, as female students who naturally have academic responsibilities at university; second, as workers or career women; and third, as wives to their husbands and mothers to their children. They have obligations to take care of various matters related to their households.

Therefore, female students who have these three roles also need good cooperation with their husbands, as well as an understanding of the husband's role in participating in supporting the physical and psychological growth of children. This aims to reduce the number of conflicts arising from these three roles (Greenhaus & Beutell, 1985). Therefore, female students who have the three roles above must have high technical skills (Fauziah et al., 1999). One technical skill is intelligence in managing time between studying, working, and family. There are several principles that can be used in managing time (Fauziah et al., 1999):

First, analyse time usage habits. To find this out, female students with these three roles must record their time usage for one week and review it at the end of the week. This is done to evaluate time usage. Second, set goals or objectives regarding what is important and what will be done. This serves to provide direction for subsequent activities. These goals and objectives need to be set before creating a priority scale, planning, and scheduling; Third, set or arrange priorities, creating a priority scale according to interests. Determining this priority scale generally uses the ABC priority system popularised by Lakein (1992), where targets labelled A are things that must receive primary attention and have high importance. Meanwhile, B activities have moderate importance, and C activities have low importance. Fourth, planning and scheduling are carried out after developing the priority scale. Fifth, this attitude towards time management has two points. The first point is that female students with these three roles are able to control everything in their lives,

and the second point is the opposite, namely that they are unable to control what happens to them.

Then, according to Hofer et al., there are three factors that influence time management. The first is self-regulation, meaning that female students with three roles can manage their time well so that various tasks are not delayed. Second is motivation; a person or female student with the third role in particular will have good time management if they also have high motivation. This is reinforced by the results of research by Vansteenkista et al. in 2005, which shows that the higher a person's internal motivation, the better their time management. Third is goal achievement; someone who strives to achieve their goals will be able to manage their time as well as possible (Sera, 2020).

Good time management and social support from their husbands and families enable female students with three roles to influence their achievements. Therefore, time management is absolutely necessary for female students with three roles, namely time for studying, time for working, and time for family. Based on the above explanation, the research question in this study is how to manage the time of female students with three roles in managing their time for studying, working, and family at the State Islamic University. This article aims to reveal the time management practices of female students at the State Islamic University in their three roles, namely, first, as students with academic responsibilities on campus; second, as workers or career women; and third, as wives to their husbands and mothers to their children, with obligations to take care of various matters related to their households.

METHOD

This study is a qualitative study (Creswell, n.d.). Qualitative research is used to understand phenomena or events based on the experiences of subjects, such as behaviour, attitudes, etc. (Moleong, 2006). The data sources in this study consist of two

sources, namely primary data sources from interviews and observations. Meanwhile, secondary data sources come from library data, namely scientific articles, books, and so on. The research subjects consisted of four people, namely female students who had three roles, namely as female students, workers, and housewives. The sampling used purposive sampling, which is a technique of deliberately selecting participants based on certain criteria relevant to the research objectives. Purposive sampling was chosen because this study focused on the subjective experiences, strategies, and meanings of time management among female students at the State Islamic University who simultaneously performed three main roles, namely: as active students with academic responsibilities; as workers or career women; and as wives and mothers with domestic and childcare responsibilities. The criteria for participants in this study were as follows: active female students at the State Islamic University; married; having a job or professional activities outside of academic roles; still actively attending lectures at the time of the study; willing to be participants and provide in-depth information.

The data collection method in this study used qualitative data collection methods in the form of observation and interviews. Semi-structured interviews were used to explore the experiences of female students juggling three roles simultaneously: as students, workers, and wives and mothers. The researcher developed an interview guide based on a theoretical framework of time management and multiple roles, which included questions regarding time management strategies, the division of roles, and the challenges faced in academic and domestic activities. Data validity was then ensured through several strategies. First, technique triangulation, which involved comparing interview data with observations and relevant literature sources. Second, member checking was conducted by reconfirming interview summaries with informants to ensure that the researcher's

interpretations were consistent with their experiences.

Meanwhile, the data analysis technique used the technique popularised by Miles & Huberman, which consists of data condensation, data display, and drawing conclusions (Miles et al., 2014; Miles & Huberman, 1984). This study utilised Miles, Huberman, and Saldaña's interactive qualitative data analysis model, which consists of three main stages, namely data condensation, data display, and conclusion drawing/verification. These three stages are interactive and continuous from the beginning to the end of the study. First, data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming raw data obtained from the field. In this study, data was obtained through in-depth interviews and documentation of female students at the State Islamic University who played three roles simultaneously, namely as students, workers/ career women, and wives and mothers. Second, data presentation. The data presentation stage aims to compile condensed data into an organised, systematic, and easily understandable form, making it easier for researchers to see patterns, relationships, and trends between categories. Third, drawing and verifying conclusions. This stage is the process of interpreting the meaning of data to answer the research questions.

RESULTS AND DISCUSSION

The Complexity of Female Students' Roles in Balancing Studies, Work, and Family

As human beings, everyone has a role in their respective environments. A woman will have a different role from a man. This is because of their different genders. Gender itself is defined as the visible differences between men and women in terms of values and behavior (Jalil & Aminah, 2018). Even the WHO (World Health Organisation) has defined gender as a set of roles, behaviours, activities, and various attributes that are

appropriate for men and women (Maksum, 2016). The roles are carried out in accordance with the functions, skills, and tasks assigned to them, so that a student will have a different role from an office worker or those who are already working. However, sometimes the roles of men and women are the same, when the scope of the task requires them to have the same role. For example, a teacher (whether male or female) has the same role, which is to teach. Male and female students, of course, have the same role on campus, namely as an academic community whose main role and task is to study.

The learning process can be defined as a process of changing behaviour through increased practice and experience (Indriyany & Sintesa, 2021). Learning can also be defined as an activity that uses the mind and is carried out in an integrated manner to gain understanding, knowledge, and skills about social life, the universe, linguistic phenomena, and the historical development of civilisation.

However, students must have at least 14 skills—reading, thinking, mastering language, taking notes, managing themselves, taking exams, conducting research, writing scientific papers, participating in lessons, writing theses, focusing on research, using media, and using libraries—to increase their knowledge (Aola, 2020).

Therefore, students must be able to carry out teaching and learning activities as well as possible. This will have an impact on their achievements, which means they will become the best graduates with high personal qualities and noble character. University students have formal duties in addition to studying and participating in the academic community, whether it be internal

or external organisations. The Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education) explains several responsibilities, which include:

First, education and teaching. These two tasks are very important for students. This is to make students have a better personality, be more dignified, and concentrate on realising Indonesia's ideals of becoming an independent country based on Pancasila and the 1945 Constitution. Every student must acquire broad knowledge that will serve as a foundation for them as the nation's future generation. Therefore, students must study diligently. On the other hand, they have the additional responsibility of continuing their education to a higher level, as well as serving as teachers or informal educators using the knowledge they have learned.

Second, research and development. Students must conduct research on the second pillar in realising the three pillars of higher education. This is because student education will be hampered or even stagnant without research. In this situation, students must be aware and sensitive to social shifts occurring in society. Research demonstrates the function of science and can even be the best solution to social problems.

Third, community service. In the third pillar, students are required to make a significant contribution to community life. This contribution must be concrete or direct. The aim is to apply scientific knowledge to find solutions to the problems faced by society. In view of this, students must not be selfish and indifferent to society. This is because their educational background in any field, whether social sciences, religion, or others, can be used to meet the needs of society in general (Ariani, 2019).

However, students also have many potentials and opportunities as they develop.

Therefore, it is inappropriate for students to only fulfil their personal needs without making significant contributions to their religion, nation, and country. Students must do more than just study; they must also have their own place in society as educated individuals and even be familiar with the various situations and conditions faced by society. These roles include (Pratiwi, 2021):

First, as Stock Leaders: Students must have the ability to act as replacements or successors to leadership by filling various vacant positions in society. This is the key to the first pillar of regeneration, which is capable of continuing the leadership legacy established by previous leaders.

Second, as drivers of change. By filling positions of power or as stakeholders, students must be able to bring about meaningful and clear change within society, namely by changing things in their environment. This is done to build systems and ways of life that are in line with the wishes of the community and provide sustainable and fair efficiency.

Third, as controllers of society. Students must not only be successors who bring change, but also play a role in controlling their social environment so that they do not become a source of chaos that will have a negative impact on society in the future.

Fourth, as a moral source, students are required to be able to maintain the norms that have become societal norms. Thus, when existing norms change, it is the responsibility of students to change and readjust these norms to suit the expectations of society and in accordance with previously established norms (Pratiwi, 2021).

Based on this, men and women in the campus environment have the same role, namely to carry out the Tri Dharma of Higher Education, which will have a

significant role and influence on the lives of the community in their respective environments. However, not all environments require the same role. For example, office employees (both men and women) have the same role, namely to work. However, what distinguishes the two is the type of work they do, as seen from their educational background and skills. Similarly, in the family environment, husbands and wives have different roles, even though they live in the same environment. A wife has a domestic role in the family environment, namely carrying out household activities such as cooking, washing, cleaning the house, and caring for children and other household activities (Arif, 2019). Meanwhile, husbands have public roles within the family environment, namely earning a living by working to support their children and wives. Although in Islamic law, domestic roles that are always performed by women are the responsibility of men, because men have other responsibilities, namely earning a living, these domestic responsibilities become the responsibility of women as a form of respect for their husbands within the family environment.

In practice, the role of women in the family environment can be broadly categorised into three roles, namely as a wife, as a mother, and also as a member of society (Bahri S., 2015). Therefore, carrying out her role correctly is one way for women to perform their roles and obligations well. As a wife, a woman is required to create a harmonious family atmosphere with a clean and attractive appearance, which can encourage her husband to be enthusiastic in earning a living and also doing good things for his family. The role of a good wife will be a dream for a husband, even what the husband strives for in earning a living is only

for his wife and children at home. In addition, the role of a wife is to be a life partner for her husband. This means that a wife becomes a friend to confide in when her husband faces problems, so that she can offer ideas to solve the problems he faces or provide encouragement and motivation for her husband to deal with the problems that befall him.

As a mother, the education of children is the main focus. In addition, a mother is the first school for a child. Therefore, a mother must be able to know the right portion and educational needs of her children by paying attention to their growth stages. In fact, a mother must be able to behave well in order to be a role model for her children. In general, a mother's role in her children's education is to fulfil their needs, to be an example or model for them to emulate, and to be a stimulus for their growth and development (Herliana & Kyswantoro, 2020). As a member of society, a woman is expected to play a role in society. For example, being kind to neighbours and wanting to help neighbours who are experiencing difficulties. This role in society is actually a form of maintaining the honour of her family. This is because whatever a wife does will affect her husband as the head of the family.

Motivation, Opportunities, and Challenges Faced by Female Students with Three Roles

1. Reasons Female Students with Three Roles Choose to Study

In practice, in order to fulfil their role as mothers in terms of their children's education, many mothers are willing to continue their formal education to a higher level. In fact, in order to help their families financially, many mothers work to earn

additional income. In addition, in some cases, many married women become career women and work in companies. Due to job demands that require her to have more skills, the company finances her education to a higher level. This, of course, makes her have three roles at once in accordance with her roles and functions in that environment. In addition, nowadays, women are not only bound by domestic activities in the household, but also carry out public activities to work inside and outside the home. Several factors that lead her to do this are that the higher a woman's level of education, the greater her ability to compete with men in the public sphere. Another factor is her desire to advance and develop in line with the demands of the times or her desire to exist with her abilities, or even classic reasons as explained earlier, namely because she wants to help her family financially (Hidayati, 2015).

Being a career woman for a married woman is indeed permitted in Islam on the condition that she obtains permission from her husband, maintains her purity and honour, and maintains distance and modesty (Lestari, 2022). Such is the case for a mother and also a postgraduate student of Sharia Economic Law at UIN Sunan Gunung Djati Bandung. The reason she continued her studies was the demands of her job as a manager at a Sharia financial institution, which required her to understand the contracts used in Sharia financial transactions. Additionally, the main reason was her desire to be a good mother in terms of her children's education and as a wife who must be able to manage the family finances in accordance with the teachings of Islam (PAD, 2023).

GM is a mother and also a postgraduate student of Sharia Economic Law at UIN

Sunan Gunung Djati Bandung. The main reason for continuing her studies after marriage is to expand her scientific knowledge, seek connections, and also to eliminate boredom and become a good teacher for her children. Additionally, working as a teacher requires her to have more knowledge (GM, 2023). This is similar to what AN, a student in the Master's programme in Qur'anic Studies and Tafsir at the Postgraduate Programme of UIN Sunan Gunung Djati Bandung, feels. She has her own reasons for deciding to continue her studies, namely to become the best teacher for her children. Furthermore, she believes that a mother is the first educational institution for her children, so it is appropriate to continue improving and developing her knowledge in preparation for that role. According to her, supporting a good career is just a bonus (AN, 2023). Meanwhile, according to SSP, who is a student in the Islamic Education master's programme, she added that being an educated wife and mother is very important in a family, especially in parenting patterns, intelligence passed on to children, and many other things that really require the role of a great mother (SSP, 2023). Some of the reasons given by the female students above can be mapped as shown in Table 1.

Table 1.

Reasons for Female Students

No .	Initial	Occupation	Major	Reasons for Studyin g
1.	PAD	Sharia Financial Institution Manager	Islamic Economic Law	Work, Teacher for children.
2.	GM	Teacher	Sharia Economic Law	Job, Teacher for children.
3.	AN	Teacher	Qur'anic	Teacher for

			Studies and Exegesis	children.
3.	SSP	Teacher	Islamic Education	Teacher for children.

Based on the table presented earlier, a woman's decision to pursue higher education whilst fulfilling her roles as a mother within the family and as an employee in the workplace highlights the existence of complex role dynamics. In this context, this phenomenon can be analysed using multiple role theory, which explains that individuals often have to fulfil several social roles simultaneously across various spheres of life. Each of these roles carries a distinct set of responsibilities, expectations, and demands, requiring the individual to effectively balance these various roles.

In the case of female students who also act as mothers and workers, conflict may arise when the time and energy required to complete academic tasks clash with domestic duties or work responsibilities. However, this theory also explains that dual roles do not always have a negative impact. In some situations, the presence of multiple roles can provide role reinforcement, where experiences from one role can actually enrich an individual's ability to fulfil other roles.

Findings from this study indicate that female students' motivation to continue their education is driven not only by work demands but also by a desire to enhance their knowledge and personal capacity as mothers and as individuals playing a role in their children's education. This shows that the role of being a student is not merely seen as an academic obligation, but also as a means to strengthen the quality of their roles in family life. Thus, higher education is understood as

a form of knowledge investment that can support motherhood while improving professional competence.

On the other hand, female students' ability to perform these three roles can also be explained through time management theory. This theory emphasises the importance of an individual's ability to plan, organise, and prioritise the use of time so that various activities can be carried out effectively and efficiently. In the context of this study, female students who hold three roles in different environments face the same time constraints as other individuals. Therefore, the ability to manage time becomes a crucial factor determining their success in fulfilling these various responsibilities.

The application of good time management enables female students to allocate time proportionally between academic activities, work, and family responsibilities. For example, several informants in this study indicated that they drew up a planned schedule of activities, prioritised tasks, and utilised their free time productively to complete academic obligations. These strategies reflect effective time management practices as described in time management theory.

2. Challenges and Opportunities for Students with Three Roles in Learning

When someone has their own roles and functions in the environment where they live, especially when the roles are carried out in several spheres, this shows that the person has a disciplined personality in managing time. This means that the person is able to carry out various activities that are part of their roles in different environments within a certain period of time. A female student with

her role in the family environment as a wife and mother to her children, in the work environment as an employee to her superiors, and in the campus environment as a student whose role is to study and expand her knowledge. This creates an extraordinary dual role that is not easy to carry out.

Why is it not easy? The answer is that there is a conflict between the roles that will occur and have an impact on her existence in the environment where she has roles and responsibilities. If this happens, it will cause chaos due to failure to fulfil one of the roles within her sphere of responsibility. For example, due to a busy work schedule, a female student's role in the family environment as a wife and mother to her children is neglected. The impact is tension with her husband or other family members because the children do not receive enough attention and supervision in carrying out all their activities. In addition, due to being busy with work, the role of students in the campus environment to study is also neglected. This hinders them in completing their studies and even in achieving academic excellence. This will certainly affect several aspects when they attend lectures, namely (Habibahi et al., 2012):

First, regarding discipline. Female students often arrive late for lectures because they must take care of their families before heading to campus to pursue their studies.

Second, regarding attendance. It is clear that frequent tardiness will affect the number of times female students attend class. Especially for lecturers who have strict disciplinary rules, this will certainly have a negative impact on these students. In addition, the effect of frequent absences also becomes an obstacle for these female students to complete their education. The busyness of dividing time between family,

work, and college must be managed well without causing disputes or even triggering other disputes.

Third, it relates to completing coursework. Female students often feel hindered in completing their tasks as students because they have three roles: studying, taking care of the household, and working. Independent and group assignments usually become messy because these female students are not present in class discussions.

Fourth, regarding student involvement in organisations. Female students will certainly not participate actively in organisations after getting married and working as employees in an office or company. This is due to their many roles and responsibilities and limited space for activities and interaction with the campus world. As a result, they do not have time to think about and participate in self-development within organisations, both internally and externally on campus.

Fifth, it relates to academic performance. Female students who are married and have families cannot be compared to themselves before and after marriage. Typically, the academic performance of married female students always declines due to factors such as a lack of academic excellence and other things that interfere with the learning process at university.

Along with the above influences, academic problems become obstacles for female students in planning and maximising their learning potential. This is in line with Nurihsan's opinion in Nur Latifah's (2013) research that there are several problems faced by female students who are married and even working in pursuing their studies, including (Latifah, 2013):

First, students face difficulties in arranging their study schedules to meet various demands and lecture activities as

well as other student activities. In addition, female students often experience conflicts due to their dual roles of dividing their time between work, household chores, and lectures. Second, they face difficulties in completing lecture assignments such as writing papers, research reports, and final assignments. Third, these two problems make them less motivated to study and can even cause them to not want to excel; just being able to graduate or complete their studies makes them extremely happy.

These obstacles are certainly normal and must be faced with enthusiasm. In addition, her decision to continue her studies is a form of job requirement and also a great motivation to become a mother and teacher to her children. Of course, playing this dual role will feel different. Even when she feels tired and unable to do all of this, she will remember her obligations and great motivation. She does not want to disappoint those who demand that she continue her studies and her family members who may also expect the same thing. Indeed, when someone is tired of doing something, they should take a short break and return when their mind and time can be used again to carry out the roles that are their responsibility. Because if someone is forced to do something beyond their capabilities, they will not be able to carry out their roles properly and will cause other problems. Even their sincerity will be lost and leave no trace.

Based on interviews with informants who have three roles simultaneously, namely as wives and mothers in the family environment, as employees in the work environment, and also as students in the campus environment, there are obstacles they face in carrying out these dual roles, including:

PAD said that the obstacles she faced when deciding to continue her studies were related to dividing her time between all her study activities, work, and taking care of the household. So, dividing her time between work, college, and her responsibilities as a mother to her three children was a challenge for her. However, despite all that, she felt burdened and tried to adapt so that she could do her best (PAD, 2023).

GM stated that the obstacle she faced after continuing her studies was difficulty in managing her time. Therefore, time management was a challenge she had to face. The heaviest burden for her was when she had to divide her time between supervising final projects, working hours as a teacher, and also a pile of household activities plus a sick child (GM, 2023).

AN said that she felt limited by time in completing her college assignments due to her pile of household chores. The biggest challenge is time, especially the commute from her residence in Jakarta to Bandung, which is a challenge in itself. However, despite all this, she does not feel burdened, as it is a choice she has made. All she needs to do is adapt to all the activities that give her a dual role (AN, 2023).

SSP stated that the obstacle she faced was having to leave her infant child because she had to study outside the city where she lived. This made her heart ache with longing, even though she was only leaving the child for a day or two. Additionally, her rest time decreased due to the conflict between household responsibilities and academic tasks that required her to be punctual. The greatest challenge for her was commuting between Subang and Bandung, leaving at half past four in the morning and returning home at nine or ten in the

evening. Furthermore, she has to divide her time as much as possible between caring for her young children, doing housework, completing her academic assignments, and working as a teacher at school. Meanwhile, the heaviest burden for her is when she has a lot of tasks to complete and still has to take care of her children, but her body and mind are already exhausted and she wants to rest (SSP, 2023).

As seen from the interview results above, the challenges faced by female students can be explained as listed in Table 2.

Table 2.
Challenges faced by female students

No.	Initial	Work	Primary	Barriers
1.	PAD	Sharia Financial Institution Manager	Sharia Economic Law	Time Constraints
2.	GM	Teacher	Sharia Economic Law	
3.	AN	Teacher	Qur'anic Studies and Exegesis	
4.	SSP	Teacher	Islamic Education	

Time management is a problem faced by many female students who have three roles. In addition to allocating time for their families and workplaces, they must also allocate time for studying and completing college assignments. Dual role conflicts often arise when doing homework and carrying out tasks. This is because work may be the main priority that cannot be neglected. In addition, another common dual role conflict is having to leave young or sick children behind to attend classes at

university. This has a psychological impact on female students, forcing them to think, strive, and develop strategies to minimise the negative impact by finding the best solutions to deal with everything. Furthermore, support and cooperation in sharing time with husbands and families is one solution in time management. This ensures that relationships and interactions are maintained, and all dual burdens can be faced and overcome as well and as fully as possible.

Managing time is not easy, but it is a great opportunity for female students with millions of roles under their responsibility. If she is able to do everything, she can even maintain and improve her academic performance. This is a source of pride for herself, her superiors, and even her family. In addition, her greatest motivation is to be a mother and also the first school in her children's education so that she can achieve it well and in line with expectations. Another great opportunity for students to manage their time so that they can perform their three roles well is that they will be able to become productive individuals, highly disciplined, and value their time as best as possible by filling it with activities that make them more advanced and developed. Because being a great person is doing something that initially feels forced to do, but over time, they will get used to doing it and the results will be extraordinary. Furthermore, the role of a student is a temporary one, namely while they are pursuing their education. Even if they successfully complete their education, they will have the opportunity to be promoted in their work environment. Of course, this may make the role they play easier or lighter at work, even though their responsibilities will increase.

Personal Strategies for Balancing Academic, Work, and Family Responsibilities

When someone undertakes something, there are often obstacles and challenges that hinder their progress and performance in doing so. However, strong motivation and the opportunities they wish to achieve will enable them to persevere and overcome all these obstacles and challenges (Wolters et al., 2025). A strong desire to face all these obstacles and challenges will enable them to create plans or strategies to make it easier for themselves to deal with these problems.

As explained earlier, a female student at the State Islamic University who has three roles at once, namely as a student on campus, as an employee in the work environment, and also as a wife and mother in the family environment, certainly has many roles that she must carry out every day. It is not easy for her to carry out these three roles, so the biggest obstacle for her is managing her time to carry out these three roles in their respective environments. Therefore, if a female student does not have the motivation and strategy to persevere with all the roles that are her responsibility, it will be difficult for her to perform all these roles well. The biggest obstacle in performing these roles is the conflict between the roles that must be performed simultaneously. As a result, some roles in one sphere must be sacrificed as a consequence of having to perform roles and responsibilities in another sphere.

This conflict is indeed an unavoidable risk, so assistance from others is needed to help them in carrying out these roles. This assistance can take the form of social support, encouragement, and motivation from the people around them. This support has a positive influence on independence in

learning(Meilyana, 2021) . For example, the husband helps with the roles performed by the wife in the family environment, or other family members help her take care of the children when her roles and responsibilities in other environments require her to hand over her roles in the family environment to others. The first step that must be taken is to establish communication with the husband and other family members that she has roles and responsibilities in other environments that prevent her from carrying out these roles in the family environment. Through this communication, the husband and other family members will understand a little and provide support. This communication is rarely established and often causes arguments with the husband and even with other family members due to role conflicts that require leaving one role in a certain sphere to prioritise another role in another sphere.

Looking at the level of roles in the three spheres of responsibility of a married and working female student, the role in the work environment cannot be abandoned because she must carry out her role in other environments. This is because the role in the work environment must be carried out at a certain time and there is no tolerance for doing it at other times. This is different from roles in the campus environment. If a role cannot be performed at that time, a student can ask for leniency from the campus or relevant lecturer to give her the opportunity to perform her role of studying, doing assignments, and carrying out other campus activities. Similarly, in the family environment, if there is nothing important, the role can be performed at another time after the role in another environment has been completed. For example, because of a female student's job as a wife, she does not

have time to clean the house before going to work or to campus, so cleaning the house can be done after activities in both places are completed. However, of course, the priority of this role can be seen from its level of importance, which is far more important than what has been prioritised, so that is what must be done. For example, because her child is sick, she does not go to the office to work or to campus to study.

Based on the results of interviews with informants, they have certain strategies to be able to survive in carrying out these three roles, including:

PAD stated that she has a specific strategy in carrying out this dual role, which is to maximise the time allocated between family, work, and study. Since all of these have become her choices, committing to carrying out all of these activities is a step that she continues to take to achieve her desired goals (PAD, 2023).

GM stated that the strategy employed is to undertake these dual roles one at a time with genuine dedication, making them worthy of appreciation, and to share responsibilities with her husband and other family members. The steps taken are to spend her free time after work studying, participating in all college activities, and sharing tasks with her husband, both in terms of taking care of the children and household matters as well as helping herself in completing her college assignments (GM, 2023).

AN stated that the strategy she always applies is to be relaxed and serious. This means that all the dual roles she faces are carried out according to her abilities so that they do not become a burden. Because all of this is a choice she has made, she will experience the consequences or impacts of all of it.

Therefore, the steps taken in dividing her time are to schedule time between work, study, completing assignments, and time for household activities. In addition, do not focus on the predetermined schedule, but look at the priorities that are more important than these two dual roles. So, the more urgent tasks will be done first than those that are not so urgent, meaning they can be done in other free time (AN, 2023).

SSP states that the strategy she employs to endure is to make the best use of time, not give up, stay enthusiastic, pray, and remain consistent to persevere and overcome everything. Additionally, maintaining physical and spiritual health is one of the keys to fulfilling the dual roles and responsibilities faced. The steps taken are to create a priority scale by looking at what is more urgent than the work being done. So, work with higher priority will be done first compared to work that can be done later. By maximising all time and work priorities, all the dual roles she performs can be completed well, even if not optimally (SSP, 2023).

Based on the accounts of the informants above, the strategies employed by female students in juggling three roles simultaneously—as students, workers and mothers within the family—within the framework of multiple role theory, individuals who fulfil several roles concurrently across various social environments will face differing demands from each of these roles. The roles of mother within the family, employee in the workplace, and student in the academic environment each carry distinct responsibilities, expectations, and pressures. This situation has the potential to create imbalance when the demands of one role clash with those of another.

However, the interview findings indicate that the informants strive to manage this potential imbalance through various adaptive strategies. One strategy that emerged consistently was building communication and cooperation with family members, particularly with husbands and children. From the perspective of multiple role theory, social support from the family environment is a key factor that can help individuals reduce the pressure from various role demands. With the sharing of responsibilities within the household, female students can be more flexible in fulfilling their academic and work obligations.

Furthermore, the practices employed by the female students also reflect the application of the principles of time management theory. This theory emphasises that an individual's success in managing various activities is heavily influenced by their ability to plan time, set priorities, and allocate time effectively. In this study, the informants indicated that they applied time management strategies by drawing up weekly schedules that divided their time between work, academic activities, and family life. For example, some informants allocated weekdays (Monday–Thursday) to work-related activities, whilst specific days were set aside for academic activities, such as attending lectures or completing assignments.

In addition to planned time allocation, the students also applied prioritisation strategies in completing the various tasks they faced. Within the framework of time management theory, the ability to set priorities is a crucial skill for avoiding a backlog of work and reducing time pressure. Consequently, tasks deemed more urgent are typically completed first, whilst other tasks are carried out during available spare time.

For instance, some students utilise evenings after the children have gone to bed or spare moments at work to complete coursework.

Thus, strategies for maximising the use of time, setting priorities, and building family support indicate that the informants actively apply time management practices in coping with the demands of dual roles. This demonstrates that success in fulfilling these three roles depends not only on individual willpower but also on their ability to manage time and balance the various role demands encountered in daily life.

Human Resource Management Strategies Implemented by State Islamic Universities to Support Female Students with Three Roles

Studying and doing everything related to it is the main role of students. Therefore, students will use all their energy to absorb the knowledge they have acquired and even use much of their free time to continue learning and exploring the knowledge they are studying in more detail and depth, even looking at it from various perspectives. This way, they will obtain more information that can be understood and applied. In addition, the learning carried out by students is not limited to classrooms and various book sources, but also comes from activities on campus in organisations. Through these organisations, students can usually develop their knowledge much better and make it more developed. This is the ideal role of students in the campus environment. However, this is different from students who have three roles at once in different environments. For example, a female student who is married and also works. For them, finding time to study at university alone is already a significant challenge, as their time

is limited due to their other demanding roles that consume so much of their time.

Therefore, a female student with many roles to fulfil will divide her time between various activities that have become her roles in that environment. This means that they have time management skills to divide and maximise their time, not only focusing on managing their study time and activities on campus, but also dividing their time in other environments, namely in their family environment and also in their work environment. Having good time management is one of the factors in achieving success in learning (Ariyati & Subroto, 2022). Therefore, based on the results of interviews with informants, their study time management varies greatly, including:

For GM and PAD, specifically, they do not have a study time management system; instead, they simply follow the flow and have free time for studying, completing assignments, and other campus activities. With an unformed study time management system, they admit that they do not maximise their learning process, mainly because their work duties as managers (PAD) and teachers (GM) make their study time management unfocused and not as expected (GM, 2023; PAD, 2023).

For AN, specific study time management has been implemented by dividing time into several days for study priorities and other activities. By managing his study time, he feels he can optimally perform all his roles well. The key is consistency, perseverance, and maintaining enthusiasm (AN, 2023).

For SSP, study time management is done by prioritising study time in the evening or afternoon, depending on the level of importance. For example, when there are assignments that must be submitted

immediately, they often study in the evening or afternoon by stealing time from other activities. Regarding study time management, she feels she has achieved maximum results by improving academic performance, always completing tasks optimally, organising travel, and writing many articles as part of mini-research in fulfilling one of the three pillars of higher education, namely research (SSP, 2023). Based on the interview results above, it can be mapped that female students' study time management is as shown in Table 3.

Table 3.
Study Time Management for Female Students

N o.	Initial	Work	Department	Study Time Management	Results
1.	PA D	Manager of Sharia Financial Institutions	Islamic Economic Law	None, functioning as usual.	Not optimal
2.	GM	Teacher	Sharia Economic Law		
3.	AN	Teacher	Qur'anic Studies and Exegesis	Make the most of your time and remain consistent.	Maximum
4.	SSP	Teacher	Islamic Education	Allocate time and determine role priorities.	

Based on Table 3 above, the study time management practices employed by the informants within the framework of time management theory indicate that an individual's ability to organise, plan and prioritise the use of time is a key factor in determining the effectiveness of goal achievement, including in academic activities. Female students who juggle multiple roles simultaneously are required to

possess the skills to allocate their time efficiently so that each responsibility can be managed in a balanced manner.

The findings in the table indicate variations in the time management strategies applied by the informants. For example, informants AN and SSP demonstrated more structured time management practices by making the most of their time, maintaining consistency, and setting priorities in completing various tasks. From the perspective of time management theory, these strategies reflect an individual's ability to plan time, set priorities, and exercise self-control in carrying out various activities effectively. These abilities contribute to the

achievement of more optimal learning outcomes as individuals are able to balance academic demands with other activities.

Conversely, in the case of informants who lack clear time management strategies, learning activities tend to be carried out spontaneously or follow the flow of daily routines without systematic planning. This situation indicates that limitations in time management can lead to suboptimal academic outcomes. Thus, time management theory emphasises that success in learning activities is determined not only by academic ability alone, but also by an individual's ability to manage time effectively and consistently.

On the other hand, the phenomenon identified in this study can also be understood through multiple role theory, which explains that individuals often fulfil several social roles simultaneously across various life contexts. In the context of this study, the informants fulfilled the role of students in the academic environment, as workers in the professional environment, and as mothers or family members in the domestic environment. Each of these roles

has different demands, which can potentially lead to role conflict if not managed properly.

Nevertheless, the research findings indicate that success in fulfilling these roles is significantly influenced by an individual's ability to balance various role demands through effective time management strategies. Furthermore, support from family members is also a crucial factor in helping individuals reduce the pressure arising from the various roles they undertake. From the perspective of multiple role theory, social support from the family environment can serve as a resource that strengthens an individual's ability to fulfil multiple roles simultaneously.

Consequently, female students' success in completing their studies whilst juggling various roles depends not only on personal motivation but also on their ability to apply time management principles and balance the demands of the various social roles they undertake. Well-planned time management strategies, consistency in fulfilling responsibilities, and family support are key factors enabling them to achieve academic success whilst managing their other roles in a relatively balanced manner.

CONCLUSION

Based on the explanation above, the study found that the study time management of female students at the State Islamic University who juggle three roles simultaneously—as students, workers, and wives and mothers—shows significant variations in ability. Some female students experience difficulties in dividing and managing their study time due to their busy daily activities, which results in delays in completing academic assignments and a decline in academic performance. However, the findings also show that female students who are able to apply effective study time

management tend to have higher levels of discipline, planned and organised learning strategies, and better academic achievements, including accelerated study periods. Effective study time management in a multi-role context does not only depend on individual abilities, but is also influenced by environmental support, academic system flexibility, and personal and religious values. Therefore, adaptive, realistic, and priority-oriented study time management is a key factor in the academic success of female students with multiple roles.

Based on the findings of research into the time management practices of female students who juggle multiple roles as students, workers and mothers within their families, this study recommends several measures that can be implemented by various stakeholders. First, higher education institutions, particularly Islamic higher education institutions, need to develop more inclusive academic policies for students with family and work responsibilities. Possible implementations include providing a hybrid or blended learning system, flexible timetables for working students, as well as regular academic counselling services and time management training to help students manage the various roles they undertake.

Second, family support, particularly from partners, needs to be strengthened through academic family literacy programmes or awareness-raising activities organised by educational institutions. These programmes aim to enhance families' understanding of the importance of emotional support and the sharing of household responsibilities so that female students can carry out their academic activities optimally; and, Third, at the individual level, female students with dual

roles are advised to develop systematic time-management strategies, such as setting priorities for activities, drawing up weekly study schedules, and utilising digital technologies such as time-management apps to organise academic, work, and family activities more effectively.

These recommendations are based on qualitative research with a limited number of informants within the context of a specific Islamic university; consequently, the findings are contextual and cannot be broadly generalised. Therefore, future research is advised to employ a quantitative or mixed-methods approach with a larger sample size and to involve various educational institutions. Future research could also examine the role of digital learning technologies and flexible academic policies in supporting students juggling multiple roles in the contemporary educational landscape.

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