

Between organization and academics: The effect of organizational workload on students' academic performance in Surabaya's higher education institutions

Diffa Salsabilla Maulidina¹, Verycha Nailah Asari², Amaliyah^{3*}, Erindah Dimisyqiyani⁴, Gagah Gayuh Aji⁵, Rizky Amalia Sinulingga⁶

^{1 2 3 4 5 6} Universitas Airlangga, Surabaya, Indonesia

*Corresponding Author: amaliyah@vokasi.unair.ac.id

Abstract

Organizational workload may increase students' demands in terms of time, responsibility, and activities, potentially affecting their academic performance. This study aims to analyze the effect of organizational workload on students' academic performance in higher education institutions in Surabaya. A quantitative approach with a causal associative design was employed using purposive sampling involving 66 active students who were currently or previously involved in student organizations at higher education institutions in Surabaya. Data were collected through a five-point Likert-scale questionnaire and analyzed using validity, reliability, classical assumption, simple linear regression, Pearson correlation, *t*-test, and coefficient of determination analyses. The results indicate that organizational workload has no significant effect on academic performance ($r = 0.072$; $p = 0.567$), with a coefficient of determination of 0.005 or 0.5%. These findings indicate that organizational workload is not a primary factor explaining students' academic performance. This study contributes empirical evidence on the relationship between organizational workload and academic performance among university students in Surabaya.

Keywords: Organizational workload; Academic performance; University students; Student organizations; Higher education in Surabaya.

Abstrak

Beban kerja organisasi dapat menambah tuntutan waktu, tanggung jawab, dan aktivitas mahasiswa sehingga berpotensi berkaitan dengan kinerja akademik. Penelitian ini bertujuan menganalisis pengaruh beban kerja organisasi mahasiswa terhadap kinerja akademik mahasiswa di perguruan tinggi Surabaya. Penelitian menggunakan pendekatan kuantitatif dengan desain asosiatif kausal melalui purposive sampling terhadap 66 mahasiswa aktif yang sedang atau pernah mengikuti organisasi mahasiswa di perguruan tinggi Surabaya. Data dikumpulkan menggunakan kuesioner skala Likert lima tingkat dan dianalisis melalui uji validitas, reliabilitas, asumsi klasik, regresi linear sederhana, korelasi Pearson, uji *t*, dan koefisien determinasi. Hasil menunjukkan bahwa beban kerja organisasi tidak berpengaruh signifikan terhadap kinerja akademik ($r = 0,072$; $p = 0,567$), dengan koefisien determinasi sebesar 0,005 atau 0,5%. Temuan ini menunjukkan bahwa beban kerja organisasi bukan faktor utama yang menjelaskan kinerja akademik mahasiswa. Penelitian berkontribusi dengan memberikan bukti empiris mengenai hubungan beban kerja organisasi dan kinerja akademik dalam konteks mahasiswa perguruan tinggi Surabaya.

Kata Kunci: Beban kerja organisasi; Kinerja akademik; Mahasiswa; Organisasi kemahasiswaan; Perguruan tinggi Surabaya.

Introduction

Students pursue their university studies while facing demands arising from both academic activities and activities outside the classroom. Student organizations are among the activities commonly undertaken because they provide opportunities to implement programs, divide tasks, make decisions, and develop non-academic experiences. However, such involvement also adds demands that must be managed alongside academic responsibilities. Sadewa (2026) showed that student involvement in student organizations is associated with mental health conditions. Among students who are actively involved in organizations, these challenges may become more complex when organizational and academic responsibilities are undertaken simultaneously. Wardani et al. (2024), in a study of 294 students actively involved in organizations at Universitas 17 Agustus 1945 Surabaya, examined *academic burnout* and demonstrated the importance of resilience in dealing with these demands. This condition makes organizational workload relevant for further investigation.

Organizational workload needs to be considered because student activities extend beyond participation in organizations and encompass various demands requiring time, energy, and responsibility. Data from LPM Suaka (2024), used in Hanifah's (2026) study of 395 students at UIN Sunan Gunung Djati Bandung, showed that 35.9% of respondents were interested in joining intra-campus organizations, but only 20.3% were actively participating. This difference indicates that the level of organizational involvement varies across students and higher education institutions. Among actively involved students, a greater number of activities means a greater need to manage academic and organizational schedules simultaneously. Therefore, organizational workload should not be understood merely in terms of whether students are active or inactive, but rather in terms of the organizational work demands they are required to fulfill. This context is important to examine in higher education institutions in Surabaya.

Academic performance is an important aspect because student success is determined not only by participation in organizations but also by the ability to maintain the quality of their academic responsibilities. Marpaung and Nurhamlin (2025), in a study of 69 students at the Faculty of Social and Political Sciences, Universitas Riau, found that organizational involvement had a significant effect on academic achievement. This finding indicates that organizational activities may be associated with academic outcomes, but it does not explain whether organizational demands or workload constitute a determining factor in academic performance. In contrast, Junaedi and Arumsari Agung (2022) found that workload did not have a significant effect on student performance during the COVID-19 pandemic. This difference indicates that organizational involvement and workload are two distinct issues that need to be

differentiated. Therefore, this study focuses directly on organizational workload and academic performance as two variables to be examined.

Research on workload and performance has produced diverse findings. Indrayana and Putra (2024) found that workload had a negative and significant effect on employee performance, whereas Fitria (2025) found a positive and significant effect among employees of Company X. Idris et al. (2025) also found that workload significantly affected lecturers' performance. Among MSIB 7 internship students at the House of Representatives of the Republic of Indonesia, Asmaraida et al. (2025) reported a correlation coefficient of 0.601 between workload and the performance of internship students. However, Junaedi and Arumsari Agung (2022) found that *workload* did not have a significant effect on student performance. In the organizational context, Marpaung and Nurhamlin (2025) found a significant effect of organizational involvement on academic achievement. Meanwhile, Sadewa (2026), Wardani et al. (2024), and Hanifah (2026) showed that organizational involvement was associated with mental health, *academic burnout*, and interest in organizational participation, respectively. The diversity of contexts and findings indicates the need for more specific investigation.

This study aims to analyze the effect of student organizational workload on students' academic performance in higher education institutions in Surabaya. This focus is important because previous studies have predominantly examined workload among employees, lecturers, and internship students, whereas studies specifically positioning student organizational workload as a variable affecting academic performance remain limited. Moreover, studies of students actively involved in organizations have more often examined organizational involvement, academic achievement, mental health, or *academic burnout* than directly measured organizational work demands. This study addresses this gap by examining students at higher education institutions in Surabaya who are currently or have previously been involved in student organizations. Practically, the findings may serve as a basis for students and organization managers to manage task allocation, activity targets, time use, and organizational responsibilities so that they do not interfere with the fulfillment of academic responsibilities.

Method

This study employed a quantitative approach with a causal-associative design to examine the statistical relationship and effect between Organizational Workload (X) as the independent variable and Students' Academic Performance (Y) as the dependent variable. The quantitative approach was used to obtain numerical data that were subsequently analyzed statistically, while the associative design was employed to identify relationships between the variables under investigation (Sugiyono, 2019). Sampling was conducted using purposive sampling, a respondent selection technique based on specific characteristics relevant to the research objectives (Hossan et al., 2023;

Andrade, 2021). The respondents were active students at higher education institutions in Surabaya who were currently or had previously been involved in student organizations. Based on these criteria, the study involved 66 respondents. These criteria were selected because respondents needed to have direct experience with organizational activities and thus be able to provide relevant assessments of the organizational workload they experienced.

Data were collected through a questionnaire distributed using Google Forms. The research instrument consisted of 14 statements for the Organizational Workload variable and 11 statements for the Students' Academic Performance variable. Organizational Workload was measured using four aspects: Target Program Work, Quick Decision-Making, Time Use for Organizational Activities, and Established Work Standards. Meanwhile, Students' Academic Performance was measured using five aspects: Quality, Quantity, Responsibility, Cooperation, and Initiative. All statements used a five-point Likert scale, ranging from 1 for Strongly Disagree to 5 for Strongly Agree (Sugiyono, 2019). Before being used for analysis, the instrument was tested for validity and reliability to ensure that each statement adequately measured the constructs under investigation and demonstrated acceptable internal consistency.

Data analysis was conducted in stages through instrument testing, assumption testing, and hypothesis testing. Validity testing was used to assess the suitability of each statement, while reliability testing was used to determine the internal consistency of the instrument. Subsequently, normality and linearity tests were conducted as part of the assumption testing prior to regression analysis. Hypothesis testing was performed using simple linear regression to determine the direction and magnitude of the statistical relationship between Organizational Workload and Students' Academic Performance. The simple linear regression model used in this study was based on Sugiyono (2019) and was formulated as follows:

$$Y = a + bX$$

Where:

Y = Students' Academic Performance

a = Constant

b = Regression coefficient

X = Organizational Workload

The regression analysis was complemented by a correlation coefficient test (r), t -test, and coefficient of determination (R^2) to determine the strength of the relationship, the significance of the effect, and the extent to which the independent variable contributed to the dependent variable. The analysis was conducted at a significance level of 5%. A hypothesis was considered significant when $p < 0.05$.

Results and Discussion

Validity and reliability of the instrument

Instrument testing was conducted to ensure that each statement used in the questionnaire was able to measure the research variables accurately and consistently. The research instrument consisted of two variables, namely Organizational Workload (X) and Students' Academic Performance (Y). Instrument testing included validity and reliability testing. Validity was used to assess the extent to which each statement was able to measure the variable under investigation, while reliability was used to determine the consistency of the instrument in measuring the research constructs. As a tool for collecting empirical data, an instrument needs to have adequate measurement accuracy so that the data obtained can be used to address the research objectives (Sobiri & Nashrullah, 2026). Therefore, validity and reliability testing was conducted before the instrument was used for further analysis. Validity was determined by comparing the calculated r value with the critical r value of 0.2423, while reliability was assessed based on Cronbach's Alpha with a threshold of 0.60.

Table 1. Validity test results for the organizational workload variable (X)

No.	r calculated	r critical	Description
1	0.688	0.2423	Valid
2	0.619	0.2423	Valid
3	0.639	0.2423	Valid
4	0.546	0.2423	Valid
5	0.408	0.2423	Valid
6	0.243	0.2423	Valid
7	0.573	0.2423	Valid
8	0.538	0.2423	Valid
9	0.293	0.2423	Valid
10	0.693	0.2423	Valid
11	0.440	0.2423	Valid
12	0.350	0.2423	Valid
13	0.288	0.2423	Valid
14	0.598	0.2423	Valid

Source: Processed data, 2026.

The validity test results for the Organizational Workload variable (X) are presented in Table 1. The results show that all 14 statements had calculated r values greater than the critical r value of 0.2423. The calculated r values ranged from 0.243 to 0.693, with the lowest value found for item six and the highest value for item ten. Although the

strength of the correlations varied across items, all values met the established validity criterion. Thus, all statements measuring the Organizational Workload variable were considered valid and could be used in the research analysis. These results indicate that each item had an adequate relationship with the construct being measured. Based on the testing criteria, none of the items for the Organizational Workload variable needed to be removed from the instrument. Therefore, all 14 indicators were retained for the subsequent stage of analysis.

Table 2. Validity test results for the students' academic performance variable (Y)

No.	<i>r</i> calculated	<i>r</i> critical	Description
1	0.508	0.2423	Valid
2	0.339	0.2423	Valid
3	0.426	0.2423	Valid
4	0.586	0.2423	Valid
5	0.714	0.2423	Valid
6	0.520	0.2423	Valid
7	0.545	0.2423	Valid
8	0.745	0.2423	Valid
9	0.695	0.2423	Valid
10	0.436	0.2423	Valid
11	0.492	0.2423	Valid

Source: Processed data, 2026.

The validity test results for the Students' Academic Performance variable (Y) are presented in Table 2. Of the 11 statements tested, all calculated *r* values were greater than the critical *r* value of 0.2423. The lowest calculated *r* value was found for item two at 0.339, while the highest value was found for item eight at 0.745. Therefore, all items met the established validity criteria. These results indicate that each statement had an adequate relationship with the score of the Students' Academic Performance variable and could be used to represent the construct being measured. These findings complement the validity test results for the Organizational Workload variable, indicating that all 25 statements in the research instrument were valid. Thus, no indicators needed to be removed before proceeding to reliability testing and subsequent research analysis.

Table 3. Instrument reliability test results

Variable	Cronbach's Alpha	Threshold	Description
Organizational Workload (X)	0.765	0.60	Reliable
Students' Academic Performance (Y)	0.742	0.60	Reliable

Source: Processed data, 2026.

After all items were confirmed to be valid, reliability testing was conducted to determine the consistency of the instrument in measuring each variable. Reliability indicates the extent to which an instrument can produce consistent measurement results when used to measure the same construct. In this study, reliability was assessed using Cronbach's Alpha, with the instrument considered reliable when the alpha value exceeded 0.60 (Sobiri & Nashrullah, 2026). The results presented in Table 3 show that the Organizational Workload variable (X) had a Cronbach's Alpha value of 0.765, while the Students' Academic Performance variable (Y) had a value of 0.742. Both values exceeded the threshold of 0.60. Therefore, both instruments met the reliability criteria and demonstrated adequate internal consistency for use in the subsequent stage of analysis. These results further support the adequacy of the instrument after all items had previously met the validity criteria.

Based on the overall testing results, the research instrument can be considered to have met the requirements for validity and reliability. For the Organizational Workload variable, all 14 statements were considered valid, with calculated r values exceeding the critical r value of 0.2423, and the variable had a Cronbach's Alpha value of 0.765. Meanwhile, all 11 items measuring Students' Academic Performance were also considered valid, with calculated r values exceeding the established threshold, and the variable had a Cronbach's Alpha value of 0.742. These results indicate that all 25 statements could be retained in the research instrument. By meeting the validity and reliability criteria, the instrument provided an adequate measurement basis for analyzing the relationship between Organizational Workload and Students' Academic Performance. The research data could therefore proceed to the assumption and hypothesis testing stages in accordance with the established analytical model.

Classical assumption tests: normality and linearity

Classical assumption tests were conducted to ensure that the research data met the prerequisites required before performing linear regression analysis. In this study, the classical assumption tests included normality and linearity tests. The normality test was used to determine the distribution of the data and residuals in the regression model, while the linearity test was used to determine whether the relationship between Organizational Workload (X) and Students' Academic Performance (Y) was linear. The normality test was conducted on 66 respondents using the Kolmogorov-Smirnov and Shapiro-Wilk methods. The decision criterion was based on a significance level of 0.05. If the significance value was greater than 0.05, the data were considered normally distributed, whereas a significance value below 0.05 indicated that the data were not normally distributed. The results of the normality tests for the research variables are presented in Table 4.

Table 4. Kolmogorov-Smirnov and Shapiro-Wilk normality test results

Variable	Kolmogorov-Smirnov Statistic	df	Sig.	Shapiro-Wilk Statistic	df	Sig.
Academic Performance (Y)	0.073	66	0.200	0.979	66	0.327
Workload (X)	0.141	66	0.002	0.947	66	0.007

Source: Processed by the authors, 2026.

Based on Table 4, the Students' Academic Performance variable (Y) had significance values of 0.200 in the Kolmogorov-Smirnov test and 0.327 in the Shapiro-Wilk test. Both values were greater than 0.05, indicating that the Students' Academic Performance variable (Y) was normally distributed. Meanwhile, the Organizational Workload variable (X) had significance values of 0.002 in the Kolmogorov-Smirnov test and 0.007 in the Shapiro-Wilk test. Both values were below 0.05, indicating that the Organizational Workload variable (X) was not normally distributed individually. Nevertheless, the subsequent test examined the distribution of the residuals to determine whether the normality assumption was satisfied in the regression model. The residuals were tested using the One-Sample Kolmogorov-Smirnov Test by examining the Asymp. Sig. (2-tailed) value. The residual test results are presented in Table 5.

Table 5. One-Sample Kolmogorov-Smirnov test results

Description	Unstandardized Residual
N	66
Mean	0.0000000
Std. Deviation	4.70492954
Most Extreme Differences – Absolute	0.053
Most Extreme Differences – Positive	0.044
Most Extreme Differences – Negative	-0.053
Test Statistic	0.053
Asymp. Sig. (2-tailed)	0.200

Source: Processed by the authors, 2026.

Based on Table 5, the Asymp. Sig. (2-tailed) value for the Unstandardized Residual was 0.200. This value was greater than 0.05, indicating that the residuals were normally distributed. This result shows that the normality assumption of the regression model was satisfied, even though the Organizational Workload variable (X) was not normally distributed individually. Therefore, based on the residual test results, the regression model could proceed to the next stage of analysis. Subsequently, the linearity test was conducted to determine whether the relationship between Organizational Workload (X) and Students' Academic Performance (Y) followed a linear pattern. The linearity

test was performed by examining the Deviation from Linearity value in the ANOVA Table. The relationship between the two variables was considered linear when the significance value of Deviation from Linearity was greater than 0.05. The results of the linearity test are presented in Table 6.

Table 6. Linearity test results

Description	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	639.660	23	27.811	1.448	0.146
Linearity	7.455	1	7.455	0.388	0.537
Deviation from Linearity	632.205	22	28.737	1.496	0.129
Within Groups	806.658	42	19.206	-	-
Total	1446.318	65	-	-	-

Source: Processed by the authors, 2026.

Based on Table 6, the significance value of Deviation from Linearity was 0.129, which was greater than 0.05. This result indicates that there was no significant deviation from the linear relationship between Organizational Workload (X) and Students' Academic Performance (Y). Therefore, the relationship between the two variables can be considered linear and meets the linearity prerequisite for linear regression analysis. Overall, the classical assumption test results show that the residuals of the regression model were normally distributed and that the relationship between Organizational Workload and Students' Academic Performance was linear. Therefore, the research model met the normality and linearity prerequisites and could proceed to linear regression analysis to examine the relationship and effect of Organizational Workload on Students' Academic Performance.

Hypothesis testing: simple linear regression, correlation, t-test, and coefficient of determination

Hypothesis testing was conducted to determine the relationship and effect of Organizational Workload (X) on Students' Academic Performance (Y) among students at higher education institutions in Surabaya. The analysis was conducted using simple linear regression, correlation coefficient analysis, t-test, and coefficient of determination analysis. The decision criterion was based on a significance level of 5% ($\alpha = 0.05$). If the significance value was less than 0.05, the tested relationship or effect was considered significant. Conversely, if the significance value was greater than 0.05, the result was considered statistically insignificant. This series of tests was used to obtain an overview of the direction of the relationship, the significance of the effect, and the ability of Organizational Workload to explain variations in Students' Academic Performance. The results of the simple linear regression analysis as the basis for examining the effect of the two variables are presented in Table 7.

Table 7. Simple linear regression test results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	7.455	1	7.455	0.332	0.567
Residual	1438.864	64	22.482	–	–
Total	1446.318	65	–	–	–

Source: Processed by the authors, 2026.

Based on Table 7, the simple linear regression results show an F value of 0.332 with a significance value of 0.567. Since the significance value is greater than 0.05, Organizational Workload (X) does not have a significant effect on Students' Academic Performance (Y). Therefore, H_0 , which states that Organizational Workload does not have a significant effect on Students' Academic Performance, is accepted, while H_1 , which states that there is a significant effect, is rejected. These results indicate that changes in Organizational Workload, whether increases or decreases, are not significantly accompanied by changes in Students' Academic Performance. Subsequently, correlation coefficient analysis was conducted to determine the direction and strength of the relationship between the two variables. The results are presented in Table 8.

Table 8. Correlation coefficient test results (r)

Variables			Academic Performance (Y)	Organizational Workload (X)
Academic Performance (Y)	Performance	Pearson Correlation	1	0.072
		Sig. (2-tailed)	–	0.567
		N	66	66
Organizational Workload (X)	Workload	Pearson Correlation	0.072	1
		Sig. (2-tailed)	0.567	–
		N	66	66

Source: Processed by the authors, 2026.

Based on Table 8, the Pearson correlation coefficient was 0.072, with a significance value of 0.567. This value indicates that Organizational Workload (X) and Students' Academic Performance (Y) have a positive relationship with very weak strength. The positive direction indicates that an increase in Organizational Workload tends to be accompanied by an increase in Students' Academic Performance. However, the significance value of 0.567, which is greater than 0.05, indicates that the relationship is not statistically significant. Thus, the positive relationship identified is not sufficiently strong to demonstrate a meaningful relationship between the two variables. This finding is consistent with the previous regression analysis, which also showed that Organizational Workload did not have a significant effect on Students' Academic

Performance. Subsequently, a t-test was conducted to determine the significance of the individual effect of Organizational Workload on Students' Academic Performance. The results are presented in Table 9.

Table 9. t-test results

Model	B	Std. Error	Beta	t	Sig.
(Constant)	42.227	4.303	–	9.814	0.000
Organizational Workload (X)	0.052	0.091	0.072	0.576	0.567

Source: Processed by the authors, 2026.

Based on Table 9, the calculated t value of 0.576 is smaller than the critical t value of 1.9977 with $df = 64$ at $\alpha = 0.05$. In addition, the significance value of 0.567 is greater than 0.05. These results indicate that Organizational Workload (X) does not have a significant effect on Students' Academic Performance (Y). Based on the Unstandardized Coefficients, the constant was 42.227 and the regression coefficient was 0.052. Therefore, the simple linear regression equation is $Y = 42.227 + 0.052X$. The equation indicates that every one-unit increase in Organizational Workload is mathematically associated with an increase of 0.052 units in Students' Academic Performance. However, the coefficient is not statistically significant, meaning that this increase cannot be interpreted as a meaningful effect. Subsequently, the coefficient of determination was examined to determine the ability of Organizational Workload to explain variations in Students' Academic Performance.

Table 10. Coefficient of determination test results (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.072	0.005	-0.010	4.742

Source: Processed by the authors, 2026.

Based on Table 10, the R value was 0.072 and the R Square value was 0.005. The R value indicates that the relationship between Organizational Workload and Students' Academic Performance is very weak. Meanwhile, the R Square value of 0.005 indicates that Organizational Workload explains only 0.5% of the variation in Students' Academic Performance. Thus, 99.5% of the variation in Students' Academic Performance lies beyond the explanatory capacity of the research model and is associated with other factors not analyzed in this study. The Adjusted R Square value of -0.010 also indicates that the model has very limited explanatory power for variations in Students' Academic Performance. These results further reinforce the findings of the previous tests that Organizational Workload does not have a significant effect on Students' Academic Performance in this study.

Overall, the test results show that Organizational Workload does not have a significant effect on Students' Academic Performance. The regression analysis produced a significance value of 0.567, while the correlation coefficient of 0.072 indicated a very

weak positive relationship, and the t-test also produced a significance value of 0.567. In addition, the R Square value of 0.005 indicates that Organizational Workload explains only 0.5% of the variation in Students' Academic Performance. Based on the overall results, H_0 is accepted and H_1 is rejected. Therefore, an increase or decrease in Organizational Workload is not proven to have a significant effect on Students' Academic Performance among the respondents in this study. These findings also indicate that variations in Students' Academic Performance are largely beyond the explanatory capacity of Organizational Workload as measured in the research model.

Influence of organizational workload on students' academic performance

Student involvement in organizations is often viewed ambivalently within academic life. On the one hand, organizations impose demands in the form of program targets, the need to make quick decisions, time use, and adherence to established work standards. On the other hand, such experiences can serve as learning spaces that develop responsibility, cooperation, initiative, goal management, and social skills. The issue is not simply whether organizational activities consume academic time, but how students manage these various demands alongside their academic responsibilities. This issue is important because this study found no meaningful relationship between organizational workload and students' academic performance. Therefore, organizational activities cannot simply be regarded as factors that hinder academic achievement, as their effects are likely to depend on the characteristics of the activities and students' ability to manage the demands that arise.

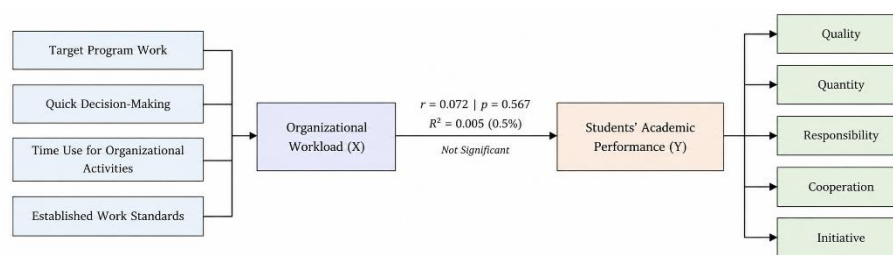


Figure 1. Model of Organizational Workload and Students' Academic Performance

Source: Developed by the authors, 2026.

Figure 1 maps the conceptual relationship between the four aspects of organizational workload and the five aspects of students' academic performance. On the left, program targets, quick decision-making, time use for organizational activities, and established work standards represent the demands faced by students in organizational activities. These four aspects are directed toward the Organizational Workload construct as the independent variable. On the right, quality, quantity, responsibility, cooperation, and initiative represent the dimensions of students' academic performance as the dependent variable. The main relationship line indicates the direction of the empirical test from organizational workload to students' academic performance. The relationship value of $r = 0.072$, with $p = 0.567$ and $R^2 = 0.005$, indicates that the

relationship is very weak and statistically insignificant, while the contribution of organizational workload to academic performance is only 0.5 percent.

The aspects of program targets and quick decision-making show that organizational demands do not always function as burdens that reduce academic achievement. Students who are accustomed to setting targets and making decisions within organizations may gain experience in setting priorities and solving problems practically. Yashinta et al. (2018) provide a relevant illustration through their study of 221 medical students at Universitas Airlangga in Surabaya. The organizational and committee activities examined in that study did not have a significant effect on students' academic achievement. This condition indicates that organizational involvement does not in itself determine academic success. This perspective is reinforced by Kurniawan and Idris (2023), who found that organizational activities had a positive and significant effect on the academic achievement of students at Universitas Negeri Malang. The differing directions of these findings indicate that program targets and decision-making demands do not have uniform academic consequences. Their effects are likely influenced by how students manage organizational involvement in relation to their academic demands.

Time use for organizational activities and the presence of established work standards also cannot be directly understood as sources of disruption to academic activities. Dang (2021) examined 112 students at an educational institution in Vietnam using an explanatory sequential mixed-methods approach to investigate the breadth and intensity of extracurricular activity participation in relation to English progress test scores. The findings showed no relationship or effect between participation in extracurricular activities and students' test scores. This finding is relevant to the present study because the intensity of activities outside the classroom does not automatically result in lower academic performance. From the perspective of the Job Demands-Resources framework, activity demands can produce different consequences depending on the resources available to cope with them. In the student context, time-management ability can serve as an important resource when organizational demands increase. Therefore, the amount of activity alone is insufficient to explain its academic consequences.

Time management becomes increasingly important when academic achievement is understood in terms of self-regulatory capacity. Fokkens-B Bruinsma et al. (2021) examined 2,355 prospective first-year students in the Netherlands by investigating the roles of academic self-efficacy, self-regulated learning, and beyond-classroom engagement in first-year academic achievement. The study showed that aspects of self-regulated learning, including time management and autonomous motivation, played a role in academic achievement. These findings help explain why time spent on organizational activities did not automatically result in lower academic performance

in the present study. Students may cope with organizational demands without experiencing a decline in academic performance when they are able to manage their time, set priorities, and maintain engagement with academic tasks. Thus, the main issue is not simply how much time is devoted to organizational activities, but how that time is managed within the broader range of students' activities.

The dimensions of quality and quantity in academic performance indicate that student involvement in activities outside the classroom can be associated with academic achievement under certain conditions. Utomo et al. (2019) examined 221 preclinical medical students at Universitas Udayana and found a positive correlation between extracurricular activities and academic achievement, with $r = 0.2$ and $p = 0.003$. This finding indicates that activities outside the classroom do not necessarily constitute burdens that reduce the quality or quantity of academic achievement. Extracurricular activities may instead coexist with good academic achievement when their characteristics and management support students' needs. This pattern offers a different perspective from the assumption that increased organizational activity will inevitably reduce academic performance. In the present study, the nonsignificant relationship indicates that such a condition cannot be generalized as a direct relationship between organizational workload and academic performance.

Kulp et al. (2021) provide further insight into the relationship between student involvement and academic success through their study of first-year students. The study tracked student attendance at various extracurricular activities organized by the university using identification-card scanning data. The analysis showed that students who attended certain categories of campus activities, referred to as signature events, had significantly higher cumulative GPAs as well as better persistence and retention outcomes. These findings indicate that academic achievement is determined not simply by the presence of activities outside the classroom, but by the type and nature of students' involvement. In relation to the present study, organizational workload measured in general terms was not able to capture differences in the characteristics of these activities. Therefore, the nonsignificant relationship found in this study does not mean that all forms of organizational involvement lack academic benefits.

Responsibility and initiative as components of academic performance can also develop through students' experiences in organizational activities, but these benefits are more likely to emerge through self-management processes than through the activity burden itself. Buscemi et al. (2019) examined 401 students at a metropolitan university in Canada and found that participation in extracurricular activities was associated with adaptive goal regulation. Such goal regulation was associated with academic success and students' emotional well-being. The perspective of self-regulation helps explain why organizational activities do not always produce uniform academic consequences. Students who are able to regulate their goals, maintain priorities, and adjust their

strategies when facing organizational demands are more likely to sustain their academic activities. From this perspective, organizations can provide an environment that facilitates the development of self-regulation, while their academic consequences depend on how students manage these experiences.

Cooperation as one dimension of academic performance demonstrates that organizational activities have characteristics that cannot be entirely reduced to individual workload. Leksuwankun et al. (2023) examined the involvement of medical students in organizing extracurricular activities and its relationship with academic achievement. The study revealed varying patterns of relationships depending on the type of activity. Involvement in educational activities was positively associated with academic achievement, whereas community development activities showed a negative relationship, and some recreational activities exhibited a curvilinear pattern. These patterns indicate that the relationship between student activities and academic achievement is neither linear nor uniform. The type of activity, intensity of involvement, and context in which it is carried out can produce different consequences. Thus, the very weak relationship found in the present study can be understood as an indication that organizational workload in general is insufficient to explain variations in students' academic performance.

A pattern more closely aligned with the present study can be seen in Pradipa et al. (2024), who examined student activities in university student organizations and learning outcomes. The study showed that students' activity levels were categorized as active, with a mean score of 37.15. The students' average GPA was 3.73 in the odd semester and 3.68 in the even semester. Although both student activity levels and academic achievement were in the high category, the study found no significant correlation between student activities and academic performance. This pattern reinforces the argument that high levels of organizational activity do not automatically result in either increased or decreased academic performance. Student activities can coexist with academic demands when students have the capacity to manage their involvement. Therefore, the relationship between organizational activities and academic performance is better understood as contextual rather than as a simple causal relationship.

This perspective becomes increasingly clear when organizational demands are compared with other forms of non-academic activity. Mama and Cansancio (2024) examined 100 student library assistants in Regions 11 and 12 in the Philippines using a descriptive-regression design. The findings showed that the workload of student library assistants was not significantly associated with academic performance. The study also recommended developing time-management strategies to help students balance work responsibilities with academic obligations. This similar pattern reinforces the findings of the present study because demands arising from non-

academic activities are not always direct determinants of academic achievement. Activity demands may take the form of organizational responsibilities or student employment, but their presence does not necessarily produce significant academic consequences. Internal student factors, such as time management, self-regulation, motivation, and the ability to establish priorities, may serve as more important mechanisms in explaining how activity demands are translated into academic consequences.

Thus, the values of $r = 0.072$, $p = 0.567$, and $R^2 = 0.005$ provide an important indication that organizational workload is not the primary explanation for students' academic performance in the context of this study. The contribution of 0.5 percent indicates that almost all variation in academic performance lies outside the organizational workload model. This condition makes the assumption that greater organizational workload necessarily leads to lower academic performance too simplistic to explain students' realities. Previous studies have shown that activities outside the classroom can produce different consequences depending on the type of activity, intensity of involvement, self-regulation capacity, time management, and student characteristics. Therefore, the nonsignificant relationship found in this study does not mean that organizations have no value for students; rather, it indicates that organizational workload alone is insufficient to explain academic performance. Substantively, this study emphasizes that students' academic achievement is a multidimensional phenomenon that cannot be explained solely by one form of activity demand. These findings provide a strong basis for future research to examine self-regulation, time management, academic motivation, activity characteristics, academic self-efficacy, and other individual factors as mediators or moderators in the relationship between organizational involvement and academic performance.

Conclusion

This study shows that organizational workload does not have a significant effect on students' academic performance at higher education institutions in Surabaya, with $r = 0.072$, $p = 0.567$, and $R^2 = 0.005$. These findings indicate that the relationship between the two variables is positive but very weak, while organizational workload explains only 0.5 percent of the variation in students' academic performance. This condition indicates that organizational demands, such as program targets, decision-making, time use, and work standards, do not directly determine students' quality, quantity, responsibility, cooperation, and initiative in the context of this study. The nonsignificant finding can be understood because students face organizational and academic demands simultaneously and have different capacities to manage their time, priorities, and responsibilities. Thus, the academic issue does not lie solely in the extent of organizational workload, but in how students manage these various demands within their academic lives.

This study contributes to expanding research on student workload from the context of employment and professional activities to student organizational activities, while also demonstrating that organizational workload is not a primary predictor of students' academic performance. Nevertheless, the study has limitations in terms of the number and scope of respondents, which were limited to students at higher education institutions in Surabaya, the use of academic performance based on respondents' perceptions, and the exclusion of other factors that could explain variations in academic performance more comprehensively. Future research is recommended to involve broader samples from various higher education institutions and regions, use more objective indicators of academic performance such as GPA or academic records, and examine variables such as self-regulation, time management, academic self-efficacy, academic motivation, and organizational activity characteristics as mediators or moderators. Such an approach could provide a deeper understanding of the conditions under which organizational involvement supports or instead hinders students' academic achievement.

References

- Andrade, C. (2021). The inconvenient truth about convenience and purposive samples. *Indian Journal of Psychological Medicine*, 43(1), 86–88. <https://doi.org/10.1177/0253717620977000>
- Asmaraida, L., Sabrina, I., Iryansya, J., Rahmawani, D. S., & Merry. (2025). Pengaruh beban kerja terhadap kinerja mahasiswa magang (Studi terhadap mahasiswa magang MSIB 7 di DPR RI tahun 2024). *Publika: Jurnal Ilmu Administrasi Publik*, 11(1), 120–141. <https://doi.org/10.25299/jiap.2025.21910>
- Buscemi, V., Gagnon, S., & Proulx, F. (2019). Past and present participation in extracurricular activities is associated with adaptive self-regulation of goals, academic success, and emotional wellbeing among university students. *Learning and Individual Differences*, 73, 8–15. <https://doi.org/10.1016/j.lindif.2019.04.006>
- Dang, V. T. T. (2021). The breadth and the intensity of extracurricular activities on students' academic performance: The good or the bad? In *Proceedings of the 2021 5th International Conference on Education and E-Learning (ICEEL 2021)* (pp. 237–243). Association for Computing Machinery. <https://doi.org/10.1145/3502434.3502446>
- Fitria, D. (2025). Pengaruh beban kerja dan stres kerja terhadap kinerja karyawan di Perusahaan X. *Jurnal Psikologi*, 3(1), 1–7. <https://doi.org/10.47134/pjp.v3i1.5207>
- Fokkens-Bruinsma, M., Vermue, C., Deinum, J. F., & van Rooij, E. (2021). First-year academic achievement: The role of academic self-efficacy, self-regulated learning and beyond classroom engagement. *Assessment & Evaluation in Higher Education*, 46(7), 1115–1126. <https://doi.org/10.1080/02602938.2020.1845606>

- Hanifah, A. N. (2026). *Pengaruh pemberitaan Kampusiana LPM Suaka terhadap minat keikutsertaan Ormawa: Studi pada mahasiswa Jurnalistik UIN Bandung angkatan 2025* [Skripsi sarjana, UIN Sunan Gunung Djati Bandung]. Digital Library UIN Sunan Gunung Djati Bandung. <https://digilib.uinsgd.ac.id/142214/>
- Hossan, D., Dato' Mansor, Z., & Jaharuddin, N. S. (2023). Research population and sampling in quantitative study. *International Journal of Business and Technopreneurship*, 13(3), 209–222. <https://doi.org/10.58915/ijbt.v13i3.263>
- Idris, M. M., Djawad, Y. A., Mantasia, & Fadhilah, N. A. (2025). Pengaruh beban kerja dosen terhadap kinerja dosen dimediasi oleh organizational citizenship behavior (OCB). *Bongaya Journal of Research in Management*, 9(1), 92–104. <https://doi.org/10.37888/bjrm.v9i1.871>
- Indrayana, D. S., & Putra, F. I. F. S. (2024). Pengaruh beban kerja, stres kerja dan lingkungan kerja terhadap kinerja karyawan. *Jurnal Ilmu Ekonomi, Manajemen dan Bisnis*, 2(1), 9–18. <https://doi.org/10.30787/jiemb.v2i1.1407>
- Junaedi, M., & Arumsari Agung, D. (2022). Pengaruh workload dan self-motivation terhadap kepuasan dan kinerja mahasiswa selama pandemi Covid-19. *Journal of Information System, Graphics, Hospitality and Technology*, 4(2), 95–99. <https://doi.org/10.37823/insight.v4i2.239>
- Kulp, A. M., Pascale, A. B., & Grandstaff, M. (2021). Types of extracurricular campus activities and first-year students' academic success. *Journal of College Student Retention: Research, Theory & Practice*, 23(3), 747–767. <https://doi.org/10.1177/1521025119876249>
- Kurniawan, N. C., & Idris. (2023). Students' perceptions of part-time jobs and organizational activities academic performance in students State University of Malang. *Jurnal Pendidikan Ilmu Sosial*, 33(2), 217–234. <https://doi.org/10.23917/jpis.v33i2.2952>
- Leksuwanakun, S., Dangprapai, Y., & Wangsaturaka, D. (2023). Student engagement in organising extracurricular activities: Does it matter to academic achievement? *Medical Teacher*, 45(3), 272–278. <https://doi.org/10.1080/0142159X.2022.2128733>
- Mama, H., & Cansancio, L. (2024). Library student assistants' workload and their academic performance. *Psychology and Education: A Multidisciplinary Journal*, 22(2), 314–320. <https://doi.org/10.5281/zenodo.12755122>
- Marpaung, E. J., & Nurhamlin, N. (2025). Pengaruh keaktifan berorganisasi terhadap prestasi akademik mahasiswa FISIP Universitas Riau. *Jurnal Ilmiah Wahana Pendidikan*, 11(4.C), 22–35. <https://jurnal.peneliti.net/index.php/JIWP/article/view/11825>

- Pradipa, M. I., Ulum, F., & Dalle, A. (2024). Correlation between student activity and learning outcomes in student affairs institutions in higher education. *Pinisi Journal of Art, Humanity, and Social Studies*, 4(2). <https://journal.unm.ac.id/index.php/PJAHSS/article/view/1574>
- Sadewa, J. R. (2026). Pengaruh keterlibatan mahasiswa dalam organisasi mahasiswa (Ormawa) Fakultas Vokasi Universitas Negeri Yogyakarta periode tahun 2024 dan 2025 terhadap kesehatan mental. *Health Promotion and Fitness Journal*, 1(1). <https://journal.uny.ac.id/publications/hpfj/article/view/3731>
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Utomo, M. F. P., Dhyani, I. A. D., Yusari, I. G. A. A. A., Aryadi, I. P. H., Darmayanti, N. P. D. U., & Ganesha, I. G. H. (2019). Correlation between extracurricular activities and academic performances among preclinical medical students in Udayana University, Bali, Indonesia. *Intisari Sains Medis*, 10(3), 588–591. <https://doi.org/10.15562/ism.v10i3.470>
- Wardani, F. P., Suroso, & Arifiana, I. Y. (2024). Academic burnout pada mahasiswa yang aktif berorganisasi: Bagaimana peran resiliensi? *Jiwa: Jurnal Psikologi Indonesia*, 2(4), 110–118. <https://doi.org/10.30996/jiwa.v2i04.12548>
- Yashinta, Y. A., Utomo, B., & Prihatanto, F. S. I. (2018). The influence of organizational activities on medical students' academic achievement. *Jurnal Pendidikan Kedokteran Indonesia: The Indonesian Journal of Medical Education*, 7(2). <https://doi.org/10.22146/jpki.39116>