

When Obedience and Resilience Become a Burden: "The Role of *Tadayyun* and Academic Resilience in Predicting Dual Role Conflict in Student-Mothers Undergoing Online Learning."

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Abstract

The rapid expansion of online higher education following the COVID-19 pandemic has significantly increased the participation of student-mothers, intensifying the challenges associated with balancing academic, domestic, and professional responsibilities. This situation has heightened the potential for multiple role conflict, particularly in relation to personal religiosity (tadayyun) and academic resilience as internal coping resources. Despite growing attention to work-family conflict, limited empirical research has examined how tadayyun and academic resilience jointly predict multiple role conflict among student-mothers engaged in online learning. This study aimed to analyze the role of tadayyun and academic resilience in predicting multiple role conflict among student-mothers participating in online higher education. A correlational research design was applied using multiple linear regression analysis. The sample consisted of 150 student-mothers selected through purposive sampling. Partial regression analysis indicated that tadayyun ($\beta = 0.190$; $p < 0.05$) and academic resilience ($\beta = 0.650$; $p < 0.001$) had positive and significant effects on multiple role conflict, with academic resilience identified as the strongest predictor. Simultaneous testing (ANOVA) produced an F-value of 114.747 ($p < 0.001$), confirming the statistical significance of the regression model. The coefficient of determination ($R^2 = 0.610$) showed that 61% of the variance in multiple role conflict was explained by tadayyun and academic resilience, while 39% was influenced by other factors beyond the model. These findings demonstrate that tadayyun and academic resilience collectively exert a substantial predictive influence on multiple role conflict among student-mothers in online learning contexts. Future research is encouraged to include more diverse populations and explore additional mediating or moderating variables to better understand the dynamics of role conflict in higher education.

Keywords: *Tadayyun, Academic Resilience, Work-Family Role Conflict, Student-Mothers, Online Learning.*

INTRODUCTION

The COVID-19 pandemic accelerated the transition in education from face-to-face instruction to online learning systems, with approximately 97% of higher education institutions having implemented them (Afroh Nailil Hikmah & Ibnu Chudzaifah, 2020). Online learning is a learning process that utilizes internet networks, characterized by broad accessibility, strong connectivity, flexibility in time and place, and the ability to facilitate various forms of interaction in learning activities. It can be conducted either synchronously (real-time) or asynchronously, allowing flexibility according to time and location ((Fitriyani et al., 2020); Haryati & Nursaptini, 2021).

Despite improving access, online learning presents challenges such as network disruptions, difficulty understanding materials, limited interaction with lecturers, lack of focus, low motivation, boredom, and uncondusive learning environments ((Ulfa Miladiah, 2022); Turmuzi et al., 2021; (B. Pratiwi & Hapsari, 2020); (Lumbantobing et al., 2020)). Nevertheless, a Kemendikbud survey reported that 70% of respondents perceived online learning as running well, although obstacles remain. Online learning can enhance efficiency and effectiveness by reducing non-academic costs and time, enabling repeated access to materials, and offering flexibility in learning pace, time, and place (G. S. Putra et al., 2024); (Rahayu et al.,

2021);(Purwanti & Krisnadi, 2020); (Nur & Simangunsong, 2024), and has become a necessity in modern education (Barseli et al., 2020).

The expansion of online learning has also increased women's opportunities to pursue higher education. BPS data show that since 2018, the proportion of women with higher education degrees has consistently exceeded that of men; in 2024, female enrollment reached 14.08% compared to 12.69% for males, including in rural areas, with women comprising around 56% of university enrollments. Online learning allows women to continue their studies while managing domestic responsibilities through time and place flexibility. However, studies in Indonesia indicate that female students experience higher levels of stress and anxiety than males during online learning (Gozali, Melisa, 2023), with 61.1% of female students reporting moderate to high stress compared to 38.9% of males (Inama & Sarastri, 2022).

Female students are more vulnerable to psychological distress due to academic demands combined with reproductive factors, economic constraints, and patriarchal norms (Moghadam et al., 2017)). Patriarchal expectations, including the "good mother" ideal that prioritizes intensive caregiving, add psychological pressure, especially for student-mothers (Dillaway & Par, 2008). Role conflict, defined as tension between competing roles (Greenhaus & Beutell, 1985), is intensified when academic responsibilities intersect with domestic duties, leading to significant stress among female students, particularly those who are mothers (Triasari & Ninin, 2021); (Nyoman Triaryati, 2003); (Dr. Eti Nurhayati, 2018)).

Students who assume dual roles as mothers face substantial challenges, including time management, self-control, and conflicting role demands, which can become significant sources of stress affecting mental and physical health, academic performance, lifestyle, and social behavior ((Kurnia et al., 2021); (Efendy et al., 2024). These impacts extend beyond academic life, as mothers play a central role in child development and family well-being. Role conflict among student-mothers is not only a social issue in Indonesia but also a global concern in educational psychology and gender studies. International research highlights the difficulty of balancing academic, domestic, and caregiving responsibilities, particularly in the expanding context of online learning after the COVID-19 pandemic (Faghir Ganji et al., 2024); (Nel et al., 2024).

The dual role of student-mothers generates psychological pressure, emotional exhaustion, and declining academic performance, which are intensified in online learning environments due to blurred boundaries between academic and domestic spaces (Faghir Ganji et al., 2024). Empirical studies in Ghana and South Africa report that student-mothers experience heavy domestic burdens, limited institutional support, social stigma, and time constraints that negatively affect academic outcomes and family well-being (Osuman et al., 2025); (Shange & Maharaj, 2025). In Indonesia, dual role conflict has been shown to increase stress and burnout, reduce concentration through academic procrastination, weaken achievement motivation, and lower academic and professional performance (Aulia & Rusmawati, 2020); (Z. Arifah & Sari, 2023); (Kurniawan & Rahayu, 2022); (Yusuf et al., 2024); (Fenetruma et al., 2024)(Wahyu fitri, 2023).

A preliminary survey of 38 student-mothers engaged in online learning indicates that role conflict remains a real challenge, with many reporting reduced focus and emotional strain. However, a majority demonstrate effective adaptation, time management, and resilience, with some perceiving motherhood as enhancing academic discipline. Despite emotional conflicts such as guilt and learning independence demands, most respondents did not express intentions to delay their studies, suggesting that online learning can remain effective for student-mothers who are able to balance family and educational responsibilities.

The preliminary findings indicate that not all student-mothers experience the same negative impacts. Some are able to adapt and maintain academic achievement despite heavy role demands, suggesting the presence of internal protective factors, particularly academic resilience

(Khaekal et al., 2022; Rofiqoh & Priyanggasari, 2025). Academic resilience refers to an individual's ability to cope with difficulties and pressure while sustaining motivation and engagement in learning (Martin, 2006), including the capacity to endure hardship, recover from failure, adapt to challenges, and manage academic demands (Surya & Armiami, 2023).

Studies in Indonesia show that married students and working students with high academic resilience are better able to manage dual-role pressures, experience lower academic stress and burnout, and maintain motivation and performance (Afrianty, 2025; (LIMIN & AGUSTINA, 2025); (Tjhin et al., 2025). Conversely, low academic resilience is associated with avoidance behaviors, heightened psychological distress, difficulty recovering from failure, and increased vulnerability to mental health problems (Ayu Siti Utari Pramasasti et al., 2022); (Sari et al., 2024); (Efendi et al., 2023).

One important internal factor shaping academic resilience is religiosity (Firyal Nadhifah, 2021), understood not only as ritual observance but also as a source of meaning, inner calm, and coping strategies when facing academic challenges (Sukma et al., 2024); (*Indonesia-1.Pdf*, n.d.); (Agustina & Hardey, 2024)). Empirical evidence consistently shows that higher religiosity is associated with greater academic resilience and better adaptation to academic stress, particularly in the post-pandemic context ((Ali et al., 2023); (A. A. Putri et al., 2025).

Research also indicates that religiosity helps reduce stress and dual-role conflict among married students, employees with multiple roles, working students, and student activists, by strengthening psychological endurance and mitigating burnout (Aila, 2022; (Hidayati et al., 2022); Palupi, 2024; (Agustina & Hardey, 2024)). However, studies specifically examining student-mothers in online learning contexts remain limited. Although religiosity and academic resilience have been shown to independently reduce stress and role conflict (Martin & Marsh, 2006; (Cassidy, 2016), research integrating religiosity, academic resilience, and dual-role conflict—particularly among student-mothers engaged in online learning—is still scarce.

To address this gap, the present study empirically examines the relationship between religiosity (conceptualized as *tadayyun*), academic resilience, and dual-role conflict among student-mothers participating in online learning. The term *tadayyun* is used instead of “religiosity” as it more accurately reflects the Islamic conceptualization of faith, encompassing belief, worship, and moral conduct as an integrated whole (Al-Attas, 1980); (husamuddin; MZ, sumardi efendi, khamisan, 2023), thus providing a more comprehensive representation of Islamic religiosity.

Studies in Indonesia indicate that married and working students with strong academic resilience are better able to manage dual-role demands, experience lower stress and burnout, and sustain academic performance (Afrianty, 2025; Limin & Agustina, 2025; Tjhin et al., 2025). Similar findings in broader contexts confirm that academic resilience functions as a protective factor against role overload and psychological distress (Martin & Marsh, 2006; Cassidy, 2016). In contrast, low resilience is associated with avoidance, emotional strain, and greater vulnerability to mental health problems (Pramasasti et al., 2022; Sari et al., 2024).

Religiosity is recognized as an important internal resource that strengthens resilience by fostering meaning-making, emotional stability, and adaptive coping (Pargament, 1997; Nadhifah, 2021). Empirical evidence shows that higher religiosity is linked to greater resilience and better adjustment to academic stress, including in post-pandemic settings (Ali et al., 2023; Putri et al., 2025). Studies also demonstrate that religiosity can reduce dual-role conflict among married and working students by reinforcing psychological endurance (Hidayati et al., 2022; Palupi, 2024). However, research integrating religiosity (*tadayyun*), academic resilience, and dual-role conflict among student-mothers in online learning remains limited.

To address this gap, this study examines the role of *tadayyun* and academic resilience in predicting dual-role conflict among student-mothers engaged in online higher education. The

term *tadayyun* is used to reflect the integrated Islamic concept of faith encompassing belief, worship, and moral conduct (Al-Attas, 1980).

Based on the description above, the author proposes this research with the title: "The Role of *Tadayyun* and Academic Resilience in Predicting Dual Role Conflict in Student-Mothers Undergoing Online Learning."

RESEARCH METHODS

Research Design

This study employs a quantitative approach using a survey method. The quantitative approach was selected to allow the findings to be generalized and analyzed using objective statistical techniques (Sugiyono, 2019). Based on the research objectives, this study is classified as associative or correlational–predictive research, aiming to examine the extent to which *tadayyun* and academic resilience predict dual-role conflict among student-mothers engaged in online learning. Thus, the study not only examines relationships among variables but also measures the contribution of each independent variable to the dependent variable.

The research design is correlational, utilizing multiple linear regression analysis, as the study focuses on identifying relationships among variables without administering any specific intervention. The independent variables are *tadayyun* (X_1) and academic resilience (X_2), while the dependent variable is dual-role conflict (Y). Through this approach, the study seeks to provide empirical evidence on how religious values (*tadayyun*) and the capacity to cope with academic pressure (academic resilience) influence the level of dual-role conflict experienced by student-mothers during online learning.

Research Subjects and Location

Research Subjects

The population of this study consists of student-mothers enrolled in higher education through online learning systems. The sampling technique used is purposive sampling, which determines samples based on specific criteria aligned with the research objectives (Sugiyono, 2017). The inclusion criteria for participants are as follows:

1. Active female students enrolled in higher education institutions
2. Participating in online learning
3. Having at least one child and performing the role of a mother
4. Practicing Islam
5. Willing to participate voluntarily and complete the questionnaire honestly

Because the exact population size is unknown, the sample size was not determined using population-based formulas. For studies employing multiple linear regression analysis, a recommended approach is power analysis based on effect size as proposed by Cohen (1988). This method does not require population data, as the calculation is based on the number of predictors, expected effect size, significance level, and statistical power. Cohen formulated the sample size estimation for regression analysis as follows:

$$N = \frac{(Z_{\alpha} + Z_{\beta})^2}{f^2} + k + 1$$

Keterangan:

n = number of sampel

k = number of independent variables (predictor)

f² = effect size (small = 0.02; moderate = 0.15; big = 0.35)

Z_{α/2} for $\alpha = 0.01$ (two-tailed) → 2.576

Z_β for power = 0.95 → 1.645

Sample size determination was performed using the GPower program (Erdfelder, 2009) using an a priori method for multiple linear regression analysis (F-test: Linear multiple regression — R^2 increase). The parameters set were effect size $f^2 = 0.15$ (medium category; Cohen, 1988), significance level $\alpha = 0.01$, power = 0.95, and number of predictors $k = 2$. The calculation results indicated a minimum sample requirement of 122 respondents.

To anticipate a possible 15% non-response, the number of respondents invited was adjusted to 144 ($[122/(1-0.15)] \approx 144$). The non-response adjustment was made to anticipate the possibility that some respondents did not provide answers or did not complete the questionnaire. By adding a 15% reserve, the number of respondents invited became 144 to obtain a minimum of 122 respondents according to the power analysis results.

This calculation was also verified using Cohen's analytic formula (as described earlier), ensuring adequate statistical power to detect a moderate effect at a stringent significance level. In practice, a total of 152 respondents were successfully obtained, exceeding the minimum required sample size. However, after conducting classical assumption tests, two respondent data points were identified as extreme values (outliers) and were therefore removed. As a result, the final dataset used in the analysis consisted of 150 respondents.

Research Location (Research Procedure)

This study was conducted online by reaching respondents from various regions across Indonesia. Data collection was carried out using a digital questionnaire (Google Forms), which was distributed through social media platforms, student groups, and communities of women or student-mothers. The selection of an online setting was considered appropriate because all participants were engaged in online learning systems. Therefore, virtual data collection was more effective, efficient, and aligned with the characteristics of the research population.

Data Collection Techniques

Data were collected using an online questionnaire distributed via Google Forms. This method was chosen for its efficiency, accessibility, and suitability for student-mothers engaged in online learning, allowing wider geographic reach, reduced time and cost, and systematic data collection and processing. Online surveys are also relevant to studies conducted in virtual learning contexts and offer advantages in speed, broad participant reach, and flexible response time (Wright, 2005); (Redlich-Amirav & Higginbottom, 2014)).

Data Processing and Analysis Techniques

Data analysis employed inferential statistics to generalize findings from the sample to the population (Sugiyono, 2019). The collected data were analyzed using multiple linear regression to examine the influence and predictive power of *tadayyun* and academic resilience on dual-role conflict. The analysis included classical assumption tests (normality, multicollinearity, heteroscedasticity, and linearity) and hypothesis testing using the coefficient of determination (R^2), F-test (simultaneous), and t-test (partial) to ensure model validity and assess variable effects.

RESULT AND DISCUSSION

Results

Statistical Assumption Test Results

Normality Test

The normality test is conducted to ensure that the residual data in the regression analysis meets the assumption of a normal distribution. Meeting this assumption is crucial for unbiased regression parameter estimates and accurate interpretation (Ghozali, 2021). To obtain more comprehensive results, the normality test is conducted in three stages: examination using a

histogram, verification using a Normal P–P Plot, and statistical normality testing using the Kolmogorov–Smirnov test to determine whether the residual distribution differs significantly from a normal distribution. These three stages complement each other, providing a more accurate picture of the residual distribution pattern.

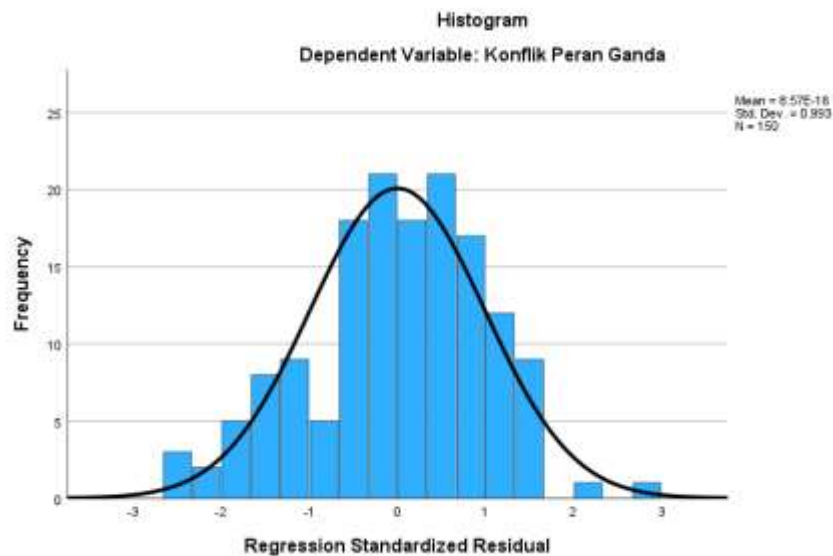


Figure 1. Regression Residual Histogram

The histogram of standardized residuals in the regression model shows that the residual distribution pattern forms a curve that approximates a normal distribution. This is evident from the symmetrical shape of the histogram, with a peak around the residual value of 0, and the gradual decrease in residual distribution to the left and right. The normal curve line displayed in the graph also follows the shape of the histogram quite consistently, indicating that the residuals do not deviate significantly from the normal distribution.

The mean residual value = $8.57E-16$, which is very close to zero, and the standard deviation = 0.993, which is close to 1, further confirm that the residuals are well standardized. This condition indicates that the assumption of residual normality is met, which is one of the main requirements in linear regression analysis.

According to Ghazali (2018), residual normality can be analyzed through a histogram. The residuals are said to be normally distributed if the histogram graph shows a bell-shaped curve and is not skewed to one side. Similarly, (Hair, 2019) asserted that a near-normal residual distribution ensures that the regression model provides unbiased and valid estimates in significance testing.

Thus, based on the histogram pattern of the standardized residuals, it can be concluded that the regression model meets the assumption of residual normality, making it suitable for further inferential analysis.

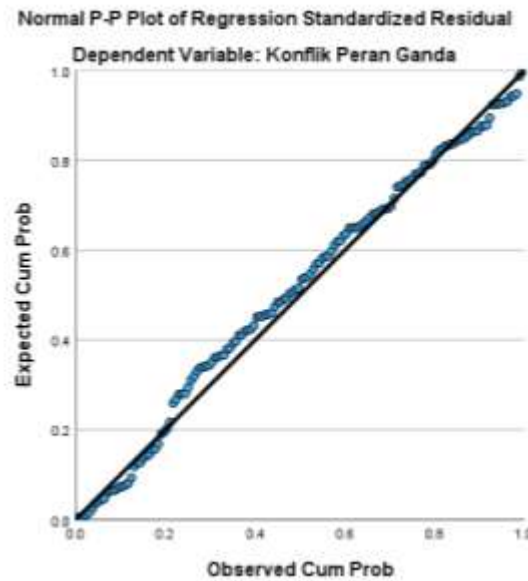


Figure 2. Normal P–P Plot of Regression Residuals

The Normal P–P Plot of Regression Standardized Residuals shows a pattern of residual points that follow and lie very close to the diagonal line. This pattern indicates that the residual distribution approaches a normal distribution. According to Ghozali (2021), a regression model is said to meet the assumption of normality if the points on the P–P Plot are distributed around the diagonal line and follow the direction of the line. A distribution pattern that does not form extreme deviations or curvature indicates no significant deviation from normality.

Therefore, based on the P–P Plot visualization, it can be concluded that the residuals of the regression model in this study are normally distributed. This strengthens the reliability of the regression estimates, as the assumption of residual normality is one of the main prerequisites in classical linear regression analysis (Economics et al., n.d.).

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	
N		150	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	7.06341066	
Most Extreme Differences	Absolute	.063	
	Positive	.041	
	Negative	-.063	
Test Statistic		.063	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.145	
	99% Confidence Interval	Lower Bound	.136
		Upper Bound	.154

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.
- e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 926214481.

Figure 3. Table of Kolmogorov–Smirnov Normality Test Results

Based on the Kolmogorov–Smirnov normality test results for unstandardized residuals, the Asymp. Sig. (2-tailed) value was 0.200. This value is >0.05 , so it can be concluded that there is no significant difference between the distribution of the study residuals and a normal

distribution. Therefore, the residuals of the regression model are normally patterned, and the assumption of normality is met.

Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-13.893	5.707		-2.434	.016		
	Tadayyun	.190	.077	.177	2.485	.014	.526	1.900
	Resiliensi Akademik	.650	.071	.649	9.131	<.001	.526	1.900

a. Dependent Variable: Konflik Peran Ganda

Figure 4. Multicollinearity Test Coefficients Table

The multicollinearity test aims to ensure that there is no high correlation between the independent variables in the regression model. Based on the coefficients output above, the tolerance value for the *Tadayyun* and Academic Resilience variables is 0.526, respectively, and the variance inflation factor (VIF) for both variables is 1.900.

Theoretically, a model is considered free from multicollinearity if the tolerance value is greater than 0.10 and the VIF value is less than 10.00 (Ghozali, 2018). A tolerance value of 0.526 indicates that a substantial proportion of the variance in each independent variable is still unexplained by the other independent variables. Meanwhile, a VIF value of 1.900 indicates that there is no excessive multiplication of variance in the model.

Thus, it can be concluded that the regression model in this study does not experience multicollinearity. Therefore, the two independent variables, *Tadayyun* and Academic Resilience, meet the assumption of independence between variables and are suitable for use in multiple linear regression analysis.

Heteroscedasticity Test

The heteroscedasticity test is conducted to ensure that the residual variance in the regression model is constant. If the residual variances are unequal, the regression results can be biased and less reliable. To detect this, this study used two methods: the Glejser test and a scatterplot.

The Glejser test is used as a formal test to determine whether the independent variables significantly influence the absolute residual values. Meanwhile, the scatterplot is used as a visual test to determine whether there is a specific pattern in the distribution of the residuals. These two methods are commonly used in regression analysis because they are considered effective in detecting the presence or absence of heteroscedasticity (Ghozali, 2018).

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.584	3.455		3.642	<.001
	Tadayyun	-.036	.046	-.086	-.770	.442
	Resiliensi Akademik	-.038	.043	-.099	-.880	.380

a. Dependent Variable: ABS_RES

Figure 5. Glejser Test Results for Heteroscedasticity

Based on the Coefficients table, the significance value (Sig.) for the *Tadayyun* variable is 0.442 and for the Academic Resilience variable is 0.380. All significance values are greater than the 0.05 level. This indicates that there is no significant influence between the independent

variables and the absolute residual values. Therefore, the regression model does not experience heteroscedasticity, and the residual variance can be considered homogeneous (Ghozali, 2018).

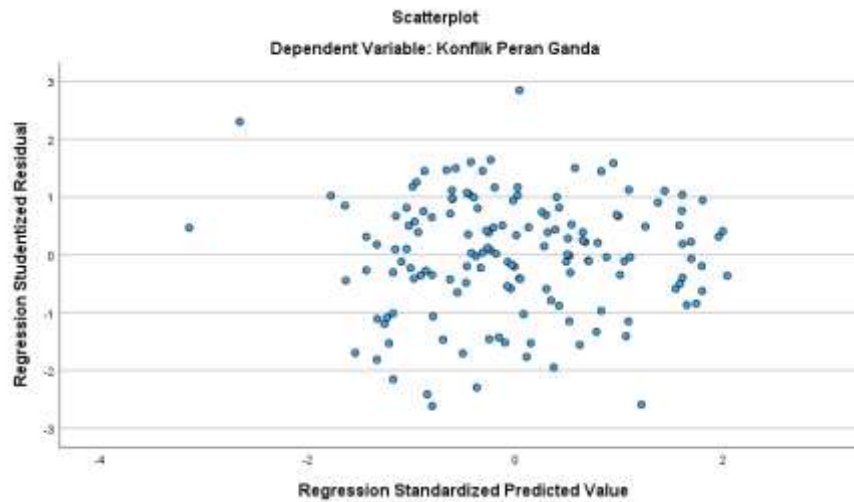


Figure 6. Scatterplot of Residuals

The scatterplot above displays the relationship between the Regression Standardized Predicted Value (SDP) on the X-axis and the Regression Studentized Residual (SSD) on the Y-axis. A heteroscedasticity test using a scatterplot was performed to determine whether there was a specific pattern in the distribution of the residuals. The graph above shows that the residual points appear to be randomly distributed above and below 0 on the Y-axis, indicating no concentration of points in any particular area. In other words, it indicates that the residual variance is constant for each predicted value, thus preventing heteroscedasticity in the regression model. Therefore, the assumption of homoscedasticity is met, and the regression model is suitable for further analysis.

Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Konflik Peran Ganda * Tadayyun	Between Groups	(Combined)	10536.573	40	263.414	3.377	<.001
		Linearity	7388.850	1	7388.850	94.719	<.001
		Deviation from Linearity	3147.724	39	80.711	1.035	.432
	Within Groups		8502.920	109	78.008		
Total			19039.493	149			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Konflik Peran Ganda * Resiliensi Akademik	Between Groups	(Combined)	13081.230	42	311.458	5.593	<.001
		Linearity	11293.291	1	11293.291	202.808	<.001
		Deviation from Linearity	1787.939	41	43.608	.783	.811
	Within Groups		5958.263	107	55.685		
Total			19039.493	149			

Figure 7. ANOVA Table: Linearity Test

The linearity test results indicate that the relationship between *tadayyun* and multiple role conflict is linear, as evidenced by a significant Linearity value ($p < 0.001$) and a non-significant Deviation from Linearity ($p = 0.43$). Similarly, the relationship between academic resilience and multiple role conflict meets the assumption of linearity, with a Linearity value of $p < 0.001$ and a Deviation from Linearity of $p = 0.81$ ($p > 0.05$). These findings suggest no meaningful deviation

from a linear pattern, indicating that the regression model is appropriate for further analysis (Ghozali, 2018).

Quantitative Research Results

Partial t-test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-13.893	5.707		-2.434	.016
	Tadayyun	.190	.077	.177	2.485	.014
	Resiliensi Akademik	.650	.071	.649	9.131	<.001

a. Dependent Variable: Konflik Peran Ganda

Figure 8. t-Test Results (Partial Test)

Before interpreting the t-test results for each independent variable, the first step is to determine the t-table value as a basis for decision-making. The t-table value is obtained using the degrees of freedom (df), which is the number of samples minus the number of independent variables and a constant ($df = n - k - 1$), and the research significance level ($\alpha = 0.05$). Thus, the t-table value is ± 1.976 ($df = 147$, $\alpha = 0.05$).

Based on the results of the multiple linear regression analysis, the *Tadayyun* variable has a calculated t-value of 2.485, greater than the t-table (1.976), and a p-value of $0.014 < 0.05$. Thus, *Tadayyun* is proven to have a significant effect on Dual Role Conflict. The B coefficient of 0.190 indicates that each one-unit increase in the *Tadayyun* score increases the Dual Role Conflict score by 0.190 points, indicating a positive effect.

Meanwhile, the Academic Resilience variable showed a much larger t-value of 9.131 with a p-value < 0.001 , indicating a highly significant effect. The B coefficient of 0.650 indicates that each one-unit increase in academic resilience increases dual role conflict by 0.650 points, indicating a positive effect. The larger B value indicates that Academic Resilience is the most dominant predictor in this model. Overall, both independent variables were shown to contribute significantly to explaining variations in Dual Role Conflict among student-mothers.

The following is the multiple linear regression equation based on the t-test table above:

The regression equation uses the B value (unstandardized coefficient), as this is the one used in the predictive model:

$$Y = a + b_1X_1 + b_2X_2$$

From the table, it is known that:

$$a \text{ (Constant)} = -13.893$$

$$b_1 \text{ (Tadayyun)} = 0.190$$

$$b_2 \text{ (Academic Resilience)} = 0.650$$

The equation is:

$$Y = -13.893 + 0.190X_1 + 0.650X_2$$

Description:

Y = Dual Role Conflict,

X₁ = *Tadayyun*

X₂ = Academic Resilience

The regression equation shows that dual role conflict increases with increasing *tadayyun* and academic resilience. *Tadayyun* has an effect of 0.190, while academic resilience has a larger effect of 0.650. This confirms that both variables are positively related to dual role conflict, and academic resilience is the most dominant predictor.

The constant value of -13.893 indicates that when *tadayyun* and academic resilience are at their minimum value (0), the baseline value of dual role conflict is negative, substantively indicating that dual role conflict in the absence of predictor factors is very low. In the context of this study, a value of zero for both predictor variables is impossible because instrument scores have a certain minimum threshold. Therefore, the negative constant is not interpreted substantively but merely represents a mathematical adjustment to form a regression line that best fits the data (Ghozali, 2021).

Overall, these results indicate that both predictor variables positively influence dual role conflict in student-mothers taking online courses.

Simultaneous F-Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11605.620	2	5802.810	114.747	<.001 ^b
	Residual	7433.874	147	50.571		
	Total	19039.493	149			

a. Dependent Variable: Konflik Peran Ganda

b. Predictors: (Constant), Resiliensi Akademik, Tadayyun

Figure 9. F-Test Results (Simultaneous Test)

Based on the ANOVA results in the table above, the calculated F-value was 114.747 with a significance level of $p < 0.001$. At a significance level of $\alpha = 0.05$, the F-table value ($df_1 = 2$; $df_2 = 147$) was approximately 3.06. The results of the F-test (ANOVA) indicate that the regression model in this study is statistically significant. The calculated F-value of 114.747 is significantly greater than the F-table value of 3.06 at the 5% significance level ($df_1 = 2$; $df_2 = 147$). Furthermore, the significance value of $p < 0.001$, which is below the threshold of $\alpha = 0.05$.

Thus, it can be concluded that *Tadayyun* and Academic Resilience simultaneously have a significant influence on Dual Role Conflict in student-mothers undergoing online lectures. This finding aligns with regression analysis guidelines, which state that a regression model is considered fit if the calculated F-value is greater than the F-table and $p < 0.05$ (Ghozali, 2021).

Coefficient of Determination Test (R Square)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781 ^a	.610	.604	7.11130

a. Predictors: (Constant), Resiliensi Akademik, Tadayyun

Figure 10. R-Square Test Results

The R-Square value of 0.610 indicates that 61% of the variation in Dual Role Conflict can be explained by the two predictors used, namely Academic Resilience and *Tadayyun*. In other words, these two variables provide a large and significant explanatory contribution to changes in dual role conflict among respondents. Meanwhile, the remaining 39% is explained by other factors outside this research model. The R-Square value of 0.610 is considered strong, indicating the model has good predictive ability (Ghozali, 2021).

Hypothesis Test Results:**Table 1.** Hypothesis Testing Decisions

Hypothesis	Hypothesis Statement	Statistical Result	Decision
H1 (Major)	<i>Tadayyun</i> and academic resilience simultaneously have a significant effect on dual-role conflict.	F-test, Sig < 0.05	Accepted
H1a (Minor X1)	<i>Tadayyun</i> has a significant effect on dual-role conflict.	t-test, Sig < 0.05	Accepted
H1b (Minor X2)	Academic resilience has a significant effect on dual-role conflict.	t-test, Sig < 0.05	Accepted

Discussion**Demographic Data Analysis**

The findings indicate that student-mothers in online learning face complex, overlapping role demands. Most respondents are in early-to-middle adulthood (57.3%), with an average age in the mid-30s, a life stage characterized by peak responsibility (Levinson, 1978; *Elizabeth_Hurlock_Psikologi_Perkembangan.Pdf*, n.d.) The majority have more than one child (78%) and lack domestic assistance (82%), increasing caregiving and household burdens.

Nearly half of the respondents (47.3%) are first-year students, a group shown to experience higher academic and psychological stress due to transitional challenges (Putra & Nadi, 2024; Febrianto, 2025). High levels of depression, anxiety, and stress among first-year students further confirm this vulnerability (Haruna et al., 2025). Additionally, 61% of respondents work part- or full-time, creating a *triple burden* as students, mothers, and workers, particularly intensified by online learning (Moser, 1993; Putri & Satrya, 2025).

Overall, these demographic conditions objectively increase the risk of dual role conflict, especially time- and energy-based conflict. Role conflict arises when multiple role demands cannot be fulfilled simultaneously (Goode, 1960; (Greenhaus & Beutell, 1985). and should be understood as a structural consequence of accumulated roles rather than personal inadequacy (Barthauer et al., 2018; Feng et al., 2023)(Sukamahi et al., 2025).

Descriptive results show relatively high levels of *tadayyun* and academic resilience, while dual role conflict remains moderate, explaining the positive association between these variables.

***Tadayyun* and Dual Role Conflict**

Higher *tadayyun* is associated with increased dual role conflict due to stronger moral and religious commitment. Religiosity encourages individuals to perceive family, academic, and social roles as moral and spiritual obligations (*amanah*) ((Pargament K. I. (1997)., 1997); (Noh & Rahman, 2018)). In Muslim women, *tadayyun* strengthens commitment to multiple roles, which may increase perceived role demands rather than reduce conflict (Aziz et al., 2021).

Theologically, Islamic teachings emphasize responsibility across life domains (QS. Al-Ahzab 33:72), reinforcing obligation-oriented behavior (Glock & Stark, 1965; Pargament, 1997). Empirical studies show that religiosity enhances discipline, prosocial responsibility, and commitment to family and academic roles ((Kelly et al., 2024); (Azliyanti & Jadmiko, 2024)).

Moreover, *tadayyun* often entails higher ideal standards in fulfilling roles (Allen & Wang, 2014). When these standards cannot be fully achieved—particularly in the context of online learning—student-mothers may experience increased dual role conflict.

Academic Resilience and Dual Role Conflict

Academic resilience that increases dual role conflict can be understood as an adaptive resource that is not purely protective. Rather than reducing demands, high academic resilience encourages students to take on greater academic responsibilities. (Review, 2009) defines academic resilience not only as the ability to endure pressure but also as sustained effort and

engagement, while (Cassidy, 2016) emphasizes perseverance, adaptive help-seeking, and emotional regulation as proactive responses that may increase academic workload. Empirical evidence shows that resilience enhances academic engagement through self-regulation behaviors such as planning, monitoring, and self-evaluation, making students more confident in managing and accepting additional academic tasks ((Behaviors et al., 2024)(Penelitian, 2023)

Resilience does not eliminate role strain but enables continued achievement under pressure. (Richardson, 2002) conceptualizes resilience as the capacity to adapt within stressful conditions rather than remove stressors. Students with high resilience remain committed to academic roles despite ongoing conflict. Studies demonstrate that resilient individuals maintain motivation, self-regulation, and achievement orientation even under intense academic pressure (Steel et al., 2024; Amin et al., 2025; Annisania & Nursanti, 2024). Thus, academic resilience functions as a driver of persistence and performance rather than a stress-buffering mechanism.

Online learning increases the intensity of academic interactions

Online learning further intensifies academic interaction and workload. Research shows that online education increases assignments, discussions, and student–faculty communication through digital platforms ((Dhawan, 2020) Lederman, 2020), including in Indonesia (Andriansyah et al., n.d.; Cynara et al., 2022; Meeting & Meeting, 2020). When these intensified academic demands coincide with domestic and caregiving responsibilities, overlapping role demands emerge, increasing role strain and conflict (Goode, 1960). Indonesian studies confirm that students—particularly student-mothers—experience time-management difficulties, fatigue, stress, and concentration problems during online learning (Kurniati & Setyowibowo, 2023; *No Title*, 2022).

General Interpretation

Respondents' demographic characteristics place student-mothers in a high-risk context for dual role conflict: early adulthood, multiple children, limited domestic support, first-year academic status, and concurrent employment. Descriptive results show relatively high levels of *tadayyun* and academic resilience alongside moderate dual role conflict, explaining the positive relationships among these variables. *Tadayyun* strengthens moral and spiritual commitment to family and educational roles, while academic resilience increases persistence and academic engagement, thereby amplifying objective role demands.

Regression results indicate that academic resilience has a stronger direct effect on dual role conflict than *tadayyun*. Resilience is closely linked to operational academic demands such as time management, task completion, online learning adaptation, and problem-solving, whereas *tadayyun* operates indirectly by providing spiritual meaning and religious coping. Together, *tadayyun* and academic resilience explain 61% of the variance in dual role conflict ($R^2 = 0.610$), demonstrating strong predictive power.

Consistent with (Analysis, 2024), these findings suggest that dual role conflict among adult student-parents reflects high role involvement rather than personal deficiency. Successful navigation of multiple roles depends on a combination of individual adaptive strategies and social support, particularly from family and partners.

CONCLUSION

Based on the data analysis and statistical testing conducted in this study, the following conclusions can be drawn:

First, the results indicate that *tadayyun* (religious commitment) plays a significant role in dual role conflict among student mothers. The regression coefficient of 0.190, with a positive trend, indicates that increasing levels of *tadayyun* are followed by increased dual role conflict. This finding indicates that *tadayyun*, or religiosity, fosters a moral and spiritual commitment to

simultaneously fulfilling multiple roles, thus contributing to the increased potential for role conflict.

Second, the analysis results indicate that academic resilience plays a significant and dominant role in dual role conflict among student mothers. The regression coefficient of 0.650, with a positive trend, confirms that the higher the academic resilience, the greater the dual role conflict experienced. This indicates that academic resilience encourages student mothers to persist and actively engage in academic demands despite facing limitations in domestic roles, thereby increasing the burden of their roles.

Third, the results of the simultaneous test indicate that *tadayyun* and academic resilience together play a significant role in dual role conflict among student mothers taking online courses. The calculated F-value of 114.747 ($p < 0.001$) and R-square of 0.610 indicate that the two variables collectively explain 61% of the variation in dual-role conflict, thus demonstrating strong predictive power in the regression model. These results confirm that dual-role conflict among students and mothers is a phenomenon influenced by a combination of religious and academic factors within the context of online learning demands.

These findings address the research objective by demonstrating that high levels of *tadayyun* (religious commitment) and academic resilience do not necessarily reduce dual-role conflict but are instead associated with increased role involvement, which in turn can increase the potential for role conflict among students and mothers.

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