

# Beyond the Classroom in Indonesia: How Organizational Support Shapes Academic Stress and Emotional Wellness

Ferdino Putra Pratama<sup>1</sup>, Raden Johnny Hadi Raharjo<sup>2</sup>

<sup>1,2</sup>Management Study Program, Faculty of Economics and Business, Universitas Pembangunan Nasional Veteran Jawa Timur, Indonesia

## Abstract:

In the era of modern education characterized by technological developments, understanding the factors that affect the academic load and emotional well-being of lecturers and students is very important. This study explores the impact of organizational support, time flexibility, and technological adaptation on the academic load and emotional well-being of lecturers and students in the college environment. Data was collected through an online questionnaire from 120 respondents, consisting of 92 female and 28 male respondents. Meanwhile, from the point of view of time flexibility, as many as 60 respondents came from universities that apply time flexibility. In comparison, the other 60 respondents came from universities that do not apply time flexibility. The data analysis technique used in this study is Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS software. The analysis results show that high awareness and understanding of lecturers and students on academic load is the main factor that eliminates the significant influence of variables such as organizational support, time flexibility, and technological adaptation to academic load. Nonetheless, the focus of the study shows that organizational support, technological adaptation, and academic load significantly influence emotional well-being. A deep understanding of the relationship between these variables can assist universities in creating an academic environment conducive to the development and well-being of the academic community.

**Keywords:** Organizational Support, Time Flexibility, Technological Adaptation, Academic Load, Emotional Well-Being, Lecturers and Students, Universities

## 1. Introduction

The traditional view of the world of work that emphasizes the importance of physical presence in the office has long been rooted in society. An employee's physical presence in the workplace is often seen as a marker of commitment and productivity. This approach is known as the job demands-resources model, which associates direct engagement with an individual's ability to demonstrate dedication and complete work effectively (Bakker & Demerouti, 2014). Universities in Indonesia, especially in the context of the role of lecturers and students, often adopt this view. Lecturers are expected to be present on campus as evidence of commitment to teaching and research. Meanwhile, students are expected to be in class to follow learning and interact directly with lecturers. This academic culture that values direct interaction is supported by Zainuddin & Halili (2016), which reveals the significance of direct interaction between lecturers and students for concept understanding and deep learning.

However, it must be admitted that this view began to shift along with the development of information and communication technology. Modern universities tend to be more open to flexible work, where physical presence is not the only measure of productivity (Afrianty et al., 2022). Lecturers and students can utilize information and communication technology to support distance learning and research (Al-Mawee et al., 2021; Rapanta et al., 2020). Freedom and flexible working hours are key to creating a dynamic and innovative academic environment. Although the tradition of physical presence is still dominant, more advanced universities view that adjustments to technological developments can provide significant benefits for developing education and research.

The COVID-19 pandemic, which entered Indonesia in 2020, also brought many changes in the context of higher education. This difficult situation can encourage the development of information and

communication technology (Sitohang et al., 2021). Along with physical distancing policies and social movements, many universities are forced to adopt distance learning models (Muller et al., 2021). This changes not only the normal order of learning but also the view of the university work system. In this situation, lecturers and students have more time flexibility. Lecturers are no longer bound by having to be present on campus daily but can use technology to organize lectures online. This allows lecturers to manage their teaching schedules flexibly and create space for developing innovative learning content (Dhawan, 2020). On the other hand, students can access learning materials from anywhere, allowing them to manage study time according to personal needs and comfort (Huang et al., 2020). Although the pandemic has brought many challenges, changes in university work systems open up opportunities to continue developing more adaptive and inclusive approaches (Amir et al., 2020). The time flexibility gained during the pandemic can be the foundation for shaping an educational future that is more dynamic and responsive to individual needs and environmental changes.

After the COVID-19 pandemic, most lives have returned to relatively normal. However, there is a unique phenomenon in some universities in Indonesia that still maintain a system of time flexibility in working (Prabawangi et al., 2021). In addition, according to Pabelan (2022), some universities have returned to the original system, namely offline learning, which requires lecturers and students to be present on campus. This phenomenon is an interesting topic to be researched because it indicates a paradigm shift in the world of education. Much debate arose around why the college chose to stick with time flexibility. Rahiem (2021) mentioned that the time flexibility model has increased efficiency to a higher degree. During the pandemic, universities have benefited from using technology to support learning and collaboration without having to fixate on a specific time and location (Dhawan, 2020; Fatoni et al., 2020). The decision to maintain this system can also be influenced by positive responses from lecturers and students, who may feel more free and able to manage their time more effectively (Dwidienawati et al., 2020). The discussion on time flexibility in higher education post-COVID-19 created an interesting dynamic in the academic sphere. It inspired further research to understand the impact and implications of these changes on Indonesian universities.

Higher education plays a crucial role in creating a sustainable educational environment, especially in the face of dynamic changes in this modern era. Universities need to provide full support, not only through adequate facilities but also through implementing policies that support time flexibility. Higher education institutions must be able to adapt to the dynamics of the times and the needs of student lecturers, both in terms of learning and welfare development (Sheail, 2018). By providing space for time flexibility, universities can provide access to more inclusive education that meets diverse needs. In addition, policies that support time flexibility can also improve the balance between academic activities and personal life and assist lecturers and students in achieving work or academic goals (Lambert et al., 2012).

Time flexibility is a key aspect that defines today's academic environment, given that lecturers and students increasingly face pressure to accommodate their work, education, and personal lives. Modern colleges have seen significant growth in flexible work and learning (Afrianty et al., 2022). However, there are still many considerations in practice, such as whether these system changes positively or negatively impact the emotional well-being of lecturers and students (Cena et al., 2023). This may be one of the reasons why some universities in Indonesia still need to implement a time flexibility system. On the one hand, time flexibility is considered a new opportunity to increase effectiveness, creativity, and efficiency in learning and teaching (Prabawangi et al., 2021). However, on the other hand, there are also concerns related to the additional workload felt by lecturers who have to adapt to new technologies and teaching methodologies, as well as students who feel pressured by increasingly complex academic loads (Draxler et al., 2022; Nastiti & Hayati, 2020). Implementing an excessive time flexibility system also has the potential to add pressure and stress that can damage emotional well-being and lead to negative impacts in the long run (Marais et al., 2020). Emotional well-being is a key factor in an individual's quality of life. Good emotional well-being can increase motivation, productivity, and quality of academic performance (Salami, 2010). Therefore, understanding how organizational support, time flexibility, and technological adaptation affect academic load and emotional well-being is crucial in the college context.

This study explored the impact of organizational support, time flexibility, and technological adaptation on lecturers' and students' academic load and emotional well-being in two groups of college environments. By understanding the role and interaction of these variables, this study aims to contribute empirical data that can be the basis for decision-making and policy-making in higher education institutions. The data are

expected to provide deep insights and fill the literature gap on how organizational support, time flexibility, and technological adaptation can affect lecturers' and students' academic load and emotional well-being. The findings of this study are expected to provide a more systematic view for higher education institutions in developing policies that support improved emotional well-being and effective implementation of time flexibility.

## **2. Literature Review**

### **2.1 Organizational Support**

Organizational support is a key variable in the context of individual success in the work environment. Organizational support refers to the extent to which members of an organization believe that the entity they work for values contributions and cares about their well-being (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). Organizational support is no less important aspect in the practice of implementing time flexibility for lecturers and students. With strong organizational support and structured institutional policies, universities can create an environment that balances academic activities and personal life through flexible work and study systems (Lambert et al., 2012; Sheail, 2018). A deep understanding of organizational support is essential for universities to create a conducive work environment and support the growth and well-being of lecturers and students.

### **2.2 Time Flexibility**

Time flexibility refers to individuals determining when, where, and how they carry out their tasks and activities (Andrade et al., 2019). According to Huang et al. (2020), time flexibility can manifest in the form of looser working hours, the use of technology to work remotely, or the opportunity to set work schedules that align with individual preferences. With this flexibility, individuals can more easily achieve work or academic goals. Organizational flexibility refers to an organization's ability to adapt to environmental changes (Hill et al., 2008; Phillips & Tuladhar, 2000). In higher education, organizational flexibility is often described as managerial ability and rapid responsiveness in dealing with change efficiently. Employee flexibility is an employee's ability to adapt to changes in their work and organization (Beltran-Martin & Roca-Puig, 2013). In this literature, it is argued that a dynamic workplace requires employees to be more flexible in the use of skills, creativity, innovation, perception of job roles, and the ability to adapt to changes in the work environment (Beltran-Martin et al., 2008; Bhattacharya et al., 2005). Flexible work refers to the ability to tailor an employee's contract with the organization to allow for greater adjustment to changing circumstances (Wright & Bretthauer, 2010). Finally, flexible working arrangements are organizational practices that help employees decide when and where work is done (T. D. Allen et al., 2013; Hill et al., 2008). Meeting the demands of flexibility by employees in the workplace can increase job satisfaction, reduce stress, and increase employee motivation.

### **2.3 Technological Adaptation**

In the digital transformation era, technological adaptation is a key pillar for organizations, including universities, to ensure the continuity and relevance of the academic environment. Higher education institutions need to understand in depth the factors that influence the process of technological adaptation to create a more flexible and innovative learning system (Dhawan, 2020). Lecturers and students are expected to utilize technology to increase efficiency and productivity in academic activities (Dwidienawati et al., 2020). By utilizing technology, universities can form a learning environment responsive to the times (Kirkwood & Price, 2013). Using online platforms, educational applications, and digital learning aids is important in creating a more dynamic learning atmosphere (Sitohang et al., 2021). In this way, the educational process becomes more efficient and accommodates students' diverse learning styles (Fatoni et al., 2020). The importance of technological adaptation is also reflected in the increased competitiveness of organizations in today's digital era. Universities that can integrate technology well will more easily attract students and create graduates ready to face challenges in the growing world of work.

## 2.4 Academic Load

In academia, high-stress levels are often a serious obstacle for lecturers and students. This kind of stress tends to be triggered by a high academic load. Lecturers are often faced with a heavy workload, including teaching responsibilities, guiding research, and contributing to the administrative activities of the college. Some lecturers feel insomnia and often complain of dizziness, drowsiness when teaching, and irritability towards something (Pertiwi et al., 2017). This shows that lecturers feel a problem of work stress due to the high academic load. Meanwhile, students also experience similar pressure due to the number of academic tasks and responsibilities that are sometimes uncontrollable (Mustikawati & Putri, 2018). Both parties, lecturers and students, often feel overwhelmed because the number of assignments is not balanced with the available deadlines and exceeds their capacity (Christiana, 2020).

## 2.5 Emotional Well-Being

Emotional well-being is seen as the result of an individual's real actions in actualizing their potential well, which is usually influenced by individual talents, values, and needs (Sutherland & Adams, 2019). Emotional well-being is a concept that includes an individual's level of happiness, satisfaction, comfort, and psychological well-being (Siddiqui, 2015). According to Morales-Rodriguez et al. (2020), emotional well-being is an important factor that affects the success of lecturers and students in adapting to campus life. Lecturers and students must be able to adjust to the new learning context and increased academic pressure so that the balance between work and personal life will be much more maintained. Meanwhile, according to Nielsen et al. (2017), high emotional well-being is associated with lower stress levels, better performance, and higher work attendance. Research by Kassim et al. (2016) shows that lecturers who feel satisfied with their work have better emotional well-being. In the context of college students, emotional well-being can be affected by academic stress levels. Research by Zhang & Zheng (2017) shows that college students who experience high-stress levels tend to have lower emotional well-being. Well-established social relationships can indirectly improve student welfare and reduce stress levels (Marais et al., 2020).

## 2.6 The Effect of Organizational Support on Academic Load

Higher education institutions focusing on time flexibility can create a more controlled and efficient work and learning environment. Research by I. E. Allen & Seaman (2011) highlights that institutional policies supporting time flexibility in online education can increase student participation and reduce lecturer schedule-related pressures. This creates conditions that support work-life balance, reduces the academic load on lecturers and students, and can improve the quality of learning in higher education. Organizational support is important in reducing the academic load on lecturers and students. In this context, organizational support is a practical assistance and a source of motivation and understanding students' academic challenges. Based on this discussion, organizational support has a negative and significant effect on the academic load of lecturers and students.

**H<sub>1</sub>: Organizational support has a negative and significant effect on the academic load of lecturers and students.**

## 2.7 The Effect of Organizational Support on Emotional Well-Being

Organizational support and policies that provide time flexibility help reduce the pressure lecturers and students may face in carrying out their academic duties. According to research by Kossek & Lautsch (2012), organizational support in terms of time flexibility can create conditions in which lecturers and students can more effectively balance work and personal life demands, positively affecting their emotional well-being. These findings provide valuable insights for universities to improve the quality of working life and emotional well-being of lecturers and students, with the potential to support the achievement of overall organizational goals. Based on the discussion, organizational support has a positive and significant effect on the emotional well-being of lecturers and students.

**H<sub>2</sub>: Organizational support has a positive and significant effect on the emotional well-being of lecturers and students.**

## **2.8 The Effect of Time Flexibility on Academic Load**

Research by Huang et al. (2020) revealed that time flexibility allows lecturers and students to manage their schedules and time, allowing them to tailor the workload to personal and professional needs. This flexibility provides the ability to respond to unexpected changes and allows them to carry out academic tasks without sacrificing life balance. This condition can also indirectly reduce their stress levels, especially in responding to increasingly complex academic loads. Based on this discussion, time flexibility has a negative and significant effect on the academic load of lecturers and students.

**H<sub>3</sub>: Time flexibility has a negative and significant effect on the academic load of lecturers and students.**

## **2.9 The Effect of Time Flexibility on Emotional Well-Being**

Stanton et al. (2016) mentioned that increased emotional well-being is influenced by the flexibility of learning time and the environmental conditions around them. Lecturers and students with time flexibility feel increased self-control and job satisfaction. Meanwhile, Linando et al. (2022) revealed that the flexibility of working time positively affects the emotional well-being of lecturers in universities, especially in Indonesia. By allowing for a balance between personal and professional life, time flexibility provides room for positive emotional development. Further, time flexibility can reduce the pressure and stress associated with increased academic load. In addition, the research highlights the importance of feeling connected and supported in a learning environment and how this can increase student confidence, engagement, and satisfaction. Based on this discussion, time flexibility has a positive and significant effect on the emotional well-being of lecturers and students.

**H<sub>4</sub>: Time flexibility has a positive and significant effect on the emotional well-being of lecturers and students.**

## **2.10 The Effect of Technological Adaptation on Academic Load**

According to Sitohang et al. (2021), integrating technology into learning can increase lecturer productivity and provide students with a more interactive learning experience. To improve teaching effectiveness, lecturers who can adapt technology in the teaching process can use advanced tools, such as online learning platforms, simulations, and data analysis software. The use of technology will help lecturers in reducing job demands. On the other hand, it also indirectly provides flexibility for students in accessing learning materials, which in turn can reduce their academic load on the schedule and assignments given. Based on this discussion, technological adaptation has a negative and significant effect on the academic load of lecturers and students.

**H<sub>5</sub>: Technological adaptation has a negative and significant effect on the academic load of lecturers and students.**

## **2.11 The Effect of Technological Adaptation on Emotional Well-Being**

Research by Junco (2014) shows that college students actively involved in technology use have higher emotional well-being. Technology's flexibility and involvement in learning create a learning environment more supportive of student life. Meanwhile, lecturers who can adopt technology in their teaching methods can increase creativity in delivering material. Dhawan (2020) also mentioned that lecturers who actively use technology in their teaching report higher levels of job satisfaction, which can positively impact emotional well-being. Based on this discussion, technological adaptation has a positive and significant effect on the emotional well-being of lecturers and students.

**H<sub>6</sub>: Technological adaptation has a positive and significant effect on the emotional well-being of lecturers and students.**

## **2.12 The Effect of Academic Load on Emotional Well-Being**

According to Christiana (2020), lecturers and students often need help with the assignment volume and the time limits that must be met to complete tasks or work. This situation can hurt their emotional well-being. The heavier the academic load they have to bear, the more likely they are to experience high-stress levels. This stress, in turn, can reduce their level of emotional well-being. Therefore, more attention must be paid to task management and performance appraisal in an academic environment to ensure that lecturers and

students balance their workload while maintaining their emotional well-being. Based on this discussion, academic load has a negative and significant effect on the emotional well-being of lecturers and students.

**H<sub>7</sub>: Academic load has a negative and significant effect on the emotional well-being of lecturers and students.**

### **3. Materials and Methods**

Following the recommendations of Creswell & Creswell (2018), this study adopts a cross-sectional survey design. The cross-sectional design facilitates the collection of data from a broad spectrum of respondents at any one time, thus serving as an efficient method for testing relationships between variables. This design is particularly relevant to the objectives of this study, which investigated the impact of organizational support, time flexibility, and technological adaptation on the academic load and emotional well-being of lecturers and students in a college environment.

#### **3.1 Population and Sample**

The population of this study is lecturers and students from all universities in Indonesia. The population comes from two groups, namely the group of lecturers and students who have time flexibility and do not have time flexibility. However, this study was not conducted on the entire population. Only part of it will be taken as a research sample using the non-probability method with purposive sampling techniques (Sugiyono, 2018). Non-probability sampling is a sampling technique that does not give equal opportunities to every member of the population when it is selected as a sample. At the same time, the purposive sampling technique uses certain considerations per the desired criteria to determine the number of samples to be studied.

#### **3.2 Data Collection**

Data for this study were collected using online questionnaires, a tool often used in behavioral research (Gomm, 2008). This study also adopts Likert scale techniques 1-7, which are more precise and can minimize measurement errors (Munshi, 2014). The questionnaire is carefully developed with clear instructions based on the operational definition of the variable and incorporates several question indicators that align with each dimension of the variable. This is done to ensure consistency in filling.

#### **3.3 Measurement**

The research questionnaire was divided into several sections, each representing one of several variables of interest: organizational support, time flexibility, technological adaptation, academic load, and emotional well-being. Each section consists of several statement indicators designed based on the dimensions of each variable, following best practices in survey design (Fowler, 2014).

1. Organizational support: This section includes several questions that assess the extent to which the organization or institution supports the time flexibility of lecturers and students.
2. Time flexibility: This section includes several questions that assess the extent to which respondents feel influence over control or freedom in determining when, where, and how they carry out their daily tasks and activities.
3. Technological adaptation: This section includes several questions that assess the extent to which organizations provide adequate support facilities and the ability of lecturers and students to use technology.
4. Academic load: This section includes several questions that assess the extent of respondents' responses to the current academic load.
5. Emotional well-being: This section includes several questions that assess the extent to which respondents' responses relate to the effect of increasing academic demands on their emotional well-being.

#### **3.4 Operational Definition: Organizational Support (X1)**

In this study, organizational support can be interpreted as the level of assistance provided by universities to the welfare of lecturers and students and the extent of the response of lecturers and students to such support.

Its dimensions include organizational initiatives, policies that support well-being and life balance, and the availability of time flexibility needs (Eisenberger et al., 1986; Lambert et al., 2012; Sheail, 2018).

1. I consider that institutional policies have effectively supported flexibility in working or studying time.
2. I feel supported by the organization or institution in implementing time flexibility.
3. I consider that the organization or institution has responded well to the need for flexibility in work or college time.
4. I consider that specific policies and initiatives created by organizations or institutions have facilitated time flexibility effectively.
5. I feel that the role of organizations or institutions is maximal in facilitating a balance between work or college and personal life.

### **3.5 Operational Definition: Time Flexibility (X2)**

Time flexibility can be interpreted as the control or freedom lecturers and students have in determining when, where, and how they carry out academic work and activities. Its dimensions include work and learning efficiency, job and academic goals, and increased creativity and innovation. (T. D. Allen et al., 2013; Beltran-Martin et al., 2008; Bhattacharya et al., 2005; Hill et al., 2008; Huang et al., 2020).

1. I feel that time flexibility positively affects work or learning efficiency.
2. I feel that time flexibility helps me achieve my academic or work goals.
3. I feel that time flexibility can increase creativity and innovation in work or learning.

### **3.6 Operational Definition: Technological Adaptation (X3)**

Technological adaptation refers to various facilities organizations provide to lecturers and students to support the efficiency of work or study and the ability of lecturers and students to use and adapt to technology in an academic context. Its dimensions include the availability of supporting facilities and the effectiveness and efficiency of technology use (Dhawan, 2020; Dwidienawati et al., 2020; Fatoni et al., 2020; Kirkwood & Price, 2013; Sitohang et al., 2021).

1. I consider that the use of technology has been effective in supporting flexible work or study.
2. I can easily access supporting resources (such as software and online learning platforms) for work or study needs.
3. I often use technology or online resources in my work or studies.
4. I feel that the technology and resources I use influence the efficiency of work or study.

### **3.7 Operational Definition: Academic Load (Y)**

Academic load includes all duties, responsibilities, and activities that lecturers and students must carry out. The dimensions include the number of tasks, academic load, and deadlines (Christiana, 2020; Mustikawati & Putri, 2018; Pertiwi et al., 2017).

1. I often feel academic pressure in my work or studies.
2. I consider that the current academic workload tends to be heavy.
3. I feel that the academic tasks or work assigned exceed the capacity and time available.
4. I often feel overwhelmed by deadlines and academic demands.
5. I feel an imbalance between my academic workload and personal time.

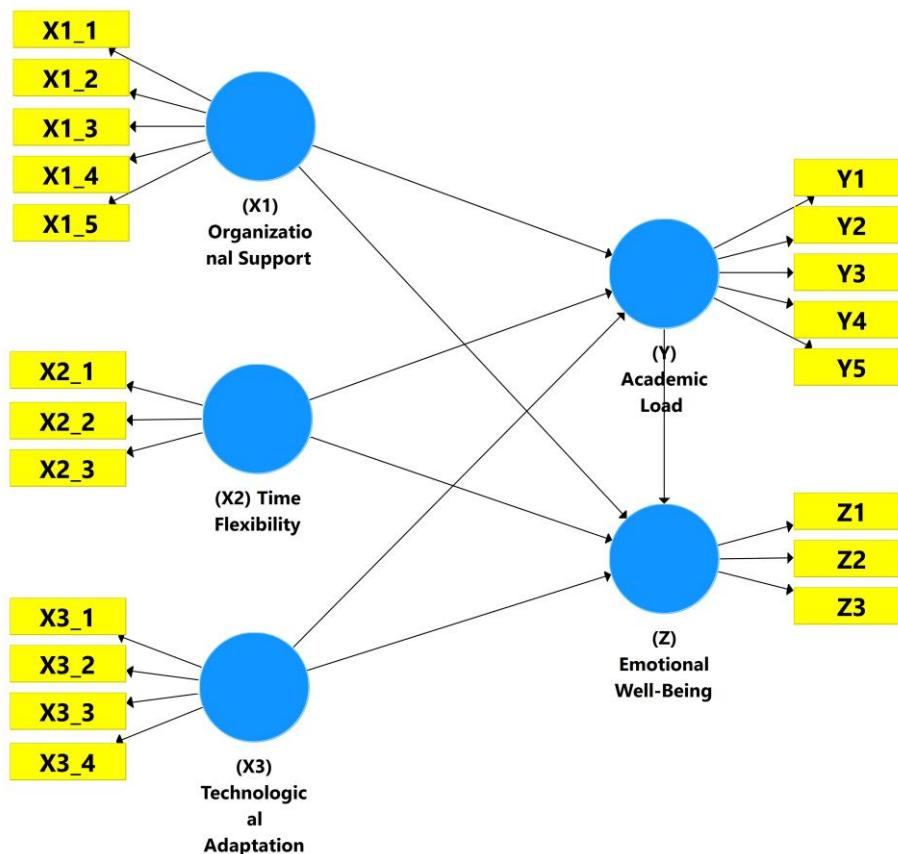
### **3.8 Operational Definition: Emotional Well-Being (Z)**

Emotional well-being refers to the extent of psychological influence and the response of lecturers and students to increased academic demands. The dimensions include the level of motivation, social environment support, pressure, and stress management (Kassim et al., 2016; Morales-Rodriguez et al., 2020; Nielsen et al., 2017; Siddiqui, 2015; Zhang & Zheng, 2017).

1. I have a good level of motivation in carrying out work or academic tasks.
2. I feel supported by the social environment at work or study.
3. I can manage the pressure and stress from work or study tasks well.

### 3.9 Data Analysis

The data analysis technique used in this study is Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS software, a tool widely known for its robustness in handling complex models (Hair Jr et al., 2016). PLS-SEM's ability to provide substantial explanatory power and its suitability for predictive research applications made it a top choice for this study. In summary, this chapter outlines the methodological framework followed in this study. The next chapter will present the results obtained from the data collected and analyzed following this methodology.



Source: Author's Processed Data  
**Figure 1: Conceptual Framework**

### 4. Result

Data was collected from the online questionnaire distributed from 120 respondents, consisting of 92 female and 28 male respondents.

**Table 1: Characteristics of Respondents Based on Gender**

Gender	Number	Percentage
Female	92	77%
Male	28	23%
<b>Total</b>	<b>120</b>	<b>100%</b>

Source: Author's Processed Data

Meanwhile, from the point of view of time flexibility, as many as 60 respondents came from universities that apply time flexibility. In comparison, 60 other respondents came from universities that do not apply time flexibility.

**Table 2: Characteristics of Respondents Based on Time Flexibility**

Time Flexibility	Number	Percentage
------------------	--------	------------



<b>Flexible</b>	60	50%
<b>Not Flexible</b>	60	50%
<b>Total</b>	120	100%

Source: Author's Processed Data

#### 4.1 Convergent Validity Test

Convergent validity measures the degree to which the intended item or indicator is positively correlated. In this analysis, all latent variables showed good convergent validity with values above the threshold of 0,7 (Hair Jr et al., 2016). This indicates that each item or indicator in the construct is positively correlated.

**Table 3: Outer Loading**

	<b>(X1) Organizational Support</b>	<b>(X2) Time Flexibility</b>	<b>(X3) Technological Adaptation</b>	<b>(Y) Academic Load</b>	<b>(Z) Emotional Well-Being</b>
<b>X1_1</b>	0,811				
<b>X1_2</b>	0,831				
<b>X1_3</b>	0,915				
<b>X1_4</b>	0,842				
<b>X1_5</b>	0,837				
<b>X2_1</b>		0,925			
<b>X2_2</b>		0,950			
<b>X2_3</b>		0,808			
<b>X3_1</b>			0,770		
<b>X3_2</b>			0,889		
<b>X3_3</b>			0,881		
<b>X3_4</b>			0,841		
<b>Y1</b>				0,706	
<b>Y2</b>				0,859	
<b>Y3</b>				0,902	
<b>Y4</b>				0,943	
<b>Y5</b>				0,906	
<b>Z1</b>					0,800
<b>Z2</b>					0,772
<b>Z3</b>					0,827

Source: Author's Processed Data

#### 4.2 Discriminant Validity Test

Discriminant validity provides evidence that a construct or variable can distinguish between an indicator or item that measures it and an indicator or item that measures another construct or variable. In this analysis, all items showed good discriminant validity, with all values above the 0,7 threshold (Hair Jr et al., 2016). This shows that all constructs – organizational support, time flexibility, technological adaptation, academic load, and emotional well-being – differ.

**Table 4: Fornell-Larcker Criterion Discriminant Validity**

	<b>(X1) Organizational Support</b>	<b>(X2) Time Flexibility</b>	<b>(X3) Technological Adaptation</b>	<b>(Y) Academic Load</b>	<b>(Z) Emotional Well-Being</b>
<b>(X1) Organizational Support</b>	0,848				
<b>(X2) Time Flexibility</b>	0,338	0,897			

<b>(X3) Technological Adaptation</b>	0,265	0,371	0,846		
<b>(Y) Academic Load</b>	-0,120	0,126	0,116	0,868	
<b>(Z) Emotional Well-Being</b>	0,463	0,256	0,355	-0,186	0,801

Source: Author's Processed Data

### 4.3 Reliability Test (Cronbach's Alpha)

Cronbach's alpha value measures the degree to which sets of items on a scale work consistently as the same construct size. In this analysis, Cronbach's alpha values for all variables above 0,7 indicate that items on the scale have good reliability. Some items even have values greater than 0,845, indicating high reliability (Hair Jr et al., 2016). That is, the questions in each construct consistently measure the same attributes.

**Table 5: Construct Reliability and Validity**

	<b>Cronbach's Alpha</b>	<b>rho_A</b>	<b>Composite Reliability</b>	<b>Average Variance Extracted (AVE)</b>
<b>(X1) Organizational Support</b>	0,903	0,922	0,928	0,720
<b>(X2) Time Flexibility</b>	0,881	0,955	0,925	0,804
<b>(X3) Technological Adaptation</b>	0,868	0,885	0,910	0,716
<b>(Y) Academic Load</b>	0,919	1,042	0,937	0,751
<b>(Z) Emotional Well-Being</b>	0,723	0,737	0,842	0,640

Source: Author's Processed Data

### 4.4 Composite Validity Test

Composite validity measures the extent to which items in a construct contribute to the reliability of that construct. Composite reliability and AVE values for all variables were above the considered good threshold, 0,7 for composite reliability and 0,5 for AVE (Hair Jr et al., 2016). This shows that the items in the construct contribute significantly to construct reliability.

### 4.5 Model Fit Test

Model fit tests compare the proposed model with theoretically better models. Standardized Root Mean Square Residual (SRMR) measures conformity, meaning the mean difference between observed covariance and estimated covariance. SRMR values range between 0 and 1. Standard SRMR values should ideally be less than 0,08 for good conformity (Hu & Bentler, 1998).

In addition, the Normed Fit Index (NFI) measures the goodness of a model based on comparison with the base model 0. NFI values range between 0 (not fit) and 1 (perfect fit). Generally, NFI values greater than 0,90 indicate a good model (Bentler & Bonett, 1980).

Based on these SRMR and NFI values, we can say that this model has a good match based on the size of the SRMR value (0,074), but the NFI value (0,790) indicates that the model may not fit optimally, but broadly speaking the model is suitable for this study.

**Table 6: Model Fit**

	<b>Saturated Model</b>	<b>Estimated Model</b>
<b>SRMR</b>	0,074	0,074
<b>d_ULS</b>	1,165	1,165
<b>d_G</b>	0,523	0,523
<b>Chi-Square</b>	352,712	352,712
<b>NFI</b>	0,790	0,790

#### 4.6 Hypothesis Test

A hypothesis test measures how much one variable influences another in the proposed model. When the P values are less than the general threshold of 0,05, the variable significantly influences the affected variable (Hair Jr et al., 2016). The form of influence can be seen from the original sample value. A positive value indicates a positive influence, while a negative value indicates a negative influence.

**Table 7: Path Coefficients**

	<b>Original Sample (O)</b>	<b>Sample Mean (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>T Statistics ( O/STDEV )</b>	<b>P Values</b>
<b>(X1) Organizational Support -&gt; (Y) Academic Load</b>	-0,206	-0,224	0,108	1,901	0,058
<b>(X1) Organizational Support -&gt; (Z) Emotional Well-Being</b>	0,350	0,352	0,087	4,010	0,000
<b>(X2) Time Flexibility -&gt; (Y) Academic Load</b>	0,154	0,165	0,109	1,410	0,159
<b>(X2) Time Flexibility -&gt; (Z) Emotional Well-Being</b>	0,069	0,070	0,089	0,777	0,438
<b>(X3) Technological Adaptation -&gt; (Y) Academic Load</b>	0,102	0,088	0,123	0,826	0,409
<b>(X3) Technological Adaptation -&gt; (Z) Emotional Well-Being</b>	0,255	0,264	0,085	3,002	0,003
<b>(Y) Academic Load -&gt; (Z) Emotional Well-Being</b>	-0,189	-0,191	0,087	2,182	0,030

Source: Author's Processed Data

Based on the results of the hypothesis test, it can be seen that:

1. The effect of organizational support on academic load has original sample values (-0,206) and P values (0,058), which are higher than the general threshold of 0,05. This shows that organizational support has a negative but insignificant effect on academic load. Therefore, the first hypothesis was rejected.
2. The effect of organizational support on emotional well-being has original sample values (0,350) and P values (0,000), which are lower than the general threshold of 0,05. This shows that organizational support positively and significantly affects emotional well-being. Therefore, the second hypothesis is accepted.
3. The effect of time flexibility on academic load has original sample values (0,154) and P values (0,159), which are higher than the general threshold of 0,05. This shows that time flexibility has a positive but insignificant effect on academic load. Therefore, the third hypothesis was rejected.
4. The effect of time flexibility on emotional well-being has original sample values (0,069) and P values (0,438), which are higher than the general threshold of 0,05. This shows that time flexibility has a positive but insignificant effect on emotional well-being. Therefore, the fourth hypothesis was rejected.
5. The effect of technological adaptation on academic load has original sample values (0,102) and P values (0,409), which are higher than the general threshold of 0,05. This shows that technological adaptation has a positive but insignificant effect on academic load. Therefore, the fifth hypothesis was rejected.
6. The effect of technological adaptation on emotional well-being has original sample values (0,255) and P values (0,003), which are lower than the general threshold of 0,05. This shows that technological adaptation positively and significantly affects emotional well-being. Therefore, the sixth hypothesis is accepted.
7. The effect of academic load on emotional well-being has original sample values (-0,189) and P values (0,030), which are lower than the general threshold of 0,05. This shows that academic load negatively and significantly affects emotional well-being. Therefore, the seventh hypothesis was accepted.

## **5. Discussion**

In the era of modern education characterized by technological developments, understanding the factors that affect the academic load and emotional well-being of lecturers and students is very important. Statistical analysis shows that organizational support, time flexibility, and technological adaptation have different roles in influencing these aspects. With a deep understanding of these factors, higher education institutions can design more effective policies to improve working and learning conditions in the face of the current dynamics of educational and technological developments.

### **5.1 The Effect of Organizational Support on Academic Load**

The statistical analysis results showed that organizational support had a negative but insignificant effect on academic load. Although the organization has provided sufficient support, it may not create a significant impact and difference in reducing the level of academic load faced by lecturers and students. Lecturers and students consider that the academic load they face is an inevitable part of their educational duties and responsibilities. In this context, lecturers and students do not demand support in reducing academic load but expect freedom to complete their work. This aligns with the Management by Objectives (MBO) concept, which emphasizes that organizations and individuals must set specific, measurable, achievable, relevant, and time-limited goals to achieve optimal performance jointly (Drucker, 1954). This phenomenon can be seen as evaluation material for universities to achieve MBO goals by providing flexibility to lecturers and students in achieving the desired work results (Islami et al., 2018).

### **5.2 The Effect of Organizational Support on Emotional Well-Being**

The statistical analysis results show that organizational support positively and significantly affects emotional well-being. Organizational support can be interpreted as individual satisfaction with the organization's concern for emotional well-being (Neves & Eisenberger, 2014). Lecturers and students feel that the support provided by the college contributes significantly to the improvement of their emotional well-being. Research by Cropanzano et al. (2003) states that organizational support can help reduce levels of emotional burnout, which can positively impact emotional well-being. In this context, universities have realized the academic load their lecturers and students face. Therefore, they must take the initiative to make flexible work model policies. This flexible work model policy is important to implement because it can make it easier for students to determine when they should study and when they should do assignments. In addition, through this policy, lecturers can also manage their work schedules independently while making it easier for them to run the tri dharma of higher education. In the end, with these policies, lecturers and students can be more motivated to complete their work and manage pressure and stress well.

### **5.3 The Effect of Time Flexibility on Academic Load**

The statistical analysis results showed that time flexibility had a positive but insignificant effect on academic load. The effect of time flexibility on increased academic load can vary depending on how that time flexibility is managed. Well-managed time flexibility can be key in addressing potential increases in academic load (Huang et al., 2020). For example, when lecturers and students control their schedules, they can more effectively allocate time for work, study, and personal life. Lecturers who can manage their teaching and research time wisely can provide material more optimally (Prabawangi et al., 2021). Meanwhile, students with time flexibility can improve their learning efficiency without being trapped in a tight schedule (Rahiem, 2021). In this context, time flexibility creates balance and allows adaptation to changing academic and personal needs. Controlling time allows lecturers and students to avoid burnout and stress from excessive academic pressure. Well-managed time flexibility can benefit both parties significantly, helping them achieve their academic or work goals more effectively and without excessive burden.

### **5.4 The Effect of Time Flexibility on Emotional Well-Being**

The statistical analysis results showed that time flexibility had a positive but insignificant effect on emotional well-being. Although time flexibility can be a factor that affects the improvement of the emotional well-being of lecturers and students, several aspects may explain why time flexibility does not always have a

significant effect. First, time flexibility not accompanied by good task management or clear time limits can result in lecturers and students needing to work longer or outside official working hours. This can lead to increased workload, which can decrease levels of emotional well-being (Draxler et al., 2022). Second, time flexibility can create schedule-related uncertainty, which some individuals may find difficult to overcome. The lack of a clear structure in working time can create stress and concerns about the ability to meet academic responsibilities. Lastly, some forms of time flexibility, such as working from home, can create a sense of social isolation. Limited direct interaction with colleagues or fellow students can affect emotional well-being, especially if individuals feel disconnected from social support (Nastiti & Hayati, 2020).

### **5.5 The Effect of Technological Adaptation on Academic Load**

The statistical analysis results showed that technological adaptation had a positive but insignificant effect on academic load. The effect of technological adaptations on increased academic load may vary depending on how they respond. Integrating technology and academic processes can ease the academic load on lecturers and students. Lecturers skilled in utilizing digital tools for teaching can improve their teaching efficiency, while students can gain easier access to learning resources (Sitohang et al., 2021). On the other hand, the lecturers' and students' awareness of this integration is also an important aspect, and they must be able to adapt and utilize the technology optimally for academic needs (D. et al., 2021). With a proactive attitude and the ability to use technology effectively, this adaptation can create a more efficient and highly competitive academic environment.

### **5.6 The Effect of Technological Adaptation on Emotional Well-Being**

The statistical analysis results show that technological adaptation positively and significantly affects emotional well-being. The importance of adapting the effective and efficient use of technology has become the main foundation for various organizations, including universities, to ensure the continuity and relevance of the academic environment in this modern era (D. et al., 2021). Using online platforms, educational applications, and digital learning aids is crucial in creating a dynamic learning atmosphere responsive to the times (Kirkwood & Price, 2013). This finding strengthens the understanding that technology transforms the teaching and learning process and is closely related to emotional well-being. This aligns with research by Dwidienawati et al. (2020), who state that technology can increase academic productivity. Furthermore, the study also revealed that lecturers and students who successfully adapt technology well tend to feel more effective in managing time, pressure, and stress, which in turn can improve their emotional well-being.

### **5.7 The Effect of Academic Load on Emotional Well-Being**

The statistical analysis results show that academic load negatively and significantly affects emotional well-being. The academic load can cause high stress levels in individuals, which can affect their emotional well-being. Heavy academic loads, tight deadlines, high targets, and imbalances in academic load and personal time can create stressful environments, increasing the risk of anxiety, depression, and emotional exhaustion (Christiana, 2020; Mustikawati & Putri, 2018). This indicates that lecturers and students need good skills in managing their work and personal affairs. In addition, social environment support is also needed so that lecturers and students can overcome the pressure and stress that arise from a high academic load (Marais et al., 2020).

On the other hand, according to Herzberg's Two Factor Theory, in this context, lecturers and students need motivation both intrinsically and extrinsically to overcome pressure and stress arising from high academic loads (Herzberg et al., 2010). The need for self-actualization becomes an important intrinsic factor for both, where lecturers and students are free to reach their full potential in an academic environment. Meanwhile, extrinsic factors, such as the need for rewards, also provide a motivational boost. Recognition of their achievements and contributions can help reduce stress levels and increase job satisfaction and learning. Therefore, a balanced approach between self-development and external recognition is key to creating a positive and productive academic environment.

## **6. Conclusion**

This study found that the high awareness and understanding of lecturers and students on academic load became the main factor that eliminated the significant influence of variables such as organizational support,

time flexibility, and technological adaptation to academic load. That is, lecturers and students have realized their responsibilities and duties so that these variables are no longer a determining factor of academic load.

Nonetheless, the focus of research shows that organizational support, technological adaptation, and academic load significantly influence emotional well-being. Organizational support, such as flexible working policies and college awareness of academic loads, is important in providing lecturers and students preference, mitigation, and risk management services. Meanwhile, technological adaptation also contributes positively to emotional well-being if used effectively and efficiently. Further, heavy academic loads, including tight deadlines, high targets, and imbalances in academic load and personal time, can negatively affect emotional well-being.

The findings in this study highlight the importance of emotional well-being management in the context of lecturers and students. Emotional well-being can be improved by providing motivation, social support, and the ability to manage pressure and stress for lecturers and students. In addition, universities need to focus efforts on increasing organizational support through the provision of flexible work policies, the implementation of effective and efficient technological adaptation, and the wise management of the academic load of lecturers and students. A deeper understanding of these factors can assist universities in creating an academic environment conducive to the development and well-being of the academic community.

The importance of a deep understanding of the complex interactions between organizational support, time flexibility, technological adaptation, academic load, and emotional well-being in higher education contexts has been a major concern in this study. Although the statistical findings provide valuable insights, the study also notes some limitations that must be acknowledged for the results to be carefully interpreted. Furthermore, several future research suggestions are proposed to overcome these limitations and deepen understanding of these complex dynamics. By realizing limitations and accepting challenges for improvement, this research is expected to be the foundation for more comprehensive and applicable advanced research in higher education.

## 6.1 Limitations

1. Generalizations: Findings may be limited in their generalizations because they are based on specific contexts or institutions. Different educational settings, cultures, or organizational structures can produce different results.
2. Cross-Sectional Nature: The cross-sectional design of research limits its ability to establish causation. Longitudinal studies can provide more insight into dynamic relationships over time.
3. Self-Report Bias: Reliance on self-reported data can give rise to bias, as participants may give socially desirable responses or misinterpret questions, affecting the accuracy of results.
4. Contextual Factors: The study may not account for all relevant contextual factors affecting academic load, emotional well-being, and the impact of organizational support, time flexibility, and technological adaptation.
5. Subjective Action: Subjective measures for concepts such as emotional well-being can be influenced by individual perceptions, making obtaining objective and standardized data difficult.

## 6.2 Suggestions

1. Longitudinal Studies: Conducting longitudinal studies will enable a deeper understanding of the dynamics between organizational support, time flexibility, technological adaptation, academic load, and emotional well-being over an extended period.
2. Comparative Analysis: Comparing diverse educational institutions, cultures, or organizational structures can reveal nuanced differences in the impact of organizational support, time flexibility, and technological adaptation on academic load and emotional well-being.
3. Mixed Method Approach: Combining quantitative data with qualitative insights can provide a more comprehensive understanding, capture the richness of participants' experiences, and explain the potential mechanisms behind the observed effects.
4. In-depth Interviews: Conducting in-depth interviews with participants can help explore the nuances of their experiences and perceptions, providing a deeper understanding of the factors that influence academic load and emotional well-being.

5. Intervention Studies: Implementing and evaluating specific interventions based on identified factors can offer practical insights to improve the academic environment and promote lecturers' and students' well-being.
6. Broader Demographic Representation: Ensuring a diverse and representative sample of demographics, disciplines, and roles can enhance the external validity of findings and provide a more inclusive perspective.

Overcoming these limitations and incorporating these suggestions can contribute to a more powerful and nuanced understanding of the complex relationships between organizational support, time flexibility, technological adaptation, academic load, and emotional well-being in academic contexts.

## References

1. Afrianty, T. W., Artatanaya, I. G. L. S., & Burgess, J. (2022). Working from Home Effectiveness during Covid-19: Evidence from University Staff in Indonesia. *Asia Pacific Management Review*, 27, 50–57.
2. Al-Mawee, W., Kwayu, K. M., & Gharaibeh, T. (2021). Student's Perspective on Distance Learning during COVID-19 Pandemic: A Case Study of Western Michigan University, United States. *International Journal of Educational Research Open*, 2.
3. Allen, I. E., & Seaman, J. (2011). *Going the Distance: Online Education in the United States*. Babson Survey Research Group and Quahog Research Group.
4. Allen, T. D., Johnson, R. C., Kiburz, K. M., & Shockley, K. M. (2013). Work Family Conflict and Flexible Work Arrangements: Deconstructing Flexibility. *Personnel Psychology*, 66, 345–376.
5. Amir, L. R., Tanti, I., Maharani, D. A., Wimardhani, Y. S., Julia, V., Sulijaya, B., & Puspitawati, R. (2020). Student Perspective of Classroom and Distance Learning during COVID-19 Pandemic in the Undergraduate Dental Study program Universitas Indonesia. *BMC Medical Education*, 20(392), 1–8.
6. Andrade, M. S., Westover, J. H., & Kupka, B. A. (2019). The Role of Work-Life Balance and Worker Scheduling Flexibility in Predicting Global Comparative Job Satisfaction. *International Journal of Human Resources Studies*, 9(2), 80–115.
7. Bakker, A. B., & Demerouti, E. (2014). Job Demands-Resources Theory. In P. Y. Chen & C. L. Cooper (Eds.), *Work and Wellbeing: Wellbeing: A Completed References Guide* (pp. 1–28). John Wiley & Sons.
8. Beltran-Martin, I., & Roca-Puig, V. (2013). Promoting Employee Flexibility Through HR Practices. *Human Resource Management*, 52(5), 645–674.
9. Beltran-Martin, I., Roca-Puig, V., Escrig-Tena, A., & Bou-Llusar, J. C. (2008). Human Resource Flexibility as a Mediating Variable Between High Performance Work Systems and Performance. *Journal of Management*, 34, 1009–1044.
10. Bentler, P. M., & Bonett, D. G. (1980). Significance Tests and Goodness of Fit in the Analysis of Covariance Structures. *Psychological Bulletin*, 88(3), 588–606.
11. Bhattacharya, M., Gibson, D. E., & Doty, D. H. (2005). The effects of Flexibility in Employee Skills, Employee Behaviors, and Human Resource Practices on Firm Performance. *Journal of Management*, 31(4), 622–640.
12. Cena, E., Toner, P., McParland, A., Burns, S., & Dudgeon, K. (2023). Studying and Learning Psychology During the COVID-19 Pandemic: A Mixed-Methods Approach on Students' Perspectives of Psychological Well-Being and Adjustment to Studying Online. *Psychology Learning & Teaching*, 22(2), 137–158.
13. Christiana, E. (2020). Burnout Akademik Selama Pandemi Covid 19. *Prosiding Seminar Nasional Bimbingan Dan Konseling*.
14. Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
15. Cropanzano, R., Rupp, D. E., & Byrne, Z. S. (2003). The Relationship of Emotional Exhaustion to Work Attitudes, Job Performance, and Organizational Citizenship Behaviors. *Journal of Applied Psychology*, 88(1), 160–169.
16. D., D., Khasanah, M., & Putri, A. M. (2021). Penguatan Literasi, Numerasi, dan Adaptasi Teknologi pada Pembelajaran di Sekolah: Sebuah Upaya Menghadapi Era Digital dan Disrupsi. *Eksponen*, 11(2),

17. Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5–22.
18. Draxler, F., Hirsch, L., Li, J., Oechsner, C., Volkel, S. T., & Butz, A. (2022). Flexibility and Social Disconnectedness: Assessing University Students' Well-Being Using an Experience Sampling Chatbot and Surveys Over Two Years of COVID-19. In *Designing Interactive Systems Conference (DIS' 22)* (pp. 217–231). Virtual Event.
19. Drucker, P. F. (1954). *The Practice of Management: A Study of the Most Important Function in American Society*. Harper & Brothers.
20. Dwidienawati, D., Abdinagoro, S. B., Tjahjana, D., & Gandasari, D. (2020). E-Learning Implementation during The COVID-19 Outbreak: The Perspective of Students and Lecturers. *Journal of the Social Sciences*, 48(4), 1189–1201.
21. Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived Organizational Support. *Journal of Applied Psychology*, 71(3), 500–507.
22. Fatoni, Arifiati, N., Nurkhayati, E., Nurdiawati, E., Fidziah, Pamungkas, G., Adha, S., Irawan, Purwanto, A., Julyanto, O., & Azizi, E. (2020). University Students Online Learning System During Covid-19 Pandemic: Advantages, Constraints, and Solutions. *Systematic Reviews in Pharmacy*, 11(7), 570–576.
23. Fowler, F. J. (2014). *Survey Research Methods: Applied Social Research Method Series* (5th ed.). Sage Publications.
24. Gomm, R. (2008). *Social Research Methodology: A Critical Introduction* (2nd ed.). Palgrave Macmillan.
25. Hair Jr, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2016). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (2nd ed.). Sage Publications.
26. Herzberg, F., Mausner, B., & Snyderman, B. B. (2010). *The Motivation to Work: With a New Introduction by Frederick Herzberg*. Transaction Publishers.
27. Hill, E. J., Grzywacz, J. G., Allen, S., Blanchard, V. L., Matz-Costa, C., Shulkin, S., & Pit-Catsoupes, M. (2008). Defining and Conceptualizing Workplace Flexibility. *Community, Work, & Family*, 11(2), 149–163.
28. Hu, L., & Bentler, P. M. (1998). Fit Indices in Covariance Structure Modeling: Sensitivity to Underparameterized Model Misspecification. *Psychological Methods*, 3(4), 424–453.
29. Huang, R. H., Liu, D. J., Tlili, A., Yang, J. F., Wang, H. H., Jemni, M., & Burgos, D. (2020). *Handbook on Facilitating Flexible Learning During Educational Disruption: The Chinese Experience in Maintaining Undisrupted Learning in COVID-19 Outbreak*. Smart Learning Institute of Beijing Normal University.
30. Islami, X., Mulolli, E., & Mustafa, N. (2018). Using Management by Objectives as a Performance Appraisal Tool for Employee Satisfaction. *Future Business Journal*, 4, 94–108.
31. Junco, R. (2014). *Engaging Students through Social Media: Evidence-Based Practices for Use in Student Affairs*. John Wiley & Sons.
32. Kassim, S. I., Bambale, A. J., & Jakada, B. A. (2016). Emotional Intelligence and Job Satisfaction among Lecturers of Universities in Kano State: Empirical Evidence. *Journal of Education and Practice*, 7(10), 53–59.
33. Kirkwood, A., & Price, L. (2013). Examining Some Assumptions and Limitations of Research on the Effects of Emerging Technologies for Teaching and Learning in Higher Education. *British Journal of Educational Technology*, 44(4), 536–543.
34. Kossek, E. E., & Lautsch, B. A. (2012). Work–family Boundary Management Styles in Organizations: A Cross-Level Model. *Organizational Psychology Review*, 2(2), 152–171.
35. Lambert, S. J., Haley-Lock, A., & Henly, J. R. (2012). Schedule Flexibility in Hourly Jobs: Unanticipated Consequences and Promising Directions. *Community, Work, & Family*, 15(3), 293–315.
36. Linando, J. A., Halim, M., Rasman, R., & Arifin, A. H. (2022). Work Flexibility Arrangements for Educators: Which One is Best for Whom? Insight from Indonesia. *International Journal of Educational Management*, 1–22.
37. Marais, G. A. B., Lantheaume, S., Fiault, R., & Shankland, R. (2020). Mindfulness-Based Programs Improve Psychological Flexibility, Mental health, Well-Being, and Time Management in Academics.



38. Morales-Rodriguez, F. M., Espigares-Lopez, I., Brown, T., & Perez-Marmol, J. M. (2020). The Relationship Between Psychological Well-Being and Psychosocial Factors in University Students. *International Journal of Environmental Research and Public Health*, 17(4778), 1–20.
39. Muller, A. M., Goh, C., Lim, L. Z., & Gao, X. (2021). COVID-19 Emergency eLearning and Beyond: Experiences and Perspectives of University Educators. *Journal of Education Science*, 1–15.
40. Munshi, J. (2014). *A Method for Constructing Likert Scales*.
41. Mustikawati, I. F., & Putri, P. M. (2018). Hubungan Antara Sikap Terhadap Beban Tugas dengan Stres Akademik Mahasiswa Fakultas Kedokteran. *Herb-Medicine Journal*, 1(2), 122–128.
42. Nastiti, R., & Hayati, N. (2020). Pembelajaran Daring pada Pendidikan Tinggi: Tantangan Bagi Mahasiswa dan Dosen di Tengah Pandemi. *Jurnal Inovasi Bisnis Dan Manajemen Indonesia*, 3(3), 378–390.
43. Neves, P., & Eisenberger, R. (2014). Perceived Organizational Support and Risk Taking. *Journal of Managerial Psychology*, 29(2), 187–205.
44. Nielsen, K., Nielsen, M. B., Ogbonnaya, C., Kansala, M., Saari, E., & Isaksson, K. (2017). Workplace Resource to Improve Both Employee Well-Being and Performance: A Systematic Review and Meta-Analysis. *Work & Stress: An International Journal of Work, Health, & Organisations*, 31(2), 101–120.
45. Pabelan. (2022). *Dua Tahun Kuliah Daring dan Kini Kembali Luring, Mahasiswa dan Dosen Perlu Adaptasi*. <https://pabelan-online.com/2022/05/24/dua-tahun-kuliah-daring-dan-kini-kembali-luring-mahasiswa-dan-dosen-perlu-adaptasi/>
46. Pertiwi, E. M., Denny, H. M., & Widjasena, B. (2017). Hubungan Antara Beban Kerja Mental dengan Stres Kerja Dosen di Suatu Fakultas. *Jurnal Kesehatan Masyarakat*, 5(3), 260–268.
47. Phillips, F., & Tuladhar, S. D. (2000). Measuring Organizational Flexibility: An Exploration and General Model. *Technological Forecasting and Social Change*, 64, 23–38.
48. Prabawangi, R. P., Fatanti, M. N., & Ananda, K. S. (2021). After a Year of Online Learning Amid the COVID-19 Pandemic: A Survey of Indonesian Undergraduate Students' Opinions and Behaviors. *Asian Journal of University Education*, 17(4), 418–431.
49. Rahiem, M. D. H. (2021). Indonesian University Students' Likes and Dislikes about Emergency Remote Learning during the COVID-19 Pandemic. *Asian Journal of University Education*, 17(1), 1–18.
50. Rapanta, C., Botturi, L., Goodyear, P., & Lourdes, G. (2020). Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Postdigital and Education*, 2, 923–945.
51. Rhoades, L., & Eisenberger, R. (2002). Perceived Organizational Support: A Review of the Literature. *Journal of Applied Psychology*, 87(4), 698–714.
52. Salami, S. O. (2010). Emotional Intelligence, Self-Efficacy, Psychological Well-Being and Students' Attitudes: Implication for Quality Education. *European Journal of Educational Studies*, 2(3), 247–257.
53. Sheail, P. (2018). Temporal Flexibility in the digital University: Full-Time, Part-time, Flexitime. *Distance Education*, 1–18.
54. Siddiqui, S. (2015). Impact of Self Efficacy on Psychological Well-Being Among Undergraduate Students. *The International Journal of Indian Psychology*, 2(3), 5–16.
55. Sitohang, H., Rosmiati, & Sinaga, E. E. S. (2021). Aplikasi E-Learning Berbasis Web untuk Pembelajaran Jarak Jauh. *Journal Scientific and Applied Informatics*, 4(1), 106–115.
56. Stanton, A., Zandvliet, D., Dhaliwal, R., & Black, T. (2016). Understanding Students' Experiences of Well-Being in Learning Environments. *Higher Education Studies*, 6(3), 90–99.
57. Sugiyono. (2018). *Metode Penelitian: Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
58. Sutherland, S., & Adams, M. (2019). Building on the Definition of Social and Emotional Wellbeing: An Indigenous (Australian, Canadian, and New Zealand) Viewpoint. *Journal of Indigenous and First Nations and First Peoples' Cultures*, 3(1), 48–72.
59. Wright, P. D., & Bretthauer, K. M. (2010). Strategies for Addressing the Nursing Shortage: Coordinated Decision Making and Workforce Flexibility. *A Journal of the Decision Science Institute*, 41(2), 373–401.
60. Zainuddin, Z., & Halili, S. H. (2016). Flipped Classroom Research and Trends From Different Fields of Study. *International Review of Research in Open and Distributed Learning*, 17(3), 313–340.

61. Zhang, J., & Zheng, Y. (2017). How do Academic Stress and Leisure Activities Influence College Students' Emotional Well-Being? A Daily Diary Investigation. *Journal of Adolescence*, *60*, 114–118.