The Influence of Self-Efficacy and Teacher Academic Support on Students' Time Management in Extracurricular Activities at Islamic Boarding Schools

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Abstract: This study aims to determine the effect of self-efficacy and teacher academic support on students' time management skills in extracurricular activities. In the context of modern education, student involvement in non-academic activities demands balanced time management skills. This study used a quantitative approach with an ex post facto design. The research sample amounted to 60 extracurricular coach teachers and subject teachers selected through the total sampling technique. Data were collected using a Likert scale questionnaire on three main variables: self-efficacy, teacher academic support, and student time management. Validity was tested through item total correlation, and reliability was tested with Cronbach's Alpha. Data analysis was conducted using SPSS version 26 through multiple linear regression tests. The results showed that teacher self-efficacy had a significant effect on students' time management ability, while teacher academic support did not show a significant effect, partially. However, simultaneously, both variables contributed 47.6% to time management. This finding emphasizes the importance of the teacher's role in guiding students to manage time in a balanced manner between academic and extracurricular activities. Hopefully, this study can serve as a foundation for developing more responsive teaching strategies and teacher guidance, enabling students to manage their time effectively and achieve a balanced performance between academic and extracurricular activities, while also providing recommendations for schools to enhance professional development programs for teachers with a focus on time management guidance strategies.

Keyword: Teacher Academic Support, Extracurricular, Ex Post Facto, Self-Efficacy, Time Management

Abstrak: *Penelitian ini bertujuan untuk mengetahui pengaruh efikasi diri dan dukungan akademik guru terhadap kemampuan manajemen waktu siswa dalam kegiatan ekstrakurikuler. Dalam konteks pendidikan modern, keterlibatan siswa dalam aktivitas non akademik menuntut keterampilan manajemen waktu yang seimbang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain ex post facto. Sampel penelitian berjumlah 60 guru pembina ekstrakurikuler dan guru mata pelajaran yang dipilih melalui teknik total sampling. Data dikumpulkan menggunakan angket skala Likert pada tiga variabel utama: efikasi diri, dukungan akademik guru, dan manajemen waktu siswa. Validitas diuji melalui korelasi item total dan reliabilitas diuji dengan Cronbach's Alpha. Analisis data dilakukan menggunakan SPSS versi 26 melalui uji regresi linier berganda. Hasil menunjukkan bahwa efikasi diri guru berpengaruh signifikan terhadap*

kemampuan manajemen waktu siswa, sedangkan dukungan akademik guru tidak menunjukkan pengaruh yang signifikan secara parsial. Namun secara simultan, kedua variabel memberikan kontribusi sebesar 47,6% terhadap manajemen waktu. Temuan ini menegaskan pentingnya peran guru dalam membimbing siswa mengelola waktu secara seimbang antara kegiatan akademik dan ekstrakurikuler. Harapannya, penelitian ini bisa menjadi pijakan bagi pengembangan strategi pembelajaran dan pembinaan guru yang lebih responsif, sehingga siswa mampu mengatur waktu dengan baik dan meraih prestasi seimbang antara akademik maupun kegiatan ekstrakurikuler, sekaligus memberikan rekomendasi bagi sekolah untuk meningkatkan program pelatihan pengembangan profesional guru yang berfokus pada strategi bimbingan manajemen waktu.

Kata kunci : Dukungan Akademik Guru; Efikasi Diri; Ekstrakurikuler; Ex Post Facto; Manajemen Waktu

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Introduction

In the midst of increasing demands for academic achievement as well as student self-development through extracurricular activities, time management skills are one of the important competencies that must be possessed by students (Balqisedenia Syarifuddin, & Pamulaan, A. B., 2025). In today's educational context, students are not only required to excel in academics, but also to be active in extracurricular activities as a form of character building, leadership, and social skills (Arifudin, 2022). However, the reality in the field shows that many students have difficulty in managing time effectively, causing an imbalance between academic obligations and participation in non-academic activities.

This study was conducted at a modern Islamic boarding school in Ponorogo, Indonesia, which has thousands of students and is known for its commitment to developing various student skills through extracurricular activities such as scouting, sports, arts, languages, and student organizations, alongside its strong focus on academic development (Zarkasyi, 2005). Preliminary observations indicated that 55% of the students at this campus experienced difficulties in balancing academic and extracurricular activities. This figure reflects that more than half of the students face quite serious challenges, highlighting the need for special attention to time management issues to prevent study-related stress and delays in completing assignments (Agus Yasin, 2024). This condition highlights the urgent need to strengthen students' time management skills through the role of teachers, particularly in terms of self-efficacy and academic support.

This condition often results in learning stress, decreased academic achievement, and low effectiveness of participation in extracurricular activities. One important factor believed to influence students' success in managing time is

self-efficacy, which is the teacher's belief in his or her ability to guide, motivate, and facilitate students to be able to organize and complete their tasks independently (Suciono, 2021). High self-efficacy enables the creation of a supportive learning environment, encouraging students to be more disciplined, purposeful, and confident in managing their time. On the other hand, teacher academic support from teachers as an external factor is also very important, especially in providing continuous motivation, guidance, and reinforcement (Liu Gong, S. Y., Zhang, H. P., Yu, Q. L., & Zhou, Z. I., 2021). Unfortunately, despite its importance, the topic of students' time management in extracurricular activities has not received sufficient attention in previous studies, which have focused more on academic achievement.

As a superior solution to the problem of student time management in extracurricular activities, researchers offer an approach that integrates strengthening self-efficacy through pedagogical training based on time management, along with optimizing the role of teachers as an active and responsive source of teacher academic support. Strengthening self-efficacy is done by equipping students with concrete strategies to help them set priorities, develop study schedules and extracurricular activities, and guide the process of periodic student self-evaluation (Pratiwi & Hayati, H., 2022). Meanwhile, teachers are encouraged to provide teacher academic support not only in the form of tutoring, but also in the form of recognition of students' non-academic achievements, open communication, and constructive feedback. Through the synergy between internal (self-efficacy) and external (teacher support) factors, it is hoped that students will be able to develop balanced and sustainable time management skills, so that they can achieve both academically and in extracurricular activities (Boonk Gijselaers, H. J., Ritzen, H., & Brand-Gruwel, S., 2020).

In recent years, there have been many similar studies that discuss teacher self-efficacy as well as external support from teachers, parents, and friends. As the results of the simple regression analysis test show, a positive correlation coefficient. Therefore, the greater the teacher support felt by students, the higher the students' academic self-efficacy (Prihastyanti & Sawitri, D. R., 2020). Then the results of his research show that there is a significant effect of self-efficacy on the motivation to memorize the Koran of students, as well as the support of tahfidz teachers, which also has a significant effect (Zaini, 2020). The findings show that these four variables contribute significantly, and also emphasize the importance of developing motivation, time management skills, self-efficacy, and social support to improve student academic success (Septiyaningrum & Wajdi, M. F., 2025). Teacher support and parental supervision have a positive effect on motivation and self-

efficacy, which then improve students' academic performance. Parental influence is stronger on motivation, while teacher influence is greater on self-efficacy. These findings confirm the importance of interventions to strengthen the role of both in supporting learning achievement (Affuso Zannone, A., Esposito, C. et al., 2023).

This study differs from previous studies in that it specifically focuses on the influence of teacher self-efficacy and teacher academic support on students' time management skills in the context of extracurricular activities, rather than solely on academic achievement. While previous studies such as (Affuso Zannone, A., Esposito, C. et al., 2023; Prihastyanti & Sawitri, D. R., 2020) have emphasized the relationship between self-efficacy, social support, and academic performance or learning motivation in general, this study highlights the issue of time management as a key competency that is often overlooked, even though it is crucial in the midst of students' demands to be academically and non academically active. In addition, this study offers an integrated solution in the form of strengthening self-efficacy through time management skills training and optimizing the role of teachers as active companions in the learning process and student self-development.

The novelty of this research lies in its specific focus on the influence of self-efficacy and teacher academic support on students' time management skills in extracurricular activities, an aspect that is still rarely researched in the educational context. This study offers an innovative approach by integrating time management skills training and the active role of teachers, which not only increases students' engagement and awareness of the importance of time management, but also supports the balance between academic achievement and participation in non-academic activities (Li Liang, K., Huang, C., & Zhang, S., 2025). Thus, this study provides a new contribution to the development of more holistic and relevant learning strategies for students in the modern era of education.

Method

This study uses a quantitative approach with an ex post facto or causal comparative model, which is research that aims to determine the cause-and-effect relationship between variables without giving direct treatment to the subject (Aida D., & Norlaila., 2025). This model is relevant to use because the variables of self-efficacy and teacher academic support, as factors that are inherent in students, cannot be manipulated directly by researchers. In line with the opinion of Larry R. Gay, ex post facto research allows researchers to trace the causes of differences in behavior or conditions between groups based on existing data (Agus Rustamana Muhammad Fikri Azka, Pipit Wahyu, 2024).

The research was conducted at a modern Islamic boarding school in Ponorogo, Indonesia, which has thousands of students and is known for its

commitment to developing both academic achievement and various student skills through extracurricular activities such as scouting, sports, arts, languages, and student organizations. The research population consisted of all subject teachers and extracurricular coaches, while the sample was obtained through saturated sampling (total sampling) involving 60 teachers at the campus, as the number was manageable and representative for comprehensive analysis (Candra Susanto, Ulfah Arini, Yuntina, Panatap Soehaditama, & Nuraeni, 2024).

Data collection was carried out through Likert model psychological scales developed based on indicators of each variable. The instruments used include a self-efficacy scale, a teacher academic support scale, and a time management ability scale (Bandura, 1997). Indicators of teacher self-efficacy refer to Bandura's Social Cognitive theory and include aspects of classroom management, material delivery, dealing with problem students, student motivation, preparation of learning strategies, and learning evaluation. Teacher academic support indicators are based on House's Social Support theory and include aspects of out-of-class guidance, open consultation, providing feedback, concern for learning difficulties, task flexibility, and monitoring student progress (Burkard, Jones, & Johll, 2002). Meanwhile, indicators of student learning time management are designed based on Britton and Tesser's Time Management theory, which includes adherence to schedules, task completion, readiness to learn, attendance and focus in activities, ability to prioritize time, and discipline in balancing academic and extracurricular activities (Britton & Tesser, 1991). Instrument validity was ensured through content validity by expert judgment and construct validity using Pearson product-moment correlation, while reliability was tested using Cronbach's Alpha coefficients, all of which yielded values > 0.7 for each variable, indicating good internal consistency.

Respondents' scores were analyzed using descriptive and inferential statistical techniques with the help of SPSS software (Ardiansyah & Jailani, M. S., 2023). Descriptive tests were used to describe the general trend of each variable, while inferential analysis with multiple linear regression was carried out to test the simultaneous and partial effects between the independent and dependent variables (Ardiansyah, Risnita, 2023). Before the regression test was conducted, the data were first tested through the classical assumption test to ensure normality, multicollinearity, and homoscedasticity were met. With this design, the research is expected to provide a comprehensive understanding of the role of internal and external factors in shaping students' time management skills, especially in facing the challenges of balancing academic demands and involvement in non-academic activities (Waruwu, 2023).
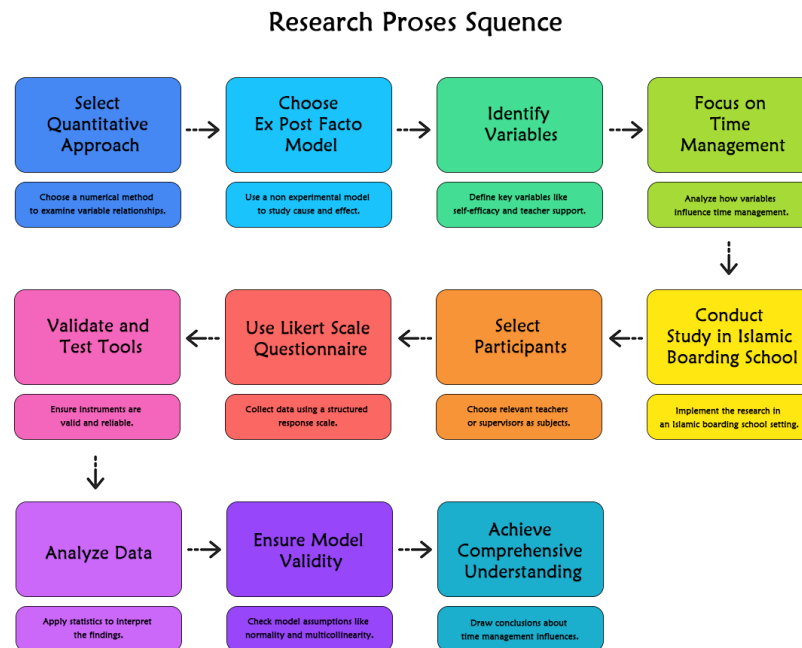
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Figure 1. Ex Post Facto Quantitative Research Methodology Flow on Self-Efficacy, Teacher Academic Support, and Time Management

Result And Discussion
Result

Based on the results of the analysis using SPSS Statistics version 26 for Windows software, related to the influence of self-efficacy and teacher academic support on students' time management skills in extracurricular activities, with a sample consisting of 60 teacher respondents, the following results were obtained:

Table 1. Content Validity

Variable	Item	r_{hitung}	r_{tabel}	Notes
	1	0,693	0,2144	Valid
	2	0,667	0,2144	Valid
	3	0,637	0,2144	Valid
	4	0,779	0,2144	Valid
	5	0,810	0,2144	Valid
	6	0,785	0,2144	Valid
Self-Efficacy	7	0,718	0,2144	Valid
(X1)	8	0,603	0,2144	Valid
	9	0,805	0,2144	Valid
	10	0,695	0,2144	Valid
	11	0,886	0,2144	Valid
	2	0,650	0,2144	Valid
	13	0,470	0,2144	Valid
	14	0,459	0,2144	Valid

	15	0,517	0,2144	Valid
	1	0,733	0,2144	Valid
	2	0,788	0,2144	Valid
	3	0,788	0,2144	Valid
	4	0,812	0,2144	Valid
	5	0,734	0,2144	Valid
	6	0,840	0,2144	Valid
Teacher	7	0,819	0,2144	Valid
Academic Ability	8	0,728	0,2144	Valid
(X2)	9	0,496	0,2144	Valid
	10	0,751	0,2144	Valid
	11	0,853	0,2144	Valid
	12	0,738	0,2144	Valid
	13	0,634	0,2144	Valid
	14	0,436	0,2144	Valid
	15	0,329	0,2144	Valid
	1	0,803	0,2144	Valid
	2	0,904	0,2144	Valid
	3	0,806	0,2144	Valid
	4	0,856	0,2144	Valid
	5	0,910	0,2144	Valid
	6	0,768	0,2144	Valid
Time	7	0,864	0,2144	Valid
Management (Y)	8	0,848	0,2144	Valid
	9	0,903	0,2144	Valid
	10	0,889	0,2144	Valid
	11	0,808	0,2144	Valid
	12	0,786	0,2144	Valid
	13	0,817	0,2144	Valid
	14	0,750	0,2144	Valid
	15	0,784	0,2144	Valid

Table 2. Summary of Validity Test Results

Variable	Item	Item Valid	Percentage Valid
Self-Efficacy (X1)	15	15	100%
Teacher Academic Support (X2)	15	15	100%
Time Management (Y)	15	15	100%

Based on Tables 1 and 2, it can be seen that all items in the Self-Efficacy (X1), Teacher Academic Support (X2), and Time Management (Y) variables are valid. This is indicated by the item-total correlation value being greater than the table r (0.2144). Each variable consists of 15 statements, all of which are valid, so that the validity percentage reaches 100% for all three variables. Thus, this research instrument is suitable for use in data collection because it can measure the intended construct accurately in accordance with the theoretical indicators of each variable.

Table 3. Reliability Test

Variable	Cronbach's Alpha	Reliability (%)	category	N of Items
Self-Efficacy (X1)	.908	90,8%	very high	15
Teacher Academic Support (X2)	.912	91,2%	very high	15
Time Management (Y)	.968	96,8%	very high	15

Reliability is an indicator that shows the extent to which a measuring instrument can provide consistent results when used under similar conditions. Reliability testing is important to ensure that the measuring instruments used in this study are reliable and produce stable data over time (Sugiyono, 2020; Tavakol & Dennick, 2011).

Based on the data processing results in Table 3, the Cronbach's Alpha value for the Self-Efficacy variable (X1) is 0.908 (90.8%), for the Teacher Academic Support variable (X2) is 0.912 (91.2%), and for the Time Management variable (Y) is 0.968 (96.8%). All values exceed the minimum threshold of 0.7, indicating that all three instruments fall into the category of very high reliability. Therefore, it can be concluded that all instruments are reliable, consistent, and suitable for further analysis as they meet the requirements for internal consistency.

Table 4. Data Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		60
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	10.46722610
Most Extreme Differences	Absolute	.123

	Positive	.079
	Negative	-.123
Test Statistic		.123
Asymp. Sig. (2-tailed)		**.024c**

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The normality test is the first step in regression testing to determine whether the residual data in the model is normally distributed. The normal distribution of residuals is one of the important assumptions in classical linear regression analysis (Dardick & Weiss, 2020). Based on Table 4, the significance value is 0.024, which is smaller than 0.05. Thus, it can be concluded that the residual data is not normally distributed, so this regression model does not meet the statistical normality assumption.

Table 5. Multicollinearity Test

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
1	(Constant)	-10.244	9.769		-1.049	.299		
	Efikasi_Guru	1.744	.364	1.099	4.787	.000	**.175**	**5.729**
	Dukungan_Akademik	-.703	.334	-.484	-2.107	.040	**.175**	**5.729**

a. Dependent Variable: Manajemen_Waktu

The multicollinearity test is carried out to detect a high correlation between the independent variables in the regression model. Multicollinearity can affect the stability of the regression coefficient estimates. There are two main indicators in this test, namely the Tolerance value and the Variance Inflation Factor (VIF) (Kartiningrum, Notobroto, Otok, Kumarijati, & Yuswatiningsih, 2022).

Based on Table 5, it is known that the tolerance value = 0.175 (greater than 0.10) and the VIF value = 5.729 (still below the maximum limit of 10). So it can be concluded that there are no symptoms of multicollinearity in the regression model used, so the relationship between the independent variables is free from each other.

Table 6. Heteroscedasticity Test

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
1	(Constant)	20.160	5.243		3.845	.000		
	Teacher_Efficacy	-.336	.195	-.519	-1.718	**.091**	.175	5.729
	Academic_Support	.152	.179	.256	.847	**.400**	.175	5.729

a. Dependent Variable: Abs_Res

The heteroscedasticity test aims to identify whether or not there is an inequality of variance of the errors (residuals) in the linear regression model. This variance inequality can indicate bias in the estimation model. One method used is significance testing through the probability value (sig). If the sig value> 0.05, it can be concluded that there are no symptoms of heteroscedasticity (Dardick & Weiss, 2020).

Based on Table 6, it is known that the significance value on the self-efficacy variable is 0.091 and on the Teacher academic support variable is 0.400. Because both values are greater than 0.05, it can be concluded that the regression model does not experience heteroscedasticity problems and the distribution of errors is considered homogeneous.

Table 7. Autocorrelation Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.306[a]	.093	.062	5.71532	**2.178**

a. Predictors: (Constant), Academic_Support, Teacher_Efficacy

b. Dependent Variable: Abs_Res

The autocorrelation test is conducted to test whether there is a correlation between residuals on adjacent observations in time (serial correlation). This test usually uses Durbin-Watson (DW). The DW value, which is in the range dU < d < 4-dU, indicates that there is no autocorrelation (Sugiyono, 2020).

Based on Table 7, the Durbin-Watson value is 2.178. The lower limit value (dU) for a sample size of 60 is around 1.6518, and the value of 4 -*d* = 1.822 4-dU = 2.3482. Because the DW value is between these two limits, it can be concluded that there are no autocorrelation symptoms in the regression model used.

Table 8. Partial t-test
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients				Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	-10.244	9.769		-1.049	.299		
	Efikasi_Guru	**1.744**	.364	1.099	4.787	**.000**	.175	5.729
	Dukungan_Akademik	**-.703**	.334	-.484	-2.107	**.040**	.175	5.729

a. Dependent Variable: Time_Management

The partial t-test aims to evaluate the effect of each independent variable on the dependent variable separately, to determine whether the contribution of each independent variable is statistically significant in the regression model (Dardick & Weiss, 2020).

Based on Table 8, it is known that: The self-efficacy variable has a significance value of 0.000 (< 0.05) with a regression coefficient of 1.744, which means that it has a positive and significant effect on time management. In other words, increasing self-efficacy will significantly improve time management skills.

Meanwhile, the Teacher academic support variable shows a significance value of 0.040 (<0.05) with a regression coefficient of 0.703, which means it has a negative but significant effect on time management. This indicates that the higher the teacher's academic support, the more it tends to decrease the effectiveness of time management in the context of this study. Thus, both independent variables of self-efficacy and teacher academic support have a significant influence on time management, although the direction of the relationship shown is different.

Table 9. Simultaneous F-test
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5865.127	2	2932.563	25.859	**.000[b]**
	Residual	6464.207	57	113.407		
	Total	12329.333	59			

a. Dependent Variable: Time_Management

b. Predictors: (Constant), Academic_Support, Teacher_Efficacy

The F test or simultaneous test is used to determine whether all independent variables together have a significant effect on the dependent variable in a regression model. This test is important to ensure that the combination of independent variables used really contributes to changes in the dependent variable (Dardick & Weiss, 2020).

Based on Table 9, a significance value of 0.000 (< 0.05) is obtained. This shows that the regression model built is simultaneously significant. Thus, it can be concluded that self-efficacy and teacher academic support together have a significant effect on students' time management skills in extracurricular activities.

Table 10. Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.690ᵃ	**.476**	.457	10.64928	2.439

a. Predictors: (Constant), Academic_Support, Teacher_Efficacy
b. Dependent Variable: Time_Management

To see the extent to which the variables of self-efficacy and teacher academic support affect students' time management skills in extracurricular activities, it can be seen from the R Square value in the table above. The R Square value of 0.476 indicates that the two independent variables contribute 47.6% to student time management. The remaining 52.4% is influenced by other factors outside this model.

This finding suggests that almost half of the variation in students' time management ability can be explained by self-efficacy and teacher academic support. This confirms the importance of the teacher's role both in providing academic assistance and in strengthening students' belief in their own abilities in helping students balance intracurricular and extracurricular activities effectively.

Discussion

The results of this study indicate that teachers' self-efficacy has a significant effect on students' time management skills in extracurricular activities. This finding is in line with Social Cognitive Theory (Bandura, 1997), which emphasizes that self-efficacy not only affects individual performance but also has an impact on the learning environment and student behavior. Teachers who have high confidence in their ability to manage the classroom, motivate students, and adjust learning strategies have been proven to be able to create a conducive learning climate. This also supports students' discipline, responsibility, and time management skills. Previous studies also confirm that self-efficacy contributes positively to student motivation and academic achievement (Prihastyanti & Sawitri, D. R., 2020; Zaini,

2020). Thus, in the context of modern Islamic boarding schools with busy schedules, the role of confident and adaptive teachers is very important in helping students balance academic and extracurricular demands.

Meanwhile, teachers' academic support also plays a role in this research model, although its contribution to time management is not yet optimal. The forms of support that teachers have provided so far, such as tutoring, assignment consultations, and monitoring academic achievement, tend to be more oriented towards directly improving academic achievement. This is in line with the opinions of (Affuso Zannone, A., Esposito, C. et al., 2023; Liu Gong, S. Y., Zhang, H. P., Yu, Q. L., & Zhou, Z. I., 2021) that teacher support is generally correlated with learning outcomes and motivation. However, in the context of this study, this support has not been fully directed towards the development of students' time management strategies. Therefore, it is necessary to develop a more contextual academic support model, which not only focuses on academic achievement but also emphasizes non-cognitive skills such as planning, prioritizing, and managing daily activities (Britton & Tesser, 1991).

Simultaneously, self-efficacy and academic support from teachers contribute 47.6% to students' time management abilities. This proves that the combination of internal factors (teacher self-efficacy) and relational factors (academic support from teachers) plays an important role in shaping students' time management competencies. These findings are consistent with the research by (Septiyaningrum & Wajdi, M. F., 2025), which shows that self-efficacy, motivation, social support, and time management together have a significant effect on the academic achievement of student activists. Thus, this study confirms that time management is not only influenced by students' personal factors but also greatly influenced by the role of teachers as mentors.

The novelty of this study lies in its focus on students' time management in the context of extracurricular activities in modern Islamic boarding schools, which has rarely been studied. Most previous studies have emphasized the relationship between self-efficacy, teacher support, and academic achievement (Affuso Zannone, A., Esposito, C. et al., 2023; Prihastyanti & Sawitri, D. R., 2020). This study offers a new contribution by emphasizing that teachers are not only important in improving learning outcomes but also in helping students develop time management skills that balance academic and non-academic activities. Therefore, strengthening teachers' self-efficacy and developing more targeted academic support for time management should be a priority in teacher professional development programs in modern Islamic boarding schools.

Conclusion

Based on the objectives and findings of this research, it can be concluded that teacher self-efficacy has a significant influence on students' time management skills in extracurricular activities, while teacher academic support does not show a significant partial effect. However, when combined, both variables contribute to the improvement of students' time management, demonstrating the importance of integrating internal and external teacher factors in guiding students to balance academic and non-academic activities. This study is limited to the context of a modern Islamic boarding school in Ponorogo with a relatively small number of teacher respondents, so the findings may not fully represent the diversity of Islamic boarding schools in Indonesia. The measurement also relied solely on self-reported data through questionnaires, which may contain subjective bias.

Theoretically, this research contributes to the study of educational psychology by reinforcing the role of teacher self-efficacy as a critical internal factor that shapes student competencies beyond academics. Practically, the study offers recommendations for Islamic boarding schools to design professional development programs that strengthen teacher self-efficacy and contextualize academic support to better accommodate extracurricular demands. Future studies are expected to employ mixed-method approaches, expand the research population, and include additional variables such as parental support, student motivation, and school culture, so that the model of time management competence development becomes more comprehensive and applicable in broader educational settings.

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