

Mental Workload Analysis of Student Members of the Mosque Management Committee at Campus X Using NASA-TLX

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Abstract— Students who serve as administrators of campus mosques often face dual responsibilities: fulfilling academic obligations while simultaneously managing various religious activities on campus. Balancing these roles can lead to a considerable mental workload. This study aims to assess the level of mental workload experienced by students actively involved as campus mosque administrators. The research was conducted at a university mosque located in Yogyakarta. Mental workload was measured using the NASA-TLX instrument, which evaluates six key dimensions of cognitive load. Findings revealed an average mental workload score of 71.14, categorized as high. A total of 80% of participants reported experiencing high to very high levels of mental stress. The most prominent contributing dimensions were mental demand, effort, and performance. These results highlight the need for effective workload management strategies, including equitable task distribution, engagement of external volunteers, stress and time management training, and promoting awareness of the importance of balancing academic and organizational commitments.

Keywords: Mental Workload, NASA-TLX, Organizations, Students

I. INTRODUCTION

Students' lives at the university level are often characterized by diverse dynamics that extend beyond academic activities alone. [Ariani et al, 2025]. In addition to focusing on formal academic responsibilities such as attending lectures, participating in laboratory sessions, and completing assignments, many students are also actively involved in various student organizations.

[Making et al, 2023]. Participation in these organizations provides opportunities to develop personal interests, expand social networks, and enhance soft skills. [Yolanda et al, 2024]. Such activities often require substantial commitment of time and energy, even as students continue to manage their academic workload. Despite demanding academic schedules, some students remain actively engaged in student organizations, including socio-religious organizations such as the Mosque Management Committee.

Campus mosques serve not only as places of worship but also as centers for religious, social, and educational activities within the academic community. [Isan et al, 2024]. A dynamic and active mosque is typically reflected in the implementation of various programs, including regular religious studies, leadership training grounded in Islamic values, social initiatives, public lectures, and the commemoration of Islamic holidays. [Saridudin, 2021]. The presence of an effective Mosque Management Committee is essential to ensuring the continuity and success of these programs, from planning and implementation to evaluation. [Arsam et al, 2024].

Students who serve as members of the Mosque Management Committee face a dual challenge [Armanda dan Pramana, 2023]. They are required not only to excel academically but also to manage a wide range of mosque-related responsibilities that demand a high level of commitment. [Maisaroh et al, 2023]. Their involvement reflects a strong motivation to contribute to religious education and community development on campus. At the same time, the interaction between academic workload and organizational responsibilities raises important questions regarding its potential impacts.

This considerable workload has the potential to trigger stress among students. [Yulizar et al, 2025]. Balancing academic obligations,

coursework, organizational duties, and responsibilities as members of the Mosque Management Committee poses a significant challenge. These burdens may lead to various consequences, including mental stress that warrants serious attention. [Peristianto dan widyana, 2023]. Organizational pressures, combined with academic demands, can affect students' psychological well-being. [Kuswanto, 2025]. Previous studies, such as those by Casya et al., have shown that students tend to experience high levels of mental stress when confronted with academic tasks and heavy cognitive demands. [Casya et al, 2024]. Research by Hidayati & Basyari also indicates that the average mental workload among working students is high. [Hidayati dan Basyari, 2024].

Given this context, it is important to identify the level of mental stress experienced by students who are simultaneously active in organizational activities and responsible for mosque administration. One appropriate method for assessing mental workload is the NASA-TLX, as it effectively captures mental workload in situations requiring simultaneous engagement in multiple tasks, such as those typically encountered by members of the Mosque Management Committee [Li et al, 2022]. This study focuses on assessing the level of mental workload among university students who manage academic responsibilities while actively participating in the Mosque Management Committee at a campus mosque in Yogyakarta. Previous studies employing the NASA-TLX method have predominantly examined mental workload in academic activities, student executive organizations, or part-time work contexts [Hidayati dan Basyari, 2024] [Aryntya et al, 2023]. However, limited research has focused on campus religious organizations, particularly mosque management committees, where responsibilities are continuous rather than incidental. Unlike most student organizations that operate on an event-based basis, campus mosque management involves daily administrative, religious, and social duties, creating a distinct and persistent mental workload context [Ikhsanudi dan Rudini, 2021]. This study addresses this gap by extending the application of the NASA-TLX framework to a volunteer-based, non-profit, and value-driven organizational setting. The findings contribute theoretically by broadening mental workload

analysis beyond task-oriented and academic environments, and practically by providing insights to support workload management and organizational policy development in campus mosque institutions. Based on the identified research gap and the continuous nature of responsibilities within campus mosque management activities, this study aims to quantitatively assess the mental workload of student members of a campus mosque management committee using the NASA-TLX framework. Specifically, this study seeks to identify the dominant mental workload dimensions and evaluate their relative contributions to overall mental workload in the context of continuous organizational, religious, and administrative responsibilities performed alongside academic obligations. Furthermore, this research aims to provide practical insights to support workload distribution, task management, and organizational policy development within campus mosque management institutions.

II. METHODS

Campus X is an Islamic university in Yogyakarta where dakwah constitutes an integral part of its institutional mission. The campus mosque functions as a central religious hub serving both the academic community and the surrounding neighborhoods. Beyond routine worship services, the mosque manages continuous religious, administrative, and social activities and provides guidance to several nearby mosques. Consequently, members of the Mosque Management Committee are engaged in sustained organizational responsibilities that extend beyond event-based activities, creating a distinctive and persistent work context.

The study focuses on analyzing the mental workload experienced by students who serve as members of the Mosque Management Committee at Campus X. The population of this study consisted of 23 active student members of a campus mosque management committee, and a total sampling approach was employed in which all active committee members were included as respondents. The respondents represented various academic programs and organizational roles within the mosque management structure, encompassing both executive and operational responsibilities. Data were collected using the NASA-TLX questionnaire, which was

administered in June, near the end of the academic year during the second semester. At this stage, respondents had experienced sustained organizational involvement, including the completion of major religious events such as Ramadan and Eid al-Adha programs. Participants were asked to assess their mental workload based on their cumulative experience in performing daily organizational, religious, and administrative tasks alongside academic responsibilities, ensuring that the measured workload reflected continuous rather than incidental organizational demands. The mental workload assessment was conducted using the NASA-TLX method, which measures six dimensions of mental workload. The stages of the NASA-TLX procedure were carried out as follows:

1) Dimension Weighting

In this stage, respondents compare pairs of mental workload dimensions to determine which dimension is more dominant in influencing their task performance. Each respondent completed 15 pairwise comparisons, as required in the standard NASA-TLX procedure for six dimensions. The weight of each dimension was determined by counting the number of times the dimension was selected as more dominant across the comparisons, resulting in a weighting score ranging from 0 to 5.

Table 1. Pairwise Comparison of Dimensions

	MD	PD	TD	OP	EF	FR
MD						
PD						
TD						
OP						
EF						
FR						

A description of the mental workload dimensions assessed in this study is provided in Table 2.

Table 2. Description of NASA-TLX Dimensions

Mental Workload Dimensions	Description
Mental Demand (MD)	The extent to which the task requires cognitive processes such as reasoning, problem-solving, remembering information, or making decisions.
Physical Demand (PD)	The amount of physical involvement needed to carry out the task, including bodily movement or physical manipulation of tools and equipment.
Temporal Demand (TD)	The level of time-related pressure experienced during task performance, including the pace of work and how rushed the respondent feels.
Own Performance (OP)	The respondent’s personal judgment regarding how effectively or successfully they believe they completed the task.
Effort (EF)	The overall amount of mental and physical exertion required to meet the task objectives at a satisfactory performance level.
Frustration (FR)	The degree of negative emotions—such as irritation, tension, worry, or stress—felt by the respondent while performing the task.

2) Mental Workload Dimension Rating

During this stage, respondents provided ratings for each NASA-TLX dimension based on their cumulative experience in performing daily organizational, religious, and administrative tasks

as members of the Mosque Management Committee. Each dimension was rated using a 0–100 scale, where higher scores indicate greater perceived workload. [Rahman dan Pratama,

2022]. An illustration of the rating scheme is presented in Figure 1.

1. <i>Mental Demand (MD)</i> <i>How much mental and perceptual activity was required to accomplish the task?</i>	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	
Low																						High
2. <i>Physical Demand (PD)</i> <i>How much physical activity was required to accomplish the task?</i>	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	
Low																						High
3. <i>Temporal Demand (TD)</i> <i>How much time pressure did you feel due to the rate or pace at which the tasks occurred?</i>	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	
Low																						High
4. <i>Performance (OP)</i> <i>How successful do you think you were in accomplishing the tasks?</i>	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	
Low																						High
5. <i>Effort (EF)</i> <i>How hard did you have to work mentally and physically to accomplish the task?</i>	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	
Low																						High
6. <i>Frustration (FR)</i> <i>How insecure, discouraged, irritated, stressed, and annoyed did you feel during the task?</i>	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	
Low																						High

Figure 1. Mental Workload Dimension Rating Scale

a. Product Score Calculation

After the rating process, each dimension rating was multiplied by its corresponding weight obtained from the dimension weighting stage to produce a product score, as shown in Equation (1).

$$P = \frac{D}{\sum D} \times R \quad (1)$$

b. Weighted Workload (WWL) calculation

The Weighted Workload (WWL) for each respondent was calculated by summing the product scores across all six dimensions, as presented in Equation (2).

$$W = \sum P \quad (2)$$

c. Overall Weighted Workload (WWL) score

To obtain the overall mental workload score, the WWL value was divided by 15, which represents the total number of pairwise comparisons in the NASA-TLX weighting procedure, as shown in Equation (3).

$$S = \frac{W}{15} \quad (3)$$

3) Score Interpretation

The resulting mental workload scores, calculated for each respondent and averaged across participants, were categorized into five interpretation levels, as presented in Table 3 [Alfani, 2023].

Classification	Score
Low	0-9
Moderate	10-29
Moderately High	30-49
High	50-79
Very High	80-100

III. RESULT AND DISCUSSION

The NASA-TLX procedure consisted of the following steps:

1. Dimension Weighting

Dimension weights were obtained by comparing the relative importance of each mental workload dimension. The resulting weighting scores are presented in Table 4.

Table 4. Dimension Weighting Scores

Respondent	Dimension					
	MD	PD	TD	OP	EF	FR
1	2	1	5	4	3	0
2	2	2	2	4	4	1
3	2	2	4	3	3	1
4	5	3	3	1	1	2
5	3	2	2	2	4	2
6	2	2	2	5	4	0
7	5	3	2	4	1	0
8	2	3	5	1	3	1
9	2	2	4	3	4	0
10	1	4	2	2	5	1
11	1	1	5	2	4	2
12	2	3	4	3	3	0
13	0	5	4	2	3	1
14	4	2	5	2	1	1
15	4	1	2	4	3	1
16	3	4	4	1	3	0
17	4	2	4	2	3	0
18	4	3	3	1	4	0
19	3	4	3	3	1	1
20	5	1	3	4	2	0
21	3	0	5	2	2	3
22	2	3	2	0	3	5

2. Dimensional Assessment (Rating)

Respondents provide a rating for each NASA-TLX dimension based on how they experienced

the task. Ratings are recorded on a 0–100 scale for every dimension. [1Rahman dan Pratama, 2023]. See Table 5 for the dimensional rating form.

Table 5. Dimensios Ratings

Respondent	Dimension					
	MD	PD	TD	OP	EF	FR
1	2	2	3	3	3	2
2	2	1	5	4	3	0
3	2	2	2	4	4	1
4	2	2	4	3	3	1
5	5	3	3	1	1	2
6	3	2	2	2	4	2
7	2	2	2	5	4	0
8	5	3	2	4	1	0
9	2	3	5	1	3	1
10	2	2	4	3	4	0

Respondent	Dimension					
	MD	PD	TD	OP	EF	FR
11	1	4	2	2	5	1
12	1	1	5	2	4	2
13	2	3	4	3	3	0
14	0	5	4	2	3	1
15	4	2	5	2	1	1
16	4	1	2	4	3	1
17	3	4	4	1	3	0
18	4	2	4	2	3	0
19	4	3	3	1	4	0
20	3	4	3	3	1	1
21	5	1	3	4	2	0
22	3	0	5	2	2	3
23	2	3	2	0	3	5

3. Calculation of WWL Scores

The calculation of the Weighted Workload (WWL) scores is presented in Table 6.

Table 6. WWL Scores

Respondent	Dimension						WWL
	MD	PD	TD	OP	EF	FR	
1	150	160	210	225	240	150	1135
2	140	65	350	300	210	0	1065
3	50	10	60	320	120	5	565
4	100	20	80	240	240	0	680
5	475	240	270	70	100	180	1335
6	270	150	80	170	380	120	1170
7	100	160	100	500	400	0	1260
8	425	90	70	280	50	0	915
9	140	120	450	80	195	70	1055
10	150	140	340	240	280	0	1150
11	40	240	70	80	250	30	710
12	100	90	400	180	320	120	1210
13	130	180	200	180	180	0	870
14	0	500	320	180	300	60	1360
15	400	100	300	160	30	80	1070
16	320	50	140	360	255	30	1155
17	300	400	80	85	285	0	1150
18	300	178	200	180	240	0	1098
19	340	240	180	90	380	0	1230
20	195	280	135	60	75	20	765
21	400	70	210	400	170	0	1250
22	240	0	425	150	170	210	1195
23	100	225	160	0	240	425	1150

4. Interpretation of WWL Scores

After obtaining the WWL scores, the average WWL was calculated, and the results were categorized into predefined workload levels. The interpretation criteria are shown in Table 7.

Table 7. WWL Score Classification

Respondent	Mean WWL	Category
1	75.67	High
2	71.00	High
3	37.67	Moderately High
4	45.33	Moderately High
5	89.00	Very High
6	78.00	High
7	84.00	Very High
8	61.00	High
9	70.33	High
10	76.67	High
11	47.33	Moderately High
12	80.67	Very High
13	58.00	High
14	90.67	Very High
15	71.33	High
16	77.00	High
17	76.67	High
18	73.20	High
19	82.00	Very High
20	51.00	High
21	83.33	Very High
22	79.67	Very High
23	76.67	High

Based on the NASA-TLX results shown in Table 7, the overall mean WWL was 71.14, which falls into the high category. Among the

respondents, 3 individuals (13%) were classified as moderately high, 13 respondents (57%) as high, and 7 respondents (30%) as very high.

Table 8. Frequencies of Category WWL

Frequencies of Category			
Category	Counts	% of Total	Cumulative %
Very High	7	30.4%	30.4%
High	13	56.5%	87.0%
Moderately High	3	13.0%	100.0%

In total, 80% of participants experienced a high level of mental workload. This elevated workload is likely related to the responsibilities of serving on the mosque management committee, a role that

encompasses spiritual guidance and community engagement both within the campus and in the surrounding neighborhoods.

Table 9. NASA-TLX Dimension Scores

Descriptives						
	MD	PD	TD	OP	EF	FR
N	23	23	23	23	23	23
Mean	212	161	210	197	222	65.2
Minimum	0	0	60	0	30	0
Maximum	475	500	450	500	400	425

Across the six NASA-TLX dimensions, Effort (EF), Mental Demand (MD), and Temporal Demand (TD) exhibited the highest mean scores, indicating a substantial mental workload among campus mosque management committee members. This pattern reflects the complex nature of committee responsibilities, which include administrative coordination, religious service management, and social program execution. In addition to routine daily activities, committee members are required to organize large-scale religious events such as Ramadan programs and major religious holidays, which demand careful planning, logistical coordination, and sustained physical and cognitive effort. [Handayani dan Susanti, 2023]. These responsibilities place considerable performance expectations on student committee members who must simultaneously manage academic obligations.

High scores in the Mental Demand and Effort dimensions suggest prolonged cognitive engagement and sustained exertion, which may increase the risk of mental fatigue if not properly managed. The elevated Own Performance score further indicates strong internal and external pressure to perform effectively, a condition that can intensify perceived workload and psychological strain in value-driven organizational contexts. [Nisa dan Widyastuti, 2020]. Overall, the dominance of Mental Demand, Effort, and Temporal Demand suggests that mental workload in campus mosque management is persistent rather than episodic, arising from continuous responsibilities and fixed religious schedules rather than short-term task intensity. [Hidyati dan Basyari, 2024].

These findings are consistent with recent mental workload studies involving students

engaged in multiple concurrent roles, which report elevated Mental Demand, Effort, and Temporal Demand due to overlapping academic and organizational commitments [Hidyati dan Basyari, 2024][Rahayu dan Rosdiana, 2025]. However, unlike prior research that primarily examines academic activities or event-based student organizations, the present study highlights a workload pattern driven by continuous and routine organizational demands. This distinction emphasizes the role of responsibility persistence in shaping mental workload within campus religious organizations.

Conceptually, the high Mental Demand observed can be attributed to the need for continuous coordination of administrative, religious, and social activities, requiring frequent decision-making and attention switching. [Ishak et al, 2023]. Elevated Effort reflects sustained cognitive and emotional engagement over extended periods, particularly as students balance organizational duties with academic responsibilities. Meanwhile, high Temporal Demand is associated with fixed religious schedules, routine daily activities, and intensified workloads during major religious events such as Ramadan and Eid celebrations. [Yasmin et al, 2023]. Together, these factors create a cumulative mental workload that differentiates mosque management activities from task-specific or episodic organizational contexts.

Given the continuous and multifaceted nature of these responsibilities, systematic workload management is recommended. Practical measures may include equitable task distribution, recruitment of additional volunteers during peak periods, promotion of work–role balance awareness, and periodic evaluation of committee

workload to support the sustainability of student involvement.

IV. CONCLUSION

This study demonstrates that student members of a campus mosque management committee experience a high level of mental workload, primarily driven by Mental Demand, Effort, and Temporal Demand. The findings indicate that the mental workload encountered by committee members is not episodic but persistent in nature, arising from continuous administrative, religious, and social responsibilities that must be balanced alongside academic obligations. This workload pattern distinguishes campus mosque management activities from typical event-based student organizations.

From a conceptual perspective, the results highlight that sustained cognitive engagement, prolonged effort, and fixed religious schedules are key factors contributing to cumulative mental workload in campus religious organizations. Practically, these findings underscore the importance of implementing systematic workload management strategies within campus mosque institutions. These strategies may include proportional task distribution among committee members, the provision of additional volunteer support during peak religious periods, and the development of organizational policies that promote balance between academic responsibilities and mosque-related duties. By addressing these factors, campus mosque institutions may better support student well-being while maintaining effective organizational performance.

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