

Digital Workload and Anxiety Among Tahfizh Preschool Teachers: Self-efficacy in Islamic Psychology

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ABSTRACT

Digital transformation in education has substantially reshaped teachers' roles and responsibilities, including those of early childhood Qur'anic education teachers. The integration of digital technology into instructional activities, administrative tasks, and school-parent communication requires continuous adaptation, potentially increasing digital workload and triggering digital anxiety. This study hypothesizes that strong self-efficacy grounded in Islamic psychology values enables teachers to manage digital work pressures more effectively. The research aims to explore the forms of digital workload and digital anxiety experienced by early childhood Qur'anic education teachers and to examine the role of self-efficacy in addressing these demands.

This study employed a qualitative approach using a case study design at an Islamic early childhood education institution in Bekasi, Indonesia. Data were collected through in-depth interviews, classroom observations, and document analysis involving purposively selected teachers and were analyzed thematically. Findings reveal that digital workload manifests in technology-based administrative requirements, digital instructional media use, and intensive online communication with parents. These conditions contribute to digital anxiety related to technological competence, time constraints, and sustained performance expectations. Self-efficacy, strengthened by *niyyah*, *ṣabr*, *ikhlaṣ*, and *tawakkul*, functions as an adaptive coping mechanism in managing digital challenges.

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INTRODUCTION

The rapid development of digital technology has fundamentally transformed educational practices across all levels, including early childhood education. Teachers are no longer solely responsible for classroom instruction but are also expected to master various digital platforms for learning delivery, administrative tasks, reporting, and communication with parents. This transformation has significantly reshaped teachers' professional roles and expanded their workload, particularly in terms of cognitive, emotional, and adaptive demands associated with digital technology use. As educational institutions increasingly integrate digital systems into daily practices, teachers are required to continuously adapt to rapidly evolving technological environments while maintaining instructional quality and professional performance.

Digital workload can be understood as an extension of professional workload resulting from the intensity and complexity of digital technology integration into work processes. Robbins et al. (2013) emphasize that workload is not merely defined by the number of assigned tasks, but also by role

complexity, time pressure, and adaptive demands experienced by individuals within organizations. In line with the Job Demands-Resources (JD-R) model proposed by Bakker and Demerouti (2007), excessive job demands without sufficient personal and institutional resources may contribute to emotional strain and occupational stress. Within digital educational environments, these demands have intensified as teachers are expected to multitask across instructional, administrative, technological, and communicative responsibilities simultaneously.

Traditionally, teachers' workload encompasses planning, implementing, and evaluating instructional activities. However, digital innovation has altered the nature of these responsibilities. Teachers are now expected to design interactive digital learning media, manage application-based administrative reports, participate in online professional development, and maintain continuous digital communication with parents and institutions (Surahman et al., 2025). These expectations not only increase task volume but also require adequate digital competence, technological confidence, and continuous adaptation. Consequently, teachers may experience increased psychological pressure when digital demands exceed their perceived abilities and available support systems.

In early childhood education settings, digital transformation presents unique challenges. Early childhood educators, who traditionally focus on supporting children's holistic development through direct interaction and emotional engagement, are now expected to function as active users of digital technology in their professional routines (Li et al., 2024; Winarti et al., 2023). While digitalization provides broader access to educational resources and instructional efficiency, it also introduces psychological pressure in the form of digital anxiety. Digital anxiety refers to emotional distress that emerges when digital demands exceed individuals' perceived competence, coping resources, and institutional support (Andryan & Suminar, 2024; Bora & Neelakandan, 2025). This condition may manifest in fear of making technical mistakes, confusion when using unfamiliar applications, and emotional exhaustion resulting from continuous digital engagement.

Previous studies indicate that teachers frequently experience stress and technostress when required to adopt new technologies without sufficient training and institutional support (Khlaif et al., 2023; Siddiqui et al., 2023). Early childhood educators may feel particularly anxious about making technical errors, losing important data, or being perceived as incompetent due to difficulties in using digital administrative and instructional applications. Such pressures are not solely technical in nature but are also emotional, as teachers are expected to adapt rapidly within limited timeframes and resource constraints (Tu et al., 2025). Moreover, social and institutional factors such as comparisons of digital competence among colleagues and expectations for rapid digital responsiveness may further intensify digital anxiety (Khlaif et al., 2023).

Salmela-Aro et al. (2022) argue that excessive digital pressure may reduce teaching motivation and increase emotional exhaustion and burnout among educators. In Indonesia, these challenges are particularly pronounced among early childhood teachers due to limited technological infrastructure, inconsistent digital training, and insufficient institutional support systems (Windayani & Sudarma, 2025). These conditions indicate that digital transformation in education may simultaneously function as both an opportunity and a source of psychological burden for teachers.

Within the context of Qur'anic-based early childhood education, these challenges become even more complex. Tahfizh early childhood education teachers occupy a distinctive educational position that differs from general early childhood educators. In addition to managing digital administrative tasks and online communication, they are also responsible for guiding Qur'anic memorization, cultivating

Islamic character, nurturing children's spiritual development, and maintaining religiously oriented learning environments from an early age. These multidimensional responsibilities may intensify emotional pressure and digital anxiety, particularly within rapidly evolving technological demands.

Field observations suggest that increasing digital administrative demands often divert teachers' time, energy, and pedagogical focus away from meaningful educational interactions with children. This condition is particularly concerning because early childhood education fundamentally depends on teachers' emotional presence, adaptability, and confidence in facilitating learning experiences. Unmanaged digital workload may therefore negatively affect teachers' self-efficacy, emotional regulation, and confidence in managing digital educational responsibilities within Qur'anic-based learning environments.

Research has shown that excessive workload and technostress may negatively influence teachers' self-efficacy, emotional adaptation, and professional performance (Andryan & Suminar, 2024; Maslach & Leiter, 2016). Kusumawardani and Dimyati (2021) highlight persistent difficulties among early childhood teachers in implementing digital learning due to limited digital literacy and technological readiness. Similarly, Salmela-Aro et al. (2022) emphasize that prolonged digital stress may reduce teachers' confidence in managing digital educational tasks and increase emotional exhaustion. These findings indicate that digital workload and anxiety should not be viewed merely as technological issues, but also as factors influencing teachers' self-efficacy, emotional adaptation, and professional functioning within digital educational contexts.

Conversely, personal resources such as self-efficacy may help teachers cope more effectively with digital demands. Bandura (1997) explains that self-efficacy refers to individuals' beliefs in their capacity to organize and execute actions required to manage challenging situations. Teachers with stronger technological self-efficacy tend to demonstrate greater confidence, adaptability, and emotional regulation when facing digital tasks and technological changes (Warmansyah et al., 2022; Fitriyah et al., 2024). These findings suggest that self-efficacy functions as an important psychological resource that may reduce digital anxiety and strengthen teachers' ability to adapt within technology-based educational environments.

From the perspective of Islamic psychology, emotional regulation and resilience are closely associated with spiritual consciousness and reliance on God. The Qur'an emphasizes the importance of inner calm through remembrance of Allah:

"Verily, in the remembrance of Allah do hearts find rest" (Qur'an 13:28).

In addition, Islamic teachings encourage patience (*ṣabr*) and trust in God (*tawakkul*) when facing difficulties and uncertainty. These spiritual values may strengthen teachers' self-efficacy by fostering emotional stability, meaning-making, and psychological endurance in managing digital-related stress.

The Prophet Muhammad ﷺ also stated:

"How wonderful is the affair of the believer, for there is good for him in every matter..." (Sahih Muslim, hadith No. 2999).

This hadith reflects the Islamic psychological principle that adversity can be managed through faith, patience, and positive cognitive appraisal. From the perspective of Islamic psychology, emotional well-being is closely connected to spiritual balance, self-regulation, and purification of the soul (*tazkiyatun nafs*). Islamic psychology emphasizes that emotional difficulties, anxiety, and psychological distress

may be addressed through spiritual practices such as dhikr, patience (sabr), sincerity (ikhlas), and reliance upon Allah (tawakkal) (Asosiasi Psikologi Islam, 2020; Al-Jauziyyah, 2009). This perspective suggests that spiritual values may function as important coping resources that strengthen teachers' self-efficacy, emotional regulation, and adaptability when facing digital stress.

Several previous studies support the role of spirituality in strengthening coping ability, emotional regulation, and self-efficacy within stressful educational environments. Saputra et al. (2022) found that patience and tawakkal contribute positively to teachers' ability to cope with occupational stress, while Azmi and Salsabilah (2024) explain that dhikr may support emotional regulation and psychological calmness from the perspective of Islamic psychology. These findings indicate that integrating psychological and spiritual dimensions offers a more comprehensive framework for understanding teacher self-efficacy and digital adaptation within technologically demanding educational environments.

Despite growing interest in digital workload, technostress, and digital anxiety, empirical studies focusing specifically on Qur'anic-based early childhood education remain limited. Most existing studies concentrate on general or secondary educational contexts, while the unique experiences of Tahfizh early childhood education teachers have received relatively limited scholarly attention. Tahfizh early childhood education teachers occupy a distinctive educational position because they simultaneously manage educational, technological, emotional, and spiritual responsibilities. In addition to completing digital administrative tasks and technological adaptation, they are also expected to guide Qur'anic memorization, cultivate Islamic values, and maintain spiritually oriented learning environments for young children. These multidimensional responsibilities may intensify emotional pressure and digital anxiety within rapidly evolving technological contexts.

Despite this distinctive context, empirical studies examining digital workload, digital anxiety, and teacher self-efficacy among Tahfizh early childhood education teachers remain scarce, particularly from the perspective of Islamic psychology. Therefore, this study seeks to address this research gap by exploring digital workload and digital anxiety among Tahfizh early childhood education teachers through the lens of Islamic psychology.

This study aims to provide an in-depth understanding of how digital workload influences digital anxiety and teacher self-efficacy among Tahfizh early childhood education teachers. Furthermore, this study explores how Islamic psychological values such as niyyah, sabr, ikhlas, dhikr, tawakkal, and amanah function as internal coping resources in managing digital work pressures. Ultimately, digital transformation in education should not become merely a source of psychological burden, but should also strengthen teachers' self-efficacy, emotional resilience, and professional capacity in nurturing emotionally balanced, morally grounded, and Qur'an-oriented future generations.

METHOD

This study employed a qualitative approach using an exploratory case study design to examine digital workload and digital anxiety experienced by early childhood Qur'anic (Tahfizh) teachers, as well as the role of self-efficacy and Islamic psychological values in managing work-related pressures in the digital era. A qualitative approach was considered appropriate because the phenomena under investigation are inherently subjective, contextual, and meaning-laden, closely tied to teachers' lived experiences,

emotional responses, and personal interpretations when engaging with digital technologies. Such phenomena are best understood through participants' perspectives rather than through quantitative measurement alone (Creswell & Poth, 2018).

The exploratory case study design enabled an in-depth examination of the phenomenon within a specific institutional context. Case study research is particularly suitable for investigating contemporary phenomena in real-world settings where the boundaries between the phenomenon and its context are not clearly evident (Yin, 2024). This design was especially relevant for understanding how digital demands are negotiated in educational settings that integrate pedagogical, administrative, and spiritual responsibilities. By focusing on a single case, the study sought to generate rich, context-sensitive insights into the dynamics of digital workload, digital anxiety, and coping processes grounded in both psychological and spiritual frameworks (Yin, 2024).

Design

This study employed a qualitative research approach using a case study design. The case study method was chosen to gain an in-depth understanding of digital workload experiences among teachers in a Qur'anic early childhood education institution. This design allows for comprehensive exploration of participants' perceptions, experiences, and contextual factors within a real-life educational setting.

Participants

The participants in this study consisted of six early childhood Tahfizh teachers and one institutional manager from a Qur'anic early childhood education institution.

The inclusion criteria were:

- (1) actively teaching at the institution,
- (2) involved in digital-based administrative or instructional tasks, and
- (3) willing to participate voluntarily in the study.

Participants were recruited using purposive sampling to ensure that individuals selected had direct experience with digital workload in their professional roles.

The participants varied in teaching experience, educational background, and digital literacy levels, providing diverse perspectives relevant to the research focus.

Procedures

Prior to data collection, ethical approval was obtained from the Directorate of Research and Publications, International Open University (Ref. No. ETHIC 64/01-26).

After obtaining institutional permission, participants were contacted and informed about the purpose of the study. Informed consent was obtained before conducting interviews.

Data were collected through semi-structured interviews conducted individually with each participant. Interviews focused on digital workload experiences, perceived challenges, emotional responses, and coping strategies. Each interview was conducted in a quiet setting and lasted approximately 45–60 minutes.

All interviews were recorded with participants' permission and later transcribed verbatim for analysis.

Measurements

Data were collected using a semi-structured interview guide developed based on existing literature on digital workload, digital anxiety, and teacher self-efficacy.

The interview guide consisted of open-ended questions designed to explore:

- 1) types of digital tasks performed,
- 2) perceived workload intensity,
- 3) emotional impact of digital demands,
- 4) coping mechanisms, and
- 5) perceived institutional support.

The instrument was reviewed by an academic supervisor to ensure content relevance and clarity.

Data analysis

The data were analyzed using thematic analysis. The analysis followed several steps:

- a) Familiarization with the data through repeated reading of transcripts.
- b) Initial coding of meaningful units related to digital workload experiences.
- c) Categorization of codes into broader themes.
- d) Refinement and interpretation of themes to construct a coherent narrative.

The analysis was conducted manually to ensure close engagement with the data. Credibility was enhanced through peer review and supervisor validation of emerging themes.

Trustworthiness

To ensure the trustworthiness of the study, several strategies were employed in accordance with qualitative research standards.

Credibility was established through prolonged engagement with participants, member checking, and peer debriefing with an academic supervisor to validate emerging themes. Participants were given opportunities to clarify and confirm their statements during the interview process.

Transferability was supported by providing detailed descriptions of the research context, participant characteristics, and institutional setting to enable readers to determine the applicability of findings to similar contexts.

Dependability was maintained by documenting all research procedures, including interview protocols, data coding processes, and analytical steps, allowing for transparency and auditability.

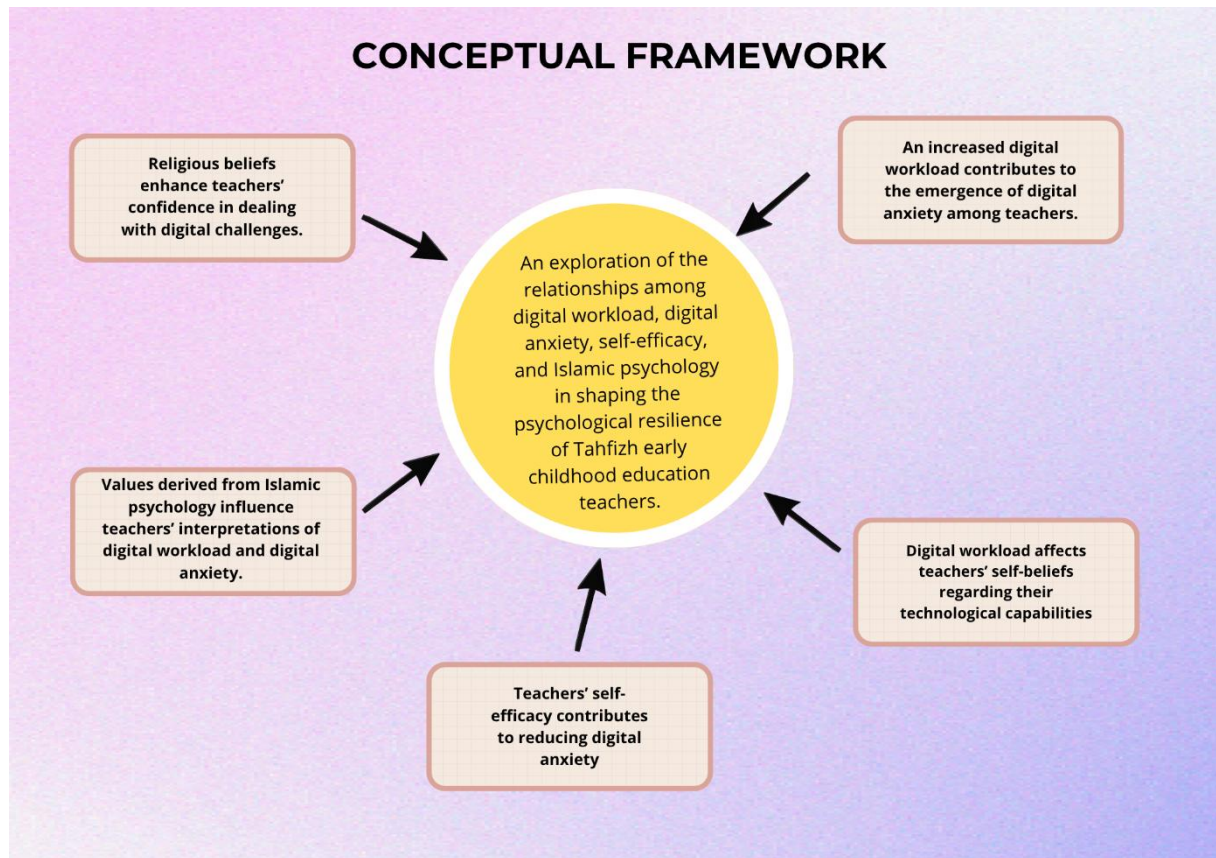
Confirmability was ensured by maintaining reflective notes throughout the research process to minimize researcher bias. The interpretation of findings was grounded in verbatim interview data and supported by relevant theoretical frameworks.

RESULTS & DISCUSSION

This section presents and discusses the findings of the study on digital workload, digital anxiety, and teacher self-efficacy among Tahfizh early childhood education teachers from the perspective of Islamic psychology. The findings are organized thematically based on the research questions to provide a systematic and coherent interpretation of participants' experiences.

Conceptual Framework

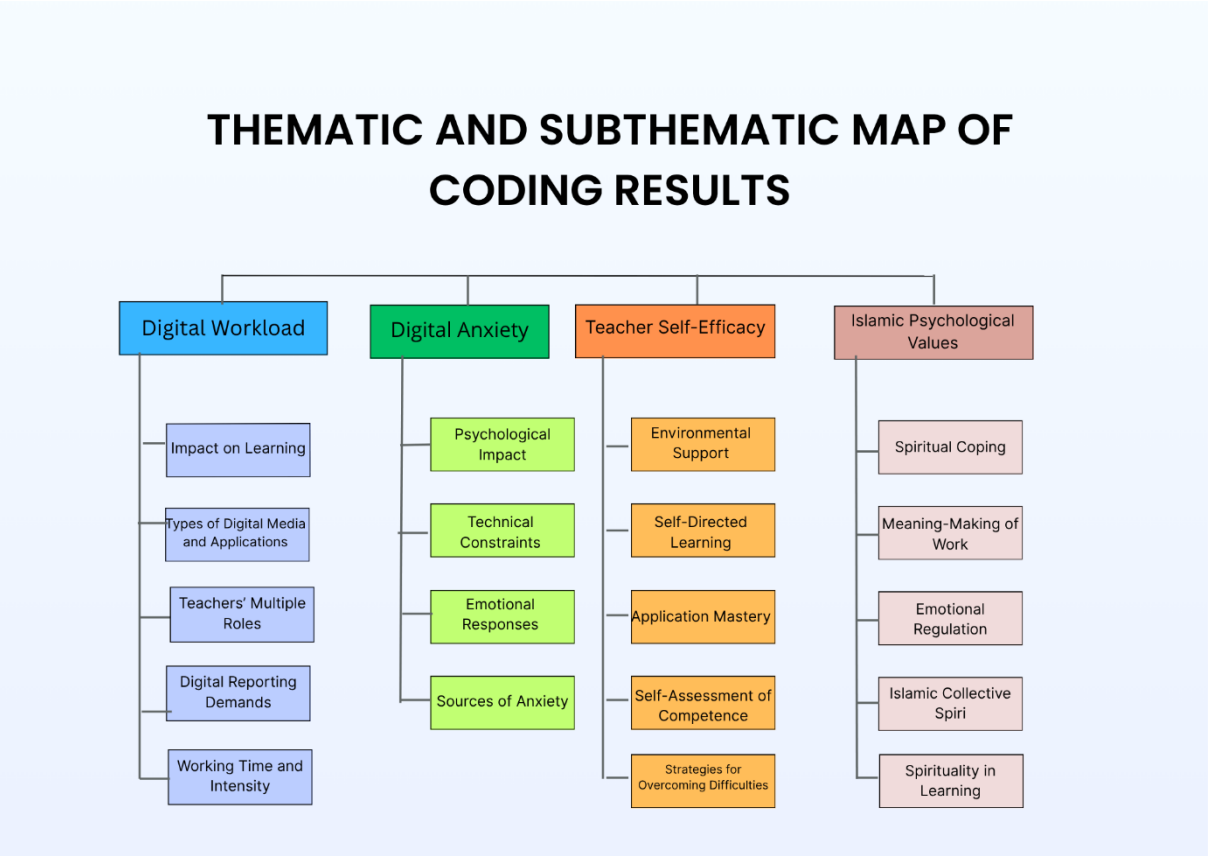
Figure 1. Conceptual Framework of Digital Workload, Digital Anxiety, and Teacher Self-Efficacy Among PAUD Tahfizh Teachers



The conceptual framework illustrates the relationship between digital workload, digital anxiety, teacher self-efficacy, and Islamic psychological coping strategies within the context of PAUD Tahfizh education. The framework demonstrates that increasing digital demands may influence teachers' emotional well-being, while self-efficacy and Islamic psychological values potentially function as protective factors in managing stress and anxiety associated with digital educational responsibilities.

Thematic Map of Coding Results

Figure 2. Thematic and Subtheme Map of Coding Results



The thematic map presents the coding structure generated from the qualitative analysis of interview data. The themes and subthemes were developed through thematic analysis to identify recurring patterns related to participants’ experiences with digital workload, emotional challenges, technological adaptation, and spiritually grounded coping strategies. The thematic organization also guided the interpretation and discussion of the findings presented in the following sections.

Theme 1: Digital Administrative Burden

Participants described digital administrative responsibilities as one of the primary sources of stress and anxiety in their daily work. Teachers explained that digital reporting, online documentation, and continuous communication with parents created additional pressure alongside their teaching responsibilities.

One participant stated:

“I often feel overwhelmed because reports, WhatsApp communication, and online documentation must be completed simultaneously while teaching children.” (Participant 3)

Another participant explained:

“The workload becomes heavier when parents expect immediate responses through digital platforms.” (Participant 5)

Similarly, another teacher reported:

“Administrative tasks are sometimes more exhausting than classroom teaching because everything must be uploaded and documented digitally.” (Participant 2)

These findings indicate that digital workload among Tahfizh early childhood education teachers extends beyond instructional activities and includes continuous technological and administrative demands. The pressure to remain digitally responsive may contribute to emotional fatigue and increase digital anxiety among teachers. This finding aligns with previous studies suggesting that excessive digital demands may negatively affect teachers’ psychological well-being and work balance.

Theme 2: Technological Challenges and Self-Efficacy

The findings also revealed that teachers experienced anxiety related to limited technological competence and digital adaptation. Several participants expressed feelings of confusion and insecurity when using digital platforms for educational purposes.

One teacher stated:

“I sometimes feel anxious when using new applications because I am afraid of making mistakes during online reporting or communication.” (Participant 4)

Another participant explained:

“My ability to use technology is still limited, so digital tasks often take longer to complete.” (Participant 1)

In contrast, some participants reported that confidence and previous digital experience helped them manage technological challenges more effectively.

A participant stated:

“When I understand how to use the application properly, I feel calmer and more confident in completing digital tasks.” (Participant 6)

These findings suggest that teachers’ self-efficacy plays an important role in reducing digital anxiety. Higher confidence in technological abilities may strengthen teachers’ adaptability and psychological resilience in digitally demanding educational environments. This finding supports self-efficacy theory, which emphasizes that individuals with stronger perceived competence are generally better able to manage stress and occupational challenges.

Theme 3: Emotional Pressure and Time Management

Participants also described emotional exhaustion caused by time constraints and multitasking responsibilities. Teachers were required to balance classroom teaching, Qur'anic memorization activities, administrative work, and communication with parents within limited time.

One participant explained:

"Sometimes I feel mentally tired because teaching, preparing lessons, and responding to parents must all be done at the same time." (Participant 7)

Another teacher stated:

"There are moments when I feel emotionally exhausted because digital tasks continue even after school hours." (Participant 2)

A participant further noted:

"The pressure increases when deadlines overlap with memorization activities and children's learning evaluations." (Participant 5)

These findings demonstrate that digital workload is closely associated with emotional strain and time-management difficulties. The combination of educational, administrative, and technological responsibilities may intensify teachers' stress levels and contribute to psychological fatigue.

Theme 4: Islamic Psychological Coping Strategies

The study further found that participants used spiritually grounded coping strategies to manage digital anxiety and emotional stress. Teachers frequently mentioned religious practices and Islamic values as important psychological resources.

One participant stated:

"When I feel stressed, I usually perform dhikr and pray so that I can feel calmer." (Participant 4) Another participant explained:

"I try to remember that teaching children the Qur'an is part of worship, so it helps me stay patient." (Participant 1)

Similarly, another teacher stated:

"Tawakkal and positive thinking help me reduce anxiety when facing difficult digital demands." (Participant 6)

To complement the thematic findings, a word cloud visualization was generated based on interview transcripts to identify frequently occurring terms related to teachers' experiences with digital workload. Words appearing in larger font sizes indicate concepts that emerged more frequently in participants' narratives.

The visualization shows that participants frequently associated digital workload with reports, digital media, applications, communication, and time pressure. These recurring terms suggest that teachers perceived digital workload not only as the integration of technology into teaching practices but also as the increasing demand for administrative documentation and continuous digital engagement.

In addition, terms such as focus and ability to use indicate the importance of technological confidence and self-efficacy in managing digital responsibilities. The appearance of words related to Islamic practices, including dhikr and prayer, further reflects the use of spiritually grounded coping strategies to maintain emotional balance when facing digital demands.

However, the word cloud is used only as a supplementary visual representation to support the thematic analysis. The primary findings of this study remain grounded in participants' narratives, direct quotations, and interpretative thematic analysis.

Digital Workload Experienced by Tahfizh Early Childhood Education Teachers (RQ1)

The findings reveal that Tahfizh early childhood education teachers experience a significant digital workload that extends beyond instructional activities. Digital tasks primarily include preparing digital learning materials, documenting children's learning activities, completing online administrative reports, and maintaining continuous communication with parents through digital platforms such as messaging applications.

Teachers reported that these digital tasks are performed daily and often outside formal working hours. The requirement to manage multiple digital platforms simultaneously increases task intensity and contributes to time pressure. Several teachers indicated that digital documentation and reporting frequently compete with their core pedagogical responsibilities, reducing their focus on direct interaction with children.

These findings are consistent with previous studies indicating that digitalization in education often intensifies teachers' workload rather than reducing it, particularly through increased administrative demands, documentation, and data-related tasks (Selwyn et al., 2017; Selwyn, 2021). In the context of early childhood education, where emotional connection and direct engagement are central to pedagogical practice, excessive digital workload creates tension between educational values and institutional demands. This study highlights that digital workload in Tahfizh ECE settings is not merely technical, but also pedagogical and emotional in nature.

Digital Anxiety among Tahfizh Early Childhood Education Teachers (RQ2)

The study found that increased digital workload contributes to the emergence of digital anxiety among teachers. Digital anxiety is reflected in feelings of worry, pressure, and emotional exhaustion related to the use of digital technology. Teachers expressed concerns about making technical mistakes, difficulties in operating unfamiliar applications, and anxiety about meeting institutional and parental expectations in digital communication.

In addition, teachers described a persistent sense of being “always connected,” as digital communication requires rapid responses regardless of time boundaries. This condition leads to cognitive overload and mental fatigue, particularly among teachers with limited prior experience in educational technology.

These findings support previous research indicating that digital stress and anxiety emerge when technological demands exceed individuals' digital competence and when adequate technical or organizational support is lacking (Fischer et al., 2021; Wang et al., 2021). Importantly, this study shows that digital anxiety is not solely an individual psychological issue but is shaped by structural conditions such as limited training, inadequate institutional support, and unclear digital performance expectations. Thus, digital anxiety among Tahfizh ECE teachers should be understood as a systemic challenge rather than a personal deficiency.

Teacher Self-Efficacy in Managing Digital Workload and Anxiety (RQ3)

The findings indicate variations in teacher self-efficacy in responding to digital workload and anxiety. Teachers with higher levels of self-efficacy demonstrated greater confidence in learning new digital tools, solving technical problems, and adapting to digital demands. These teachers tended to engage in self-directed learning, peer collaboration, and reflective practices to improve their digital competence.

Conversely, teachers with lower self-efficacy were more likely to perceive digital tasks as overwhelming and reported higher levels of anxiety. Self-efficacy among teachers was largely developed through experience and informal peer support rather than structured institutional training.

These findings align with Bandura's (1997) social cognitive theory, which emphasizes that self-efficacy influences how individuals perceive challenges and regulate emotional responses. Teachers with stronger self-efficacy beliefs were more resilient and better able to manage stress associated with digital workload. In this study, self-efficacy functions as a psychological buffer that mitigates the negative impact of digital demands on teachers' emotional well-being.

Islamic Psychological Values as Coping Resources (RQ4)

A distinctive contribution of this study lies in its integration of Islamic psychology to explain teachers' coping strategies. The findings show that teachers draw upon Islamic values such as niyyah (intention), ikhtiar (effort), sabr (patience), tawakkul (trust in Allah), and ikhlas (sincerity) when facing digital workload and anxiety. Teachers reported that framing their digital tasks as part of their religious responsibility and an act of worship helped them remain calm and emotionally stable. These values

enabled them to reinterpret digital challenges as meaningful efforts rather than burdens, thereby reducing anxiety and strengthening their sense of purpose.

From an Islamic psychology perspective, these findings can be interpreted through the concept of self-efficacy, in which confidence is derived not only from one's perceived capabilities but also from the integration of human effort (*ikhtiar*) and reliance on Allah (*tawakkul*). While Bandura's theory emphasizes personal agency as the foundation of self-efficacy, Islamic psychology broadens this perspective by viewing spiritual cognition and religious coping as complementary resources that strengthen resilience, facilitate emotional regulation, and sustain confidence during challenging situations. Religious practices such as *ṣalāh*, *dhikr*, and trust in Allah provide a cognitive and spiritual framework through which individuals reinterpret stressors as meaningful experiences, thereby supporting adaptive coping and reducing psychological distress.

Consequently, teachers who perceive digital responsibilities as part of their religious commitment are more likely to maintain confidence and effectively cope with digital workload and anxiety. Thus, Islamic values enrich Bandura's concept of self-efficacy by embedding personal agency within a spiritual and moral framework that is particularly relevant to Islamic educational contexts (Bandura, 1997; Farooq, 2024; Inayah & Arroisi, 2024; Saunders & Stephenson, 2024).

Synthesis of Findings

This study provides new insights into the experiences of digital workload and digital anxiety among Tahfizh early childhood education teachers within the context of Islamic early childhood education. The findings demonstrate that digital stress among teachers is not solely influenced by technological demands and administrative responsibilities, but is also shaped by emotional, pedagogical, and spiritual dimensions embedded in Qur'anic educational environments.

The study reveals that Tahfizh early childhood education teachers experience multidimensional digital workload arising from continuous digital reporting, online communication with parents, technological adaptation, and the integration of administrative tasks with Qur'anic teaching responsibilities. Unlike teachers in general educational contexts, Tahfizh early childhood education teachers simultaneously carry educational and spiritual responsibilities, which may intensify emotional pressure and psychological fatigue in digitally demanding environments.

From a theoretical perspective, this study contributes to the growing literature on digital stress and teacher well-being by extending existing discussions into the context of Islamic early childhood education. The findings suggest that teacher self-efficacy plays a significant role in influencing how educators respond to technological pressures and digital anxiety. Teachers with stronger confidence in their digital abilities appeared more capable of adapting to technological challenges and managing emotional stress effectively.

Furthermore, this study contributes to educational psychology literature by highlighting the important role of spirituality and Islamic psychological values in coping with digital stress. Religious practices such as *dhikr*, prayer, patience (*sabr*), and *tawakkal* emerged as meaningful psychological resources

that helped teachers maintain emotional balance and resilience. These findings indicate that spirituality may function not only as a personal belief system but also as an adaptive coping mechanism that supports psychological well-being in educational settings.

The findings also enrich the discussion of digital stress literature by demonstrating that digital anxiety among teachers should be understood as a contextual and multidimensional phenomenon influenced by institutional expectations, technological competence, emotional demands, and spiritual meaning-making processes. Therefore, the integration of psychological, technological, and spiritual perspectives is important for understanding teacher well-being in contemporary digital educational environments.

Overall, this study offers a conceptual contribution by positioning Islamic psychological coping strategies and teacher self-efficacy as important protective factors in reducing digital anxiety among Tahfizh early childhood education teachers. The findings provide a foundation for future studies exploring the intersection between digital stress, spirituality, and teacher resilience within faith-based educational contexts.

CONCLUSION

This study examined digital workload, digital anxiety, and teacher self-efficacy among Tahfizh early childhood education teachers from an Islamic psychology perspective. The findings demonstrate that teachers experience substantial digital workload, particularly in administrative documentation and digital communication, which often extends beyond formal working hours and affects pedagogical focus.

The study also shows that increased digital workload contributes to digital anxiety, manifested in emotional strain, fear of technical errors, and cognitive overload. This anxiety is shaped not only by individual digital competence but also by structural factors such as limited institutional support, technological adaptation, and insufficient professional training.

Teacher self-efficacy emerged as a key protective factor in managing digital workload and anxiety. Consistent with Bandura's social cognitive theory, teachers with stronger self-efficacy beliefs demonstrated greater adaptability, confidence, and emotional regulation when facing digital challenges. Importantly, Islamic psychological values such as *niyyah*, *sabr*, *tawakkal*, *dhikr*, and *ikhlas* strengthened teachers' resilience by providing spiritual meaning and emotionally grounded coping mechanisms.

This study further contributes to the literature on digital stress and educational psychology by demonstrating that digital anxiety among Tahfizh early childhood education teachers is a multidimensional phenomenon shaped by technological, emotional, pedagogical, and spiritual factors. The findings also highlight the important role of spirituality within educational psychology, particularly in supporting teachers' psychological well-being and resilience in digitally demanding educational environments.

In conclusion, addressing digital workload and digital anxiety among Tahfizh early childhood education teachers requires a holistic approach that integrates psychological, institutional, professional,

and spiritual dimensions. Strengthening teacher self-efficacy through continuous professional development, collaborative peer support, balanced digital policies, and spiritually grounded coping strategies is essential for promoting teacher well-being and sustaining the quality of early childhood education in digital contexts.

The findings suggest that Islamic spiritual values, including *dhikr*, *ṣabr*, *ikhlas*, and *tawakkul*, may function as protective psychological resources that strengthen teacher self-efficacy in digitally demanding educational environments.

Educational institutions are encouraged to provide structured digital training, supportive leadership practices, and manageable administrative systems to reduce excessive digital burden among teachers. In addition, Islamic-based educational institutions may integrate spiritual reflection activities, value-based mentoring, and emotional support programs to strengthen teachers' psychological resilience and maintain emotional balance in the face of digital educational demands.

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Ethics statement

This study has received ethical approval from the Directorate of Research and Publications, International Open University (Ref. No. ETHIC 64/01-26). The research was conducted in accordance with institutional ethical guidelines and principles of academic integrity.

Authors contribution

Sri Hartini: Conceptualization, literature review, formal analysis, manuscript drafting, and visualization.

Heru Susanto: Conceptual framework development, validation of analysis, critical review, and manuscript editing.

Conflict of interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

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