

Integrated Islamic Time Management Model for *Tahfidz* Students based on Surah *Al-'Ashr* as a Productivity Framework

Efrita Norman^{1*}, Firda Dwi Rahmawati², Arman Paramansyah³,
Tuti Alawiyah⁴

^{1,2}Universitas Islam Bungan Bangsa Cirebon, Indonesia

³Sekolah Tinggi Ilmu Tarbiyah Al-Marhalah Al-'Ulya Bekasi, Indonesia

⁴University Islam Selangor, Malaysia

Article History:

Received: June 2024

Accepted: August 2024

Published: December 2024

Keywords:

Academic and Spiritual
Balance, Islamic
Productivity Framework,
Time Management, *Tahfidz*
Students

*Correspondence

Address:

efritanorman@gmail.com

Abstract: *This study aims to develop an effective time management model for Tahfidz students in Islamic boarding schools by integrating Islamic principles and modern productivity strategies. Good time management is essential for students who must balance memorizing the Qur'an and academic tasks. However, many students have difficulty managing their busy schedules, which causes stress and decreased productivity. This study uses a qualitative case study approach with data collection techniques in the form of in-depth interviews, participant observation, and document analysis in a Tahfidz Islamic boarding school in Indonesia. The main findings of this study indicate that students define time management as a way to organize and utilize time productively. They apply strategies such as determining priorities, making to-do lists, and allocating time according to activity portions. However, the main challenge faced is difficulty managing academic tasks amidst a tight memorization schedule. This study proposes an Al-'Ashr-Based Time Management Model that emphasizes four main principles: awareness of the importance of time, utilization of time for good deeds, reminding each other of the truth, and resilience in facing tests. The contribution of this study is to provide a model that combines spiritual motivation with a structured scheduling method. The implication of this study is the importance of implementing a more flexible scheduling system to improve efficiency and balance between memorization and academic tasks in Islamic boarding schools.*

INTRODUCTION

Time management is an important skill, especially for *tahfidz pesantren* students who must balance memorizing the Qur'an and academic studies. Students with good time management skills tend to have higher academic achievement and better social engagement (Calonia et al., 2023; Trentepohl et al., 2022). By managing time effectively, students can carry out their academic obligations without sacrificing their memorization (Agormedah et al., 2021; Khotimah et al., 2024; Wolters & Brady, 2021). Students with a clear daily planning strategy and who can determine the optimal time for memorization are likelier to achieve better academic results than those who do not have a structured time management system (Arifin, 2024; Au et al., 2023). In addition, good time management not only improves academic achievement but can also reduce academic anxiety and emotional distress, which often occur in competitive educational environments (Liu et al., 2023; Purwanto & Wafa, 2023). Managing time well is also associated with improved academic outcomes, especially for students balancing their studies and personal lives.

Allah SWT. has bestowed equal time for all humans, which is 24 hours per day, but its effectiveness depends on the quality of time management applied. In Islam, the concept of time has a critical position, as reflected in various terms in the Qur'an, such as *ad-Dahr*, *al-Waqt*, *al-Ajal*, and *al-'Ashr*. Allah SWT. Swears by time in Surah Al-'Ashr to affirm that people are at a loss except those who believe, do righteous deeds, counsel each other in truth, and are patient (Aziz et al., 2021; Boulaouali, 2021; Sunarya et al., 2021). For this reason, managing Islamic education that refers to Qur'anic values can create a more effective time management strategy for students.

Although Islam has emphasized the importance of time, reality shows that many *Tahfidz pesantren* students still have difficulty managing their time effectively. One of the main factors that causes this problem is the heavy academic Load, where they have to divide their attention between studying and memorizing the Qur'an (Al-Ryahneh, 2023; Faidah, 2020; Faiz et al., 2023). The absence of precise planning further exacerbates this condition, causing many students to experience fatigue, lack of sleep, and loss of focus in memorization and lectures (Ataman et al., 2024; Sá, 2023). This condition significantly impacts students' memory and academic performance, decreasing achievement in both areas.

In addition, high academic pressure also impacts increased academic stress and procrastination tendencies, especially among students with low levels of independence (Fahmi et al., 2024; Kurniawan et al., 2023). Students who experience mental fatigue tend to have difficulty understanding and memorizing learning materials, impacting their memorization quality (Ayyad, 2022; Islamiah & Maulidiah, 2024). In the context of Islamic boarding schools, full-day school-based learning systems also often complicate student time management, especially when the management system does not run optimally (Latipah, 2022; Marzuki, 2023). In addition, a busy academic schedule also contributes to increased levels of fatigue and stress, which ultimately decreases the effectiveness of student learning.

Students have dual responsibilities between lectures and memorizing the Qur'an, which often clash with their daily schedules (Al Jauhari & Thelma, 2023; Yanto, 2021). In addition, high academic stress is also a challenge in itself, causing them to have difficulty maintaining the quality of memorization, especially when facing exams or stacked college assignments (Abdullah et al., 2021; Zaini & Fahmi, 2023). Increased academic pressure can interfere with time management and decrease concentration in learning and memorization (Ataman et al., 2024; Nisa et al., 2021). In addition, the *pesantren*-based learning system with a busy schedule also exacerbates this condition, causing students to have difficulty balancing academics and personal needs.

The lack of flexibility in the scheduling system causes many students to experience mental and physical fatigue, which reduces effectiveness in memorization and learning (Faridah, 2023). In addition, the *pesantren* education system that does not provide enough rest time also increases fatigue and stress, ultimately affecting students' learning effectiveness (Saharani & Diana, 2024; Yanny & Sianturi, 2022). In addition to the academic burden, a strict memorization schedule is also an obstacle in managing students' time. In the *tahfidz* Islamic boarding school's learning system, students must deposit daily memorization and *muroja'ah* regularly. However, time constraints due to other academic obligations often make it difficult for them to adjust to their memorization and lecture schedules (Chaedar et al., 2022; Norman et al., 2023). Studies show that students with a strict memorization schedule tend to experience higher mental and physical stress than those with a more flexible schedule (Komarudin et al., 2023; Norman & Wahib, 2023; Safitri, 2024). The negative impact of this tight schedule was also found in studies examining the relationship between memory and academic stress, in which college students who experienced chronic stress due to academic Load had an increased risk of cognitive impairment, including in memorization ability.

The education system at *tahfidz* Islamic boarding schools needs to consider a more adaptive time management strategy with a Qur'an-based approach that has the advantage of forming a more integrative education system, including balanced time management between technical and spiritual aspects to optimize the balance between memorization and academics (Stimpson & Calvert, 2021), so that students can carry out both their responsibilities with more effective (Rahmawati et al., 2021). To overcome the problems in students' time management at *Tahfidz* Islamic boarding schools, this study developed a Surah *Al-'Ashr*-Based Time Management Model, which refers to the principles contained in the surah Principles in QS. *Al-'Ashr* emphasizes the importance of time and righteous deeds, which can be an integral part of the Islamic education strategy in *tahfidz pesantren*. This model consists of four main aspects that can be applied to Help students manage their time more effectively.

The first aspect is the awareness of the importance of time (وَالْعَصْرُ / For the sake of time), which emphasizes that humans must value every second of their lives. Furthermore, the use of time for righteous deeds (إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ) becomes the second principle in this model. The third principle is advising each other in truth (وَتَوَاصَوْا بِالْحَقِّ), which is applied through a mentoring and

supervision system by teachers and senior students. The final aspect of this model is patience in facing challenges (*وَتَوَاصَرُوا بِالصَّبْرِ*), which is the key to managing academic stress and pressure faced by students (Barni, 2022; Hasbullah & Sanusi, 2023). Time management and educational strategies in Islam have a strong foundation in revelation.

In addition, this study offers Islamic-based stress management techniques, such as *istighfar*, prayer, and spiritual reflection, which can help students stay calm and focused during memorization and lectures (Rahmawati et al., 2021; Stimpson & Calvert, 2021; Wasehudin et al., 2022). By applying this approach, students are expected to develop stronger mental resilience to face various challenges with a more patient and sincere attitude.

Although several studies have addressed time and stress management in students and students, most have not integrated Islamic principles in effective time management in *tahfidz pesantren*. Previous studies have focused more on psychology-based time management or modern productivity strategies without paying attention to the spiritual aspect that is an integral part of students' lives. In addition, although time management models have been widely developed, very few offer a revelation-based approach, such as that found in Surah Al-'Ashr, to assist students in managing their time between memorization and academics. This research fills this gap by developing a Surah Al-'Ashr-Based Time Management Model, which integrates religious principles with practical time management techniques, providing a more holistic solution in time management in *Tahfidz Pesantren*.

This research aims to develop a Surah Al-'Ashr-Based Time Management Model that can help *Tahfidz* students manage their time effectively, balanced between the memorization of the Qur'an and the academic tasks of students at the *Tahfidz Daarul Huffadz Islamic Boarding School, Bogor*. By integrating the principles contained in Surah Al-'Ashr, this research seeks to create a model that improves time management efficiency and strengthens students' spiritual aspects. Given the challenges students face in balancing academic demands and memorization activities, there is an urgent need to adopt a more adaptive and holistic approach in the *pesantren* education system. The Qur'an-based approach to time management has the advantage of strengthening awareness of the importance of time while providing a moral and spiritual foundation that can motivate students to be more disciplined and patient in carrying out their routines. The model also provides practical solutions that can be applied in the *pesantren* environment, given the difficulties many students face in adjusting their schedules with limited flexibility.

RESEARCH METHOD

This study focuses on the case of student time management at the *Tahfidz Daarul Huffadz Islamic Boarding School in Bogor*, which offers both academic learning and Qur'an memorization programs. The subjects of this study include students who are engaged in both formal education and Qur'an memorization, as well as the caregivers, coaches, and lecturers within the *pesantren*. The research aims to analyze how these students manage their time between these two demanding areas and to explore the effectiveness of the Surah Al-'Ashr-Based

Time Management Model within this context (Proudfoot, 2023). Participants will be selected using purposive sampling, ensuring that subjects have significant experience and involvement in academic and memorization activities.

The data collection methods used in this study include in-depth interviews, participatory observations, document studies, and focus group discussions (FGD). Interviews will be conducted with students, caregivers, and teachers to understand their time management strategies, challenges, and responses to the *Surah Al-'Ashr*-Based Time Management Model. Participatory observation will be used to directly observe the students' daily routines and how they balance academic and Qur'an memorization tasks. Additionally, the research will analyze documents like daily schedules, learning systems, and student records to uncover patterns in time management (Matos et al., 2023). FGDs will be conducted with students to gather diverse perspectives on the effectiveness of the implemented time management model.

The collected data will be analyzed using Miles and Huberman's thematic analysis model, which involves three main stages (Williams, 2021). First, data reduction will be conducted by selecting, categorizing, and simplifying the information to ensure its relevance to the study's focus on student time management. Second, the data will be presented in descriptive narratives, tables, or graphs to facilitate understanding. Finally, conclusions will be drawn to assess how time management practices influence students' academic and memorization achievements, focusing on the effectiveness of the *Surah Al-'Ashr*-Based Time Management Model.

To ensure the credibility of the findings, this study will use both source and method triangulation. Source triangulation involves comparing data from participants (students, caregivers, and teachers) to understand time management comprehensively (Clarke & Braun, 2018). Method triangulation will be employed by integrating various data collection methods, such as interviews, observations, and document analysis, to confirm the consistency of the findings. Additionally, member checks will be conducted, where interview results will be reconfirmed with participants to verify that the data accurately represents their experiences and perspectives.

RESULT AND DISCUSSION

Results

Time Management Strategy

The daily schedule, which includes tahajud, halaqah of the Qur'an, lectures, rest, and learning, shows that the student's life has been arranged regularly and structured. This reflects that Pesantren already has a system to help students optimize their time. However, this table does not mention how flexible this schedule is, whether adjustments are based on individual needs, or whether the schedule is implemented rigidly without considering each student's capacity. Additional information on schedule flexibility can provide a clearer picture of the effectiveness of this system in supporting academic and memorization balance.

Strict rules regarding time discipline and daily activities show that Islamic boarding schools have implemented strong control in managing students' time. This certainly positively impacts the creation of a culture of discipline and

efficiency in time management. However, there is no information about how this policy affects the welfare of students. Do they feel helped by these strict rules, or are they under pressure due to a lack of flexible time? Further study of the impact of this policy on students' academic balance, memory, and mental health could be an interesting aspect to explore further.

The varying memorization progress among students shows that despite a structured memorization system, the success level varies from individual to individual. This could be due to differences in cognitive abilities, discipline levels, learning strategies, and time management applied by each student. It would be better if this table also included factors that influence memorization progress, such as support from the pesantren environment, teaching methods, and memorization strategies used by students with better progress.

Table 1. Time Management Strategy

Category	Findings
Daily Schedule	The daily schedule includes <i>tahajud</i> , <i>halaqah</i> of the Qur'an, lectures, rest, and study.
Cottage Policy on Time Management	Strict rules about time discipline and daily activities are regulated by the cottage.
Memorization Notes of <i>Santri Mahasantri</i> Academic Record	Memorization records show varying progress between students. Some students have difficulty managing academic tasks in the midst of a busy memorization schedule.

Table 1 presents the findings of documentation that provide in-depth insight into the structure of student life at the *Tahfidz Daarul Huffadz Indonesia Dramaga Bogor Islamic Boarding School*, especially in the aspects of daily schedules, time management policies, as well as their academic progress and memorization.

Some students have difficulty managing academic tasks during a busy memorization schedule, which shows challenges in balancing academic obligations and memorizing the Qur'an. This finding aligns with previous observations, which revealed that students often feel overwhelmed by high academic and memorization loads. However, this table does not provide solutions or strategies implemented by students who have successfully overcome these difficulties. Additional information on how students successfully balance academics and memorization can provide more applicable insights.

The Impact of Time Utilization for Students

Students realize that time management is essential to avoid irregularities in activities. This shows that they understand the important role of time management in creating order and discipline. However, there is no mention of how they overcome the constraints of managing an often busy and stressful time. Learning how they deal with and overcome these obstacles would be more interesting.

These findings confirm that good time management helps achieve goals, increase productivity, and avoid wasting time. This aligns with many time management theories that emphasize that effective use of time can improve individual performance and well-being. However, it would be stronger if it were explained more specifically how this affects academic balance and memorization, as well as how it affects the mental well-being of students.

Furthermore, the strategies mentioned in the table, namely determining priorities, making to-do lists, and allocating time according to the portion of activities, have illustrated a pretty good approach to time management. This approach aligns with modern time management methods, such as Stephen Covey's The 4 Quadrants of Time Management. However, this table does not include whether this strategy is applied consistently by all students or only by a small number.

Table 3. Categorization of Research Findings

Category	Findings
Definition of Time Management	<i>Mahasantri</i> defines time management as a way of organizing, managing, and utilizing time productively.
The Urgency of Time Management	Students understand that time management is very important to avoid irregularities in activities.
Benefits of Time Management	Good time management helps to achieve goals, increase productivity, and avoid wasting time.
Time Management Strategy	The main strategy used is to determine priorities, make a to-do list, and allocate time according to the portion of the activity.

In Table 3, *Mahasantri* defines time management as organizing, managing, and utilizing time productively. This definition aligns with the general concept of time management, which is often associated with the effectiveness of completing tasks and increasing efficiency in various activities. However, it would be better if a balanced aspect was added between Qur'an memorization and academic studies because the context of this research is a tahfidz pesantren.

This provides a good overview of students' understanding and time management strategies. However, it will be more comprehensive if equipped with the challenges faced and the solutions they use to overcome obstacles in implementing time management. In addition, it would be more interesting if the impact of the application of this strategy on the effectiveness of their memorization and academic studies was added so that the research results were more applicable and contextual to the conditions of Tahfidz Pesantren.

Time Utilization Challenges

The findings show that most students use their free time for productive activities, such as additional study or memorization of murajaah. This is a positive indication, which shows that they know the importance of making good use of their time. However, how many percent of students are disciplined in carrying out this habit is not stated. It would be better to add information about whether certain factors affect the use of free time, such as environmental support, pesantren policies, or personal motivation.

Mahasantri can balance academics and memorization but still faces challenges completing academic tasks. This is quite an interesting finding, as it shows that although their time management system is quite good, obstacles still need to be overcome. It would be stronger if it were explained what strategies they use to maintain this balance and the role of the pesantren environment in helping students manage their time.

Some students have difficulty managing their time, especially when facing high academic and memorization loads. This aligns with previous research findings, which showed that a large academic Load often leads to stress and

fatigue, thus impacting the effectiveness of learning and memorization. However, this table does not explain how these challenges impact their academic performance and memorization. It would be better to include qualitative data on how they deal with these obstacles, such as stress management strategies or more efficient time management techniques.

Table 3. Time Utilization Challenges

Category	Findings
Utilization of Free Time	Most students take advantage of their free time with productive activities such as additional learning or memorization.
Academic Balance and Memorization	Mahasantri are able to balance academics and memorization, despite the challenges in completing academic assignments.
Challenges in Time Management	Students find it difficult to manage their time in the midst of high academic and memorization loads.

Table 3 provides a good overview of the pattern of free time utilization, the balance between academics and memorization, and the challenges in time management faced by students at the Tahfidz Daarul Huffadz Indonesia Dramaga Bogor Islamic Boarding School. The findings provide a relatively clear picture of the pattern of time utilization, challenges faced, and academic balance and memorization among students. However, to be more comprehensive, it should be equipped with information about the factors that support or hinder the effectiveness of time management and how students respond and overcome these challenges. The addition of further data on the impact of time management habits on academic achievement and memorization quality will also make the results of this study more applicable. It can be used to improve the time management system in the Tahfidz Islamic boarding school environment.

Discussion

Time management is a crucial aspect of daily life, especially for students at the Tahfidz Daarul Huffadz Indonesia Dramaga Bogor Islamic Boarding School. Students who balance formal academics and religious obligations, including maintaining Qur'an memorization, face complex responsibilities that demand effective time management (Faridah, 2023; Komarudin et al., 2023). Without proper strategies, they risk neglecting one duty over another. Therefore, identifying and implementing appropriate time management strategies is essential to Help students maximize their productivity while maintaining balance in their religious and academic pursuits.

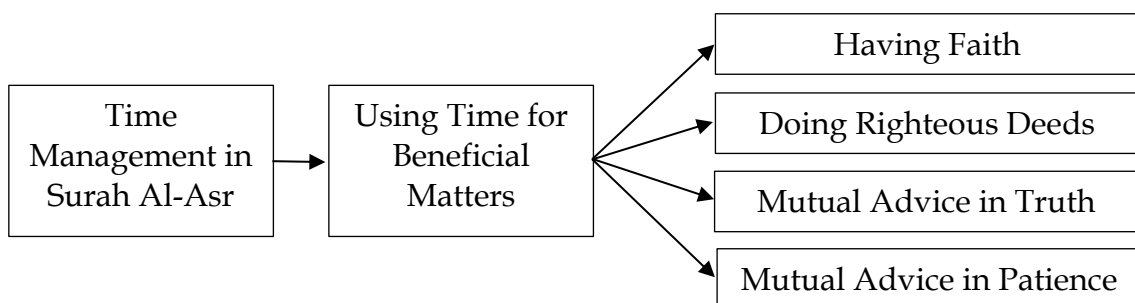


Figure 1. The Value of Time

Figure 1, the value of time is deeply emphasized in Islam, where it is regarded as a blessing that must be cherished and used wisely. Sayyid Quthb's expression, "*Laa ya'rifuha illa man dzaqoha*," illustrates that only those who truly utilize their time appreciate its worth. Surah Al-Ashr, though concise, offers universal guidance on time management, warning against procrastination and laziness, which lead to loss (Al-Ryahneh, 2023; Boulaouali, 2021). For tahfidz students with rigorous schedules, mastering time management is beneficial and a necessary skill that must be practiced consistently.

Surah Al-Ashr's message is further illuminated through Tafsir Ibn Kathir and Tafsir Al-Azhar, highlighting time as a critical resource for human success or failure. Ibn Kathir explains that Allah swears by time to stress its importance, indicating that humans will inevitably suffer loss unless they believe, do righteous deeds, advise each other in truth, and exercise patience (Au et al., 2023; Liu et al., 2023). These four principles form the foundation of an effective time management model that aligns with spiritual values and practical needs, making it especially relevant for students juggling multiple demands.

In practice, students at the pesantren apply several key strategies to manage their time efficiently. Using Stephen Covey's Four Quadrants, Prioritization helps them distinguish between urgent and important tasks. Scheduling daily and weekly activities ensures they avoid idle time and stay disciplined (Agormedah et al., 2021; Al-Ryahneh, 2023). Time Blocking methods prevent overcommitment to one task at the expense of others, and filling free time with positive activities, such as Qur'an revision or self-development, helps students stay productive and avoid wasteful habits.

Research findings confirm that students with precise time planning successfully balance academics and Qur'an memorization. These students complete assignments punctually without compromising their memorization goals, whereas those lacking planning face difficulties managing academic pressures, leading to stress and reduced memorization quality (Faidah, 2020). Which highlight the positive correlation between good time management and academic success, reduced stress, and better social engagement.

This study offers a unique contribution by proposing the Surah Al-Ashr-Based Time Management Model, which combines spiritual principles with modern techniques like Covey's quadrant system. This integrative model improves time management effectiveness and fosters student character-building discipline and spiritual motivation (Kurniawan et al., 2023). Furthermore, the study introduces a reflective evaluation mechanism to monitor the success of time management strategies, allowing pesantren to make systematic and continuous improvements based on students' self-assessments and productivity outcomes.

The implications of this research are significant for pesantren education policy and practice. By adopting the Surah Al-Ashr-Based Time Management Model, pesantren can create a more adaptive system that supports students' holistic development – balancing academic excellence and Qur'an memorization. The reflective evaluation mechanism can be a practical tool for pesantren to adjust schedules, reduce student burnout, and optimize learning outcomes.

Future research can expand this model's application in different pesantren contexts and explore its potential in broader Islamic educational institutions, thus enriching global time management practices in faith-based education.

CONCLUSION

This study concludes that effective time management strategies, which integrate Islamic principles from Surah Al-'Ashr with modern management concepts such as The 4 Quadrants Time Management, play an important role in helping students at Pondok Pesantren Tahfidz Daarul Huffadz Indonesia balance Quran memorization and academic studies. Students who apply planning techniques such as to-do lists, time blocking, and priority scales show better performance and lower stress than those who do not. These findings provide a basis for developing a more adaptive time management model in Tahfidz Pesantren. However, this study must be expanded to more diverse contexts for a more comprehensive picture.

REFERENCES

- Abdullah, N. M. S. A. N., Sabbri, F. S. M., & Isa, R. A. M. (2021). Exploring Student Motivation in Quranic Memorization in Selected Islamic Secondary Schools (A Case Study). *Al-Hayat: Journal of Islamic Education*, 5(1), 100-121. <https://doi.org/10.35723/ajie.v5i1.161>
- Agormedah, E. K., Britwum, F., Amoah, S. O., Acheampong, H. Y., Adjei, E., & Nyamekye, F. (2021). Assessment of Time Management Practices and Students' Academic Achievement: The Moderating Role of Gender. *International Journal of Social Sciences & Educational Studies*, 8(4), 171-188. <https://doi.org/10.23918/ijsses.v8i4p171>
- Al-Ryahneh, F. M. (2023). Preservation and Sustainability of the Environment in the Holy Quran. *Journal of Namibian Studies*, 37.
- Al Jauhari, Y. Y., & Thelma, C. C. (2023). Application of Project-Based Learning in Islamic Education Using the Scientific Approach. *Education and Sociedad Journal*, 1(1), 1-12. <https://doi.org/10.61987/edsojou.v1i1.391>
- Arifin, S. (2024). Management of Ahlussunnah wal Jama'ah-Based Curriculum Development in Islamic Education Best Practice. *Educazione: Journal of Education and Learning*, 1(2), 102-115. <https://doi.org/10.61987/educazione.v1i2.499>
- Ataman, A., Baharun, H., & Safitri, S. D. (2024). Exploring Complementary Leadership Styles in Madrasahs by Aiming at Their Impact on Integrity and Character Development. *Business and Applied Management Journal*, 1(2), 118-133. <https://doi.org/10.61987/bamj.v1i2.487>
- Au, A., Caltabiano, N. J., & Vaksman, O. (2023). The Impact of Sense of Belonging, Resilience, Time Management Skills and Academic Performance on Psychological Well-Being Among University Students. *Cogent Education*, 10(1), 2215594. <https://doi.org/10.1080/2331186X.2023.2215594>

- Ayyad, E. (2022). Re-Evaluating Early Memorization of the Qur'an in Medieval Muslim Cultures. *Religions*, 13(2), 179. <https://doi.org/10.3390/rel13020179>
- Aziz, A. A., Mamat, M. N., Salleh, D. M., Abdullah, S. F. S., & bin Nordin, M. N. (2021). Analysis of Literature Review on Spiritual Concepts According to the Perspectives of the Al-Quran, Hadith and Islamic Scholars. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(9), 3152-3159.
- Barni, M. (2022). Typical Research-Based Learning Approach in Improving Al-Quran Interpretation in Higher Education. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 7(1), 88-102. <https://doi.org/10.25217/ji.v7i1.2231>
- Boulaouali, T. (2021). Quran Translation: A Historical-Theological Exploration. *International Journal of Islamic Thought*, 19(1), 120-132. <https://doi.org/10.24035/ijit.19.2021.202>
- Calonia, J. T., Pagente, D. P., Desierto, D. J. C., Capiro, R. T., Tembrevilla, J. A. P., Guzman, C. A., & Nicor, A. J. S. (2023). Time Management and Academic Achievement: Examining the Roles of Prioritization, Procrastination and Socialization. *Online Submission*, 8(6), 766-775.
- Chaedar, M. R., Syah, M., & Ahmad, N. (2022). Islamic Education System for Elderly Islamic Boarding School in Cikarang, West Java. *Hanifiya: Jurnal Studi Agama-Agama*, 5(2), 99-110. <https://doi.org/10.15575/hanifiya.v5i2.18740>
- Clarke, V., & Braun, V. (2018). Thematic Analysis. *Journal of Transformative Education*, 16(3), 175-175. <https://doi.org/10.1177/1541344618777367>
- Fahmi, M. A., Ridlo, M. H., & Yanti, L. S. (2024). Investigating the Holistic Management in Increasing Graduates' Competence in Madrasa Based on Pesantren. *PEDAGOGIK: Jurnal Pendidikan*, 10(2), 226-239. <https://doi.org/10.33650/pjp.v10i2.7170>
- Faidah, M. (2020). Predicting Students' Academic Achievement on the Patterns of Tahfidz al-Qur'an Programs in Public Universities. *Edukasia Islamika*, 5(2), 206-223. <https://doi.org/10.28918/jei.v5i2.2682>
- Faiz, H., Al-Amin, M. F., & Mundiri, A. (2023). Transforming Organizational Quality Through Effective Administrative Training. *Communautaire: Journal of Community Service*, 2(2), 157-167. <https://doi.org/10.61987/comunautaire.v2i2.352>
- Faridah, S. (2023). The Adversity Quotient of Middle Adult Women in Memorizing the Quran at the House of Tahfidz Ummul Qura Banjarmasin, Indonesia. *Jurnal Studia Insania*, 11(2), 106-124.
- Hasbullah, H., & Sanusi, A. S. (2023). Quran-Based Early Childhood Education Management. *Jurnal Penelitian Keislaman*, 19(2), 159-175. <https://doi.org/10.20414/jpk.v19i2.7456>
- Islamiah, R., & Maulidiah, L. (2024). Building Strong Foundations, Educational Management's Contribution to Character Education and Graduate Quality Enhancement. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 3(3), 244-257. <https://doi.org/10.18860/rosikhun.v3i3.26503>

- Khotimah, H., Manshur, U., Zaini, A. W., & Suhermanto, S. (2024). Increasing the Competence of Islamic Religious Education Teachers from a Madrasah-Based Management Perspective. *Managere: Indonesian Journal of Educational Management*, 6(1), 13-26. <https://doi.org/10.52627/managere.v6i1.388>
- Komarudin, K., García-Jiménez, J. V., Saryono, S., Meikahani, R., Iswanto, A., Perdana, S., & Pamungkas, G. (2023). The Relationship Between Physical Activity and Academic Performance on Elementary School Students. *Jurnal Cakrawala Pendidikan*, 42(1), 90-99. <https://doi.org/10.21831/cp.v42i1.58068>
- Kurniawan, M. Z., Mujamil, T., & Maftukhin, A. (2023). Communication Strategy for Islamic Boarding School Leaders in Improving the Quality of Education. *Education*, 3(4), 530-542.
- Latipah, E. (2022). Motives, Self-Regulation, and Spiritual Experiences of Hafizh (the Qur'an Memorizer) in Indonesia. *International Journal of Instruction*, 15(1), 653-672. <https://doi.org/10.29333/iji.2022.15137a>
- Liu, S., Wang, X., Ying, J., Shi, J., & Wu, X. (2023). Emotional Involvement Matters, Too: Associations Among Parental Involvement, Time Management and Academic Engagement Vary with Youth's Developmental Phase. *British Journal of Educational Psychology*, 93(4), 903-920. <https://doi.org/10.1111/bjep.12605>
- Marzuki, A. (2023). Wisdom in Action: Village Kiai's Leading the Charge in Non-Formal Education Advancement. *Education and Sociedad Journal*, 1(1), 42-52. <https://doi.org/10.61987/edsojou.v1i1.527>
- Matos, J. F., Piedade, J., Freitas, A., Pedro, N., Dorotea, N., Pedro, A., & Galego, C. (2023). Teaching and Learning Research Methodologies in Education: A Systematic Literature Review. *Education Sciences*, 13(2), 173. <https://doi.org/10.3390/educsci13020173>
- Nisa, F. K., Rido, M. A., & Izharman, I. (2021). Problems of Teachers and Santri in Learning the Qur'an. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, 4(1), 25-35. <https://doi.org/10.24036/ijmurhica.v4i1.152>
- Norman, E., Baharun, H., Iswandari, R., Sunarsih, S., & Iltiqoiyah, L. (2023). Risk Mitigation Strategy; Parental Involvement to Enhance Early Childhood Learning. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(3), 3375-3386. <https://doi.org/10.31004/obsesi.v7i3.4159>
- Norman, E., & Wahib, A. (2023). Harmony of Local Wisdom: Building the Image of Madrasah to Increase Competitiveness. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(4), 1357-1370. <https://doi.org/10.33650/al-tanzim.v7i4.6533>
- Proudfoot, K. (2023). Inductive/Deductive Hybrid Thematic Analysis in Mixed Methods Research. *Journal of Mixed Methods Research*, 17(3), 308-326. <https://doi.org/10.1177/15586898221126816>
- Purwanto, A., & Wafa, A. (2023). Interpersonal Communication Strategies in Building an Image of Contingency Perspective of Accommodation. *Managere: Indonesian Journal of Educational Management*, 5(3), 267-279. <https://doi.org/10.52627/managere.v5i3.281>

- Rahmawati, A., Sutarto, J., & Utomo, C. B. (2021). Management of Al-Qur'an-Based Curriculum at Qur'an Hanifah Elementary School Semarang. *Educational Management*, 10(2), 311-324.
- Sá, M. J. (2023). Student Academic and Social Engagement in the Life of the Academy-a Lever for Retention and Persistence in Higher Education. *Education Sciences*, 13(3), 269. <https://doi.org/10.3390/educsci13030269>
- Safitri, S. D. (2024). Character Management in Crisis: Implementation of Five Day in Ma'had as a Social Care Solution in Elementary Madrasah. *JUMPA: Jurnal Manajemen Pendidikan*, 4(1), 57-68. <https://doi.org/10.33650/jumpa.v5i1.9321>
- Saharani, L., & Diana, S. (2024). Optimization of Islamic Values-Based Public Relations Strategy in Increasing New Student Admissions. *Managere: Indonesian Journal of Educational Management*, 6(2), 194-206. <https://doi.org/10.52627/managere.v6i2.523>
- Stimpson, B., & Calvert, I. (2021). Qur'anic Educational Philosophy: Foundational Principles of Education in Islam's Holiest Text. *Religions*, 12(2), 82. <https://doi.org/10.3390/rel12020082>
- Sunarya, P. A., Lutfiani, N., Santoso, N. P. L., & Toyibah, R. A. (2021). The Importance of Technology to the View of the Qur'an for Studying Natural Sciences. *Aptisi Transactions on Technopreneurship (ATT)*, 3(1), 58-67. <https://doi.org/10.34306/att.v3i1.142>
- Trentepohl, S., Waldeyer, J., Fleischer, J., Roelle, J., Leutner, D., & Wirth, J. (2022). How Did It Get So Late So Soon? The Effects of Time Management Knowledge and Practice on Students' Time Management Skills and Academic Performance. *Sustainability*, 14(9), 5097. <https://doi.org/10.3390/su14095097>
- Wasehudin, W., Syah, D., & Hasanah, U. (2022). Developing Class Instruction for Linking the Qur'an to Biological Science. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), 3641-3658. <https://doi.org/10.35445/alishlah.v14i3.1662>
- Williams, H. (2021). The Meaning of "Phenomenology": Qualitative and Philosophical Phenomenological Research Methods. *Qualitative Report*, 26(2), 366-385. <https://doi.org/10.46743/2160-3715/2021.4587>
- Wolters, C. A., & Brady, A. C. (2021). College Students' Time Management: A Self-Regulated Learning Perspective. *Educational Psychology Review*, 33(4), 1319-1351. <https://doi.org/10.1007/s10648-020-09519-z>
- Yanny, A., & Sianturi, R. D. (2022). Effect of Socialization and Training on Understanding Stress Management (Case Study of SMKS Parulian I Medan). *Enrichment: Journal of Management*, 12(2), 1766-1774.
- Yanto, M. (2021). Management Problems of Madrasah Diniah Takmiliah Awaliyah Rejang Lebong Old Religious Units in Memorizing Al-Qur'an Juz Amma. *Nazhruna: Jurnal Pendidikan Islam*, 4(2), 235-248. <https://doi.org/10.31538/nzh.v4i2.1433>
- Zaini, A. W., & Fahmi, M. A. (2023). Improving Islamic Religious Education Teachers' Performance Through Effective School Leadership. *AFKARINA: Jurnal Pendidikan Agama Islam*, 8(1), 12-24. <https://doi.org/10.33650/afkarina.v8i1.5331>