

# The Effect of Time Management on Academic Achievement among University Students Who Memorizing Qur'an (*Hifdz*)

Yaumiyatul Furqoni  
University of Muhammadiyah Malang  
yaumiyatul@gmail.com

Lilik Mufidah  
University of Muhammadiyah Malang  
yuklik2727@gmail.com

*Abstract. Living Al-Qur'an in the midst of certain Muslim communities is no longer limited to the pesantren environment, but has expanded to the student environment. Of course, with the activity of memorizing Qur'an (hifdz) while studying, students must have the ability to manage time on students who memorizing Al-Qur'an (hafidz). Previous research found that there was a relationship between time management and academic achievement in students. However, in this study there was no relationship between academic achievement and time management in hafidz students at Malang city.*

*Keywords: Time management, academic achievement*

## Introduction

Al-Qur'an is a noble holy book, so the person who keeps it by memorizing will also be honored with the Qur'an both in the world and hereafter. Therefore, it is not surprising if the tradition of memorizing (*tahfidz*) Al-Qur'an becomes a culture in the midst of the society in Indonesia which is generally found in *pesantren*, *ta'lim* assemblies and so on (Atabik, 2014). But along with the development of the times, this tradition is no longer confined to the environment, but extends to the environment that are heterogeneous, like on campus.

In Malang city, there are already more boarding houses and dormitories in which intended for students with *tahfidz* programs. Being a student as well as memorizing the Qur'an (*hifdz*) is certainly not an easy thing to live for some people. Especially if the *hifdz* activity is not part of the lecture activities that are mandatory for them to go through. These activities are not compulsory for students in universities, of course these activities are not scheduled in lecture activities. Consequently, students who study while *hifdz* Qur'an must be able to organize activities on campus with activities to *hifdz* Qur'an in boarding houses or boarding of the Qur'an. They are required to be able to complete the lecture tasks well especially by family compared to the *tahfidz* achievement they achieved. Because that is the reason they can be in the city of Malang at this time.

Academic achievement is one of the references that can measure how students are capable of learning. Academic achievement can be seen from various aspects, one of which is a Grade Point Average (GPA). This is needed to find out how far students understand of learning that has been explained. Research conducted by Junco (2012) and Tsai & Liu (2015), states that the lack of time allocated to learning will affect the GPA results. This research was actually carried out in the context of the use of *Facebook* which was not related to the interests of the school, but the results of this study could be used as supporting reasons in the context of *hifdz* Qur'an. Because of the similarities in the time spent

on learning, in this study the time that is owned must also be allocated to *hifdz* Qur'an.

Many studies say that academic achievement is influenced by time management. Where individuals with good time management will improve academic achievement (Britton & Tesser, 1991; Talib & Sansgiry, 2012). Therefore, in this study the researchers wanted to know how time management towards learning achievement in students in Malang especially on students who memorizing Qur'an (*hafidz*).

## Literature Review

### *Memorizer Qur'an (hafidz)*

Memorizer (*hafidz*) is derived from the word *Al-Hifdz* meaning guard, keeping, restraining or being lifted, so that *hafidz* can be interpreted as a person who memorizes carefully and includes a series of memorized people (Kamal, 2017).

Memorizer (*hafidz*) of the Qur'an is closely related to the effort to revive the Qur'an (*living Qur'an*) in a particular community. The study of the *living Qur'an* is a variety of social events related to the presence or existence of the Qur'an in a particular Muslim community through a continuous interaction such as memorizing the Qur'an (Atabik, 2014). According to Atabik (2014), the memorizers of the Qur'an have a significant role in maintaining the existence and preserving the purity of the Qur'an and the dissemination of the preaching of Islam in various parts of the world.

### *Academic Achievement*

According to the Kamus Besar Bahasa Indonesia (KBBI), achievement is the result that has been achieved (from what has been done, done, and so on). If the achievement words follow with academics, then the meaning is the results of lessons learned from learning activities in schools or colleges that are cognitive in nature and are usually determined through measurement and assessment. Academic achievement is the level of

success of students in studying the subject matter on campus which is expressed in the form of scores obtained from the test results (Muhibbin, 1999). Generally, research involving academic achievement as a variable in his research uses assessment in the learning institution. In college, the value used is GPA.

#### *Time Management*

Time management is one of the most traditional topics in the field of learning and learning strategies (García-Ros, Pérez-Gonzalez, & Hinojosa, 2004). Research on time management began to develop because of the large amount of literature that praised the benefits of time management, but this was not matched by existing empirical research (Macan, 1994). Skill in management time is a pitch as important in students' learning (García-Ros et al., 2004). Because with a good time management level, students can manage tasks given in a better order (Jo, Kim, & Yoon, 2015).

Based on the research conducted by Britton & Tesser (1991) on college students, time management can be grouped into three factors: short-term planning, attitudes toward time and long-term planning. Short-term planning is very important for students, because the college environment is a place where changes in hope, demand and others are fast and unpredictable so that the need for this ability in students (Britton & Tesser, 1991) is needed. This short-term planning is also able to realize long-term planning which is divided into shorter periods of time.

Attitudes toward time according to Britton & Tesser (1991), are similar to *self-efficacy* where they have a feeling of responsibility for the time they have and can say no when dealing with a situation that is considered unfavorable. Effective behavior in successful people shows that there is a large time role, they focus on the time factor by leaving activities that are irrelevant and considered futile (Karim, Sevari, & Kandy, 2011). While long-term planning relates to the determination of goals to be achieved in the future (Britton & Tesser, 1991).

#### **Method**

In this study, academic achievement is a dependent variable. Where this variable is affected by the independent variable, time management. This research was carried out on Qur'an memorizing students who were then categorized as mediator variables.

The independent variable is time management measured using the *Time Management Questionnaire* (TMQ) adapted from the research journal Britton & Tesser (1991). Academic achievement is measured by the student's GPA. Data collection is done by using google form, which is distributed through group *whatsapp*.

Table 1. Data Characteristics of Research Subjects

<b>Characteristics</b>	<b>F</b>	<b>Percentage</b>
<b>Origin of University</b>		
UIN Malang	24	52%
State University of Malang	8	18%
Brawijaya University	7	15%
University of Muhammadiyah Malang	5	11%
Health Polytechnic	1	2%
University of Tribhuwana	1	2%
<b>Educational level</b>		
D2	2	4.5%
D3	1	2%
S1	41	89%
S2	2	4.5%
<b>Semester</b>		
2	7	15%
4	11	24%
6	19	41%
8	5	11%
> 8	4	9%

In this research, subjects to be studied are late adolescents and early adulthood who are represented by students who are still active in university. The subject are *Hafidz* students study at UIN Malang (52%), State University of Malang (18%), Brawijaya University (15%), Health Polytechnic (2%) and University of Tribhuwana (2%). The majority of the subjects studied were at the S1 level of education as many as 41 people (89%) of the total number of subjects studied

In this study we want to know whether academic achievement in Qur'an memorizing students is influenced by time management. Given their learning activities and responsibilities more than students who do not memorize the Qur'an.

#### **Results**

Based on the analysis that has been done, it was obtained that Mean ( $M = 3.55$ ) and Standard Deviation ( $SD = 0.234$ ) on the Academic Achievement/GPA variable. Whereas in Time Management/TM variables, obtained Mean ( $M = 49.72$ ) and Standard Deviation ( $SD = 6.953$ ).

This research showed that Academic Achievement of *hafidz* students which is seen from the GPA value is not influenced by time management ( $Sig. > 0.05$ ). The results of this study were the same with existing research. In the research conducted by (Talib & Sansgiry, 2012), it showed that there were other variables that influence academic achievement in students such as academic competence and anxiety towards the test.

#### **Discussion**

Time management is not the only factor affecting student achievement. In this case, it is possible that the academic achievements of *hafidz* students are influenced by other factors such as Self-Regulated Learning

(Zimmerman, 1990), self-efficacy in students (Lent, Brown, & Larkin, 1984; Komarraju & Nadler, 2013; Feldman & Kubota, 2014), self-efficacy in teachers (Caprara, Barbaranelli, Steca, & Malone, 2006) and academic expectations (Feldman & Kubota, 2014). Metacognition, business regulation and critical thinking can also contribute to academic achievement (Broadbent & Poon, 2015).

When viewed from a long time *hifdz* Qur'an, then on average this *hafidz* student has started memorizing for 25 months or more than 2 years ago to date. It showed that the activity of *hifdz* Qur'an is no longer a new activity for them. Within this period, it was more than enough time to be able to adapt to the *hifdz* Qur'an which is accompanied by lecturer. It was also supported by the condition of those who are mostly 6th or third semester students. So, they already had experiences and descriptions of learning activities in college, so that when they added other activities, they are no longer shocked by the density of activities they have to do.

There was motivation for students to want to *hifdz* Qur'an which is a significant factor in achievement. In addition, the blessing of time seems to be a supporting factor in undergoing lecture activities and *hifdz* Qur'an simultaneously. This was a form of convenience from Allah SWT for his servants who are memorizing the Qur'an (Tanjung, Lukmawati, & Supriyanto, 2017). The meaning of *barokah* in the Qur'an is the increase in goodness that provides benefits or goodness that is continuous and continuous (Khasanah, 2016). In Surah Al-Qomar verses 17, 22, 32 and 40 Allah SWT has guaranteed the ease of memorizing the Qur'an. Of course this can be done if we trust and have the will to do it.

### Conclusion

Islam is the religion of *Rahmatan Lil 'Alamin* or mercy for all nature. Likewise with the holy book he has, namely the Qur'an. The Qur'an is a noble holy book, therefore everything related to it will be noble too. Likewise with the memorizers (*hafidz*) of the Qur'an. They are noble because of their efforts to protect this holy book. The *hafidz* Qur'an, try their best so that lectures and *hifdz* Qur'an.

Time management is considered as one of the important factors that can affect academic achievement. Where if the better management of one's time, then academic achievement will also increase. But when this hypothesis is applied to *hafidz* Qur'an at Malang, it turns out that the hypothesis does not apply to them. When viewed from previous research, academic achievement is not only influenced by time management. There are other factors that can influence it. The author assumes that this is a *barokah* the time given to the *hafidz* Qur'an. With the same amount of time a day is given, but they can spend time more useful.

### References

Atabik, A. (2014). The Living Qur'an: Potret Budaya Tahfiz Al-Qur'an Di Nusantara. *Jurnal Penelitian*, 8(1), 161–178.

- Britton, B. K., & Tesser, A. (1991). Effects of Time-Management Practices on College Grades. *Journal of Educational Psychology*, 83(3), 405–410. <https://doi.org/10.1037/0022-0663.83.3.405>
- Broadbent, J., & Poon, W. L. (2015). Self-Regulated Learning Strategies & Academic Achievement in Online Higher Education Learning Environments: A systematic Review. *Internet and Higher Education*, 27, 1–13. <https://doi.org/10.1016/j.iheduc.2015.04.007>
- Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' Self-Efficacy Beliefs as Determinants of Job Satisfaction and Students' Academic Achievement: A Study at the School Level. *Journal of School Psychology*, 44, 473–490. <https://doi.org/10.1016/j.jsp.2006.09.001>
- Feldman, D. B., & Kubota, M. (2014). Hope, Self-Efficacy, Optimism, and Academic Achievement: Distinguishing Constructs and Levels of Specificity in Predicting College Grade-Point Average. *Learning and Individual Differences*. <https://doi.org/10.1016/j.lindif.2014.11.022>
- García-Ros, R., Pérez-Gonzalez, F., & Hinojosa, E. (2004). Assessing Time Management Skills as an Important Aspect of Student Learning: The Construction and Evaluation of a Time Management Scale with Spanish High School Students. *School Psychology International*, 25(2), 167–183. <https://doi.org/10.1177/0143034304043684>
- Jo, I.-H., Kim, D., & Yoon, M. (2015). Constructing proxy variable to measure adult learners' time management strategies in LMS. *Journal of Education Technology & Society*, 18(3), 214–225.
- Junco, R. (2012). Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. *Computers in Human Behavior*, 28(1), 187–198.
- Kamal, M. (2017). Pengaruh Pelaksanaan Program Menghafal Al-Qur'an terhadap Prestasi Belajar Siswa. *Jurnal Pendidikan Islam*, 6(2).
- Karim, Sevari, & Kandy, M. (2011). Time Management Skills Impact on Self-Efficacy and Academic Performance. *Journal of American Science*, 7(12), 720–726. <https://doi.org/10.1017/CBO9781107415324.004>
- Khasanah, U. (2016). *Relasi Rahmah dan Berkah Dalam Al-Qur'an*. Universitas Islam Negeri Sunan Kalijaga.
- Komarraju, M., & Nadler, D. (2013). Self-Efficacy and Academic Achievement: Why Do Implicit Beliefs, Goals, and Effort Regulation Matter? *Learning and Individual Differences*, 25, 67–72. <https://doi.org/10.1016/j.lindif.2013.01.005>
- Lent, R. W., Brown, S. D., & Larkin, K. C. (1984). Relation of Self-Efficacy Expectations To Academic Achievement and Persistence. *Journal of Counseling Psychology*, 31(3), 356–362. <https://doi.org/10.1037/0022-0167.31.3.356>
- Macan, T. (1994). Time Management: Test of a Process

- Model. *Journal of Applied Psychology*, 79(3), 381–391. <https://doi.org/10.1037/0021-9010.79.3.381>
- Muhibbin, S. (1999). *Psikologi Belajar*. Jakarta: PT. Logos Wacana Ilmu.
- Talib, N., & Sanggiry, S. S. (2012). Determinants of Academic Performance of University Students. *Pakistan Journal of Psychological Research*, 27(2), 265–278.
- Tanjung, F., Lukmawati, & Supriyanto, J. (2017). Al-Qur'an itu Menjaga Diri: Peranan Regulasi Diri Penghafal Al-Qur'an. *Jurnal Psikologi Islami*, 3(2), 94–105.
- Tsai, H.-C., & Liu, S.-H. (2015). Relationships Between Time-Management Skills, Facebook Interpersonal Skills and Academic Achievement among Junior High School Students. *Social Psychology of Education*, 18(3), 503–516.
- Zimmerman, B. J. (1990). Self-Regulated Learning and Academic Achievement: An Overview. *Educational Psychologist*, 25(1), 3–17. [https://doi.org/10.1207/s15326985ep2501\\_2](https://doi.org/10.1207/s15326985ep2501_2)