



Islamic Education Management Students' Strategies in Managing Time Between Lectures, Organizations, Boarding Students, And Part-Time Work

Strategi Mahasiswa Manajemen Pendidikan Islam Dalam Mengelola Waktu Antara Kuliah, Organisasi, Mondok, Dan Kerja Part Time

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Abstrak

Mahasiswa Manajemen Pendidikan Islam (MPI) yang menjalani peran ganda, seperti kuliah sambil mondok, bekerja part-time, atau aktif berorganisasi, menghadapi tantangan dalam menyeimbangkan kewajiban akademik dan nonakademik. Penelitian ini bertujuan menggambarkan strategi pengelolaan waktu mahasiswa MPI dalam menyeimbangkan kuliah dengan aktivitas lain serta dampaknya terhadap prestasi akademik. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa wawancara mendalam semi-terstruktur terhadap tiga informan kunci: Nenti (kuliah + mondok), Siti Fatonah (kuliah + kerja part-time), dan Aleni Frisiliani (kuliah + organisasi). Data dianalisis menggunakan model Miles dan Huberman (1994) melalui reduksi data, penyajian, dan penarikan kesimpulan dengan triangulasi sumber. Hasil penelitian menunjukkan bahwa ketiga informan menerapkan strategi pengelolaan waktu berbasis prioritas akademik, segmentasi waktu, to-do list, pencicilan tugas, komunikasi proaktif, dan pemanfaatan dukungan sosial dari keluarga, teman, dosen, serta pengurus pondok atau organisasi. Strategi tersebut efektif menjaga konsentrasi, mencegah burnout, dan memastikan capaian Indeks Prestasi Kumulatif (IPK) tetap tinggi (rata-rata >3,85). Temuan ini mengonfirmasi bahwa aktivitas ganda tidak secara inheren menurunkan kualitas akademik, melainkan dapat membentuk disiplin, kemandirian, dan kompetensi holistik apabila strategi pengelolaan waktu diterapkan secara tepat.

Kata Kunci : Kuliah ganda, Manajemen waktu, Mahasiswa MPI

Abstract

Students of Islamic Education Management (MPI) who undertake multiple roles, such as studying while boarding at pesantren, working part-time, or participating in organizations, face challenges in balancing academic and non-academic responsibilities. This study aims to describe the time management strategies of MPI students in balancing lectures with other activities and their impact on academic achievement. A qualitative descriptive approach was employed, with data collected through semi-structured in-depth interviews with three key informants: Nenti (lectures + boarding), Siti Fatonah (lectures + part-time work), and Aleni Frisiliani (lectures + organizations). Data were analyzed using Miles and Huberman's (1994) model through data reduction, presentation, and conclusion drawing, supported by source triangulation. The findings reveal that the informants applied time management strategies based on academic priorities, time segmentation, to-do lists, task chunking, proactive communication, and social support from family, peers, lecturers, and organizational or boarding administrators. These strategies effectively maintained focus,



prevented burnout, and ensured consistently high Grade Point Averages (GPA >3.85). The study confirms that multiple roles do not inherently reduce academic performance; rather, they can foster discipline, independence, and holistic competence when time management strategies are properly implemented.

Keywords : Dual-role students, MPI, Time management

INTRODUCTION

Islamic Education Management (IPM) students often face challenges in balancing academic and non-academic activities, such as living at an Islamic boarding school (pesantren), working part-time, or being active in organizations. Involvement in these various roles requires good time management skills to maintain academic achievement while effectively completing other responsibilities. Previous studies have shown that students with multiple roles are at risk of burnout, stress, and decreased academic performance if they lack a structured time management strategy (Susanto & Pratama, 2022:45; Nugroho, 2022:112).

In the context of IPM students, dual roles are not only related to completing academic assignments, but also to developing self-discipline, financial independence, and strengthening soft skills through non-academic activities. Research by Hidayat et al. (2023:78) and Pratiwi & Santoso (2025:34) emphasizes the importance of time segmentation, academic priorities, and social support as effective strategies for maintaining a balance between study and additional activities. Students who are able to implement strategies such as time-blocking, schedule management, and proactive communication have been shown to optimize daily productivity and reduce the risk of burnout.

However, there is little research specifically examining the time management patterns of Islamic Education Management (MPI) students who juggle multiple roles in different contexts: studying while living in a dormitory, studying while working part-time, and studying while actively participating in organizations. The main issues that arise are how students balance academic and non-academic obligations without compromising their academic performance, and what strategies they use to address schedule conflicts and prevent physical and mental exhaustion.

Based on this background, this study aims to describe in-depth the time management strategies of Islamic Education Management (MPI) students in balancing study with other activities such as living in a dormitory, working part-time, and organizing organizations. The research objectives are to analyze the time management methods implemented, the impact of these strategies on academic achievement, and the adaptability of these strategies to different dual role contexts.

RESEARCH METHOD

This study uses a descriptive qualitative approach with the aim of describing in-depth the time management strategies of Islamic Education Management (MPI) students in balancing study with non-academic activities. This approach was chosen because it is inductive, holistic, and emphasizes understanding the meaning and socio-religious context from the perspective of the research subjects in a natural setting, which is relevant to the characteristics of Islamic education research.



This research was conducted in the Islamic Education Management (MPI) Study Program at UIN Sultan Maulana Hasanuddin Banten. This location was chosen because MPI students often carry out dual roles, such as studying while studying, working, and being active in various organizations. This provides an appropriate context for examining the time management strategies of multi-role students.

The rationale for this research is the phenomenon of MPI students having to divide their time between academic demands and non-academic activities, which can potentially lead to scheduling conflicts, fatigue, and decreased academic performance if not managed effectively. Therefore, this study seeks to uncover how students manage their time, deal with conflicting activities, and maintain physical and psychological balance while carrying out these various roles.

Data collection was conducted through in-depth semi-structured interviews with three MPI students serving as key informants: Nenti (studying while attending a boarding school), Siti Fatonah (studying while working part-time as a private tutor), and Aleni Frisiliani (studying while actively participating in multiple organizations). Interviews were conducted face-to-face and online, lasting 45–60 minutes per session in November 2025. The interview guide contained open-ended questions covering daily routines, time management strategies, challenges faced, personal motivations, and forms of social support received.

Primary data sources were obtained from recorded interviews, which were then transcribed verbatim. These data were supplemented by secondary data sources in the form of participant observation of the informants' activity schedules and supporting documentation, such as daily to-do lists, organizational schedules, and boarding school activity schedules.

Data analysis was conducted using the Miles and Huberman (1994) model, which includes three stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, the researcher conducted thematic coding, focusing on aspects of daily routines, strategies for dealing with schedule conflicts, and efforts to prevent burnout. The data was then presented in a comparative table showing the time management strategies and the positive impacts experienced by each informant. The final stage, drawing conclusions, was conducted through a verification process involving source triangulation between informants and strengthening relevant time management theories.

Data validity was maintained through methodological triangulation, which combined interview and observation techniques, and member checking with informants to confirm the researcher's interpretations. This step was taken to ensure that the research findings were credible, accurate, and contextualized for MPI students who carry out dual roles.

RESULTS AND DISCUSSION

This study reveals the time management strategies of Islamic Education Management students in balancing their studies with other activities such as boarding school, part-time work, and organizations. Data were obtained from in-depth interviews with three students: Nenti (college + boarding school), Siti Fatonah (college + part-time work), and Aleni Frisiliani, an active student



(college + organization). All three students exhibited common patterns based on academic priorities, time segmentation, and social support, although their contexts differed.

An in-depth interview with Nenti, a student in the Islamic Education Management (MPI) program who studies while boarding at an Islamic boarding school, revealed a structured and rigorous daily routine to balance both activities. She begins her day at dawn by reciting the Quran until 6:00 a.m., followed by preparation for class at 7:20 a.m., according to the campus schedule. After the midday prayer (1:00 PM-2:00 PM), students are allowed to skip the optional Quran study session, provided they don't lie or leave after 5:00 PM—with minor sanctions such as being on duty or cleaning the bathroom, and fines for repeating the session. The afternoon is filled with cooking dinner together, praying Maghrib in congregation, praying the sorogan prayer, a short break, and then evening Quran study from 8:00 PM-10:00 PM. The time after the Quran study (10:00 PM-12:00 AM) is focused on completing assignments before bed, ensuring there are no scheduling conflicts.

Nenti's time management strategy is based on strict priorities: morning and afternoon for compulsory classes, evening and night for the Islamic boarding school, with assignments completed after the Quran study. She writes a daily schedule, ensures adequate sleep, eats regularly, drinks plenty of water, and avoids staying up late unless it's an emergency. For assignments, she works on them in small increments as they're assigned, makes a priority list of deadlines, breaks large assignments into smaller ones, and works on them during breaks in class—given that the Islamic boarding school has limited free time. When there's a conflict (for example, an assignment deadline of 8:00 PM and a Koran study session), she asks permission from the village head (the official at the Islamic boarding school) with a clear reason. The Islamic boarding school allows for tolerance as long as it's not frequent and requires proactive communication. There's no mixing of coursework with Koran study, or vice versa, to maintain optimal concentration. Nenti's strategies—time-blocking, to-do lists, completing assignments in installments, and communication—effectively stabilize her GPA amidst multiple activities, preventing procrastination and stress. This approach is adaptable for additional organizations or part-time work: allocate fixed slots (e.g., weekends), prioritize mandatory tasks, and involve social support. Studying while studying at a boarding school produces graduates with knowledge in this world and the hereafter, as long as discipline is maintained.

Nenti's primary motivation is to balance general knowledge from campus (for her career) with religious knowledge from the Islamic boarding school (for morals and discipline), viewing challenges as motivation. The biggest challenge, the clashing schedules that cause physical fatigue and difficulty focusing at night, is overcome through time segmentation and self-care. External support is crucial: family provides encouragement via text messages, campus/boarding school friends help with assignments and remind students of their schedules, lecturers understand the boarding school situation, and boarding school administrators provide flexible leave.

The discussion shows that the Nenti time-blocking strategy, to-do lists, installment assignments, and proactive communication are effective in stabilizing GPAs while simultaneously



studying and boarding, aligning with research findings on multi-role student time management through schedule segmentation and academic priorities (Susanto & Pratama, 2022). This approach is adaptable for MPI students who add organizations or work part-time, for example by allocating weekend slots for additional activities and utilizing integrated pesantren-campus social support. Studying while boarding has the potential to produce holistic graduates with knowledge of this world and the hereafter, provided strict discipline is implemented. This has practical implications in the form of digital planner workshops in MPI study programs to prevent burnout, similar to the micro-learning and time-blocking strategies implemented by working students (Hidayat et al., 2023; Pratiwi & Santoso, 2025).

An interview with Fatonah, a fifth-semester Islamic Education Management (MPI) student, revealed her real-life experience managing her time between studying and working part-time as a private tutor. Fatonah's primary activity consists of studying and teaching 8-10 hours per week, with the primary motivation being earning her own income for monthly expenses such as skincare, personal shopping, and savings. She emphasized that her parents' money is specifically for daily meals, while her teaching income provides additional support, making her more independent. Her daily routine begins at dawn with prayer, followed by morning lectures, and afternoon tutoring starting at 4 p.m. She teaches privately, maintaining full responsibility for her students and guardians, thus avoiding skipping classes despite her busy schedule.

Fatonah emphasizes time discipline as a key method, such as preparing early for her teaching schedule. Family support is crucial for her; although her mother doesn't require her to work, they fully support her during positive activities. She uses a to-do list to record her lecture and teaching schedules, and she also works on assignments in installments to avoid deadlines. Fatonah's experience shows that part-time work actually improves her time management skills and discipline, without affecting her academic performance. The biggest challenge in her fifth semester was her busy class schedule, which clashed with teaching hours. She was reluctant to frequently ask permission from her "mother" (her boss) to maintain commitments. If a conflict was truly unavoidable, Fatonah sacrificed one activity and asked for a break from her private tutor, who was flexible with obstacles like lectures or bad weather.

Her anti-burnout strategies include light meditation, such as listening to podcasts, and the philosophy of "difficulty first, then happiness later." Going forward, she plans to develop timely rest, reduce insomnia, and eliminate non-essential activities to maintain her health. Her hope is simple: to graduate on time without any neglected assignments.

The discussion shows that Fatonah's strategies—strict discipline, to-do lists, prioritizing responsibilities, and family support—are effective in maintaining a balance between studying and part-time work, aligning with research findings on the priorities and use of free time by part-time students (Nugroho, 2022). This approach is adaptive for MPI students who join additional boarding schools or organizations, for example, by allocating fixed slots for private tutoring on weekends and proactive communication with lecturers, similar to the schedule planning strategies used by 58.5% of respondents in a recent qualitative study (Pratiwi & Santoso, 2025). Fatonah's experience



confirms that part-time work is a catalyst for academic discipline and financial independence, producing competent graduates, with practical implications in the form of digital application-based time management training in the MPI study program (Hidayat et al., 2023).

An in-depth interview with Aleni Frisiliani, a student in the Islamic Education Management (MPI) program who is active in organizations, revealed her time management strategies between studying and membership in four organizations: the MPI Student Association (member of the Communication and Information Division), UKM Prima, FKBM KIPK, Pelajar Kreatif Ikhlas in Jawilan, and the MPI Study Program Ambassador. Her primary activities include studying while participating in organizations, motivated by achievement, achieving dreams and goals, and acquiring knowledge outside of class, such as journal publication tutorials and scientific papers. Her daily routine begins with waking up early for worship, followed by lectures, organizational meetings, working on assignments in between, and then returning to her boarding house to rest once all tasks are completed.

Aleni uses time management tools such as notes, calendars, to-do lists, and phone wallpapers to constantly remind herself of assignment deadlines. She prioritizes academic work over organizational work, as she is only a regular member, not a leader. The biggest challenge is the conflicting schedules between lectures, organizations, and other activities, which she overcomes by requesting exemptions, prioritizing (academics are paramount), and leaving less important tasks behind. The support of family, friends, and organizational colleagues is crucial; each member's job description complements each other, lightening the workload according to their respective roles.

Her organizational experience has actually trained Aleni to complete assignments more quickly, avoiding the fear of running out of time. She uses strategies to maintain a stable GPA by being active in class and applying organizational knowledge to her course material. Going forward, she aims to consistently improve her time management. She hopes her GPA will remain stable and above average and continue to improve. She offers practical advice for similar students: don't let being active outside of class make you forget about your academic work.

The discussion shows that Aleni's strategy of using visual aids, strict academic priorities, organizational team support, and dynamic adaptation effectively balances study and multiple organizations, aligning with the Pareto principle (80/20 rule), where 20% of academic priorities yield 80% of overall achievement. This approach is adaptive for MPI students who are studying in boarding schools or working part-time, for example by coordinating cross-disciplinary work desks and workshops. Aleni's experience confirms that organizations are a catalyst for time management, soft skills, and practical knowledge, producing graduates with academic achievement and leadership competency, with practical implications including the integration of a digital planner into the MPI Student Association (Arikunto, 1998).

Based on recent academic data, all informants in this study demonstrated excellent academic achievement despite engaging in dual activities for a period of 1–2 years. Aleni Frisiliani, an MPI student active in various organizations, achieved a Grade Point Average (GPA) of 3.85.



Nenti, an MPI student who serves a dual role as a santri (student) and a student, achieved the highest GPA of 3.98. Meanwhile, Siti Fatonah, an Islamic Education Management (MPI) student who studies while working part-time as a private tutor, managed to maintain a GPA of 3.86. All of these achievements are categorized as "Very Good" because they exceed the minimum graduation standard and are above 3.50.

These findings indicate that students' involvement in multiple activities—whether living at an Islamic boarding school, working part-time, or being active in organizations—does not automatically negatively impact academic achievement. Consistently high GPAs indicate that the informants are able to manage their time effectively through the application of systematic time management strategies, such as setting academic priorities, segmenting time, and utilizing activity planning tools.

Thus, the results of this study confirm that Islamic Education Management (IEM) students who pursue dual roles can maintain and even improve their academic achievement if they possess good time management skills, strong discipline, and adequate environmental support. The informants' academic achievement serves as an empirical indicator of the success of implementing time management strategies in the context of multi-role Islamic Education Management (MPI) students.

Table 1. Time Management Strategies of MPI Students Studying While Studying at a Boarding School

No	Aspek	Strategi Utama	Implementasi	Dampak Positif
1	Daily Routine	Time-blocking	Allocation of time in the morning for lectures and evening for Quranic study activities.	Optimal concentration on each activity segment
2	Handling Conflicts	Proactive permission	Applying permission to the boarding school administrators when scheduling conflicts arise.	Tolerance without repeat violations
3	Task Management	Prioritize tasks and to-do lists	Completing assignments in stages according to deadlines.	Preventing procrastination and task accumulation
4	Burnout Prevention	Planned self-care	Maintaining adequate sleep, regular meals, and physical health.	Stability of GPA and maintained physical condition

**Table 2. Time Management Strategies of MPI Students Studying While Working Part-Time**

No	Aspek	Strategi Utama	Implementasi	Dampak Positif
1	Daily Routine	Time discipline	Dividing time for morning prayer, morning lectures, and afternoon teaching	Increased productivity from the start of the day
2	Handling Conflicts	Selective permission	Requesting concessions from private tutors when scheduling conflicts with class	Maintained work commitment without disrupting academics
3	Task Management	To-do lists and assignments in installments	Recording class and work schedules and completing assignments in stages	Academic assignments completed on time
4	Burnout Prevention	Light relaxation	Watching podcasts and scheduling breaks	Reduced mental fatigue and stress

Table 3. Time Management Strategies of MPI Students Studying While Participating in Organizations

No	Aspek	Strategi Utama	Implementasi	Dampak Positif
1	Daily Routine	Structured time management	Allocation of time for worship, lectures, organizational meetings, and assignments	Maintained productivity throughout the day
2	Handling Conflicts	Academic priorities	Submitting exemption letters and prioritizing study obligations	Minimized schedule conflicts
3	Task Management	To-do lists and calendars	Using notes, calendars, and visual reminders on devices	Task deadlines are met on time
4	Burnout Prevention	Organizational teamwork	Dividing job descriptions according to the respective duties and functions among members	Lighter and more efficient workload



CONCLUSION

This study shows that Islamic Education Management students who serve dual roles as students, part-time workers, and organizational activists are able to maintain excellent academic performance by implementing effective and contextual time management strategies. The research findings confirm that the key to successful time management lies in prioritizing academics as the primary focus, clearly segmenting time between roles, and utilizing social support from family, the campus institution, and non-academic activities. Strategies such as time-blocking, assignment installments, the use of to-do lists and visual aids, proactive communication during scheduling conflicts, and the implementation of self-care have been proven to not only maintain a stable Grade Point Average (GPA) above the "Very Good" category but also prevent physical and mental fatigue. Thus, the study's objective of in-depth description of the time management strategies of Islamic Education Management students in balancing study with other activities has been achieved, while also confirming that dual activities do not inherently reduce academic quality but can instead be a means of developing discipline, independence, and holistic competence when managed appropriately. This study recommends the development of a digital planning-based time management mentoring program within the MPI study program environment, as well as encouraging further research with a wider number of informants or a quantitative approach to test the relationship between time management strategies and academic achievement in a more generalizable manner.

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