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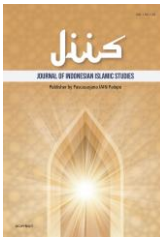

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Extracurricular Qur'an Memorization (Tahfidz Al-Qur'an) Activities as a Means of Developing Students' Time Management Skills

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Abstract

This article is motivated by the still low level of time management skills among elementary school students, as reflected in habits such as procrastinating on assignments and lacking consistency in learning. Previous studies have examined the role of tahfidz activities in character building; however, most of them have focused primarily on discipline and spirituality, without specifically exploring their relationship with time management skills as part of self-regulation. Therefore, this study aims to analyze the role of Qur'an memorization extracurricular activities in developing students' time management abilities. This research employs a literature review method by analyzing relevant scientific journal articles published between 2015 and 2025. The findings indicate that tahfidz activities make a significant contribution to the development of time management through the cultivation of discipline, the strengthening of self-regulated learning, and structured activities such as memorization submission and muraja'ah (revision). These findings suggest that tahfidz serves not only as a religious activity but also as a medium for developing life skills, particularly in time management.

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Introduction

Education is essentially a planned and systematic process aimed at optimizing students' potential in the cognitive, affective, and psychomotor domains. In the development of contemporary education, time management skills have become one of the essential competencies that significantly influence academic success. Several studies have shown that poor time management is closely associated with increased academic procrastination, low learning discipline, and declining academic achievement among students (Anjani, 2023). This indicates that time management is not merely a technical skill, but also an important component of effective learning.

At the elementary school level, the ability to manage time develops alongside the increasing complexity of students' daily activities. Students are required not only to complete academic tasks in the classroom, but also to balance various non-academic and religious activities. However, the reality in the field shows that many students still experience difficulties in managing their time effectively. Common problems include procrastination, lack of study planning, and inability to prioritize activities (Herliani et al., 2021; Wibowo, 2023). These conditions highlight the need for more directed efforts to develop time management skills as an essential life skill.

From the perspective of learning theory, time management is closely related to the concept of self-regulated learning, which refers to an individual's ability to manage, monitor, and evaluate their own learning process independently (Brady et al., 2022). Students with strong self-regulation skills tend to manage their study time more effectively, which positively affects their academic performance (Broadbent & Poon, 2015). Therefore, the development of time management skills cannot be separated from the formation of self-regulation fostered through structured and continuous learning experiences.

One activity that has the potential to develop these abilities is the extracurricular program of Tahfidz Al-Qur'an (Qur'an memorization). This activity is not solely oriented toward memorization achievement, but also involves a systematic learning process through activities such as memorizing verses, submitting memorization, and consistently conducting muraja'ah (revision). Several studies have shown that tahfidz activities contribute to the development of discipline, responsibility, and self-control among students (Nuzleha et al., 2023; Wahyuni, 2025). Furthermore, the structured nature of tahfidz activities indirectly encourages students to learn how to manage their time and maintain consistency in carrying out various responsibilities.

However, previous studies indicate findings that are not yet entirely consistent. Most research has emphasized the role of tahfidz in developing religious character and discipline, without specifically examining its relationship with time management skills as part of cognitive skills and self-regulation. On the other hand, studies on time management generally focus on general learning contexts without linking them to religious activities such as Tahfidz Al-Qur'an. This condition demonstrates the existence of both conceptual and empirical gaps in the current literature. Therefore, a more specific study integrating these two aspects into a comprehensive analytical framework is needed.

Based on the explanation above, this study aims to analyze the role of Tahfidz Al-Qur'an extracurricular activities in developing elementary school students' time management skills. The novelty of this research lies in its attempt to position time management as a life skill examined directly within the context of tahfidz activities. Thus,

this study is expected to contribute both theoretically to the development of Islamic education studies and practically to strengthening the implementation of extracurricular programs in schools.

Method

This study employs a literature review method aimed at analyzing the relationship between Tahfidz Al-Qur'an extracurricular activities and students' time management skills. This approach was chosen because it allows researchers to systematically examine findings from previous studies and relevant theoretical foundations, thereby generating a more comprehensive understanding of the issue being investigated.

Data collection was conducted through documentation studies by exploring various literature sources from academic databases such as Google Scholar, Garuda, and SINTA. The search process used the keywords "Tahfidz Al-Qur'an," "time management," and "students." The inclusion criteria in this study were: (1) scientific journal articles relevant to the research topic, (2) published within the period of 2015–2025, and (3) related to the variables of tahfidz activities and time management. Meanwhile, the exclusion criteria included articles that were not relevant to the research focus, duplicated sources, and non-scientific publications.

Based on the screening process, a total of 12 articles met the criteria for further analysis. The literature sources used were predominantly national scientific journals, supported by several international journals to strengthen the theoretical foundation of the study.

The collected data were then analyzed using content analysis techniques by identifying, classifying, and interpreting the main themes related to the relationship between tahfidz activities and time management skills. The analysis process was carried out systematically to identify patterns, similarities, and conceptual relationships between the two variables studied. Therefore, the findings of this study are expected to provide a more comprehensive understanding of the role of tahfidz activities in supporting students' time management abilities.

Results

Various studies have shown that Tahfidz Al-Qur'an activities are closely related to the development of students' learning habits, particularly in terms of discipline and the regularity of activities. In several studies, these activities were reported as routines carried out in a scheduled and repetitive manner.

Iwani, (2023) reported a relationship between students' participation in tahfidz programs and their level of discipline. The indicators used included punctuality in attending activities, compliance with rules, and responsibility in completing assignments.

Meanwhile, (Ridlwan., 2025) explained that tahfidz activities are conducted through several stages, namely memorization, memorization submission, and muraja'ah (revision). These activities are implemented systematically within the learning program. Students participating in these activities were reported to be capable of balancing academic responsibilities with other activities.

Herliani et al., (2021) reported that in the learning process, students engage in several activities, including planning learning activities, monitoring the ongoing

implementation, and evaluating the outcomes achieved. These activities are carried out gradually throughout the learning process and are related to the management of time used during the activities. Furthermore, the planning stage includes arranging study schedules, monitoring is conducted during the learning process, and evaluation is carried out after the activities through reviewing learning achievements.

Other studies have shown that tahfidz activities are conducted routinely through scheduled memorization sessions, repetition of materials, and the establishment of achievement targets within a certain period (Nuzleha et al., 2023). This pattern becomes part of continuous learning activities.

In addition, some students were reported to use specific strategies in managing their time, such as organizing activity schedules, determining priorities, and dividing time among various learning activities (Ridlwan., 2025). Other findings indicate that in the implementation of tahfidz, students follow predetermined schedules, including specific times allocated for memorization and revision. Several studies noted that these activities are carried out consistently throughout each learning period.

Recent studies further demonstrate that students involved in tahfidz programs apply various strategies in time management. These strategies include prioritizing important activities, organizing daily schedules systematically, and balancing academic and non-academic activities. The implementation of these strategies is carried out as an adjustment to the demands of tahfidz activities, which involve structured schedules and achievement targets (Norman et al., 2024).

In addition, several studies have revealed a relationship between time management skills and self-regulated learning. Students with a high level of self-regulation tend to be more capable of planning learning activities, monitoring the implementation of tasks, and evaluating the outcomes obtained. In this context, these abilities are related to how students manage and utilize their study time more effectively throughout the learning process (Simaremare et al., 2020).

Wibowo, (2023) used several indicators in examining the relationship between learning activities and students' time management, including punctuality, consistency in carrying out activities, and responsibility for assigned tasks. These indicators were used to examine how students conduct learning activities according to predetermined schedules and how they maintain regularity in implementing such activities.

Several studies also reported that tahfidz activities are carried out through a series of repetitive activities, including memorization, memorization submission, and material revision over a certain period as part of the learning program.

Discussion

The findings of this study indicate that Tahfidz Al-Qur'an activities are closely related to students' discipline and their ability to manage time. This relationship can be understood through the characteristics of tahfidz activities, which are carried out in a planned, repetitive manner and involve clear achievement targets. Activities such as memorizing verses, submitting memorization, and conducting muraja'ah (revision) require not only cognitive abilities but also consistency in time management. The consistent implementation of these activities gradually forms relatively stable learning routines in students' daily lives.

This condition explains why students participating in tahfidz activities tend to demonstrate higher levels of discipline. These findings are consistent with the studies conducted by (Iwani, 2023) and (Ridlwan., 2025), which reported improvements in punctuality and students' sense of responsibility. Conceptually, this is related to the principles of time management, which emphasize the importance of structured activities and clear schedules in shaping disciplined behavior. When students become accustomed to activities with a well-defined structure, they gradually adjust their routines and develop more effective time management habits.

Furthermore, the relationship between tahfidz activities and time management skills can also be explained through the perspective of self-regulated learning. Based on the findings of (Herliani et al., 2021), students engage in planning, monitoring, and evaluation processes during learning activities. In tahfidz practice, these processes are reflected in setting memorization targets, organizing time for revision, and evaluating memorization outcomes. Recent studies also show that self-regulation skills play an important role in improving the effectiveness of study time management (Sari & Lestari, 2023).

This demonstrates that tahfidz activities function not only as memorization practices but also as a medium for developing self-regulation skills. This process is important because time management fundamentally relates to an individual's ability to control and direct their own learning activities. Students who are capable of planning, monitoring, and evaluating their learning activities tend to use their time more effectively.

On the other hand, findings regarding obstacles in time management, such as difficulties in maintaining consistency and tendencies toward procrastination (Fediansyah & Yulia, 2025), indicate that these skills are not developed instantly. Such conditions are influenced by various factors, including individual differences, levels of motivation, and learning environments. Recent studies also reveal that the development of learning habits requires repetitive and consistent processes over a certain period of time (Norman et al., 2024).

In this context, tahfidz activities can serve as an effective means of habit formation. Activities carried out routinely and systematically encourage students to adapt their behavior to the demands of the program. Over time, these activity patterns evolve into more stable habits. This explains why participation in tahfidz activities is associated with increased learning discipline and improved time management abilities.

In addition, tahfidz activities can also be viewed as a form of experiential learning, in which students learn through direct involvement in the activities they perform. Recent studies indicate that learning experiences involving active student participation contribute to the development of non-cognitive skills, including time management abilities (Wahyuni, 2025).

Through these experiences, students learn to deal with time limitations, determine priorities, and maintain consistency in carrying out various activities. This suggests that time management skills are acquired not only through conceptual understanding but also through repeated practice in daily life.

The implications of these findings indicate that tahfidz activities have a broader role beyond religious practice alone. Tahfidz programs can be utilized as a medium for developing life skills, particularly in the area of time management. The abilities to set

priorities, organize schedules, and maintain consistency are important skills that can be developed through participation in such activities.

Moreover, the integration of tahfidz activities within the school environment also contributes to students' character development. Research shows that structured and value-based activities influence the formation of discipline and responsibility among students (Rahmahwati et al., 2021).

However, the success of tahfidz activities in developing time management skills does not solely depend on the structure of the program. It is also influenced by other factors, such as environmental support, teachers' roles, and students' intrinsic motivation. Without such support, tahfidz activities may merely become routine practices without providing optimal impacts on students' skill development.

Therefore, the development of tahfidz programs should be designed comprehensively by considering students' pedagogical and psychological aspects. With an appropriate approach, tahfidz activities can contribute not only to improving Qur'an memorization abilities but also to developing sustainable time management skills.

In conclusion, the findings of this study demonstrate that tahfidz activities play a broader role than merely serving as religious practices, namely as a means of developing time management skills through habituation, self-regulation, and structured learning experiences. These findings further reinforce that the integration of tahfidz activities into formal education has the potential to become an effective strategy for continuously developing students' life skills.

Conclusion

Based on the results of the literature review and the analysis of various previous studies, it can be concluded that Tahfidz Al-Qur'an extracurricular activities are closely related to students' time management skills. The implementation of tahfidz activities in a systematic and continuous manner, through stages such as reading, memorizing, memorization submission, and muraja'ah (revision), contributes to developing students' ability to manage time, foster discipline, and increase responsibility toward assigned tasks. These findings indicate that tahfidz activities have the potential to serve as an effective approach in supporting the development of students' time management skills.

Various empirical findings also indicate that students' participation in tahfidz programs is associated with the formation of disciplined behavior, particularly in terms of punctuality, consistency in participating in activities, and the ability to complete tasks. These aspects are essential components of the concept of time management. Therefore, tahfidz activities function not only as religious practices but also as a medium for developing life skills, especially in the area of time management.

Nevertheless, this study still has several limitations. First, the use of a literature review approach means that the findings heavily depend on the availability and quality of the sources analyzed and are not supported by direct empirical data from the field. Second, most of the referenced studies still position time management as an indirect effect of discipline, meaning that studies specifically discussing time management as the primary variable remain relatively limited. Third, limitations in the variation and scope of the sources may also affect the breadth of the analysis produced.

Therefore, future research is recommended to examine the relationship between tahfidz activities and time management skills more deeply by employing empirical approaches, more diverse methods, and more comprehensive measurement instruments. In addition, future studies may also involve other variables or be applied to different educational levels so that the findings can provide broader insights and more significant contributions to the development of Islamic education.

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