

GROUP-BASED INTERVENTIONS FOR DISCIPLINE: STRENGTHENING TIME MANAGEMENT IN ISLAMIC BOARDING SCHOOL EDUCATION

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ABSTRACT

Islamic boarding schools (pesantren) play a pivotal role in Indonesian education by integrating religious values, character building, and academic achievement. However, many students struggle with time management, often leading to unfinished tasks and reduced personal growth. This study aimed to examine the implementation and impact of group guidance utilizing time management techniques to improve task-related discipline among santri at Pesantren Al-Asyhar, Central Kalimantan. Employing a descriptive qualitative approach, data were collected through participant observation, interviews, self-report questionnaires, and document analysis involving six purposively selected santri. The findings revealed that structured group guidance sessions significantly improved students' punctuality in completing tasks, adherence to schedules, and ability to prioritize responsibilities, as reflected in both quantitative gains and qualitative testimonies from teachers and caretakers. Nevertheless, persistent challenges were observed in the area of independent schedule creation, indicating a need for ongoing mentorship. This research contributes a contextually grounded intervention model that integrates pesantren values and local culture, addressing gaps in both national and international literature. The study demonstrates practical benefits for educators, counselors, and policymakers by offering an effective strategy to foster discipline and self-management skills within pesantren and similar educational settings. For future research, it is recommended to investigate the long-term sustainability of such interventions, their scalability to other contexts, the integration of digital tools, and potential variations by gender and age.

Keywords: Discipline, Education, Group Guidance, Pesantren, Time Management

INTRODUCTION

Islamic boarding schools, known as pesantren, serve as pivotal educational institutions in Indonesia, integrating character formation, religious values, and academic achievement within a holistic framework (Susanti et al., 2024). Pesantren education transcends mere cognitive learning, embedding deep-rooted character education into daily life through a regimented schedule involving prayers, study, and community service (Ghafur, 2023; Aripafi, 2023). Discipline is a central value cultivated among students, or santri, reflected in their daily routines and adherence to institutional rules (Hasanah, 2023). Time management plays a critical role in enabling santri to maintain balance among academic, religious, and social commitments. However, empirical observations reveal that many students struggle to manage their time effectively, often resulting in unfinished tasks, stress, and diminished personal growth (Susanti et al., 2024). The importance of time management in educational settings is widely recognized in the global literature. Effective time management has been linked to higher academic performance, reduced stress, and stronger self-regulation among students across various cultural contexts (Claessens et al., 2007; Nonis & Hudson, 2010; Britton & Tesser, 1991; Macan et al., 1990). In the unique context of pesantren, the ability to manage time becomes even more vital, given the densely scheduled environment and the high expectations placed upon santri for both academic excellence and character development (Rahmatika et al., 2023). As such, strengthening students' discipline through structured time management interventions is a pressing need.

Despite the established benefits of discipline and time management, not all santri possess the awareness or skills required to effectively organize their daily activities (Aripafi, 2023). Initial observations at Pesantren Al-Asyhar, Desa Rantau Katang, Central Kalimantan, indicate that many students continue to experience difficulty in prioritizing tasks, frequently procrastinate, and often fail to complete their

responsibilities on time. These challenges are not unique to pesantren; research consistently demonstrates that poor time management contributes to academic underachievement, anxiety, and negative behavioral outcomes among adolescents (Misra & McKean, 2000; Eilam & Aharon, 2003; Häfner et al., 2014). A general solution widely recommended in both national and international research is the implementation of structured interventions, such as time management training and group guidance, to address these deficiencies (Macan, 1994; Britton & Tesser, 1991; Sari & Kurniawan, 2021). Such programs can be tailored to meet the specific needs of the target population—in this case, pesantren students—by integrating religious and cultural values into the curriculum (Putra et al., 2022; Putra et al., 2023).

Group guidance, or *bimbingan kelompok*, is a well-established educational approach designed to foster the optimal development of individual potential through collective interaction and shared learning experiences (Corey, 2016; Sari & Kurniawan, 2021). Corey (2016) describes group guidance as a structured interaction among several individuals, guided by a facilitator, aimed at achieving specific goals such as problem-solving, enhancing social skills, or promoting personal growth. International studies echo the effectiveness of group-based interventions for improving self-management, discipline, and academic outcomes (Yalom & Leszcz, 2020; Locke & Latham, 2002). In the context of pesantren, group guidance utilizing time management techniques involves several systematic stages, including needs assessment, instructional sessions, collaborative planning, and follow-up evaluation (Rahmatika et al., 2023). Such interventions help santri recognize priorities, develop personal schedules, and cultivate habits of punctuality and accountability. Covey (2020) emphasizes that effective time management is not simply about scheduling more activities, but about aligning daily actions with core values and long-term objectives. His widely cited “Time Management Matrix” provides a framework for distinguishing between urgent and important tasks, helping individuals to focus on what truly matters (Covey, 2020). Numerous practical techniques—such as creating daily schedules, identifying priorities, setting realistic goals, and practicing self-reflection—can be incorporated into group guidance to enhance time management skills (Britton & Tesser, 1991; Eilam & Aharon, 2003). Studies by Annisa (2024) and Putra et al. (2022) have found that students who participate in structured group guidance programs demonstrate greater discipline, improved task completion rates, and higher overall performance.

A substantial body of literature supports the positive impact of group guidance and time management training in various educational settings (Britton & Tesser, 1991; Häfner et al., 2014; Yalom & Leszcz, 2020; Miranda, 2023; Syukron & Alif, 2023). However, much of the research has focused on general school populations or students exhibiting significant behavioral or academic challenges (Putra et al., 2023; Syukron & Alif, 2023). There remains a dearth of studies investigating the preventive and empowering roles of group guidance with time management techniques among students in pesantren—particularly in rural or less-researched regions such as Central Kalimantan. Moreover, existing interventions often neglect to incorporate local values, cultural context, and the holistic educational philosophy characteristic of pesantren environments (Putra et al., 2023). The literature suggests a need for contextually relevant approaches that both respect and leverage the unique attributes of pesantren education while equipping students with universal life skills (Hasanah, 2023; Miranda, 2023). This research gap underlines the necessity of developing, implementing, and evaluating group guidance models that are not only effective but also culturally and religiously congruent.

This study aims to comprehensively examine the implementation and impact of group guidance using time management techniques on the task-related discipline of santri at Pesantren Al-Asyhar, Desa Rantau Katang, Central Kalimantan. The research will focus on the structure and process of group guidance, the active engagement of santri participants, and measurable behavioral changes following the intervention. In contrast to previous studies that have targeted populations with severe discipline problems or poor time management, this study addresses a preventive and developmental approach within a pesantren known for relatively high levels of discipline (Annisa, 2024; Putra et al., 2022). The novelty of this research lies in its integration of pesantren values and local cultural elements into the design and implementation of group guidance, thus providing a unique and context-sensitive model that has not been widely explored in academic literature (Putra et al., 2023). The hypothesis underlying the study is that group guidance employing time management techniques will significantly improve the task-related discipline of santri by

fostering self-regulation, prioritization, and personal accountability. This approach aligns with international findings on the efficacy of time management interventions, yet it is uniquely tailored to the pesantren context (Macan, 1994; Claessens et al., 2007; Miranda, 2023). The scope of the study encompasses the evaluation of group guidance sessions, the monitoring of behavioral outcomes, and the provision of recommendations for educational practitioners, counselors, and policy-makers seeking to foster discipline through participatory and culturally grounded approaches.

METHOD

Research Design

This study employed a descriptive qualitative approach to comprehensively explore and analyze the implementation of group guidance using time management techniques in improving task discipline among santri at Pesantren Al-Asyhar, Rantau Katang Village, Central Kalimantan. The qualitative method aims to understand the meaning behind social phenomena from the participants' perspectives (Sugiyono, 2021; Creswell & Poth, 2018). The researcher acted as the primary instrument, engaging directly in data collection through interviews, participant observation, and documentation. According to Sugiyono (2021), qualitative research is conducted in natural settings, utilizes inductive data analysis, and emphasizes meaning-making. Creswell and Poth (2018) further state that qualitative research is interpretive and focused on understanding issues in depth. This approach is highly effective for exploring complex issues in context, especially in social sciences (Moleong, 2021; Neuman, 2022). The qualitative design was chosen as it enables the researcher to gain a deep, contextualized understanding of the realities and dynamics of santri behavior in daily pesantren life. This is crucial for uncovering the meaning behind how students manage their time and responsibilities (Sugiyono, 2019; Creswell & Poth, 2018).

Research Site

Pesantren Al-Asyhar was selected as the research site based on several key considerations. First, the pesantren operates with a highly structured and intensive daily schedule, requiring students to allocate time for academic learning, Quranic recitation, prayers, and routine cleaning duties. Notably, there has been no specific or structured program implemented to explicitly develop time management skills among the santri. Additionally, Pesantren Al-Asyhar represents a rural Islamic boarding school that has received limited academic attention, particularly in relation to group guidance programs focused on time management techniques (Moleong, 2021). These factors collectively position Pesantren Al-Asyhar as a rich source of information and are consistent with Moleong's (2021) recommendation that qualitative research site selection should prioritize locations that offer uniqueness and information richness.

Participants and Sampling

The study population comprised 40 santri (students) at Pesantren Al-Asyhar. From this population, six students were purposively selected to participate in the research. Purposive sampling was chosen because it prioritizes the depth of information gathered over statistical generalization (Fadli & Kurniawan, 2021; Nasution, 2020). The selection criteria focused on santri who had difficulties with time management and those who demonstrated a lack of discipline in completing assigned tasks. This approach is consistent with Prayitno's (2004) recommendation that group guidance is most effective when conducted with five to ten members, as such a group size facilitates meaningful dynamics and active participation. Similarly, Winkel and Hastuti (2004) suggest that groups of five to twelve participants promote open idea exchange and interpersonal learning, while Corey and Corey (2006) highlight that smaller groups foster active involvement, strong cohesion, and more successful guidance outcomes.

Data Collection Techniques

Data collection for this study utilized several complementary techniques to ensure a thorough understanding of the research context. First, participant observation was employed, with the researcher actively engaging in the daily life of the santri, particularly during group guidance sessions, to naturally observe behaviors and group dynamics. Patterns of discipline, attitudes, and interactions were carefully

recorded both before and after the intervention, with open and continuous observation strategies adopted to enhance the accuracy and authenticity of the data (Miles, Huberman, & Saldaña, 2019). Second, a self-report questionnaire was distributed to the santri to capture their personal perceptions and experiences related to time management and responsibility fulfillment following their participation in group guidance. The questionnaire included items on schedule management, task completion, and priority setting, thus providing systematic data from the students' perspectives (Sutopo, 2020). Example questions included inquiries about the frequency of completing assignments on time, use of daily planners, priority setting among academic, religious, and personal tasks, and perceived changes in discipline after the intervention. Finally, documentation was used to support and triangulate the findings from observations and questionnaires (Golan Education, 2024). This method involved collecting and analyzing various documents, such as daily schedules, pesantren activity timetables, attendance lists, and reflection sheets from group guidance sessions, all of which provided concrete, factual evidence of the routines and engagement of students in discipline-building activities.

Data Analysis

Qualitative data were analyzed inductively following Miles, Huberman, and Saldaña's (2019) flow model, which includes data condensation, data display, and drawing/verifying conclusions. Data from observations, questionnaires, and documentation were coded to identify recurring themes related to time management and discipline. Member checking was applied to validate interpretations with participants.

Trustworthiness

To ensure credibility, the study applied triangulation of sources (observation, questionnaire, documentation), peer debriefing, and member checking (Creswell & Poth, 2018; Moleong, 2021). Transferability was enhanced through thick description of the research context and process. Dependability and confirmability were supported by maintaining an audit trail of research activities and decisions.

Ethical Considerations

Prior to the research, informed consent was obtained from all participants and pesantren authorities. All data were anonymized to protect participant identity, and ethical clearance was sought from the appropriate institutional review board.

RESULTS AND DISCUSSION

The Implementation of Group Guidance Using Time Management Techniques

The implementation of group guidance with time management techniques at Pesantren Al-Asyhar was carried out in a structured and sustainable manner, involving three core stages: preparation, implementation, and evaluation. This comprehensive process was designed to assist santri in understanding and practicing effective time management amidst the demanding and scheduled environment of the pesantren. Preparation Stage: During the preparation stage, the counselor identified santri struggling with time management and displaying symptoms of indiscipline regarding task completion. Participants were selected through purposive sampling, ensuring that the intervention reached those most in need (Fadli & Kurniawan, 2021). The facilitator then developed guidance materials tailored to the participants' unique characteristics and the dynamics of pesantren life, which is consistent with qualitative research best practices (Creswell & Poth, 2018). Implementation Stage: The program consisted of four group guidance sessions, each targeting a specific aspect of time management skills. These included the introduction to the concept of time management, identification of priorities, creation of daily schedules, evaluation of time usage, and the strengthening of self-motivation and commitment. Each session opened with an ice breaker, followed by group discussion, practical exercises, and personal reflection. This approach allowed santri not only to understand the concepts theoretically but also to internalize and apply them in their daily routines (Rahmatika, Rakhmawati, & Widiharto, 2023; Britton & Tesser, 1991). Group Dynamics: Group dynamics played a pivotal role in the success of the program. The supportive and open atmosphere enabled santri to freely share opinions, experiences, and feedback. As Corey & Corey (2016) assert, healthy group dynamics

foster cohesion, expedite learning, and nurture social responsibility. Social learning theory, as discussed by Bandura (1977), also supports the idea that learning from peers in a group setting enhances self-regulation and behavioral change. Evaluation Stage: The evaluation phase was carried out using post-test questionnaires, interviews, and direct observation. The findings showed that most participants improved in terms of task punctuality, adherence to schedules, and prioritization. However, the ability to independently create schedules remained a weakness, signaling the need for ongoing support in practical planning and time utilization skills (Putra, Makkiyah, & Adwia, 2023). Importance of Facilitator and Environment: The effectiveness of the guidance program was greatly enhanced by active facilitator involvement, consistent participant engagement, and the pesantren's supportive social environment. External social factors strongly reinforced internalization of discipline values (Hasanah, 2023; Deci & Ryan, 2008). In addition, teacher and caretaker reinforcement outside the sessions played a crucial role in sustaining the changes. Comparison to Previous Research: These findings align with those of Syukron & Alif (2023), who observed that group counseling focused on self-management increased orderliness in santri's daily routines. Internationally, Dörnyei & Ushioda (2011) emphasize that structured group interventions support behavioral change, particularly in high-demand environments. With accurate execution and regular evaluation, group guidance with time management techniques can serve as an effective model for character-building among pesantren students.

Post-Test Questionnaire Results: Measuring Impact

The impact of the group guidance intervention was quantitatively measured through pre-test and post-test questionnaires, covering four key indicators: punctuality in completing tasks, creation of daily schedules, implementation of schedules, and prioritization of important tasks over leisure.

Table 1. Post-Test Scores of Six Santri Participants

Name	On Time	Daily Schedule	Implementing Schedule	Task Priority	Average
ND	4	3	4	4	4.00
SPT	5	3	4	4	4.00
RHM	3	3	5	4	3.75
FRM	5	3	4	5	4.25
NJ	5	4	5	4	4.50
TS	3	4	4	4	4.00
Average	4.17	3.33	4.33	4.17	4.00

The mean post-test score was 4.00, compared to the pre-test average of 3.08. This equates to an improvement of 0.92 points, or approximately 29.87% over the baseline. The most substantial gain was in “implementing schedule” (4.33), indicating greater consistency in carrying out daily plans. This pattern aligns with prior research showing that time management interventions increase self-discipline and follow-through (Macan et al., 1990; Häfner et al., 2014). The intervention led to several specific areas of improvement, as well as ongoing challenges. Most notably, the santri demonstrated a marked improvement in task completion, with both teachers and caretakers observing that assignments were more frequently finished on time. The ability of students to adhere to daily schedules also showed substantial progress, indicating that structured group guidance was effective in enhancing follow-through and self-regulation. However, creating independent daily schedules remained the most challenging area, with this domain receiving the lowest scores and suggesting a continued need for coaching in planning and prioritization. Qualitative testimony supports these findings: Ustadz Anang Maulana observed that the santri became “more orderly and responsible in managing their time,” especially regarding academic and pesantren commitments. Likewise, Ustadzah Nasywa noted a decrease in late assignment submissions and remarked that “students became more active in recording and organizing their responsibilities according to priority and available time.”

The findings mirror those of international studies. For instance, Häfner et al. (2014) and Claessens et al. (2007) demonstrated that time management training improves punctuality and task completion in educational contexts. Further, studies by Eilam & Aharon (2003) found that self-regulation and structured scheduling are closely linked to academic achievement and decreased procrastination. However, consistent with Britton & Tesser (1991), creating and maintaining a personal daily schedule is often the most challenging aspect for adolescents. These results confirm that while group guidance is effective in initiating behavioral change, developing strong independent planning skills may require ongoing mentorship (Karim et al., 2022; Sulastri & Nugroho, 2022). These results underscore the efficacy of structured, group-based time management interventions in pesantren contexts. Improvements in task completion and schedule adherence can have far-reaching impacts, not only on academic success but also on personal development, self-efficacy, and lifelong learning skills (Nonis & Hudson, 2010; Macan, 1994). The persistent challenge of daily scheduling suggests a potential direction for future program enhancements, emphasizing hands-on training and scaffolding for independent planning.

In-Depth Interview Findings

In-depth interviews with Ustadz Anang Maulana (pesantren caretaker) and Ustadzah Nasywa (madrasah teacher) revealed that discipline in task completion among the santri remained uneven. While some students demonstrated improved responsibility and timeliness following the intervention, others continued to struggle, primarily due to inadequate time management and difficulty balancing their study, worship, and daily chores. The interviews identified several key challenges, including a lack of personal scheduling skills, as many santri simply adhered to the pesantren's structured routines without developing their own plans. Additionally, there was insufficient internal awareness of the importance of academic responsibility. Rather than relying on punitive measures, teachers and caretakers adopted a more supportive, motivational approach, aiming to foster intrinsic motivation in the students. These findings are consistent with research by Covey (2020), who emphasized that genuine discipline is rooted in value-based prioritization rather than external enforcement, as well as by Deci and Ryan (2008), who highlighted the crucial role of intrinsic motivation for sustained behavioral change. Regarding time management skills, the santri's abilities were found to be inconsistent: some students began developing the habit of scheduling their activities, but many remained reliant on institutional routines and failed to exercise personal agency in planning. Frequent distractions from group activities, extracurriculars, and sudden pesantren events often disrupted their task focus, echoing international studies such as those by Misra and McKean (2000), who identified external distractions and poor personal planning as primary obstacles to effective student time management. Both Ustadz Anang and Ustadzah Nasywa expressed strong support for group guidance initiatives, citing their appropriateness for the pesantren's high-activity environment and the general lack of time management skills among the santri. They recommended encouraging greater independence in schedule creation, clarifying the distinction between mandatory and optional activities, and utilizing group guidance as a continuous forum for reflection and peer learning. These recommendations align with best practices in school-based intervention literature, which emphasize the importance of collaborative and reflective environments in developing self-regulation skills (Locke & Latham, 2002; Bandura, 1977).

The findings of this study are largely consistent with both national and international research on time management and student discipline. National studies, such as those by Marlina and Astuti (2021), have shown that time management training can increase academic discipline in boarding school contexts, while Fitriana et al. (2020) found that santri who master time management tend to display greater academic consistency. Rahmatika, Rakhmawati, and Widiarto (2023) demonstrated that group guidance can enhance both time management and responsibility, a conclusion echoed by Putra, Makkiyah, and Adwia (2023), who reported that group-based training improves responsibility and orderliness among students. Similarly, Syukron and Alif (2023) found that self-management-focused group counseling leads to better discipline among santri. International research aligns with these findings: Britton and Tesser (1991) identified time management skills as strong predictors of academic performance, and Macan et al. (1990) showed that training interventions can enhance both time management behavior and individuals' perceived control over their time. Additional studies by Claessens et al. (2007) and Häfner et al. (2014) highlighted the positive

effects of time management interventions on task completion and student outcomes, while Karim et al. (2022) emphasized the importance of personal agency and self-regulation in adolescent time management. Despite these convergences, ongoing challenges remain—particularly in the area of independent scheduling, a gap noted both in this study and by Eilam and Aharon (2003). Furthermore, while most prior research has focused on Western or general school contexts, the present study, situated in a rural pesantren, brings to light the additional complexities introduced by religious and cultural routines. Finally, the results underscore the need for sustained support, suggesting that group guidance programs must be continually reinforced to achieve lasting benefits, as argued by Zimmerman (2002) and Baumeister et al. (2007).

The findings of this study carry significant theoretical and practical implications. Theoretically, the research extends existing literature by demonstrating that group guidance utilizing time management techniques can be successfully contextualized within the distinctive environment of a pesantren. Moreover, the study highlights the importance of integrating value-based and culturally relevant strategies to maximize the effectiveness of such interventions (Miranda, 2023; Putra et al., 2023). Practically, the results offer a useful model for educators and counselors to implement group-based interventions aimed at fostering discipline and self-management skills among students, even within highly structured and complex institutional settings. For pesantren specifically, the study emphasizes the importance of engaging teachers and caretakers in the guidance process to reinforce positive behavioral changes beyond formal intervention sessions (Hasanah, 2023). From a policy perspective, the outcomes lend support to initiatives that promote life skills education within religious boarding schools, thereby contributing to the holistic development of santri (OECD, 2019). Looking ahead, future research should investigate the long-term sustainability of discipline improvements following intervention, explore the potential for scaling this group guidance model across diverse pesantren environments, and examine the effectiveness of integrating digital or mobile tools to support time management (Zhu et al., 2022). Additionally, further studies are needed to explore potential differences in intervention responses based on gender and age (Roth & Brooks-Gunn, 2016).

CONCLUSION

This study aimed to examine the implementation and impact of group guidance using time management techniques on the task-related discipline of santri at Pesantren Al-Asyhar, Central Kalimantan. The core findings highlight that group guidance significantly improved santri's punctuality in task completion, adherence to daily schedules, and prioritization of important responsibilities, although challenges remain in fostering independent schedule creation and sustained self-discipline. The research contributes to the literature by providing a contextually grounded model that integrates pesantren values and local cultural elements into group-based interventions, thus addressing a gap in both national and international studies. Overall, these results demonstrate that structured group guidance can serve as an effective strategy for promoting discipline and self-management in pesantren environments and offer practical insights for educators, counselors, and policymakers seeking to enhance student outcomes through culturally relevant approaches.

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