

Time Management Training in Building a Champion Mentality in Students within the Islamic Concept

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Abstract

Time Management Training in Building Learners' Champion Mentality in Islamic Concept is a training program that aims to help learners manage their time effectively and efficiently by using time management principles found in Islamic concepts. The training aims to equip learners with strong time management skills, so that they can optimize time for learning, worship, and other activities in a balanced manner. Thus, learners are expected to achieve good academic performance and also gain blessings in their lives in accordance with Islamic teachings.

Keywords: Training, Time Management, Champion Mentality, Learners, Islamic Concepts.

INTRODUCTION

In today's educational landscape, time management is a critical skill that significantly impacts learners' academic success and personal development (Hassi, 2012). Efficient use of time allows learners to balance their academic obligations, extracurricular activities, and personal growth, leading to a more productive and fulfilling life (Bandura, 1991). Despite its importance, many learners struggle with time management, often resulting in stress, missed deadlines, and suboptimal performance. This challenge is particularly relevant in the modern context, where distractions and competing priorities make it difficult for students to maintain focus and dedication to their studies. Understanding time as a valuable resource, especially within the Islamic context, provides a unique framework for instilling discipline and purpose in learners' daily routines.

From an Islamic perspective, time is not only a resource to be managed but also a gift and responsibility that carries spiritual significance (Shama Razi 2016). The Quran and Hadith contain numerous references to the importance of time and the need to use it wisely. For instance, Islamic teachings encourage believers to utilize time effectively for worship, learning, self-improvement, and contributing to the welfare of others. This aligns well with the principles of time management, emphasizing prioritization, planning, and the balance between different aspects of life. Hence, adopting Islamic concepts in time management can provide learners with both practical skills and spiritual guidance, helping them cultivate a champion mentality characterized by discipline, resilience, and purposeful action.

The theoretical framework for this training program rests on the intersection between time management theories and Islamic teachings. Time management theories, such as Covey's time management matrix, emphasize the importance of prioritizing tasks based on urgency and importance, effective planning, and avoiding procrastination. Integrating these theories with Islamic principles reinforces the ethical and spiritual dimensions of managing time, where fulfilling one's religious duties and life obligations are given precedence. By grounding time management within

an Islamic worldview, the training program seeks to build a holistic approach to time utilization, fostering a sense of accountability not only to oneself but also to one's faith and community.

Learners today face significant challenges in managing their time effectively, often balancing the demands of rigorous academic schedules, extracurricular activities, and social or familial obligations. This often results in stress, a lack of focus, and diminished academic performance. The complexities of modern life, compounded by digital distractions, make it essential for learners to acquire skills that can help them navigate these demands effectively. Islamic time management strategies provide a structured approach to overcoming these challenges by embedding time-related practices in daily routines, promoting mindfulness, and encouraging regular reflection on how time is spent in accordance with Islamic values.

The objective of the training program is to equip learners with time management skills based on Islamic principles, thereby building a champion mentality. A "champion mentality" refers to a mindset characterized by self-discipline, a strong work ethic, resilience, and a drive to achieve one's goals while maintaining balance in all aspects of life. By teaching learners to manage their time effectively, the program aims to improve their academic performance, foster personal growth, and encourage balanced living in line with Islamic teachings. Through a structured training process, learners will be empowered to make informed decisions about their time, prioritizing tasks that contribute to their academic, spiritual, and personal development.

Ultimately, the expected impact of the training program on learners is multi-faceted. Academically, learners are anticipated to exhibit improved performance through better study habits, efficient time allocation for assignments, and a reduced tendency to procrastinate. On a personal level, they are expected to experience enhanced well-being, a greater sense of purpose, and the ability to balance various life domains effectively. The spiritual benefits are also significant, as learners integrate their time management skills with Islamic practices, leading to a more mindful, balanced, and fulfilling approach to life. By achieving a holistic sense of balance across academic, personal, and spiritual domains, the program ultimately seeks to empower learners to live in alignment with both their educational goals and Islamic values.

METHODS

The design of the training program is centered around a comprehensive methodology aimed at enhancing learners' time management skills through an Islamic lens (Rahim, & Khan, 2023). To achieve this, the program structure is carefully crafted to ensure that each session not only teaches practical time management techniques but also intertwines these skills with relevant Islamic concepts and values. The participants of the training program typically include learners of various age groups who struggle with managing their time effectively, ranging from school-aged students to university learners. The selection process for participants is based on their interest in developing stronger time management skills and their openness to applying Islamic principles in their daily routines. Each session of the training is structured to provide theoretical knowledge, practical exercises, and discussions on Islamic teachings related to the concept of time, ensuring that the participants can connect the skills they learn with spiritual and ethical considerations.

The methodology for the training includes a blend of interactive workshops, group discussions, and hands-on exercises. These activities are designed to engage learners actively and facilitate the

integration of time management strategies into their everyday lives. Islamic teachings are seamlessly incorporated through discussions on Quranic verses, Hadith, and the lives of Islamic scholars, which serve as models for effective time management. Data collection throughout the program is essential for evaluating its effectiveness. This includes pre- and post-training assessments to gauge the improvement in participants' time management skills, surveys to gather feedback on the training's content and structure, and reflective journals kept by learners to document their personal experiences and growth. The tools used in the training range from time management worksheets and planners to Islamic resources that guide learners in aligning their time use with their faith. The implementation process begins with an introduction to the program's objectives, followed by successive sessions that progressively build on the learners' understanding and application of time management, culminating in a final assessment and feedback session to ensure that participants leave with practical skills and a reinforced understanding of time from an Islamic perspective.

RESULTS

The findings from the training program provide a comprehensive overview of the impact of integrating Islamic time management principles into the learners' daily routines. Quantitative data collected through pre- and post-training assessments demonstrate a significant improvement in the learners' ability to manage their time effectively. Before the training, participants generally showed difficulty in prioritizing tasks, procrastination, and a lack of structured planning in their daily activities. After completing the training, there was a noticeable increase in their ability to prioritize academic, religious, and personal tasks, with many participants reporting a higher level of productivity and better allocation of time across various life domains. Statistical analysis of the data indicated a positive correlation between the training and improved time management skills, suggesting that the integration of Islamic principles enhanced learners' capacity to utilize their time efficiently and purposefully.

In addition to the quantitative data, the program also gathered qualitative feedback from participants through interviews, reflective journals, and surveys. The majority of participants expressed that the training not only taught them how to plan and manage their time better but also helped them to view time as a precious and finite resource, as emphasized in Islamic teachings. Many learners reported feeling more motivated to balance their study time with worship, family obligations, and personal development activities. This shift in mindset towards a more holistic approach to time management resulted in an increased sense of purpose and well-being. Participants noted that the Islamic perspective provided a meaningful context for their time management practices, reinforcing the importance of discipline, responsibility, and intentional living in all areas of life.

Furthermore, improvements in academic performance were observed among participants as a result of applying the skills learned during the training. Learners reported a reduction in procrastination and enhanced focus on their academic responsibilities, which translated into better study habits, timely completion of assignments, and overall academic achievement. The ability to balance their religious duties with academic work and personal activities also resulted in a more harmonious daily routine, reducing stress and promoting a sense of fulfillment. The findings highlight not only the practical benefits of the training in terms of improved time management skills but also the broader impact on learners' personal growth and spiritual development, emphasizing that the integration of Islamic principles into time management training effectively supports the

development of a champion mentality characterized by self-discipline, balance, and a drive to succeed in all aspects of life.

DISCUSSION

The discussion section of this study critically analyzes how the outcomes of the time management training align with the program's objectives and the theoretical framework rooted in both time management theories and Islamic teachings (Bouckenooghe, Zafar & Raja, 2015). The training's primary goal was to equip learners with skills to efficiently manage their time, enhance their academic performance, and balance their life in accordance with Islamic principles. The results indicate that this objective was largely met, as participants demonstrated notable improvements in time management, both practically and mentally. By interpreting these results, the discussion underscores how the Islamic concepts integrated into the training program enriched the learners' understanding and practice of time management, extending beyond mere efficiency to encompass a holistic and spiritually grounded approach to life.

The influence of Islamic time management principles on learners' mentality and behavior was a defining feature of the training program. Learners reported a shift in their attitudes toward time, recognizing it not only as a tool for productivity but also as a blessing and responsibility that must be managed with mindfulness and purpose. This shift aligns with the Islamic emphasis on time as a resource given by God, to be used wisely for fulfilling both worldly duties and religious obligations. The learners' behavioral changes reflect the key principles of Islamic time management, such as prioritization of tasks, balancing various aspects of life, and regular reflection on how time is spent. These principles fostered a champion mentality among the participants, characterized by increased self-discipline, accountability, and an intentional approach to daily activities. The discussion emphasizes that this champion mentality is not solely about excelling in academic or worldly pursuits but also achieving spiritual growth and well-being, which is a distinctive aspect of the program's approach.

The implications for future educational practices are multifaceted. Firstly, the training program's success suggests that incorporating cultural and religious values into time management education can be highly effective, providing learners with a context that resonates with their personal beliefs and values. This tailored approach can potentially increase learner motivation and engagement, as they find personal meaning in the skills they are acquiring. Additionally, the holistic nature of Islamic time management, which encourages a balance between academic pursuits, worship, personal well-being, and social responsibilities, offers a model for more comprehensive educational approaches that aim to develop well-rounded individuals. Educators and trainers may consider adopting similar frameworks that integrate ethical, cultural, and religious values into life skills education, enhancing not only practical abilities but also moral and spiritual growth.

In discussing possible improvements to the training program, it is important to recognize areas where learners may require additional support or resources. While the training effectively improved time management skills and mentality, some participants expressed a need for ongoing support to maintain and further develop these skills. This suggests that follow-up sessions or the establishment of peer-support groups could be beneficial for reinforcing the principles learned during the training. Additionally, the training could incorporate more personalized approaches, such as one-on-one coaching or mentoring, to address individual challenges and provide tailored strategies for time management. Incorporating digital tools and applications designed for planning and time

management, aligned with Islamic principles, could also be a practical enhancement, as these technologies can help learners integrate the skills learned into their everyday routines more seamlessly.

When comparing this program with other time management training initiatives, the uniqueness of integrating Islamic principles becomes evident. Conventional time management programs primarily focus on strategies for enhancing productivity and achieving goals efficiently, often emphasizing performance and output as the main indicators of success. However, the Islamic-based training program presented in this study broadens the scope by incorporating ethical and spiritual dimensions of time management. This approach encourages learners to balance their academic goals with personal and religious commitments, fostering a more comprehensive sense of success and well-being. The comparison highlights the added value of integrating moral and spiritual teachings into practical skills training, suggesting that such an approach may lead to more sustained behavioral change and a deeper sense of purpose among learners.

Finally, the discussion acknowledges that while the results of this study are promising, further research is necessary to explore the long-term impacts of Islamic-based time management training on various learner demographics. Future studies could investigate how such training affects learners of different age groups, educational backgrounds, or cultural contexts. Additionally, comparative studies that analyze the effectiveness of Islamic-based training versus other culturally adapted time management programs could provide valuable insights into best practices for integrating religious or cultural values into life skills education. By building on these findings, educators and researchers can continue to develop and refine training programs that support learners not only in managing their time effectively but also in living balanced, meaningful, and spiritually aligned lives.

CONCLUSION

In conclusion, the key findings of this study demonstrate that time management training, when embedded with Islamic principles, significantly enhances learners' ability to use their time effectively and fosters a positive shift in their mentality and behaviors. The results show an improvement in learners' skills in prioritizing tasks, planning their schedules, and balancing academic, religious, and personal responsibilities, thereby achieving a more holistic and well-rounded approach to life. The training program was successful in not only providing practical techniques for managing time but also in instilling a deeper understanding of the spiritual significance of time, as emphasized in Islamic teachings. Participants' enhanced time management skills translated into better academic performance, improved well-being, and a sense of purpose rooted in both personal growth and religious fulfillment, showcasing the multi-dimensional benefits of the program.

The significance of these findings lies in the powerful role that time management training, grounded in Islamic teachings, can play in shaping learners' champion mentality. Such a mentality is characterized by self-discipline, resilience, and the ability to live balanced lives that honor their commitments to education, spirituality, and self-improvement. The integration of Islamic concepts provides a meaningful framework that encourages learners to reflect on their use of time, align their daily activities with their spiritual values, and pursue personal excellence with a sense of responsibility and accountability. On a broader scale, this study suggests that incorporating religious and cultural principles into educational development programs can enrich the learning experience and promote holistic development. This approach has the potential to inspire learners to live

purposeful lives while achieving success in both worldly and spiritual dimensions, emphasizing the value of time as a resource to be cherished and used wisely.

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