



THE INFLUENCE OF EMOTIONAL INTELLIGENCE AND TIME MANAGEMENT ON THE SUCCESS OF MEMORIZING THE QUR'AN

Durrotul Iqomatin Ni'mah¹, Lina²

^{1,2}Institut Ilmu Al Qur'an An Nur Yogyakarta, Indonesia
e-mail: ¹durrotultitin17@gmail.com, ²madahafiyya@gmail.com

Submission: 13 November 2023 | Revision: 24 Desember 2024 | Accepted: 06 Maret 2024

Abstract

This research aimed to determine the existence of a positive and significant relationship between the level of emotional intelligence and time management and the success of memorizing the Qur'an and to find out how much influence it has on tahfiz students at Islamic Boarding School Bantul Yogyakarta An Nur (Al-Maghfiroh Complex). The research subjects were Islamic boarding school students at Madrasah Aliyah level, with a total of 78 students. Data collection used questionnaire methods and test methods. Instrument content validity analysis was carried out using the Aiken formula, while reliability estimation used Cronbach Alpha. Data analysis was carried out using multiple regression analysis. The results of this research showed that the variables emotional intelligence (X1) and time management (X2) had a strong, positive, and significant relationship with the success of memorizing the Qur'an. It was proven by correlation values (r) of 0.656 and 0.212. Together, the variables emotional intelligence (X1) and time management (X2) influence the success of memorizing the Qur'an (Y) by 54.5%. As for the remaining 45.5%, success in memorizing the Qur'an was influenced by other variables not explained in this research. Therefore, this research could contribute to students memorizing the Qur'an, thereby influencing their intelligence and the time management they carried out in the future learning process.

Keywords: *emotional intelligence, time management, success in memorizing the qur'an*

Introduction

The Qur'an is easy to learn, including memorizing it (Abdulwaly, 2019). Memorizing the Qur'an is one way to maintain the purity of the verses of the Qur'an. The process of achieving success in memorizing someone will not be separated from effort. The process of memorizing the Qur'an is certainly not easy and requires a lot of time (Ichsan, 2020b). It is also inseparable from the temptations or tests that come with memorizing the Qur'an. The temptations or tests experienced by

memorizers of the Qur'an will more or less influence the enthusiasm for memorizing and maintaining their memorization (Ichsan, 2020a). In the process of memorizing the Qur'an, a person will be kept from it for a long time. Sometimes, they will not escape forgetting. There are similar verses; old memorization is difficult to repeat, and the emotional condition factor is caused by many busy activities, which causes Memorized verses to be forgotten and mistakes when memorizing them.

Memorizing the Qur'an is a challenging process because several factors influence success in memorizing. There is research which concludes that the factors that influence the success of memorizing the Qur'an include: (1) students' motivation to memorize the Qur'an, (2) understanding and knowledge of the meaning of the Qur'an, (3) arrangements for managing memorization time, (4) supporting facilities for memorizing, (5) automation of students' memorization in memorizing the Qur'an which is done in various places and at any time, (6) repetition or *muroja'ah* of students in memorizing, (7) environmental resilience (Saptadi, 2012). One of them is emotional intelligence. Namely, a person must have good enough emotional intelligence to control one's emotions as self-control (Fitria, 2020). Successful memorization in preparation also requires a mature mental process in order to maximize its acquisition. Every human being will definitely encounter temptations and tests in his life, including someone who memorizes the Qur'an (Abdulwaly, 2019). Therefore, it is necessary to control one's emotions, which is self-regulation as a role of one's emotional intelligence.

Daniel Goleman, in his book, explains that emotional intelligence is the control or control of one's feelings towards other people, the results of which will then be realized in thoughts and actions (Goleman, 2007). Emotional intelligence is awareness of feelings and giving oneself a sense of empathy, motivation, love, and the ability to respond to feelings of both joy and sadness in oneself and others (Ichsan et al., 2021). Based on the results of research conducted by Nur Intan Maulidiyah on Bait Tahfiz Qur'an (BTQ) students, emotional intelligence has a positive influence on the ability to memorize the Qur'an. It means that if emotional intelligence is high, then the ability to memorize the Qur'an is also high, and if emotional intelligence is low, then the ability to memorize the Qur'an is also low. It is related to the important role of emotional intelligence in success in achieving and achieving each individual's goals (Rustam & Ichsan, 2020).

Apart from that, someone who memorizes must also take the time. To achieve maximum results, someone who memorizes must be good at managing their time. They need to manage their time and devote them to memorizing. Often, success in memorizing is problematic because of limited time in the process. Of course, people need different amounts of time to memorize. Good time management is needed to

achieve something good according to expectations and to the maximum. Time management is needed to position memorization success based on busyness, allocated time, atmosphere, and readiness to memorize. Sometimes, it is easier for someone to memorize in the morning; some people memorize more easily at night. Everyone has their habits regarding timing, which can make it easier to memorize.

The definition of management, according to Badaruddin, is the activity of planning, organizing, controlling, placing, directing, motivating, communicating, and making decisions carried out by each organization whose aim is to coordinate the company's various resources so that it will produce what is aimed efficiently (Badrudin, 2017). According to Priyono, management is determining goals and providing the resources needed to achieve goals (Priyono, 2017). Time management is one of the internal factors that can influence learning. Time management plays a very important role and is necessary in learning activities, especially in relation to memorization. There needs to be effective time management as a driving force for someone to manage their schedule in the midst of other activities (Fahrudin et al., 2021).

Lilik Indri Purwati in her research, found that time management is the main key that influences the success of memorizing the Qur'an, especially for students who have many other activities (Purwati, 2018). Students who memorize the Qur'an in addition to other activities, such as school, work, and other activities, must be clever in using the time they have. Researchers found a phenomenon in the field that memorizing the Qur'an was not effective due to poor time management for students and a lot of time used for useless things.

Islamic Boarding School An Nur Bantul is an Islamic educational institution that focuses on studying the field of tahfiz al-Qur'an and has several dormitories, one of which is the Al-Maghfiroh Complex. There, there are tahfiz students at the Madrasah Aliyah level who have a fairly busy schedule and have a target of memorizing the Qur'an. Not all students can achieve the specified targets. Some students need help with memorizing the Qur'an, including difficulty memorizing and not being fluent in preparing memorization for deposits because they are busy with other activities. Apart from that, several Islamic boarding school students at the Madrasah Aliyah level have joined several organizations, such as boarding school student administrators, student council administrators, room administrators, and so on. They are sometimes busy carrying out organizational tasks and completing school assignments, so when making deposits, they have yet to achieve their memorization targets. It can be exemplified by how students who still need to finish memorizing the Qur'an should add to their memorization with deposits (Personal Observation, 22/10/2022).

According to Hamalik, as quoted by Ahmad Falah in his research, the success of the Qur'an can be seen from cognitive achievements, attitudes, and behavior, namely from the fluency of memorization, attitude towards the target, and purpose of memorizing it, memorization skills and motor skills in memorizing the Qur'an (Falah, 2021). In the process, memorizing the Qur'an is not just memorizing by relying on memory but involves a series of processes that must be undertaken by students who memorize the Qur'an after it has been mastered in quantity. A memorizer of the Qur'an should maintain his memorization and is responsible for understanding and applying what he has learned.

The routine of the Islamic boarding school students at Madrasah Aliyah level is quite busy. They must try to balance how they can still memorize the Qur'an and carry out their mandated obligations well. It is related to several activities carried out every day, such as memorizing deposits, completing school assignments, and carrying out mandates at the cottage. There needs to be an effective division of time between memorizing and stabilizing the enthusiasm of students in memorizing the Qur'an due to feelings of boredom, exhaustion, and boredom that are very likely to be experienced when carrying out existing activities. On the other hand, they need help with memorizing the Qur'an due to the lack of time spent memorizing it. According to Imam Nawawi in the Book of At Tibyan, there is a code of ethics for memorizing the Qur'an, namely 1) preserving the Qur'an and not forgetting it, 2) reading fluently and appropriately, and 3) reading the Qur'an carefully (Nawawi, 2018). Meanwhile, according to Yahya Abdul Fattah, success in memorizing the Qur'an can be achieved by starting by correcting the reading of the Qur'an first, concentrating by providing the right time, targeting memorization, and repeating the memorization (Zawawi, 2018).

Therefore, researchers are interested in examining the factors of emotional intelligence and good time management in the process of achieving success in memorizing the Qur'an. From the description above, the researcher wants to retest the theory, which states that emotional intelligence and time management influence the success of memorizing the Qur'an. Apart from that, researchers also explained how much influence emotional intelligence and time management have on the success of memorizing the Qur'an.

Method

In this research, the approach chosen is research using quantitative methods in the type of associative survey, namely research aimed at producing answers to problems that are relationship or influence in nature (Siregar, 2014). This research approach refers to the field of this Qur'an. This research uses a quantitative method

with three variables, namely emotional intelligence (X1), time management (X2), and success in memorizing the Qur'an (Y). The research subjects were Islamic boarding school students at Madrasah Aliyah level, with a total of 78 students.

Data collection uses questionnaire methods and test methods (Darmawan, 2013). The type of questionnaire used is a closed questionnaire. That is, respondents are required to choose the answers that have been provided. This research uses a Likert scale to measure variables. This scale functions to determine a person's position regarding a statement. The instrument in this research uses a questionnaire consisting of several questions using a Likert scale, which has five alternative answers. This scale measurement starts from the statements always (SL), often (SR), sometimes (KD), rarely (JR), and never (TP). A questionnaire grid is needed in preparation to help create questions in the questionnaire, which will be used as a questionnaire that will ultimately be distributed. Then, after obtaining answers, the content validity instrument analysis was carried out using the Aiken formula, while the reliability instrument analysis used Cronbach Alpha. Data analysis was carried out using multiple regression analysis. Before the multiple regression test is carried out, prerequisite analysis tests are carried out, which include validity tests, homogeneity tests, and linearity tests (Creswell, 2013).

Result

1. Validity Test Results and Instrument Reliability Estimates

Before data processing is carried out, the validity and reliability of the instrument are first tested. In order for an instrument to obtain accurate and precise data, it must meet two requirements, namely high instrument validity and reliability. The analysis used in this validity test uses Aiken's V statistic to calculate the extent to which the item represents the construct being measured based on the assessment results from an expert panel of "n" people (Azwar, 2018). In this research, the assessment was carried out using the rule of giving a number 1 (very irrelevant/very unrepresentative) to 5 (very relevant/very representative). Aiken's V statistics are formulated as follows:

$$V = \sum s / [n(c-1)]$$

s = r - lo

lo = Lowest validity assessment number (in this case = 1)

c = Highest validity assessment number (in this case = 5)

r = A figure given by an appraiser.

The content validity rule used is: If the V index ≤ 0.4 , then the statement item is less valid. If the V index value is between $0.4 - 0.8$, then the statement item is medium. If the V index is ≥ 0.8 , then the statement item is very valid (Retnawati, 2016).

Table 1 Validity Test of the Emotional Intelligence Variable (X1)

No	P1	P2	s1=(r-1 _o)	s2=(r-1 _o)	Σs	Index V	Description
1	4	5	(4-1)	(5-1)	3+4	$7/[2(5-1)]=0,875$	Very Valid
2	5	5	(5-1)	(5-1)	4+4	$8/[2(5-1)]=1$	Very Valid
3	4	4	(4-1)	(4-1)	3+3	$6/[2(5-1)]=0,750$	Valid
4	5	5	(5-1)	(5-1)	4+4	$8/[2(5-1)]=1$	Very Valid
5	4	5	(4-1)	(5-1)	3+4	$7/[2(5-1)]=0,875$	Very Valid
6	4	5	(4-1)	(5-1)	3+4	$7/[2(5-1)]=0,875$	Very Valid
7	4	4	(4-1)	(4-1)	3+3	$6/[2(5-1)]=0,750$	Valid
8	5	4	(5-1)	(4-1)	4+3	$7/[2(5-1)]=0,875$	Very Valid
9	5	5	(5-1)	(5-1)	4+4	$8/[2(5-1)]=1$	Very Valid
10	5	5	(5-1)	(5-1)	4+4	$8/[2(5-1)]=1$	Very Valid
11	5	5	(5-1)	(5-1)	4+4	$8/[2(5-1)]=1$	Very Valid
12	5	5	(5-1)	(5-1)	4+4	$8/[2(5-1)]=1$	Very Valid

Based on Table 1 above, it can be concluded that the emotional intelligence questionnaire has 12 statement items. There are ten statements including very valid categories, namely statement items 1, 2, 4, 5, 6, 8, 9, 10, 11, and 12, with values V index is more than 0.8. Meanwhile, the other two statements are in the valid category, namely statement items 3 and 7, with a V index value between $0.4 - 0.8$. Furthermore, the following results of the time management content validity test are explained in Table 2.

Table 2 Time Management Variable Validity Test (X2)

No	P1	P2	s1=(r-1 _o)	s2=(r-1 _o)	Σs	Index V	Description
1	5	5	(5-1)	(5-1)	4+4	$8/[2(5-1)]=1$	Very Valid
2	5	5	(5-1)	(5-1)	4+4	$8/[2(5-1)]=1$	Very Valid
3	5	4	(5-1)	(4-1)	4+3	$7/[2(5-1)]=0,875$	Very Valid
4	5	4	(5-1)	(4-1)	4+3	$7/[2(5-1)]=0,875$	Very Valid
5	5	5	(5-1)	(5-1)	4+4	$8/[2(5-1)]=1$	Very Valid
6	5	5	(5-1)	(5-1)	4+4	$8/[2(5-1)]=1$	Very Valid
7	5	5	(5-1)	(5-1)	4+4	$8/[2(5-1)]=1$	Very Valid
8	4	5	(4-1)	(5-1)	3+4	$7/[2(5-1)]=0,875$	Very Valid
9	4	4	(4-1)	(4-1)	3+3	$6/[2(5-1)]=0,750$	Valid
10	4	4	(4-1)	(4-1)	3+3	$6/[2(5-1)]=0,750$	Valid
11	5	5	(5-1)	(5-1)	4+4	$8/[2(5-1)]=1$	Sangat Valid
12	5	5	(5-1)	(5-1)	4+4	$8/[2(5-1)]=1$	Sangat Valid

Based on Table 2 above, it can be concluded that in the time management questionnaire, which has 12 statement items, there are ten statements including very valid categories, namely statement items 1, 2, 3, 4, 5, 6, 7, 8, 11, and 12 with values V index is more than 0.8. Meanwhile, the other two statements are in the valid category, namely statement items 9 and 10, with a V index value between 0.4 – 0.8.

The reliability test is a measure of the consistency and stability of respondents in answering matters related to the question constructs. A research instrument, if the test results from the instrument are consistent with something to be measured, can have a high-reliability value. Reliability Test can be seen on the Cronbach's Alpha value with the rule: If the Cronbach's Alpha value is < 0.7 , then it is said to be less reliable. When the value of Cronbach's Alpha ≥ 0.7 , it is said to be reliable (Machali, 2018).

Table 3 Reliability Test of the Emotional Intelligence Questionnaire (X1)

Reliability Statistics	
Cronbach's Alpha	N of Items
.731	12

Table 3 above shows that from the results of the analysis of the 12 statement items, the data reliability value calculation results were obtained using Cronbach's Alpha method with a score of 0.731. This value is in the range of 0.700 – 0.799, which is included in the accepted reliability value category. Therefore, it can be concluded that the instrument is reliable in the data collection process.

Table 4 Time Management Questionnaire Reliability Test (X2)

Reliability Statistics	
Cronbach's Alpha	N of Items
.795	12

Table 4 above shows that from the results of the analysis of the 12 statement items, the data reliability value calculation results were obtained using Cronbach's Alpha method with a score of 0.795. This value is 0.700 - 0.799, which is included in the accepted reliability value category. Therefore, it can be concluded that the instrument is reliable in the data collection process.

After the questionnaire was declared valid and reliable, an emotional intelligence questionnaire containing 12 statement items was distributed to 78 students at the tahfiz level at Madrasah Aliyah Islamic Boarding School, An Nur

Bantul, Al Maghfiroh Complex. The data obtained is then tabulated and analyzed according to the required categories. After the results of the emotional intelligence questionnaire were scored, the results were processed using SPSS version 25 to determine the descriptive statistical analysis. Descriptive analysis is an analysis used to describe the data results from each research variable, namely learning motivation (X1), family environment (X2), teacher role (X3), and learning discipline (Y).

The results of descriptive analysis calculations on the success of memorizing the Qur'an from the 78 students who were sampled obtained an average of 32.96%, indicating that the emotional intelligence of students at the Tahfiz level at Madrasah Aliyah Islamic Boarding School An Nur Bantul, Al-Maghfiroh Complex has a high activeness value. Descriptive analysis for the emotional intelligence variable of the 78 students in the sample obtained an average of 45.95%, showing that the emotional intelligence of students at the Tahfiz level at Madrasah Aliyah Islamic Boarding School An Nur Bantul, Al-Maghfiroh Complex has a high activeness value as a supporter of success in memorizing the Qur'an. Descriptive analysis for the family environment variables of the 98 students in the sample obtained an average of 45.62%, showing that the time management of students at the tahfiz level at this Madrasah has a high activeness value as a supporter of success in memorizing the Qur'an.

2. Data Analysis Prerequisite Test

After the pandemic, educational transformation through the learning curriculum was carried out. In an effort to accelerate the recovery of learning, the Ministry of Education and Culture is taking strategic steps to overcome learning problems, including Islamic religious education, by emphasizing independent learning, in another term interpreted as independent learning. Independent learning activities in their implementation provide great opportunities for students to explore knowledge and build skills (Aminah & Sya'bani, 2023).

Researchers carried out data analysis prerequisite tests consisting of normality tests, linearity tests, and homogeneity tests. This normality test is carried out with the aim of finding out whether the residual values/differences contained in the research are normally or abnormally distributed (Muri, 2014). The normality test was performed using the Kolmogorov-Smirnov technique. The summary is as follows:

Table 5 Normality Test Results with Kolmogorov-Smirnov

Tests of Normality	
Kolmogorov-Smirnov ^a	Shapiro-Wilk

	Statistic	df	Sig.	Statistic	df	Sig.
Emotional Intelligence	.096	78	.072	.981	78	.287
Time Management	.089	78	.200*	.979	78	.233
Success in Memorizing the Qur'an	.091	78	.180	.976	78	.148

*. It is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 5, the normality test results obtained from the Kolmogorov-Smirnov test include The emotional intelligence variable (X1) in the Kolmogorov-Smirnov test has a big value. Amounting to $0.072 > 0.05$, it can be concluded that the emotional intelligence variable data is normally distributed. The time management variable (X2) in the Kolmogorov-Smirnov test has a sig value. Amounting to $0.200 > 0.05$, it can be concluded that the time management variable data is normally distributed. The variable for success in memorizing the Qur'an (Y) in the Kolmogorov-Smirnov test has a sig value. Amounting to $0.180 > 0.05$, it can be concluded that the variable data for success in memorizing the Qur'an is normally distributed. The normality test can also be seen on the Normal Q-Q Plot graph. It can be seen that the regression data spreads around the diagonal line and follows the direction of the histogram line towards a normal distribution, so the dependent variable Y meets the normality assumption requirements.

Meanwhile, the linearity test was carried out to see whether there was a linear and significant relationship between the two variables studied. The linearity test is a prerequisite test for using regression analysis (Machali, 2016). This linearity test was carried out using the SPSS 25 program and then looked at the test for linearity, which was in Anova at a significance level of 0.05. Variables in the regression model are defined as having a linear relationship if they have a value of less than 0.05. The results of linearity testing with the help of the SPSS 25 program can be seen in the following table:

Table 6 Linearity Test Results between Emotional Intelligence (X1) and Success in Memorizing the Qur'an (Y)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Success in Memorizing	Between Groups	(Combined)	606.476	24	25.270	2.687	.001
	Linear		474.996	1	474.996	50.510	.000

the Qur'an *	Deviation	131.481	23	5.717	.608	.904
Emotional	from					
Intelligence	Linearity					
	Within Groups	498.408	53	9.404		
	Total	1104.88	77			
			5			

Based on Table 6 above, it can be concluded that the variable shows a significance value in the linearity column, namely 0.000. It is because the significance value is smaller than 0.05 ($0.000 < 0.05$) it can be concluded that the emotional intelligence variable has a linear relationship with the success variable in memorizing the Qur'an.

Table 7 Linearity Test Results between Time Management (X2) and Success in Memorizing the Qur'an (Y)

ANOVA Table						
			Sum of		Mean	
			Squares	df	Square	F Sig.
Success in Memorizing the Qur'an *	Between	(Combined)	761.955	23	33.128	5.217 .00
	Groups					0
		Linearity	559.895	1	559.89	88.165 .00
					5	0
Time Management		Deviation	202.060	22	9.185	1.446 .13
		from				6
		Linearity				
	Within Groups		342.929	54	6.351	
	Total		1104.88	77		
				5		

Meanwhile, the homogeneity test is carried out to see and determine whether the variants in the population have the same value or not. The homogeneity test can be determined using SPSS version 25. With the Levene test method, it is known that the significance value for the variable data for emotional intelligence, time management, and success in memorizing the Qur'an is 0.812, respectively 0.234; 0.902, which overall has a value greater than 0.05. Because all values are greater than 0.05, it can be concluded that the data variances for emotional intelligence (X1), time management (X2), and success in memorizing the Qur'an (Y) are homogeneous. The three prerequisite tests (normality, linearity, and homogeneity) above have

been fulfilled, and then the data on each variable can be continued in regression analysis.

3. Multiple Linear Regression Analysis

The preparation of teaching modules aims to increase creativity and enrich learning tools so that teachers and students can be directed in learning activities both directly and indirectly (Maulida, 2022). Independence in preparing teaching modules in PAI learning is a form of teacher freedom in increasing their creativity. There are two options in preparing independent curriculum teaching modules, namely choosing or modifying teaching modules based on facilities provided by the government or modules created by other teachers. The second option is to compose teaching modules independently based on adjustments between student characteristics and PAI lesson material.

This regression analysis is used to predict the success of memorizing the Qur'an through 2 variables that influence it, namely, emotional intelligence and time management. Apart from that, from this regression analysis, it can also be seen how much influence emotional intelligence and time management have on the success of memorizing the Qur'an. The results of the regression test are explained as follows:

Table 7 Results of Multiple Linear Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739 ^a	.545	.533	2.58782

a. Predictors: (Constant), Time Management, Emotional Intelligence

Based on Table 8 regarding the results of multiple linear regression analysis, the regression coefficient for the emotional intelligence variable is 0.185, time management is 0.306, and the constant is 10.507. Table 8 produces constant values, as well as regression coefficients X1 and X2. The multiple linear regression equation obtained is $Y = 10.507 + 0.185X_1 + 0.306X_2$. The constant value (B) of 10.507 states that if there is nothing (else) that supports it, then the value of success in memorizing the Qur'an (Y) is 10.507 (the same as constant B). The regression coefficient X1 of 0.185 states that every increase in success in memorizing the Qur'an (Y) is influenced by emotional intelligence (X1) of 0.185. A positive coefficient indicates that there is a positive relationship between emotional intelligence and success in memorizing the Qur'an, so that the better the emotional intelligence, the better the success in memorizing the Qur'an. Meanwhile, the regression coefficient X2 of 0.306 states that every increase in success in

memorizing the Qur'an (Y) is influenced by time management (X2) of 0.306. A positive coefficient indicates that there is a positive relationship between time management and the success of memorizing the Qur'an, so the better the time

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	10.507	2.419		4.343	.000
Emotional Intelligence	.185	.073	.289	2.526	.014
Time Management	.306	.070	.500	4.366	.000

a. Dependent Variable: Success in memorizing the Qur'an

management, the better the students' success in memorizing the Qur'an.

Table 8 Simultaneous Significance Test Results (F Test)

Based on Table 9 for the results of the simultaneous significance test (F Test), the calculated F is 44.993 with a significance value of 0.000. So, there is a simultaneous positive and significant influence of emotional intelligence and time management on the success of memorizing the Qur'an for Tahfiz students at Islamic Boarding School An Nur Bantul, Al-Maghfiroh Complex.

Table 9 Simultaneous Coefficient of Determination Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	602.623	2	301.312	44.993	.000 ^b
	Residual	502.261	75	6.697		
	Total	1104.885	77			

a. Dependent Variable: Success in Memorizing the Qur'an

b. Predictors: (Constant), Time Management, Emotional Intelligence

The simultaneous coefficient of determination test (R²) aims to determine the magnitude of the ability of the variables emotional intelligence (X1) and time management (X2) in explaining the success variable in memorizing the Qur'an. Based on the contents of the table, it is known that the correlation value of the variables emotional intelligence (X1) and time management (X2) on the success of memorizing the Qur'an (Y) is positive and strong, as indicated by the correlation coefficient value of 0.739. The correlation coefficient value is positive, indicating

that if emotional intelligence (X1) and time management (X2) jointly increase, then the success of memorizing the Qur'an (Y) will also increase, and vice versa.

Furthermore, the coefficient of determination (R square/R²) is 0.545. It shows that emotional intelligence and time management have a 54.5% influence on the success of memorizing the Qur'an. The remaining 45.5% (100% - 54.5%) success in memorizing the Qur'an is influenced by other factors not explained in this research. Based on the research results that have been described, researchers can analyze each variable. In this case, the presence of emotional intelligence and time management has a good influence on the success of memorizing the Qur'an for students at Islamic Boarding School An-Nur Bantul, Al-Maghfiroh Complex, with an influence of 54.5%.

Discussion

1. The Relationship between Emotional Intelligence and Success in Memorizing the Qur'an at Islamic Boarding School An-Nur Bantul

Based on the results of the multiple linear regression analysis tests in the partial test (t), information was obtained that the emotional intelligence variable influenced the success of memorizing the Qur'an for Tahfiz students at the Islamic boarding school An Nur Bantul, Al-Maghfiroh Complex. It is indicated by a correlation value of $0.656 > 0$, which means there is a positive (unidirectional) relationship between X1 and Y and a p-value (sig. (2-tailed)) of 0.000. The correlation value between emotional intelligence (X1) and success in memorizing the Qur'an (Y) is 0.656, indicating a strong relationship. In addition, a sig value of $0.000 < 0.05$ indicates a significant relationship between emotional intelligence (X1) and success in memorizing the Qur'an (Y).

The results of this research are in line with research conducted by Nur Intan Maulidiyah. The analysis that has been carried out reveals that emotional intelligence has a positive effect on the ability to memorize the Qur'an. It is related to the important role of emotional intelligence in achieving success in achieving and achieving goals (Maulidiyah, 2020). Apart from this, in research conducted by Abdul Rasyid et al., it was revealed that partial emotional intelligence had a highly positive and significant influence on the motivation to memorize the Qur'an at the Istiqamah Mosque in Balikpapan (Rasyid, 2019).

It is also in line with the opinion of Daniel Goleman, who explains that people who have good emotional intelligence will experience success and happiness in achieving their goals. On the other hand, if someone is less able to control their own emotions, they will experience something with an inner battle, making it difficult to

end obstacles and problems with a clear mind. Someone who has good emotional regulation is superior in developing their talents and abilities in achieving goals.

It means that emotional intelligence has a positive influence on the success of memorizing the Qur'an for Tahfiz students at Islamic Boarding School An Nur Bantul, Al-Maghfiroh Complex. Tahfiz students are able to control their emotions to be positive, such as having self-confidence, a strong spirit of optimism, and enthusiasm in memorizing the Qur'an.

2. The Relationship between Time Management and Success in Memorizing the Qur'an at Islamic Boarding School An-Nur Bantul

Based on the results of the multiple linear regression analysis tests using the partial test (t), information was obtained that the time management variable influenced the success of memorizing the Qur'an for Tahfiz students at the Islamic boarding school An Nur Bantul, Al-Maghfiroh Complex. It is indicated by a correlation value of $0.712 > 0$, which means there is a positive (unidirectional) relationship between X2 and Y and a p-value (sig. (2-tailed)) of 0.000. The correlation value between time management (X2) and success in memorizing the Qur'an (Y) is 0.712, indicating a strong relationship. In addition, a sig value of $0.000 < 0.05$ indicates a significant relationship between time management (X1) and success in memorizing the Qur'an (Y). The results of this research are in line with research conducted by Nor Rochmatul Wachida and M. Luqmanul Hakim Habibie that good self-management skills, both managing emotions and time management, have been proven to solve individual problems for memorizing the Qur'an. Having good self-management skills will make memorization easier and improve the quality of memorization for memorizers of the Qur'an (Wachida & Habibie, 2021).

From the description above, good time management can have a positive influence on the success of memorizing the Qur'an by tahfiz students at Islamic Boarding School An Nur Bantul, al-Maghfiroh Complex. The existence of effective time management encourages and supports the success of memorizing the Qur'an for Tahfiz students in managing their schedules in the midst of other activities. It can be seen from the priority activities carried out by Tahfiz students amidst the busy schedule that has been determined at the Islamic boarding school. Apart from being santri, tahfiz students are also students who have to manage their time well amidst their busy lives to become memorizers of the Qur'an.

3. The Influence of Emotional Intelligence and Time Management on the Success of Memorizing the Qur'an at Islamic Boarding School An-Nur Bantul

Based on the results of the F test, the results show that together, the variables emotional intelligence (X1) and time management (X2) have a positive and significant effect on the success of memorizing the Qur'an (Y) of this students from

Islamic Boarding School An Nur Bantul, Al Complex Maghfiroh. It is proven by the calculated F value = 44.993 > F table = 3.11 with an error rate of 5% and a significance level of 95% and $p \text{ (sig)} < \alpha$ or $0.000 < 0.05$, so the hypothesis is accepted. The influence of emotional intelligence and time management is R^2 / R Square = 0.545. The increase in success in memorizing the Qur'an is influenced by emotional intelligence and time management by 54.5%.

The results of this research are in line with Daniel Goleman's theory, which states that management is based on emotional intelligence (Suragangga, 2017). Time management is no exception, taking responsibility outside of official duties and reliable self-regulation, in the sense of being smart in dividing time and commitments, is part of emotional intelligence. Suppose Tahfiz students can manage negative emotional impulses in themselves and turn them into positive emotional impulses, able to solve their problems. In that case, they will be able to achieve what they have targeted so far in memorizing the Qur'an.

From the description above, emotional intelligence and time management together influence the success of memorizing the Qur'an by 54.5%. This research proves that these students need emotional intelligence and time management to increase their success in memorizing the Qur'an so that they can achieve the target of memorizing the Qur'an. However, many other factors influence the success of memorizing the Qur'an and can support maximum memorization of the Qur'an. The remaining 45.5% of this research are other factors that influence the success of memorizing the Qur'an, which need to be explained in this research.

Conclusion

There is a strong, positive, and significant relationship between the emotional intelligence variable (X1) and the success of memorizing the Qur'an (Y). It is proven by the correlation value (r) of 0.656. The correlation coefficient value is positive, indicating that if emotional intelligence (X1) increases, the success of memorizing the Qur'an (Y) will also increase, and vice versa. There is a strong, positive, and significant relationship between the time management variable (X2) and the success of memorizing the Qur'an (Y). It is proven by the correlation value (r) of 0.712. The correlation coefficient value is positive, indicating that if the time management variable (X2) is higher, then the variable for success in memorizing the Qur'an (Y) will also be higher, and vice versa. The influence of the variables emotional intelligence (X1) and time management (X2) together can be used to predict the success of memorizing the Qur'an (Y). It is proven by $F_{\text{count}} = 44.993 > F_{\text{table}} = 3.11$ with an error rate of 5% and a significance level of 95% and $p \text{ (sig)} < \alpha$ or $0.000 < 0.05$. The magnitude of the influence of emotional intelligence (X1) and time

management (X2) on the success of memorizing the Qur'an (Y) is shown by the value of $R^2 / R \text{ Square} = 0.545$. It means that emotional intelligence and time management influence the success of memorizing the Qur'an by 54%. As for the remainder, 46% of success in memorizing the Qur'an was influenced by other factors not explained in this research.

References

- Abdulwaly, C. (2019). *60 Godaan Penghafal Al Qur'an dan Solusi Mengatasinya*. Farha Pustaka.
- Azwar, S. (2018). *Reliabilitas dan Validitas Edisi 4*. Pustaka Pelajar.
- Badrudin. (2017). *Dasar-Dasar Manajemen*. Alfabeta.
- Creswell, J. W. (2013). *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Pustaka Pelajar.
- Darmawan, D. (2013). *Metode Penelitian Kuantitatif*. PT. Remaja Rosdakarya.
- Fahrudin, F., Ansari, A., & Ichsan, A. S. (2021). Pembelajaran Konvensional dan Kritis Kreatif dalam Perspektif Pendidikan Islam. *Hikmah*, 18(1), 64–80. <https://doi.org/10.53802/HIKMAH.V18I1.101>
- Falah, A. (2021). Faktor-faktor Internal yang Berpengaruh Terhadap Keberhasilan Menghafal al-Qur'an. *Tarbawiyah: Jurnal Ilmiah Pendidikan*, 5(1).
- Fitria. (2020). *Konsep Kecerdasan Spiritual dan Emosional dalam Membentuk Budi Pekerti (Akhlak)*. Guepedia.
- Goleman, D. (2007). *Kecerdasan Emosional Mengapa EI Lebih Penting daripada IQ*. Gramedia Pustaka Utama.
- Ichsan, A. S. (2020a). Rekonsepsi Pendidikan Tahfiz Al Qur'an melalui Model Learning Styles pada Anak Usia Sekolah Dasar. *Al Ulya : Jurnal Pendidikan Islam*, 5(1). <https://doi.org/https://doi.org/10.36840/ulya.v5i1.245>
- Ichsan, A. S. (2020b). Tipe Gaya Belajar Siswa Madrasah Ibtidaiyah Dalam Menghafal Al Qur'an di Yogyakarta. *Al-Aulad: Journal of Islamic Primary Education*, 3(1), 28–37. <https://doi.org/10.15575/AL-AULAD.V3I1.5955>
- Ichsan, A. S., Samsudin, S., & Pranajati, N. R. (2021). Pesantren and Liberating Education: A Case Study at Islamic Boarding School ISC Aswaja Lintang Songo Piyungan Yogyakarta. *DAYAH: Journal of Islamic Education*, 4(1), 112–127. <https://doi.org/10.22373/JIE.V4I1.8269>
- Machali, I. (2016). *Metode Penelitian Kuantitatif: Panduan Praktis Merencanakan, Melaksanakan dan Analisis dalam Penelitian Kuantitatif*. UIN Sunan Kalijaga.
- Machali, I. (2018). *Metode Penelitian Kuantitatif: Panduan Praktis Merencanakan, Melaksanakan, dan Analisis dalam Penelitian Kuantitatif*. Pustaka Pelajar.
- Maulidiyah, N. I. (2020). *Pengaruh Kecerdasan Emosional dan Motivasi Menghafal Al-Qur'an Pada Mahasiswa Tahfiz BTQ (Bait Tahfiz Al-Qur'an) Ma'had Sunan Ampel Al Aly*. UIN Maulana Malik Ibrahim Malang.

- Muri, Y. (2014). *Metode Penelitian: Kuantitatif, Kualitatif, dan Penelitian Gabungan*. Prenadamedia Group.
- Nawawi, I. (2018). *At-Tibyan : kode etik berinteraksi dengan Al-Qur'an*. Pustaka Hati.
- Priyono. (2017). *Pengantar Manajemen*. Zifatama Publisher.
- Purwati, L. I. (2018). *Faktor-Faktor Mempengaruhi Kemampuan Menghafal Al-Qur'an Santri Pondok Pesantren Darussalam Metro*. UIN Lampung.
- Rasyid, A. (2019). Pengaruh Kecerdasan Spiritual dan Kecerdasan Emosional Terhadap Motivasi dalam Menghafal al-Qur'an pada Santri Tahfiz Masjid Istiqamah Balikpapan. *Jurnal Educo*, 2(1).
- Retnawati, H. (2016). *Analisis Kuantitatif Instrumen Penelitian (Panduan Penelitian, Mahasiswa dan Psikometrian)*. Parama Publishing.
- Rustam, R., & Ichsan, A. S. (2020). Pendidikan Islam Berbasis Kearifan Lokal. *IQRO: Journal of Islamic Education*, 3(1), 1–14. <https://doi.org/10.24256/IQRO.V3I1.1366>
- Saptadi, H. (2012). Faktor Faktor Pendukung Kemampuan Menghafal Al-Qur'an dan Implikasinya dalam Bimbingan Konseling. *Jurnal Bimbingan Konseling*, 2(1).
- Siregar, S. (2014). *Statistika Parametrik untuk Kuantitatif. Dilengkapi dengan Perhitungan Manual dan Aplikasi SPSS Versi 17*. PT. Bumi Aksara.
- Surangga, I. M. N. (2017). Mendidik Lewat Literasi untuk Pendidikan Berkualitas. *Jurnal Penjaminan Mutu*, 3(2), 154–163. <https://doi.org/10.25078/JPM.V3I2.195>
- Wachida, N. R., & Habibie, M. L. H. (2021). Self Management dalam Meningkatkan Kualitas Menghafal Al-Qur'an. *Al-Idarah: Jurnal Kependidikan Islam*, 11(2).
- Zawawi, Y. A. F. az. (2018). *Resolusi Menghafal al-Qur'an*. Insan Kamil.