



Time Management and Patience Internalisation Among Islamic Education Students During Community Service and Hybrid Learning

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Abstract:

This research is motivated by students' simultaneous demands for hybrid learning and Community Service Program (KKN) activities. These conditions require students to apply time management and patience to balance both. This study aims to analyse time management and the internalisation of patience values among Islamic Education (PAI) students in the context of community service (KKN) and hybrid lectures, from an Islamic education perspective. This research uses a qualitative, phenomenological approach. The research participants were seven PAI students selected through purposive sampling. Data were obtained through in-depth interviews and analysed using thematic analysis, following the methods of Virginia Braun and Victoria Clarke. The research results show that students interpret time management as the ability to set priorities, allocate time, and maintain a balance between two activities. In addition, the attitude of patience is internalised through the ability to control emotions, accept results that do not meet expectations, and endure a busy schedule. Factors that influence patience include internal factors such as faith, physical condition, and emotional maturity, as well as external factors such as the social environment and academic workload. The strategies employed by students include applying a priority scale, planning activities, self-reflection, emotional control, and a religious approach. This research shows that time management skills and the internalisation of values of patience are important factors in shaping students' ability to perform dual roles effectively. Therefore, higher education institutions need to provide academic support and strengthen spiritual values to help students meet the demands of hybrid learning and community service activities.

INTRODUCTION

In the current Industry 4.0, rapid technological advancements play a crucial role in education, facilitating quick access to learning materials and integrating with scientific progress (Putra et al., 2024). The development of the education system in the digital era has driven a shift toward a hybrid learning model that combines online and offline learning. Hybrid learning is not a new concept in

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teaching methods. Several parties, including campus institutions and schools, had already implemented hybrid learning before the COVID-19 pandemic to facilitate the learning process (Anugrah et al., 2022). On the other hand, students are also faced with academic obligations and community service activities through the Real Work Lecture (KKN) program. This condition requires strong adaptability and time management skills. However, the reality on the ground shows that many students struggle to balance their lectures, academic assignments, and KKN activities. In the study by Hanifah & Hariyadi (2025), it was shown that a high academic load in both online and hybrid learning systems contributes to increased stress and fatigue among students.

According to Macan (1994), in (Wolters et al., 2025) time management conceptually is the individual's ability to plan, organize, and control the use of time effectively to achieve goals. In contrast, the Islamic perspective views it as a divine trust that must be managed gradually and responsibly by the caliph (Rizal & Alting, 2023). Main factors include setting priorities, maintaining a disciplined schedule, and self-control against procrastination (Pertiwi, 2021). Good time management includes prioritization, scheduling activities, and allocating time proportionally across tasks (Chaudhari, 2022). In the academic context, time management is closely related to self-regulation through planning, execution, and reflection on learning (Trentepohl et al., 2022), which empirically improves well-being, reduces stress, and optimizes students' learning outcomes (Eon et al., 2021)(Puspita, 2023).

Patience (*sabr*) from a psychological perspective is the individual's ability to control emotions, restrain oneself, and respond adaptively to pressure. In contrast, from an Islamic perspective, it is understood as steadfastness in obedience, avoidance of prohibitions, and resilience in the face of trials (Hidayat et al., 2024). Patience functions as an emotional regulation and coping strategy that maintains psychological stability and social harmony (Wulandari & Khusumadewi, 2021; Syafii et al., 2024). Factors influencing it include internal aspects such as self-control and external aspects such as religiosity and social support (Hani et al., 2021). In the academic context, patience contributes to enhanced resilience and stress resistance, which impact students' well-being and learning success (Ramdani et al., 2024), making it an important aspect in navigating the dynamics of complex academic demands.

Studies on time management show its significant role in improving academic performance, discipline, and the effectiveness of student task management (Wilson et al., 2021; Eudya et al., 2021). Time management is also associated with reduced procrastination and enhanced learning efficiency, especially in complex activities (Ghafar, 2023). In the context of hybrid learning, time flexibility demands better time management skills, as without adequate self-control it can lead to irregular study habits and an increase in academic workload (Prastika et al., 2024). Thus, time management is an important competency for maintaining a balance among various academic demands.

Meanwhile, research on patience emphasizes its role as a psychological and spiritual aspect in facing academic pressure. Patience is negatively associated with academic stress and to serve as a coping strategy that helps maintain students' emotional stability (Astuti et al., 2025; Sunde et al., 2022). From the perspective of Islamic education, patience is a value internalized through the

habituation of worship and moral education, thereby fostering self-control and individual character (Tambak et al., 2021). Additionally, patience is also influenced by external factors such as social support and plays a role in enhancing students' adaptability to the dynamics of learning (Qotrunnada & Hasanat, 2025; Barry & Shahbaz, 2025).

Although studies on time management and patience have been extensively conducted, both are still often examined separately and have not yet been integrated into a comprehensive framework. Previous research generally links time management to academic achievement, while patience is more closely linked to emotion and stress regulation. Furthermore, studies that specifically link both to Islamic Education (PAI) students in the context of community service (KKN) and hybrid lectures are still limited. Therefore, this research aims to examine the meaning of time management, identify forms of patience, analyze factors influencing patience, and describe students' strategies in managing time and applying patience so that KKN and lecture activities can run optimally.

RESEARCH METHOD

This research is a qualitative study employing a phenomenological approach to deepen understanding of the experiences of PAI students participating in KKN and hybrid classes simultaneously. Participants in this study were selected using purposive sampling, with the criterion being PAI students currently participating in KKN and hybrid classes simultaneously. The number of informants in this study is 7 students, aged approximately 20–22 years. All informants are students currently undertaking two activities simultaneously, namely KKN and hybrid lectures, making them relevant and capable of providing in-depth information in line with the research focus. This research was conducted on each individual who was made an informant through one-on-one interviews. The informants were given prepared questions. The informant is not restricted in answering the questions and is free to respond based on their life experiences.

The interview data were analyzed using thematic analysis techniques (Braun & Clarke, 2006). The analysis process involved rereading the interview transcripts and repeatedly listening to the interview recordings to thoroughly understand the informants' experiences. After that, the researcher grouped the data based on similarities in meaning and experiences related to time management and the internalization of the value of patience during the KKN and hybrid lectures. The grouped data were analyzed to identify the main themes, leading to conclusions that align with the research focus and are grounded in the perspective of Islamic education.

RESULTS AND DISCUSSION

RESULTS

The Meaning of Time Management for Students Participating in Community Service Programs and Hybrid Lectures

Based on interviews with seven informants, it was found that students interpret time management as the ability to organize, divide, and prioritize between KKN activities and hybrid lectures. This interpretation is not only technical in scheduling but also relates to the ability to make decisions amidst the demands of simultaneous activities. In general, students understand time

management as the effort to balance two main responsibilities: academic activities and community service. This is reflected in the statements of several informants who emphasize the importance of time management and setting priorities so that all activities can continue, even if not always optimally.

In practice, students show differences in determining their main priorities. Some students tend to prioritize KKN activities over lectures. This is as expressed by DGA, who stated that:

"I prioritize the KKN activities because I feel they are more urgent compared to classes."

On the other hand, some students prioritize their studies as their main responsibility. TMK stated that:

"I prioritize my studies, so if there is a clash of activities, I adjust my KKN activities."

In addition, there are students who are flexible in determining priorities and in adjusting to the conditions and urgency levels of activities. FIS explains that:

"I adjust my priorities; if the class is important, like a presentation, I prioritize the class, but if not, I focus on the community service program."

In addition to prioritization, students also view time management as the ability to divide time effectively. Some informants reported dividing their time according to certain patterns, such as using the morning for lecture activities and the afternoon and evening for KKN activities. This pattern indicates the students' adaptation strategies in managing their daily activities so that both activities can be carried out. However, during implementation, students face similar obstacles, such as frequently overlapping schedules, packed activities, and fatigue, which affect the optimal execution of activities. In addition, the distance to the KKN location and unexpected schedule changes pose obstacles to optimal time management.

Based on these findings, the meaning of time management can be categorized into three main aspects, namely: (1) the ability to set priorities, (2) the ability to divide and organize time, and (3) the ability to maintain a balance between academic activities and community service. These three aspects indicate that time management is a complex, context-dependent skill. This finding aligns with the time management theory proposed by Macan et al. (1990 as cited in Bela et al. 2023), which states that time management is a form of self-regulation that uses time effectively and efficiently through planning, scheduling, and prioritization. In this context, students are not only required to create schedules but also to adapt to the changing dynamics of activities.

The results of this study are also supported by research (Cathabella et al., 2026), which shows that students who can plan schedules, set priorities, and manage time consistently tend to be better at handling multiple responsibilities simultaneously, even under high activity levels. Furthermore, research (Rizqi, Maulidyah Amalina & Santoso, 2022) also shows that individuals with dual roles need strong time management skills to divide their time among their various responsibilities. Proper time management allows each activity to run more orderly and balanced, even when faced with various complex demands. Furthermore, research (Saputri et al., 2025) also shows that students who take on dual roles tend to develop skills in time management and face various challenges arising from academic and non-academic activities, thus requiring adjustments in managing time more effectively.

Based on the overall findings obtained from interviews with seven informants, it can be understood that time management among PAI students who undergo KKN and hybrid lectures is a skill that is not only technical but also adaptive to the demands of dual roles. The difference in students' attitudes toward prioritizing KKN activities and lectures shows that time management is strongly influenced by individual perceptions of the urgency and responsibility of each activity. Students who prioritize KKN tend to view the activity as a form of direct service that requires active presence in the field. In contrast, students who prioritize lectures see the academic aspect as the main responsibility that cannot be neglected.

As for flexible students, they demonstrate a higher ability to adapt to changing situations. In addition, the findings regarding time allocation by certain patterns indicate that students have implemented time management strategies in their daily lives, such as scheduling mornings for lectures and afternoons for KKN activities. This suggests an effort in self-regulation in managing a heavy activity load. However, the effectiveness of time management does not always run optimally due to various constraints, such as schedule conflicts, fatigue, and unexpected changes in activities on the ground. This condition shows that time management does not depend solely on individual planning but is also greatly influenced by dynamic external factors. Thus, time management in the context of this research is a skill that is context-specific, adaptive, and develops through students' direct experiences in balancing academic demands and community service.

Based on the results and discussion outlined, the meaning of time management for PAI students in KKN and hybrid lectures is the ability to organize, divide, and prioritize activities flexibly to meet two main demands simultaneously. Time management is not only about scheduling, but also about decision-making to determine priorities, adapt to changing conditions, and maintain a balance between academic obligations and community service. Thus, time management in this context is an important skill students must possess to perform their dual roles more effectively. In line with the findings on the meaning of time management, this research also reveals another equally important aspect in the implementation of KKN and hybrid lectures: the patience of PAI students in dealing with the various dynamics of activities undertaken simultaneously.

The Patience of PAI Students in Undertaking Community Service Program and Hybrid Lectures

Based on interviews with seven informants, it was found that students interpret the attitude of patience as the ability to control emotions, remain calm, and endure various pressures while simultaneously undergoing community service (KKN) and hybrid lectures. The attitude of patience is not only related to the ability to restrain oneself in difficult situations but also includes the ability to solve problems, make decisions, and interact wisely with others.

In general, students demonstrate patience through behaviors such as controlling their emotions, restraining themselves when facing boredom, and continuing to fulfill their duties even when tired. This is as expressed by the DGA, which stated that:

"I usually try to control my emotions, stay calm when there are problems, and

immediately look for solutions when there are obstacles."

A similar sentiment was also expressed by SHA, who stated that:
"If I feel emotional or bored, I prefer to stay silent or be alone for a while to calm myself down, but I still persevere because I realize it's my duty."

In addition, FIS also conveyed that:
"I try to control my emotions and stay calm. If I'm tired or bored, I usually take a short break and then continue, and if there's a problem, I think about it calmly and rationally."

When faced with results that do not meet expectations, students also show patience by accepting them and using them as evaluation material. This is expressed by HYD, who stated that:

"If the results are not as expected, I will still accept it and try to find a solution for future improvement."

In addition, TMK also revealed that:
"I accept the current results and use them as material for evaluation moving forward."

Based on these findings, the students' attitude of patience can be categorized into several forms—first, patience in obedience to Allah Swt. Second, patience in restraining oneself from negative behaviors, such as excessive emotional expression, is shown through behaviors like remaining silent, calming oneself, or diverting attention when under pressure. Third, patience in accepting Allah Swt.'s decree, as evidenced by the students' ability to accept outcomes that do not meet expectations with sincerity and to use them as a basis for evaluation. Fourth, patience in facing trials, which is the most dominant form of patience, seen in the students' ability to endure fatigue, boredom, and various obstacles during their busy activities.

In practice, the students' patience not only appears as a concept but also manifests in various situations encountered during the KKN and hybrid lectures. Students demonstrate the ability to persevere in conditions of fatigue and boredom, and do not easily give up even when faced with the demands of a busy schedule. In addition, patience is reflected in accepting results that do not meet expectations with an open heart and using them as material for evaluation. In social interactions, students can control their emotions, avoid conflicts, and maintain a calm demeanor when facing differing opinions. This shows that the attitude of patience is not only conceptual but also internalized in students' daily behavior. This finding aligns with the concept of patience, as outlined by Imam Al-Ghazali (Ihsanillah & Auliya, 2024), who argues that patience is training in self-control to avoid behaving reprehensibly or contrary to religious teachings in any situation.

Several previous studies also support the results of this study. (Ramli, 2024) states that patience is a source of tranquility and a path to achieving desired goals. Individuals who possess a patient attitude tend not to complain, remain untroubled when facing trials, and can control their emotional state in various conditions. Thus, patience is regarded as an important aspect in facing various life challenges. In line with this, research (Sulhan, 2022) reveals that controlling emotions and being gentle when angry is a higher form of patience compared to merely being patient when facing calamities.

This shows that patience is not only about enduring difficulties but also about controlling emotions in social situations. Additionally, Dilla & Susanti (2022)

indicate that when students face academic pressure, a patient attitude is needed to cope. Patience enables individuals to endure difficulties and withstand various pressures without becoming disturbed or anxious, so students who exhibit patience tend to be better able to handle academic stress and maintain good performance.

Based on the overall findings, it can be concluded that patience among PAI students undergoing KKN and hybrid lectures is not merely passive but also active, manifested in emotional management, decision-making, and problem-solving. Students not only exercise restraint but also think rationally and seek solutions to the challenges they face. In addition, patient behavior is related to students' adaptability in handling dual roles, with students who are patient more able to maintain emotional stability, establish effective communication, and sustain the continuity of academic and community service activities simultaneously.

Based on the results and discussions outlined, the patience of PAI students in undertaking KKN and hybrid lectures is demonstrated by their ability to control emotions, remain calm, and endure various difficulties arising from the demands of dual roles. Patience is also reflected in the ability to accept outcomes that do not meet expectations, solve problems rationally, and be open to differing opinions. Thus, patience serves as an adaptation mechanism as well as a supporting factor in students' success in carrying out dual roles more effectively and in balance.

Factors that influence the patience of PAI students in participating in Community Service and hybrid lectures

Based on interviews with seven informants, it was found that various factors, both internal and external, influence the patience of PAI students in undergoing KKN and hybrid lectures. In addition, the experiences students have encountered also play a role in shaping their patience. This shows that a patient's attitude is not formed instantly, but rather through the interaction of various influencing factors.

Internal factors that influence students' patience include faith or religious understanding, physical condition, and emotional maturity. Faith and religious understanding are among the dominant factors in shaping students' patience, as religious values help them better control themselves and remain calm in the face of various pressures. This is as stated by DGA, who mentioned that:

"Faith within myself greatly helps me to remain patient in facing pressure or problems."

In line with that, HSD also stated that:

"Understanding religion has a significant impact in helping me control my emotions and remain patient in any situation."

The results of this study are in line with previous research (Meisy & Hidayat, 2023), which stated that faith has a significant positive influence on students' patience. The faith possessed by students affects the increase in patience, making faith an important factor in the formation of individual emotional regulation. Additionally, physical condition also affects the level of patience, where fatigue due to the dense activities of community service and hybrid lectures can trigger a decrease in emotional stability. This is as expressed by AF,

who stated that:

"Physical condition greatly affects my patience; when I'm tired, I usually become more emotional."

Meanwhile, emotional maturity plays an important role in helping students control themselves, enabling them to respond to problems more calmly, rationally, and without easily being provoked by emotions. This is as expressed by the FIS informant, who stated that:

"If I can control my emotions, I can be calmer and more patient in facing problems."

In addition to internal factors, external factors also have a significant influence on students' patience. These external factors include the social environment, such as the attitudes of friends, lecturers, and the surrounding community. This is as stated by DGA, who mentioned that:

"An environment like friends and professors greatly affects my patience, especially when there are issues in group work or communication."

In addition, AF stated that:

"A friend who contributes little to the KKN task also tests my patience quite a bit."

HSD informants also added that:

"Sometimes the insensitivity of friends or professors makes me have to be more patient in facing the situation."

In line with previous research (Rosyidah & Kadi, 2023), which states that the environment plays a role in the process of internalizing the value of patience, the findings in this study not only reinforce but also expand that understanding. The environment not only functions as a supporting factor in the formation of patience but also as a situation that can test and even challenge an individual's patience. In certain conditions, the environment can encourage students to develop a patient attitude, but in other situations, it can trigger impatience. Thus, the results of this study indicate that the influence of the environment on patience is dynamic and contextual, making the environment one of the important factors determining the level of students' patience.

In addition, the workload and academic situation also become factors that influence the level of patience among students. This indicates that the academic environment plays an important role in shaping students' emotional responses to various pressures. The level of stress experienced by students also affects their ability to manage emotions and remain patient in facing the various demands of activities. This is as stated by SHA, who mentioned that:

"When there is a lot of pressure or stress, I find it harder to be patient and need to calm myself down first. I need to learn to be more patient, and it takes time."

In addition, HFJ revealed that:

"The amount of assignments and college demands makes me emotional, but after calming down, I started learning to be more patient."

This is in line with previous research (Amalia & Nashori, 2021), which argues that individuals experiencing stress, especially academic stress, tend to exhibit various negative responses, both emotional and behavioral, one of which is the emergence of impatience. In addition to internal and external factors, life experiences also play a significant role in shaping students' patience. Some informants revealed that the patience they possess was formed from previous experiences, such as family upbringing, life in a pesantren, and personal experiences in facing various problems. These experiences help students learn to

control their emotions and remain calmer when facing similar situations in the present. This shows that patience is the result of a continuous learning process in an individual's life.

The results of interviews with seven informants from the Islamic Religious Education (PAI) program reveal the dynamics of developing a patient attitude as a complex value internalization process, involving the interaction of internal factors (faith, physical condition, emotional maturity), external factors (social environment, academic workload), and life experiences. This analysis integrates empirical findings with previous research to enrich theoretical understanding. Unlike the static view that patience is fixed, data shows patience as a dynamic process: internal factors such as faith serve as a stabilizing foundation, while external factors often act as "test triggers" that initially provoke impatience, but through reflection and gaining wisdom, they actually strengthen emotional regulation and long-term learning of patience. This is in line with Bandura's (1986) theory of value internalization regarding reciprocal determinism, where personal factors, behavior, and environment mutually influence each other in character formation.

Internal factors dominate as consistent positive drivers, with faith being the strongest element. Based on the opinions of the informants, faith is affirmed as a primary emotional regulator, which aligns with Meisy & Hidayat (2023), who found a significant positive influence of faith on students' patience through self-control mechanisms based on religious values.

In the context of PAI, faith is not merely a cognitive belief, but rather a spiritual practice (such as dhikr or muhasabah) that reduces emotional reactivity to the pressures of KKN and hybrid learning. External factors often trigger initial impatience, but they become learning experiences through adaptation. The social environment (friends, lecturers, community) in group KKN work sometimes leads to initial disharmony that triggers emotions, but through experience and the statement "keep going, and I take the lesson from it," students learn emotional regulation.

The burden of assignments and academic stress generates impatience. However, the informants' narratives add a transformational element: stress is not an absolute barrier, but rather a "learning process" that leads to increased patience through cognitive reappraisal (for example, "take the lesson"). Life experiences (family upbringing, pesantren, personal issues) serve as integrators, transforming internal-external factors into an ingrained disposition of patience. The informants describe patience as "the result of continuous learning," where past external tests (for example, group conflicts) shape current adaptive response scripts.

The patience of PAI students is formed through the internalization of transformational values: internal factors (especially faith) provide intrinsic stability, while external factors and life experiences act as external tests that initially trigger impatience but encourage long-term adaptation through the extraction of wisdom and emotional regulation. Key conclusion: Patience is not an innate trait, but a transformational process. The dynamic internal, external, and life experience factors shaping the patience of PAI students form the basis for adaptive strategies in time management and emotional regulation. This understanding leads to an analysis of students' strategies in integrating patience

for the smoothness of KKN and hybrid lectures, as expressed by 7 informants.

The Strategy of PAI Students in Time Management and Applying Patience to Ensure Community Service Program and Hybrid Lectures Run Smoothly. Strategies for implementing time management

Based on interviews with seven informants, it was found that Islamic Religious Education (PAI) students have various strategies for managing time and applying patience during their community service (KKN) and hybrid lectures. These strategies demonstrate an integration between technical aspects and emotional-spiritual aspects in facing the demands of dual roles.

In the aspect of time management, the most dominant strategy is the application of a priority scale. This is as stated by the DGA, who mentioned that: *"The strategy for managing time is to set priorities by choosing tasks with higher value, but I prioritize KKN more."*

In line with that, FIS added that: *"The strategy in time management is to apply a priority scale, which means prioritizing the most urgent activities."*

In determining priorities, there are some informants who prioritize studying over extracurricular activities, as explained by SHA, stating that: *"How to manage time by determining priorities, and I prioritize my studies over community service."*

In its implementation, there is variation in prioritization, with some immediately prioritizing lectures, some choosing community service, and others analyzing first which is more urgent and more important. These findings indicate that although prioritization strategies are the main approach in time management, their implementation is variable and contextual. Students do not rigidly adhere to a single type of priority but are able to adjust their choices based on situational demands, whether academic or related to community service activities. This finding aligns with Helmer's opinion (Mujahidin et al., 2022), which states that time management is the ability to set priority boundaries for various targets, allowing individuals to allocate more time to important and fundamental tasks and less time to less prioritized tasks. Thus, the prioritization strategies employed by students in this study align with the concept of time management.

However, the results of this study not only align but also expand the understanding of the concept of time management. If, in Helmer's theory, prioritization tends to be understood as a technical process in allocating time, then, in the context of this research, prioritization is also influenced by situational considerations and the dual role demands faced by students. This shows that time management is not static, but rather dynamic and adaptive to the conditions faced by individuals. In addition to setting priorities, there are also strategies for students in time management, such as dividing time into specific periods. This is as stated by HYD, who mentioned that:

"I prioritize the morning and afternoon for classes, then the evening and night for KKN activities."

A similar statement was also made by AF, who stated that: *"I make use of the morning and afternoon for classes, then the evening and night for community service."*

This strategy shows a relatively structured time management pattern,

although in practice it is not always documented in the form of a written schedule. Students are able to allocate their time systematically based on activity periods, allowing academic activities and community service (KKN) to proceed in a balanced manner. This finding is in line with previous research (Jannati & Dantes, 2023), which states that individuals with a positive self-concept tend to manage their time well, as they have the awareness to plan and manage activities in a directed manner. In this context, students' ability to allocate time based on specific periods reflects self-awareness in managing academic and non-academic responsibilities.

Then, time management strategies are not far from the term planning. In terms of planning, most students create daily activity schedules as a way to manage their time between community service and lectures. Nevertheless, the forms of planning carried out tend to vary, both in written and unwritten forms.

Most informants plan their activities flexibly, as stated by FIS:

"I always make plans for every activity, even if they are not written down."

On the other hand, there are also informants who use written planning as a tool to organize daily activities, as stated by HFJ:

"I usually create my daily schedule in writing on the WhatsApp application."

This finding shows that all informants fundamentally have an awareness of the importance of planning in time management. The difference lies only in the form of its implementation, namely between mental planning (not written) and concrete planning (written).

Thus, planning is an integral part of students' time management strategies, where both written and unwritten planning play a role in helping students organize their daily activities to remain directed and controlled. This is in line with the time management theory in the research (Lau et al., 2023), which defines time management as an individual's ability to assess and organize their priorities, utilize their time effectively, and achieve their goals.

Strategy for implementing a patient attitude

In the aspect of applying patience, students demonstrate various emotional control strategies. One of the dominant strategies is calming themselves and choosing to remain silent. SHA revealed that;

"The way I hold back my emotions during a conflict is by staying silent."

A similar statement was also made by FIS, which stated that;

"I choose to remain silent and observe the situation; if there is a right time to speak, then I will speak."

This strategy of choosing silence shows that students do not respond to emotions impulsively, but rather try to delay their reactions until the situation becomes more conducive. This attitude reflects the ability to control and be aware of emotional responses. By refraining from reacting immediately, students have the opportunity to think more rationally and avoid larger conflicts.

In addition, a religious approach also becomes one of the strategies in maintaining patience. HFJ states that;

"Often seek forgiveness when feeling uneasy or emotional."

This is also reinforced by HYD, which states that:

"I seek forgiveness after expressing my emotions at the beginning."



Figure 1. Ineffective Time Management and Patience

DISCUSSION

These findings indicate that religious values serve as a coping mechanism in maintaining emotional stability. Practices such as istighfar not only serve as a form of worship but also as a means to calm oneself and transform negative emotions into more positive ones. More deeply, the strategies used by students can be understood as a combination of behavioral control and spiritual coping. Choosing to remain silent and delaying a response is a form of behavioral management to avoid worsening the situation, while seeking forgiveness (istighfar) serves as an emotion regulation based on religious values that helps reduce the intensity of negative emotions. The presence of self-reflection habits among all informants indicates that students not only react to experiences but also engage in the process of internalizing learning. Experiences that initially triggered impatience were transformed into a foundation for future behavioral improvement, thereby forming a more adaptive response pattern. Thus, patience in this context is not passive, but rather the result of a continuous learning process.

Based on the research findings, the strategies of PAI students in managing time and applying patience during KKN and hybrid lectures are integrative, adaptive, and reflective. In time management, students rely on three main strategies: prioritization, time allocation based on periods, and activity planning, both written and unwritten. These strategies enable students to manage their activities more effectively, even under the demands of dual roles. In the application of patience, students use emotional control strategies such as calming themselves, choosing silence, and utilizing religious approaches like istighfar. These strategies show that patience is not only understood as a passive attitude but as an active process in managing emotions and responding to pressure constructively. Moreover, the habit of self-reflection practiced by students becomes an important factor in strengthening both strategies, as it enables a process of continuous evaluation and improvement.

Thus, these findings affirm that the success of students in undertaking

community service and hybrid lectures is not only determined by their technical ability to manage time but also by their ability to manage emotions, utilize spiritual values, and reflect on experiences as a learning process. Overall, these strategies foster strong adaptability in students to face various academic and social demands.

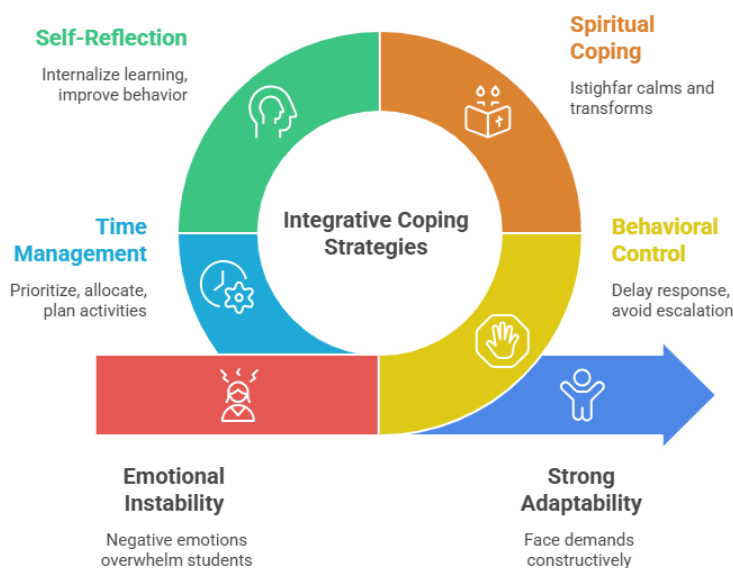


Figure 2. Fostering Adaptability Through Spiritual Coping

CONCLUSION

This research shows that students of Islamic Religious Education (PAI) interpret time management as the ability to set priorities, allocate time, and maintain a balance between KKN activities and hybrid lectures. Time management is not only understood as a technical ability to create schedules but also as a form of adaptability to the dynamic demands of dual roles. On the other hand, the attitude of patience is internalized through the ability to control emotions, accept results that do not meet expectations, and endure academic and social pressures while simultaneously undergoing community service and hybrid lectures. Factors that influence the attitude of patience consist of internal factors such as faith, physical condition, and emotional maturity, as well as external factors such as social environment, task load, and academic pressure. The strategies employed by students in carrying out both activities include setting priorities, time management, activity planning, self-reflection, emotional control, and religious approaches such as seeking forgiveness.

This research still has several limitations that need to be considered when interpreting the research results. First, the number of participants in this study is relatively limited, involving only seven students of Islamic Education (PAI), so the experiences obtained do not fully represent the general condition of students. Second, the scope of the research focuses only on PAI students who undergo community service (KKN) and hybrid lectures in a specific context, making the research results contextual and not generalizable to different study programs, universities, or student characteristics. Third, the data collection in this research predominantly used in-depth interview techniques without being supported by intensive field observations or documentation of student activities during KKN

and hybrid lectures, so the data obtained still depend on the subjectivity of the informants' experiences and reflections.

Based on the results and limitations of this study, future researchers are advised to expand the number of participants and involve students from various study programs and universities to obtain more diverse and comprehensive data. Subsequent research can also use a mixed methods approach to integrate qualitative and quantitative data in analyzing the relationship between time management, academic stress levels, religiosity, and the internalization of patience values among students. Additionally, data collection techniques can be developed through participatory observation and activity documentation to better and more sustainably understand the dynamics of students' experiences during community service and hybrid lectures. Subsequent research is also recommended to examine the influence of academic mentoring programs, spiritual guidance, and social support on students' adaptability in facing the demands of hybrid learning and community service activities.

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