The Role of Teachers in Time Management to Improve Student Academic Achievement at MTSS IRA Medan

Agung Muhammad Nur
Nuragung321@gmail.com
Universitas Islam Negeri Sumatera Utara
Syafri Fadillah Marpaung
syafrifadillahmarpaung@uinsu.ac.id
Universitas Islam Negeri Sumatera Utara

Abstract

This study aims to examine in depth the role of teachers in guiding students' time management as a strategy to improve academic achievement. Using a qualitative approach with data collection techniques such as in-depth interviews, observation, and documentation, this study was conducted at MTs Swasta IRA Medan, involving teachers and students as the main subjects. The study results indicate that teachers play a strategic role as material conveyors and mentors in character development and learning skills, including time management. The strategies implemented include instilling time discipline in the classroom, using daily planners, creating to-do lists, applying the Pomodoro technique, and maintaining active communication with parents. Implementing these strategies positively impacted fostering students' awareness of the importance of time management, improving learning discipline, and helping them achieve better academic results. However, challenges were still found, such as a lack of awareness among students, procrastination habits, and limited training for teachers in guiding time management systematically. This study emphasizes the importance of collaboration between teachers, students, and parents in creating a disciplined and results-oriented learning culture. These findings are expected to serve as a basis for designing educational policies more responsive to developing time management skills as part of character education.
Keywords: Time Management, Teacher Role, Academic Achievement, Learning Strategies, Study Discipline.

Introduction

Education is the primary foundation in developing quality and competitive human resources. Success in education is not only influenced by the availability of infrastructure or curriculum completeness, but also depends on the effectiveness of the learning process, especially in building student learning independence. One of the crucial aspects of this independence is time management skills, namely the ability of students to allocate time in a structured manner for various learning activities. In Evi Tri Anjani's findings, 52.6% of 47.4% of students had difficulty implementing a learning time management system, so 31.6% of students cannot properly manage their study time.[1]

In this context, the role of the teacher becomes crucial. Experts have underlined the importance of time management in academic success. Claessens states that time management positively correlates with academic productivity, stress reduction, and achievement of learning goals.[2] In addition, Britton and Tesser emphasize that good time management skills are a significant predictor of learning achievement.[3] However, this ability is not necessarily possessed by students, but needs to be nurtured through a supportive learning environment. The teacher in this case is not only a material deliverer, but also a facilitator and guide in shaping efficient and productive learning patterns. Karisma Damayanti emphasized that teachers have a strategic position in instilling awareness of time management through habituation, evaluation, and example.[4]

The main problem in various previous studies is that research on time management still focuses on internal student factors, such as learning motivation, self-efficacy, and family influence, while the role of teachers as pedagogical agents in forming this skill is still minimally explored in depth. This study will examine the role of teachers in shaping and guiding students' time management skills and their contribution to academic achievement. This important aspect has not been comprehensively revealed in previous

---

[1] Evi Tri Anjani, "PENGARUH MANAJEMEN WAKTU BELAJAR DALAM PENINGKATAN KEDISIPLINAN DAN PRESTASI PADA SISWA SMA/SMK," *Karimah Tauhid* 2, no. 5 SE-Articles (September 14, 2023): 1447–54, https://doi.org/10.30997/karimahtauhid.v2i5.8946.

[2] Brigitte J C Claessens et al., "A Review of the Time Management Literature," *Personnel Review* 36, no. 2 (February 13, 2007): 255–76, https://doi.org/10.1108/00483480710726136.

[3] Bruce K. Britton and Abraham Tesser, "Effects of Time-Management Practices on College Grades," *Journal of Educational Psychology* 83, no. 3 (September 1991): 405–10, https://doi.org/10.1037/0022-0663.83.3.405.

[4] Karisma Damayanti, Zamzam Mustofa, and Amir Mukminin, "Eksplorasi Peran Guru Dalam Meningkatkan Efektivitas Pembelajaran Berbasis Teknologi Di Mi Ma'arif Beton," *Istifkar* 4, no. 1 (2024): 40–57.

studies. This aspect is the basis of the urgency of this research, especially in the context of secondary-level Islamic educational institutions such as MTsS IRA Medan.

Some previous studies have shown a relationship between time management and academic achievement. For example, Gayatri Adhicipta Pertiwi examined the relationship between time management and academic stress in students and found that poor time management exacerbates stress and lowers academic achievement.[5] Agustin Eudya stated that time management is closely related to learning efficiency among college students.[6] Endrik Lempe Tasaik examined the relationship between teacher roles and learning independence, but did not specifically discuss time management.[7] Doni Irawan examined the effectiveness of group guidance in improving high school students' time management, but emphasized the counseling approach, not teacher intervention in formal learning.[8]

This is different from previous studies in terms of scope and approach. While previous studies have focused mainly on students' internal factors or guidance and counseling strategies, this study offers a novelty in the form of an in-depth analysis of the teacher's role in shaping students' time management skills, which are directly related to academic achievement. This approach offers a new perspective, emphasizing that improved academic achievement depends not only on students' efforts but also on pedagogical design and teacher support in developing structured study habits.

The purpose of this study is to analyze the role of teachers in guiding students to manage time effectively, identify concrete strategies that teachers implement in the classroom, and evaluate their impact on students' academic achievement. This research is expected to provide theoretical contributions in developing learning models oriented towards forming long-term learning skills and practical contributions for teachers and schools in designing a more systematic approach to improving students' learning productivity. Thus, the results of this study can be used as a reference in strengthening

---

[5] Gayatri Adhicipta Pertiwi, "Pengaruh Stres Akademik Dan Manajemen Waktu Terhadap Prokrastinasi Akademik," *Psikoborneo: Jurnal Ilmiah Psikologi* 8, no. 4 (2020): 738–49.

[6] Agustin Eudya, Iwit Prihatin, and Marhadi Saputro, "Pengaruh Motivasi, Minat, Dan Manajemen Waktu Terhadap Prestasi Belajar Matematika Siswa Kelas VII SMP," *Prima Magistra: Jurnal Ilmiah Kependidikan* 2, no. 1 (2021): 50–57.

[7] Hendrik Lempe Tasaik and Patma Tuasikal, "Peran Guru Dalam Meningkatkan Kemandirian Belajar Peserta Didik Kelas V SD Inpres Samberpasi," *Metodik Didaktik* 14, no. 1 (2018).

[8] Doni Irawan, "EFEKTIVITAS BIMBINGAN KELOMPOK DENGAN TEKNIK MANAJEMEN WAKTU UNTUK MENURUNKAN PERILAKU TERLAMBATSISWA SMK PAWYATAN DAHA 2 KEDIRI," *Jurnal Simki Pedagogia* 3, no. 5 (2019): 37–43.

pedagogical practices that support the development of independent and responsible learning characters.

Method

This study used a qualitative approach to explore in depth the role of teachers in time management and its impact on student academic achievement.[9] This approach was chosen because it can provide a more contextual understanding of the phenomenon under study, especially the interaction between teachers and students in teaching and learning activities. The qualitative approach is also considered appropriate because it allows researchers to capture the subjective meanings and direct experiences of teachers and students in the context of education. As explained by Safitri,[10] This approach effectively explores social dynamics that cannot be explained through numbers and statistics alone.

Data was collected using several techniques, namely in-depth interviews, observation, and documentation. Interviews were conducted with principals and teachers to explore their views on the importance of time management and the strategies applied in assisting students. Observations were conducted in the classroom to observe teachers' real practices in managing learning time and their interactions with students. Meanwhile, documentation was used to obtain secondary data such as students' academic records and lesson plans, which can strengthen the findings from interviews and observations.[11] These three techniques were chosen to complement each other, resulting in richer and more comprehensive data.

In the data analysis process, researchers applied three main stages: data reduction, data presentation, and conclusion drawing. Data reduction was carried out to filter out important information from the results of interviews and observations. The summarized data were then arranged in thematic narratives to make it easier to analyze. From this process, researchers identified several main focuses, including the teacher's strategy in helping students manage time, the form of guidance provided, and the relationship between time management and improved academic achievement. The results of this

---

[9] Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, I (Bandung: Alfabeta, 2018).
[10] Vira Safitri and Febriana Dafit, "Peran Guru Dalam Pembelajaran Membaca Dan Menulis Melalui Gerakan Literasi Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 3 (2021): 1356–64, https://doi.org/https://doi.org/10.31004/Basicedu.V5i3.938.
[11] Yuniman Hulu, "Peran Guru Dalam Pengembangan Karakter Pada Siswa Kelas III SD Negeri 071154 Anaoma Kecamatan Alasa," *Juridikdas: Jurnal Riset Pendidikan Dasar* 4, no. 1 (2021): 18–23, https://doi.org/https://doi.org/10.33369/Juridikdas.4.1.18-23.

analysis were then used as the basis for formulating strategic recommendations that can be implemented in the future.

The research instruments were developed considering the principles of validity and reliability. Validity refers to the extent to which the instrument can measure aspects in accordance with the research objectives, while reliability refers to the consistency of the results obtained if used in similar conditions.[12] The interview instruments and observation sheets were developed based on relevant conceptual indicators and have been tested on a limited basis to ensure the quality of the measurements. With this systematic methodological approach, the study's results are expected to make a real contribution to educational practice, especially in improving teachers' time management to support students' academic achievement.

Teachers' Role in Helping Students Manage Study Time

Time management is an integral aspect in shaping students' learning character, especially in the context of academic achievement. In education, teachers act as material deliverers and have pedagogical and affective responsibilities to form disciplined and time-efficient learning habits. This study found that the role of teachers in MTs Swasta IRA Medan in assisting students to manage learning time is distributed in two main domains, namely in and outside the school, and faces diverse structural and cultural challenges.

The interview results with Mrs. Nurul Hidayah, S.Pd., show that the cultivation of time discipline starts from basic habits consistently applied in the learning process. Teachers actively familiarize students to arrive on time in class and start learning activities without delay. This practice not only serves as a formal procedure, but rather as a form of instilling values about the importance of appreciating time as a limited resource in life and the learning process. This is reinforced by Komalawati et al's findings that punctuality in the learning process can increase students' awareness of the importance of time management.[13]

---

[12] Adisti Yuliastrin et al., "Pengembangan Instrumen Untuk Mengukur Keterampilan Kreatif Pada Materi Pencemaran Lingkungan," *Jurnal Ilmiah Pendidikan Citra Bakti* 10, no. 2 (2023): 285–92.
[13] Rina Komalawati, "Manajemen Pelaksanaan Tes Diagnostik Awal Di Sekolah Dasar Pasca Belajar Dari Rumah Untuk Mengidentifikasi Learning Loss," *Jurnal Edupena* 1, no. 2 (2020): 135–48.

In addition to attendance, teachers also organize learning in a structured manner based on a time duration of 40 minutes per session. Each session is designed with a clear opening, core, and closing so that students are accustomed to following a systematic and efficient learning flow. Teachers also set strict deadlines for assignments as a form of learning in complete work responsibly. In line with this, Naitili emphasized that implementing clear time limits in education is instrumental in building a productive academic work culture.[14]

The values of time management are also conveyed informally through teacher and student interactions, both during teaching and light discussions outside of the material. Teachers actively insert moral messages about the urgency of time management in achieving academic success, which is often more decisive than intellectual aspects alone. Stevany et al. show that this form of conveying values through informal communication effectively internalizes students' positive habits.[15]

Learning Time Assistance Outside the Classroom

Teachers' role is no less critical in assisting students in managing learning time outside the formal classroom environment. Teachers provide tools such as weekly schedules or learning planners to direct students to plan daily activities realistically and productively. This approach is based on the principle that time management should be built from structured and consistent habits, as stated by Siregar.[16]

In addition, teachers also introduce the concept of to-do lists as a simple yet effective tool in helping students prioritize their daily tasks. Fitria et al. emphasized that this method is beneficial for students in avoiding procrastination and fostering personal responsibility in the management of academic and non-academic activities.[17] Teachers motivate students to compile the list daily, adjusting to the tasks and activities undertaken.

---

[14] Cornelia Amanda Naitili, "Implementasi Program Kampus Mengajar Angkatan 6 Dalam Upaya Peningkatan Kemampuan Literasi Dan Numerasi Siswa Sekolah Dasar," *Hinef: Jurnal Rumpun Ilmu Pendidikan* 3, no. 1 (2024): 160–71, https://doi.org/https://doi.org/10.37792/Hinef.V3i1.1223.

[15] Stevany, Bedjo, and Masduki, "Manajemen Sekolah Berbasis Partisipasi Dalam Rangka Akreditasi Sekolah," *Visipena Journal* 11, no. 1 (2020), https://doi.org/https://doi.org/10.46244/Visipena.V11i1.1091.

[16] Lina Mayasari Siregar, "Kepemimpinan Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan Di Madrasah Aliyah Alhakimiyah Padang Lawas," *Mataazir: Jurnal Administrasi Dan Manajemen Pendidikan* 1, no. 1 (2020): 1–13, https://doi.org/https://doi.org/10.56874/Jamp.V1i1.63.

[17] Fitria, Happy Fitria, and Alfroki Martha, "Manajemen Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Honorer," *Journal Of Innovation In Teaching And Instructional Media* 1, no. 1 (2020), https://doi.org/https://doi.org/10.52690/Jitim.V1i1.862.

Communication between teachers and parents is also essential in the study time assistance system. Through platforms such as class WhatsApp groups or liaison books, teachers inform parents about their students' learning schedules and progress. This aims to establish a continuity of education between school and home. This synergy is crucial considering that students spend most of their time outside of school, and families play an essential role in strengthening the discipline built at school.[18]

Mentoring becomes more intensive ahead of exams or other important academic activities. Teachers provide technical guidance to students regarding effective learning strategies, making study schedules, and managing academic stress. Such activities show that teachers thoroughly understand the importance of fostering time management in supporting students' academic success sustainably.

Teachers' Strategies in Teaching Time Management

The ability to manage time has become one of the essential skills that students must have in the modern learning era.[19] With increasing academic demands, extracurricular activities, and digital distractions, students must be equipped with effective time management strategies to maintain productivity, improve learning focus, and balance academic and personal life. In this context, the role of the teacher becomes very strategic, not only as a teacher of curriculum material, but also as a facilitator in instilling life skills oriented towards learning efficiency and independence. In MTs Swasta IRA Medan, the implementation of teachers' strategies in teaching time management features two main patterns: a varied and adaptive approach tailored to students' characteristics and the application of hands-on practice-based time management techniques, such as the Pomodoro method.

Teachers' Variative and Adaptive Approaches in Teaching Time Management

Teachers' strategies in teaching time management cannot be generalized for all students, given the differences in backgrounds, learning styles, levels of discipline, and individual motivation. This is reflected in an interview with Mrs. Nurul Hidayah, S.Pd., a teacher at MTs Swasta IRA Medan, who stated that a varied and adaptive approach is

---

[18] Steven B Sheldon and Joyce L Epstein, "Improving Student Behavior and School Discipline with Family and Community Involvement," *Education and Urban Society* 35, no. 1 (2002): 4–26.
[19] Jayendrakumar N Amin, "Redefining the Role of Teachers in the Digital Era," *The International Journal of Indian Psychology* 3, no. 3 (2016): 40–45.

needed in teaching time management in schools. In reality of learning, teachers deal with students with different levels of understanding and self-regulation abilities. Therefore, a flexible learning strategy is the primary key so that time management coaching can be effectively delivered to all students.[20]

This varied approach includes a combination of traditional methods, such as manual study schedules or daily planners, with digital strategies that utilize timer apps and task reminders.[21] Instead of prescribing one rigid method, teachers encourage students to try different time management techniques and then select and adapt them to their needs. While still under teacher supervision, the freedom given in choosing these methods aims to build students' intrinsic sense of responsibility and awareness of the importance of time management.

This approach also requires teachers to have high pedagogical sensitivity. Teachers need to map students: who need intensive guidance in establishing a learning routine, and who have demonstrated learning independence. Thus, teachers deliver time management material in general and intervene individually with students who struggle to build regular study habits. This represents a paradigm shift in teachers from instructors to mentors and learning facilitators.

It is also important to note that this varied approach also pays attention to students' psychological aspects. Teachers encourage students to set realistic daily learning targets, adjust their capacity, and gradually increase the duration of learning focus. This aligns with the scaffolding principle in Vygotsky's theory, where teachers provide support proportionate to students' cognitive development.[22] With this strategy, time management learning becomes more internalized and less coercive.

Application of the Pomodoro Technique in the School Environment

The implementation of time management strategies by teachers at MTsS IRA Medan has shown significant contributions in fostering learning discipline and enhancing students' academic performance. These strategies go beyond technical applications,

---

[20] Syamsul Huda, Rusmini, and Nurlia Siregar, "Problematics of Empowering Guidance Counseling Teachers in Schools," *JBKI (Indonesian Journal of Guidance Counseling)* 5, no. 2 (2020), https://doi.org/https://doi.org/10.26737/Jbki.V5i2.1672.

[21] Harold Kerzner, *Project Management: A Systems Approach to Planning, Scheduling, and Controlling* (John Wiley & Sons, 2025).

[22] L Vygotsky and M Cole, "Learning and Social Constructivism," *Learning Theories for Early Years Practice. UK: SAGE Publications Inc*, 2018, 68–73.

reflecting pedagogical and cultural dimensions in which teachers actively guide students to develop sustainable learning habits.

One of the key methods employed is the Pomodoro Technique, which involves breaking study sessions into 25-minute focused intervals followed by 5-minute breaks. Teachers not only recommend this technique for independent study at home, but they also model its application directly in the classroom. Through this modeling, students learn to recognize their concentration limits and establish a structured learning rhythm.

The effectiveness of this strategy is supported by the study of Santiago and Gurat, which found that applying the Pomodoro Technique significantly improved students' mastery of genetic concepts during synchronous online learning.[23] The study also highlighted enhanced retention and understanding as outcomes of systematic time regulation. This aligns with the findings at MTsS IRA Medan, where students reported increased focus, reduced boredom, and greater readiness for examinations.

Moreover, the technique aligns with the theory of self-regulated learning Zimmerman,[24] which states that learners who are actively involved in planning, monitoring, and evaluating their learning processes tend to perform better academically. The Pomodoro Technique supports this process by fostering metacognitive awareness through a simple yet systematic structure.

Beyond classroom practices, teachers at MTsS IRA Medan also promote the use of complementary tools such as planners, to-do lists, and routine communication with parents via online platforms. These initiatives represent a collaborative educational approach, consistent with Epstein's model of school-family partnerships, which emphasizes the positive impact of family involvement in shaping students' learning discipline and motivation.[25]

From an academic standpoint, the relationship between teachers' strategies and student performance can be analyzed through two lenses: first, the teacher as a facilitator of consistent learning habits; second, the adaptability and contextualization of strategies

---

[23] Christian Santiago and Melanie Gurat, "The Effect of Pomodoro Technique on Student Mendelian Genetics Concept Mastery during Synchronous Remote Learning," *International Research Journal of Management, IT and Social Sciences* 10, no. 4 (2023): 233–43.

[24] Barry J Zimmerman, "Becoming a Self-Regulated Learner: An Overview," *Theory into Practice* 41, no. 2 (2002): 64–70.

[25] Steven B Sheldon and Joyce L Epstein, "Improving Student Behavior and School Discipline with Family and Community Involvement," *Education and Urban Society* 35, no. 1 (2002): 4–26.

that foster student autonomy. Claessens et al,[26] demonstrated that effective time management not only boosts productivity but also reduces academic anxiety, a finding echoed in this study's observations.

The scientific contribution of this study lies in its emphasis on the teacher's role as a habit-forming agent rather than merely a content deliverer. This approach fills a gap in the literature, which has predominantly focused on individual use of time-management apps without considering the pedagogical or socio-cultural contexts. By demonstrating that teachers can serve as both models and facilitators of time-management strategies within an Islamic education setting, this study offers practical implications for integrating such methods into national character education programs.

Conceptually, the relationship between teacher roles, time management strategies, and academic outcomes can be illustrated as follows:
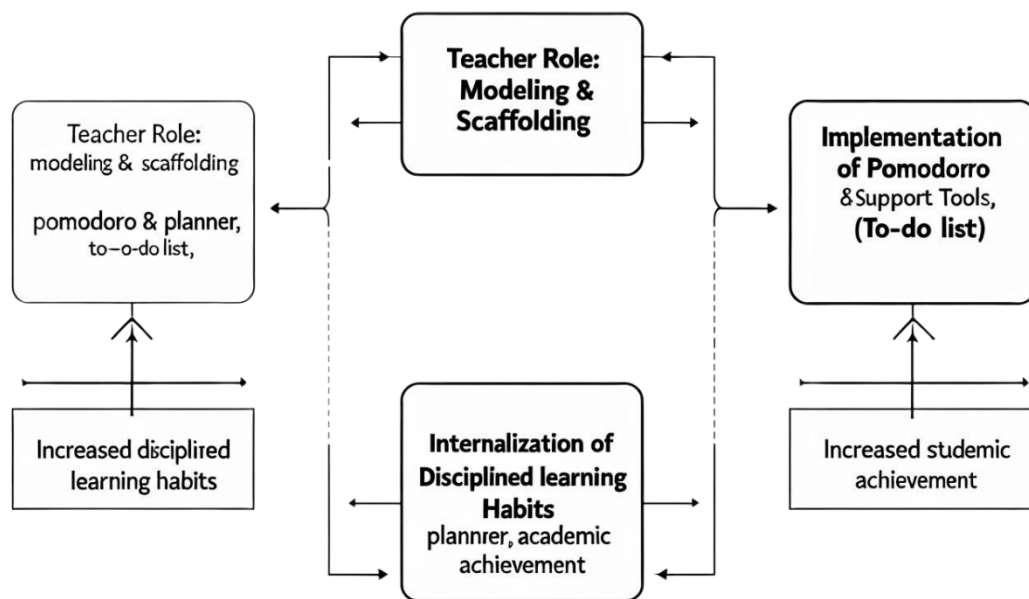
This model underscores how teacher-facilitated time management strategies have both direct and indirect effects on students' learning outcomes cognitively and affectively. Such strategies deserve serious consideration in curriculum development responsive to 21st-century skills, especially in fostering students' independence and responsibility.

---

[26] Brigitte J.C. Claessens et al., "A Review of the Time Management Literature," *Personnel Review* 36, no. 2 (February 13, 2007): 255–76, https://doi.org/10.1108/00483480710726136.

Conclusion

This study highlights the critical role of teachers in guiding students to manage time as a strategy to improve academic achievement at MTs Swasta IRA Medan. Based on a qualitative approach through interviews, observations, and documentation, it was found that teachers not only function as teachers but also as facilitators, mentors, and role models in implementing effective time management. Strategies such as implementing time discipline in class, making study schedules, using the Pomodoro technique, and making to-do lists have been proven to encourage students to be more organized in learning. Teachers also play a role in collaborating with parents so that guidance on study time takes place at school and continues at home. The findings show that students who receive intensive time management guidance tend to show increased learning motivation and better academic results. However, this study has limitations, such as the context being limited to one school and the small number of respondents, so the results cannot be generalized across the board. In addition, the absence of quantitative measurement makes the direct relationship between time management and academic achievement still descriptive. Therefore, further research is recommended to use a mixed approach and include more locations and respondents. Even so, the results of this study illustrate that time management coaching conducted by teachers has a significant impact on student discipline and academic achievement, and should be systematically developed in education policy.

Bibliography

Amin, Jayendrakumar N. "Redefining the Role of Teachers in the Digital Era." *The International Journal of Indian Psychology* 3, no. 3 (2016): 40–45.

Britton, Bruce K., and Abraham Tesser. "Effects of Time-Management Practices on College Grades." *Journal of Educational Psychology* 83, no. 3 (September 1991): 405–10. https://doi.org/10.1037/0022-0663.83.3.405.

Claessens, Brigitte J C, Wendelien van Eerde, Christel G Rutte, and Robert A Roe. "A Review of the Time Management Literature." *Personnel Review* 36, no. 2 (February 13, 2007): 255–76. https://doi.org/10.1108/00483480710726136.

Damayanti, Karisma, Zamzam Mustofa, and Amir Mukminin. "Eksplorasi Peran Guru Dalam Meningkatkan Efektivitas Pembelajaran Berbasis Teknologi Di Mi Ma'arif Beton." *Istifkar* 4, no. 1 (2024): 40–57.

Eudya, Agustin, Iwit Prihatin, and Marhadi Saputro. "Pengaruh Motivasi, Minat, Dan Manajemen Waktu Terhadap Prestasi Belajar Matematika Siswa Kelas VII SMP." *Prima Magistra: Jurnal Ilmiah Kependidikan* 2, no. 1 (2021): 50–57.

Fitria, Happy Fitria, and Alfroki Martha. "Manajemen Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Honorer." *Journal Of Innovation In Teaching And Instructional Media* 1, no. 1 (2020). https://doi.org/https://doi.org/10.52690/Jitim.V1i1.862.

Huda, Syamsul, Rusmini, and Nurlia Siregar. "Problematika Pemberdayaan Guru Bimbingan Konseling Di Sekolah." *JBKI (Jurnal Bimbingan Konseling Indonesia)* 5, no. 2 (2020). https://doi.org/https://doi.org/10.26737/Jbki.V5i2.1672.

Hulu, Yuniman. "Peran Guru Dalam Pengembangan Karakter Pada Siswa Kelas III SD Negeri 071154 Anaoma Kecamatan Alasa." *Juridikdas: Jurnal Riset Pendidikan Dasar* 4, no. 1 (2021): 18–23. https://doi.org/https://doi.org/10.33369/Juridikdas.4.1.18-23.

Irawan, Doni. "EFEKTIVITAS BIMBINGAN KELOMPOK DENGAN TEKNIK MANAJEMEN WAKTU UNTUK MENURUNKAN PERILAKU TERLAMBATSISWA SMK PAWYATAN DAHA 2 KEDIRI." *Jurnal Simki Pedagogia* 3, no. 5 (2019): 37–43.

Kerzner, Harold. *Project Management: A Systems Approach to Planning, Scheduling, and Controlling*. John Wiley & Sons, 2025.

Komalawati, Rina. "Manajemen Pelaksanaan Tes Diagnostik Awal Di Sekolah Dasar Pasca Belajar Dari Rumah Untuk Mengidentifikasi Learning Loss." *Jurnal Edupena* 1, no. 2 (2020): 135–48.

Marsen, Yosi Fimala, and Nurhizrah Gistituati. "Manajemen Kelas Virtual Di Sekolah Dasar Pada Masa Pandemi." *Jurnal Pendidikan Tambusai* 5, no. 1 (2021).

Nahar, Syamsu, Edi Saputra, and Wanto. "Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Etos Kerja Guru Di Sekolah Menengah Pertama Negeri 4 Satu Atap Bila Hilir Kabupaten Labuhanbatu." *Edu-Riligia: Jurnal Ilmu Pendidikan Islam Dan*

Keagamaan 4, no. 1 (2020). https://doi.org/https://doi.org/10.47006/Er.V4i1.8113.

Naitili, Cornelia Amanda. "Implementasi Program Kampus Mengajar Angkatan 6 Dalam Upaya Peningkatan Kemampuan Literasi Dan Numerasi Siswa Sekolah Dasar." *Hinef: Jurnal Rumpun Ilmu Pendidikan* 3, no. 1 (2024): 160–71. https://doi.org/https://doi.org/10.37792/Hinef.V3i1.1223.

Pertiwi, Gayatri Adhicipta. "Pengaruh Stres Akademik Dan Manajemen Waktu Terhadap Prokrastinasi Akademik." *Psikoborneo: Jurnal Ilmiah Psikologi* 8, no. 4 (2020): 738–49.

Safitri, Vira, and Febriana Dafit. "Peran Guru Dalam Pembelajaran Membaca Dan Menulis Melalui Gerakan Literasi Di Sekolah Dasar." *Jurnal Basicedu* 5, no. 3 (2021): 1356–64. https://doi.org/https://doi.org/10.31004/Basicedu.V5i3.938.

Sheldon, Steven B, and Joyce L Epstein. "Improving Student Behavior and School Discipline with Family and Community Involvement." *Education and Urban Society* 35, no. 1 (2002): 4–26.

Siregar, Lina Mayasari. "Kepemimpinan Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan Di Madrasah Aliyah Alhakimiyah Padang Lawas." *Mataazir: Jurnal Administrasi Dan Manajemen Pendidikan* 1, no. 1 (2020): 1–13. https://doi.org/https://doi.org/10.56874/Jamp.V1i1.63.

Stevany, Bedjo, and Masduki. "Manajemen Sekolah Berbasis Partisipasi Dalam Rangka Akreditasi Sekolah." *Visipena Journal* 11, no. 1 (2020). https://doi.org/https://doi.org/10.46244/Visipena.V11i1.1091.

Sugiyono, Dr. *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. I. Bandung: Alfabeta, 2018.

Tasaik, Hendrik Lempe, and Patma Tuasikal. "Peran Guru Dalam Meningkatkan Kemandirian Belajar Peserta Didik Kelas V SD Inpres Samberpasi." *Metodik Didaktik* 14, no. 1 (2018).

Tri Anjani, Evi. "PENGARUH MANAJEMEN WAKTU BELAJAR DALAM PENINGKATAN KEDISIPLINAN DAN PRESTASI PADA SISWA SMA/SMK." *Karimah Tauhid* 2, no. 5 SE-Articles (September 14, 2023): 1447–54. https://doi.org/10.30997/karimahtauhid.v2i5.8946.

Vygotsky, L, and M Cole. "Learning and Social Constructivism." *Learning Theories for Early Years Practice. UK: SAGE Publications Inc*, 2018, 68–73.

Yuliastrin, Adisti, Rian Vebrianto, Silvina Efendi, and Yovita. "Pengembangan Instrumen Untuk Mengukur Keterampilan Kreatif Pada Materi Pencemaran Lingkungan." *Jurnal Ilmiah Pendidikan Citra Bakti* 10, no. 2 (2023): 285–92.