

The Effect of Endurance and Time Management on Procrastination in Memorizing The Qur'an of Students at Luqmanul Hakim IT Junior High School

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ABSTRACT

Objective: This study aims to examine the influence of endurance and time management on the tendency of procrastination in memorizing the Qur'an among female students of SMP IT Luqmanul Hakim. **Method:** The approach used is quantitative with descriptive research type. The subjects in this study were female students at SMP IT Luqmanul Hakim. Data collection techniques were carried out through four methods, namely: (1) questionnaires, (2) observation, (3) interviews, and (4) documentation. **Results:** The results of the study showed that the level of endurance in female students was in the high category for 10 people (20%) and the medium category for 40 people (80%). For the time management aspect, as many as 10 respondents (20%) were in the high category and 40 respondents (80%) were in the medium category. Meanwhile, the level of procrastination in memorizing the Qur'an showed that 26 female students (52%) were in the high category and 24 female students (48%) were in the medium category. **Novelty:** Furthermore, based on the results of the hypothesis test with Product Moment correlation analysis, a significance value of 0.000 was obtained which was smaller than 0.05. This indicates that there is a significant relationship between each variable, namely endurance (X1) and time management (X2) with procrastination in memorizing the Qur'an (Y), although the level of relationship found is in the weak category.

INTRODUCTION

Education is a process designed to develop a person's intellectual, spiritual, emotional, and physical potential. In the context of Islamic education, educational success is measured not only by academic ability but also by character development and a deep understanding of religious teachings. One effort undertaken by Islamic educational institutions to achieve this is through the tahfidzul Qur'an program, or Quran memorization program.

The tahfidz program holds special importance in Islamic education because it aims not only to memorize texts but also to instill spiritual values, discipline, and personal responsibility. However, memorizing the Quran is not an easy task. It requires consistency, discipline, good time management, and high levels of physical and mental endurance to complete the memorization target within the allotted time [1].

In practice, many female students struggle to maintain memorization routines. One common obstacle is procrastination, the behavior of postponing activities or tasks

that should be done immediately. Procrastination is a form of self-management failure and is very common among adolescents, especially in educational contexts [2]. If this behavior is allowed to persist, it can decrease motivation, weaken discipline, and impact academic achievement and religiosity, including Quran memorization. In Islam, procrastination is strongly discouraged. The Prophet Muhammad (peace be upon him) reminded his followers not to procrastinate on tasks that can be done immediately. In a hadith, he said:

"If you are in the evening, then do not wait for the morning. If you are in the morning, then do not wait for the evening. Take advantage of your health before your illness, and your life before your death." (Narrated by Al-Bukhari, No. 6416) [3]. This hadith emphasizes the importance of making the best use of time, as it is a limited resource that cannot be regenerated. This is particularly relevant in the context of memorization of the Quran, where effective use of time is key to successful memorization of the Quran.

Furthermore, good time management is inversely related to the tendency of procrastination in students. Initial observations conducted by researchers at SMP IT Luqmanul Hakim Sunggal showed that only about 30% of female students managed to achieve the predetermined memorization targets. Through interviews with the vice principal for curriculum and analysis of memorization achievement data, it was identified that female students experienced difficulties in memorization consistency, which is suspected to be related to poor time management and physical and mental endurance. This phenomenon indicates the need for deeper research into the factors causing procrastination in the context of tahfidz education.

Based on the explanation above, this study focused on determining the effect of endurance and time management on procrastination in memorizing the Quran among female students at SMP IT Luqmanul Hakim Sunggal. The results of this study are expected to contribute to the development of more effective strategies for memorizing the Quran and serve as evaluation material in efforts to improve the quality of memorization and discipline in managing students' time.

The urgency of this research lies in its role as a steward of the preservation of the tradition of Quran memorization among Muslim youth. Given the complex challenges of the digital era, where distractions increase exponentially, the absence of a data-driven strategy will bury the next generation of memorizers in a quagmire of systematic procrastination. The research findings are not merely academic documents, but rather a manifesto for action to save the legacy of divine knowledge from the dangers of procrastination that erode consistency. At this point, this research stands as a beacon transforming pedagogical anxiety into a roadmap for enlightenment.

This study was conducted with the primary objective of revealing the extent to which physical-mental resilience (endurance) and time management skills influence the tendency to delay memorizing the Qur'an among female students of SMP IT Luqmanul Hakim, while simultaneously identifying the dominant factors behind this

procrastination phenomenon. Its crucial benefits are realized in three real transformations: 1), for educational institutions, these findings serve as a basis for developing mental resilience training programs and specific time management designs that are integrated with spiritual values, such as the integration of the Pomodoro Syar'i technique in memorization schedules. 2), this study triggers a paradigm shift from a conventional disciplinary approach to a holistic solution that involves families and school communities in breaking the cycle of procrastination.

RESEARCH METHOD

This study employs a quantitative approach, where data is processed and analyzed statistically to test previously formulated hypotheses. The goal is to interpret the analysis results to draw valid conclusions. The population in this study includes all 99 female students of SMP IT Luqmanul Hakim, as they constitute the focus group with specific characteristics studied. To determine the sample, the researcher used the Slovin formula, resulting in 50 respondents who would represent the population.

Three main variables were operationalized in this study. Procrastination in Memorizing the Qur'an (Y) is defined as the tendency of female students to postpone the activity of memorizing the Qur'an according to schedule, causing delays in achieving memorization targets. Endurance (X1) refers to the ability of female students to maintain consistency and enthusiasm in facing challenges such as fatigue or boredom during memorization. Meanwhile, Time Management (X2) is the ability of female students to manage time effectively for memorization, including making schedules, setting priorities, and minimizing distractions.

Prior to data analysis, the research instrument underwent a series of tests. Validity testing ensured the instrument was capable of measuring the intended aspects by comparing the calculated *r* value with the table *r* value; the instrument was declared valid if the calculated *r* value was greater than a certain critical value. Reliability testing used Cronbach's Alpha to measure the consistency of the measuring instrument; the instrument was considered reliable if the Alpha coefficient exceeded 0.6, indicating a high correlation between the questionnaire items.

Next, the Analysis Prerequisite Test is performed. The Normality Test using the Kolmogorov-Smirnov method determines the data distribution; data is considered normal if the significance is above 0.05. The Linearity Test verifies the linear relationship between the independent variables (X1 and X2) and the dependent variable (Y), with the decision based on the significance of the Deviation from Linearity or the comparison of *F* values.

The Hypothesis Testing stage involves two methods. Product Moment Correlation Analysis measures the presence/absence, strength, and direction of a linear relationship between variables. Multiple Regression Analysis (with the formula $Y = a + b_1X_1 + b_2X_2$) tests the simultaneous and partial effects of Endurance and Time Management on Quran Memorization Procrastination. Finally, the Coefficient of Determination (R^2) evaluates

the extent to which the independent variables explain variation in the dependent variable, where a value close to 1 indicates high predictive ability.

RESULTS AND DISCUSSION

Instrument testing involved 50 female students of SMP IT Luqmanul Hakim to evaluate the validity and reliability of the questionnaire. In the validity test, the endurance variable showed 17 out of 20 valid items (3 failed), time management 14 out of 16 valid items (2 failed), and procrastination of memorizing the Quran 13 out of 16 valid items (3 failed). This decision was based on the calculated r value which was higher than the critical limit of 0.361, confirming that all retained questionnaire items were able to measure the variable constructs accurately. Furthermore, the reliability test using Cronbach's Alpha produced values of 0.796 for endurance, 0.831 for time management, and 0.694 for procrastination. All of these values exceeded the threshold of 0.6, indicating strong internal consistency and making the instrument suitable for use in further analysis.

Prerequisite analysis includes normality and linearity tests. The normality test using the Kolmogorov-Smirnov method yielded a significance value of 0.200 for all three variables (endurance, time management, and procrastination). This value is well above the 0.05 threshold, indicating that the data are normally distributed and meet the requirements for parametric analysis. Meanwhile, the linearity test proved a significant linear relationship between the independent and dependent variables. The results showed a significance of 0.619 for the endurance-procrastination relationship and 0.430 for time management-procrastination, both greater than 0.05. These findings strengthen the suitability of the regression model for testing the influence between variables.

The respondent profile is depicted through the distribution of questionnaire scores: Endurance: 80% of the students (40 students) were in the moderate category, while 20% (10 students) were in the high category. This indicates that the majority of students have sufficient endurance to face the challenges of memorizing the Quran, although only a small number reached the optimal level. Time Management: A similar pattern was observed, with 80% of female students (40 students) categorized as moderate and 20% (10 students) as high. This means that most are able to manage their time quite effectively, although there is still room for improvement. Procrastination in Quran Memorization: 52% of female students (26 students) were in the high category of procrastination behavior, while 48% (24 students) were in the moderate category. This figure reveals a significant tendency for female students to delay memorization activities, which has the potential to hinder achievement of targets.

Through Product Moment correlation analysis, a weak but statistically significant negative relationship was found between endurance and procrastination ($r = -0.123$; $p = 0.000$) and between time management and procrastination ($r = -0.141$; $p = 0.000$). The negative values confirm that increasing endurance and time management skills can

reduce procrastination, although the effect is not strong. Furthermore, multiple regression testing yielded the following equation: $Y = 38.531 - 0.060X_1 - 0.090X_2$.

Both independent variables significantly influenced procrastination (endurance: $p = 0.001$; time management: $p = 0.000$). The negative coefficients (-0.060 and -0.090) confirmed that a one-unit increase in endurance or time management would decrease the level of procrastination.

The R^2 value of 0.025 reveals that the endurance and time management variables only explain 2.5 % of the variation in Quran memorization procrastination. The remaining 97.5% is influenced by external factors outside the model, such as self-efficacy, emotional regulation, family support, or environmental motivation. This low contribution implies that although both variables are significant, their role is not dominant. Further research needs to include other psychological and social variables to gain a more holistic understanding of the triggers of procrastination.

Although endurance and time management were statistically proven to reduce procrastination, their effects were very limited. The majority of female students were at moderate levels for both independent variables, while high levels of procrastination remained prevalent. These findings underscore the need for multidimensional interventions addressing not only endurance and time management but also other factors such as intrinsic motivation or systemic support to effectively reduce procrastination in memorizing the Quran.

Procrastination is the behavior of delaying or avoiding completing tasks that should be done, even though the individual is aware that such delay will have a negative impact on them. In an academic context, procrastination often occurs when students postpone studying, completing assignments, or preparing for exams until the deadline approaches.

Several previous studies have shown that procrastination is significantly influenced by various internal factors, including endurance and time management. Endurance, both physical and mental, allows a person to persist through the pressure, fatigue, and boredom that arise during the learning and memorization process.

Procrastination often arises from a fear of failure, perfectionism, or a lack of intrinsic motivation. Individuals with procrastination tendencies tend to avoid challenging or stressful tasks, preferring activities that provide immediate comfort. Procrastination isn't solely about time; it also reflects difficulty managing emotions, perfectionism, and fear of failure. Chronic procrastination can impact productivity, hinder goal achievement, and lead to stress and low self-esteem. [4] added that procrastination often occurs as an avoidance mechanism for tasks that cause stress or anxiety.

According to [5], endurance reflects physical fitness, which plays a role in maintaining energy and enthusiasm for learning. On the other hand, time management is a crucial skill in organizing daily activities. Someone with good time management skills will be able to schedule study, rest, and other activities in a balanced and focused manner.

Endurance, in the context of this research, refers to physical and mental endurance, relating to a person's ability to maintain performance and consistency over a period of

time, particularly during learning processes or cognitive activities such as memorization. Endurance extends beyond physical fitness to resilience in the face of stress, fatigue, and maintaining motivation and focus while learning.

Endurance is a component of physical fitness that plays a crucial role in maintaining energy and enthusiasm for learning. A person with good endurance will be able to persist in learning activities for longer periods without experiencing excessive fatigue [5]. Harsono stated that endurance is a person's ability to use their body effectively and efficiently for a relatively long period of time without experiencing excessive fatigue. In an educational context, endurance is needed to maintain concentration, maintain learning performance, and complete academic tasks consistently.

Endurance can be defined as the body's ability to work for long periods and recover quickly after activity. In education, endurance can impact the quality and sustainability of students' learning activities, particularly in activities that require sustained attention and effort, such as memorizing the Quran. Sukadiyanto and Muhadi classify endurance into two parts, namely: Endurance, which relates to the body's ability to work for long periods, for example during light to moderate exercise. Endurance, which refers more to the ability to maintain performance in certain activities, including mental and academic activities [6].

Time management is a person's ability to plan, organize and control time effectively and efficiently to complete various activities according to priorities. In the context of education, time management is very important so that students can balance between studying, resting, and other activities without neglecting any of these important aspects. According to David A. Whetten and Kim S. Cameron, time management is the process of planning and controlling the time spent on specific activities to make them more effective and efficient. Good time management allows individuals to avoid wasting time, reduce stress, and increase productivity and goal achievement.

In the student context, time management is key to academic success. Inability to manage study time can lead to a backlog of assignments, stress, and procrastination, all of which negatively impact academic achievement [7]. Time management is a crucial skill that enables individuals to allocate their time wisely, according to priorities. In education, this ability significantly impacts learning effectiveness and academic success. Students who manage their time effectively tend to perform more consistently and are more organized, and avoid the stress of procrastination.

The four main aspects of time management are: goal setting, task prioritization, scheduling, and perceived control over time. Individuals with good time management skills tend to be better able to balance study, rest, and other activities in an organized manner. Students with good time management skills demonstrate higher academic achievement because they are able to avoid procrastination and maximize the time they have [7].

Based on theoretical studies and various previous research findings, it can be concluded that time management is a crucial skill that significantly influences the

effectiveness of the learning process and academic achievement. Individuals with good time management skills tend to be able to organize schedules in a structured manner, prioritize tasks appropriately, and avoid detrimental procrastination. In the context of education, optimal time management allows students to maintain a balance between studying, resting, and social activities, thereby increasing productivity, reducing stress, and helping to achieve maximum learning outcomes.

Study This explore dynamics frequent critical neglected in religious education: interaction complex between mental endurance, capacity management time (time management), and phenomenon procrastination in memorizing the Qur'an. Analysis quantitative disclose that although second variables independent show influence significant in a way statistics to decline procrastination ($\beta_{\text{endurance}} = -0.060, p = 0.001$; $\beta_{\text{time management}} = -0.090, p = 0.000$), its contribution in a way practical very limited. Coefficient determination $R^2 = 0.025$ confirms that only 2.5% variance procrastination that can explained by this model, while the remaining 97.5% depends on factors external like efficacy self, regulation emotional, support social, and spiritual environment. Findings This invite discussion deep with research leading, good national and international, for contextualize the implications in a way holistic.

In Procrastination and Cognitive Load Theory study [8], procrastination academic reviewed as consequence from burden cognitive that is not managed. Studies This highlight analogy interesting : as burden cognitive in mathematics trigger avoidance, repetition memorizing the Qur'an too create tahfizh -specific cognitive load that is unique. Research Klingsieck explain Why management time conventional failed at SMP IT Luqmanul Hakim: without integration sharia-compliant mental breaks techniques (such as Rest short For prayer sunnah), the time-blocking method is actually make things worse mental fatigue. Findings This in harmony with research [9] in Educational Psychology, which proves that effectiveness management time depends on perception activity – if memorization considered as a spiritual duty not a spiritual joy, then approach technical will lost its potential.

Temporary that, study experimental [10] at Tel Aviv University revealed correlation more strong between endurance and decline procrastination academic ($R^2 = 0.31$). Difference significant with results study this ($R^2 = 0.025$) can explained through lens cultural. In Israeli context, training mental resilience integrates technique neurofeedback based technology, while in the environment Indonesian Islamic boarding schools, factors spiritual values such as trust And Be patient often Not yet quantified in instrument research. [11] meta- analysis in Psychological Bulletin strengthens argument this : " The effectiveness of endurance in reduce delay very depends on context socio-religious that frames it ".

More next, place 97.5% variant procrastination outside the model in line with Self-Determination Theory Ryan & Deci. On female students Luqmanul Hakim, needs psychological basis – autonomy (independence) in arrange method memorization), competence (confidence capable meet targets), and relatedness (support emotional from

female teacher And friends)— it turns out more determine than just resilience physical. This is strengthened by [12] study in the International Journal of Islamic Studies, where support community (halaqah) contributed 41% of the variance consistency memorization on students Turkey.

In treasury study national, study [13] in Journal Indonesian Islamic Education identifies sharia time management as anti- procrastination key : "Students who look at time as trust divine (trust) Divine) shows level procrastination 37% more low". This explain why at Luqmanul Hakim IT Middle School with burden curriculum double (national and tahfizh) management time technical without internalization mark monotheism become not adequate. Research [14] in Journal Tahfizh Indonesia also proves it design timetable circadian rhythm- based results decline procrastination up to 40%, measurable through implementation of "Halaqah" Fajr " (group memorization after prayer Dawn).

Related mental resilience, study [15] in Journal Islamic psychology distinguishes between physical endurance and spiritual. Majority female students Luqmanul Hakim (80%) is at the moderate level, because training during This focus on Power stand physique through discipline Sleep And nutrition, without involving riyadhah spirituality like exercise muraqabah (meditation) Islamic) or dhikr For facing hiss al- malāl (feeling tired existential). Approach partial This rooted on findings [16]: At the Al- Falah Islamic Boarding School in Bogor, spiritual endurance was found to be 3.2 times higher effective rather than training physique in ward off delay memorization.

Factor the environment is also proven crucial. Research Setiawan & Anwar in Journal Management Islamic Education documents influence noise (>45 dB) against improvement procrastination memorization as much as 3.7 times. In Luqmanul Hakim, the lack of quiet zones and room muraja'ah private affirm findings this. More in again, journal Taqdim : Islamic Psychology [17] reveals that 68% of delays memorization sourced from qillat al- thiqqah bi an- nafs (low efficacy self), not weakness management time.

Discussion

Discussion This highlight need urge will be a tripartite model that integrates: Approach Neuroscience: Islamic CBT- based endurance training, such as technique breathing synchronized diaphragm with repetition Asmaul Husna use increase resilience focus. restructuring Ecological : Design environment memorization with zone acoustic special (<40 dB), as recommended Ismail after studies comparative in five country Muslims. Spiritual Technology : Development AI -based Qur'an Flow application for monitor vocal stress when recitation And give recommendation Rest automatic.

Limitations of the endurance management model time must Also trigger redefinition procrastination memorization No as a failure of discipline, but rather a symptom of spiritual disconnection. Results study This support construct Ta'wil al- Mu'awwiqat (interpretation inhibitor) in Islamic psychology, where intervention

validation emotional And counseling self-reflection naqiyyah (introspection) soul) becomes key reverse cycle delay.

There is two vector strategic: Longitudinal Study : Exploration pattern epigenetics with measure BDNF (brain-derived neurotrophic factor) gene expression in memorizer with high endurance using portable fMRI, in order to map waves biological from spiritual training. Innovation Technology : Digital nudging research through device detection synchronized biofeedback emotions with memorization platform interactive.

Collaboration findings quantitative with hereditary global- local scientific This not only confirm complexity procrastination tahfizh, but Also give map road revolutionary: combining knowledge nerves, engineering environment, and Islamic psychospirituality in general synergistic. On point meeting this is education memorization can transform self from approach ad hoc become ecosystem holistic learning no only economical time, but also rich in meaning.

CONCLUSION

Fundamental Finding : Endurance (physical and mental endurance) and time management have a significant negative influence on procrastination in memorizing the Qur'an in female students at Luqmanul Hakim Islamic Middle School. This means that increasing resilience and time management skills can reduce the tendency to procrastinate on memorization activities. However, the influence of these two variables is relatively weak, as indicated by a coefficient of determination (R^2) of 0.025, revealing that only 2.5% of the variation in procrastination is explained by these factors. The majority (97.5%) actually comes from variables outside the model, such as self-efficacy, emotional regulation, or external motivational support. The respondent profile confirms this finding: the majority of female students (80%) had moderate levels of endurance and time management, while only 20% achieved high levels. Conversely, 52% of female students demonstrated high levels of rote procrastination. This indicates that a lack of mastery of mental resilience and time management skills contributes to the prevalence of procrastination. **Implication :** This study suggests that schools and tahfidz instructors focus more on fostering students' endurance and time management skills in a structured and ongoing manner. Students should also be encouraged to be more disciplined in managing their time and maintaining their enthusiasm for memorization to minimize procrastination. Therefore, interventions to increase endurance (through mental toughness training) and time management (through creating a structured schedule) are crucial. However, these strategies need to be reinforced with a holistic approach that encompasses psychosocial factors such as strengthening intrinsic motivation, family support, and spiritual guidance to make efforts to reduce procrastination and achieve Quran memorization goals more effective and sustainable. **Limitation :** However, the influence of these two variables is relatively weak, as indicated by a coefficient of determination (R^2) of 0.025, revealing that only 2.5% of the variation in procrastination is explained by these factors. The majority (97.5%) actually comes from variables outside

the model, such as self-efficacy, emotional regulation, or external motivational support.

Future Research : For further research, it is recommended to add other variables such as self-efficacy or motivational support to gain a more in-depth understanding of the factors influencing procrastination in Quran memorization.

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