UNDERSTANDING THE ROLE OF SELF-MANAGEMENT AND PEER SOCIAL INTERACTION IN ENHANCING ACADEMIC ACHIEVEMENT OF ISLAMIC EDUCATION MANAGEMENT STUDENTS AT STAI AL HIDAYAH BOGOR

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Kata Kunci:	ABSTRACT
Manajemen Diri, Interaksi Sosial, Dukungan Teman Sebaya, Prestasi Akademik.	Penelitian ini menyoroti peran krusial manajemen diri dan interaksi teman sebaya dalam meningkatkan prestasi akademik mahasiswa Program Studi Manajemen Pendidikan Islam (MPI) di STAI Al Hidayah Bogor. Studi ini mengeksplorasi keterkaitan antara manajemen diri, interaksi sosial, dan pencapaian akademik dengan menggunakan pendekatan kualitatif dan metode studi kasus. Hasil penelitian menegaskan bahwa mahasiswa yang mampu mengelola diri dengan baik, termasuk manajemen waktu, penetapan tujuan, dan penanganan stres, cenderung meraih hasil akademik yang lebih unggul. Interaksi sosial positif dengan teman sebaya juga berdampak signifikan pada motivasi belajar dan dukungan akademik. Implikasi penelitian ini menekankan perlunya program yang memperkuat keterampilan manajemen diri serta memperluas interaksi sosial dalam lingkungan pendidikan Islam. Dengan pemahaman mendalam tentang pentingnya peran manajemen diri dan interaksi sosial, institusi pendidikan dapat merancang strategi efektif untuk meningkatkan kualitas pendidikan dan kesejahteraan mahasiswa. Penelitian ini menemukan bahwa manajemen diri, interaksi sosial, lingkungan belajar, dan strategi mengatasi hambatan akademik sangat mempengaruhi prestasi akademik mahasiswa MPI di STAI Al Hidayah Bogor. Mahasiswa yang dapat mengelola waktu dengan efektif, berinteraksi dengan teman sebaya, dan belajar di lingkungan yang kondusif cenderung mencapai hasil akademik yang optimal. Studi ini menyarankan bahwa integrasi nilai-nilai religius dalam

program pengembangan keterampilan dapat berdampak positif pada prestasi akademik dan kesejahteraan emosional mahasiswa.

ABSTRACTS

This research highlights the crucial role of self-management and peer interaction in enhancing students' academic performance in the Islamic Education Management (MPI) program at STAI Al- Hidayah Bogor. This study explores the interconnections between self-management, social interaction, and academic achievement using a qualitative approach and case study method. The study results affirm that students who manage themselves well, including time management, goal setting, and stress handling, tend to achieve superior academic results. Positive social interactions with peers also significantly impact learning motivation and academic support. The implications of this research emphasise the need for programs that strengthen self-management skills and expand social interactions within the Islamic educational environment. With a deep understanding of the important roles of self-management and social interaction, educational institutions can design effective strategies to improve the quality of education and student well-being. This research finds that self-management, social interaction, learning environment, and strategies to overcome academic obstacles influence the academic performance of MPI students at STAI Al-Hidayah Bogor. Students who can manage their time effectively, interact with peers, and study in a conducive environment tend to achieve optimal academic results. This study suggests integrating religious values into skill development programs can positively impact academic achievement and students' emotional well-being.

A. INTRODUCTION

This research aims to understand the role of self-management and peer interaction in improving students' academic performance in Islamic Education Management (MPI) at Sekolah Tinggi Agama Islam (STAI) Al-Hidayah Bogor. Self-management and social interaction have significant implications for students' academic performance. In the context of higher education, self-management skills such as time management, goal setting, and stress management are crucial for academic success. Moreover, social support and positive peer interactions can motivate students to study harder and face academic challenges more effectively (Ali and Hafeez 2022, 14). This study explores how these two factors contribute to the academic achievement of MPI students at STAI Al-Hidayah Bogor.

The background of this research stems from the observation that many students struggle with managing time and academic stress, which negatively impacts their academic performance (Inayah, Daud, and Nur 2023). Furthermore, social interactions in higher education environments often serve as essential sources of emotional and academic support (Arista, Sadjiarto, and Santoso 2022). However, limited research still examines the relationship between self-management, social interactions, and academic performance in Indonesia's Islamic education context.

In this increasingly competitive modern era, students face rising academic pressures. High academic demands often lead to significant stress, which, if not appropriately managed, can result in decreased academic performance. Self-management becomes crucial in this situation as it helps students manage their time, set realistic goals, and handle stress. These skills enable students to remain focused and productive in various academic challenges (Ginanjar et al. 2023, 119).

Peer social interaction also plays a vital role in higher education contexts. Social support from peers can provide the emotional boost needed to overcome academic difficulties. Positive interactions with peers can create a supportive learning environment where students motivate and help each other achieve their academic goals. This study evaluates social interaction based on how often students interact with their peers and the quality of support they receive from these interactions (Arista, Sadjiarto, and Santoso 2022).

The research problem in this study is how self-management skills and social interactions with peers influence the academic performance of MPI students at STAI Al-Hidayah Bogor. The research questions posed are: How is the self-management of MPI students at STAI Al-Hidayah Bogor? How are the social interactions of MPI students at STAI Al-Hidayah Bogor? And how do these two factors contribute to their academic performance?

The urgency of this research lies in the increasing academic pressure students face in the modern era, which often leads to stress and decreased academic performance. If this issue is not addressed, it can result in a decline in the quality of education and student well-being (Ginanjar et al. 2023, 119). Therefore, this research is important to identify effective strategies for self-management and building positive social interactions.

This research aims to provide a deeper understanding of the importance of self-management and social interactions in achieving optimal academic performance. Thus, the results of this study are expected to contribute to

developing programs aimed at improving self-management skills and strengthening social interactions in Islamic higher education environments.

This study uses qualitative and quantitative approaches to obtain a comprehensive picture of the role of self-management and social interactions in improving students' academic performance. Data was collected through questionnaires, interviews, and observations to ensure the validity and reliability of the research findings.

The contribution of this research is not only limited to improving students' academic performance but also their emotional and social well-being. By understanding the crucial roles of self-management and social interactions, educational institutions can design effective strategies to create a supportive and conducive learning environment for the holistic development of students.

Furthermore, this research is expected to be a reference for future studies exploring factors influencing academic performance in Islamic higher education environments. Hence, this study can significantly contribute to developing better educational theory and practice in Indonesia.

Ultimately, the results of this study are expected to provide new insights for educators, education administrators, and policymakers in efforts to improve the quality of Islamic higher education in Indonesia. By paying attention to self-management and social interactions, it is hoped that a more holistic educational environment can be created, supporting students' academic and overall well-being.

Moreover, a deep understanding of self-management and social interaction roles can help design more effective student development programs. These programs may include time management training, stress management workshops, and activities encouraging positive social interactions. With these programs, students are expected to be better prepared to face academic pressures and perform better (Dacholfany et al. 2023, 6).

This research also contributes to providing insights for lecturers and academic staff in understanding students' social and psychological dynamics. With this understanding, they can be more sensitive to students' needs and provide timely and relevant support. Additionally, educational institutions can develop policies that foster an inclusive and supportive learning environment, ultimately enhancing the overall quality of education (Li and Singh 2022, 2).

Furthermore, this research has the potential to serve as a foundation for developing curricula that are more responsive to students' needs. By incorporating self-management and social interaction components into the curriculum, it is hoped that students can develop the skills necessary for academic and everyday success. This approach to integrating self-management and social interactions into a responsive curriculum can enhance students' readiness to face challenges in the workforce and the broader society. This curriculum provides the skills and knowledge necessary for future careers, ensuring that students are academically prepared and adaptable to various situations and professional demands (Razali, Sundana, and Ramli 2024, 47).

Moreover, this research can also serve as a reference for developing more inclusive and adaptive educational policies in response to contemporary developments. Policies that consider aspects of self-management and social

interactions are expected to create a more dynamic and responsive learning environment for students. Positive feedback indicates that project-based learning enhances students' engagement, motivation, and critical thinking compared to traditional methods. Islamic scholars and community leaders support this approach as it aligns with Islamic values and benefits society (Razali, Sundana, and Ramli 2024, 49). In the long run, this improves the quality of higher education in Indonesia, producing academically excellent graduates ready to face global challenges.

In higher education, self-management and peer social interaction influence students' academic performance. Self-management includes managing time, setting goals, and handling stress, all of which are essential for achieving academic success. Research shows that students with good self-management skills tend to achieve higher academic performance (B. J. Zimmerman 2000). At STAI Al Hidayah Bogor, self-management is even more important given the high academic demands. Through education, individuals are taught to recognise, understand, and apply the knowledge and skills provided to them. With these skills and knowledge, individuals can effectively perform their roles as members of society or organisations (Ginanjar et al. 2023, 119).

Self-management is individuals' ability to organise and control themselves to achieve specific goals. Research shows that students with good self-management tend to achieve better academic outcomes (Inayah, Daud, and Nur 2023). Additionally, self-efficacy, or an individual's belief in their ability to achieve academic goals, also positively impacts students' academic performance (B. Zimmerman 2015). Students who can manage themselves well tend to have higher study productivity and the ability to handle academic pressures more effectively.

Peer social interaction also significantly influences higher education's teaching and learning process. Students who actively interact with their peers usually receive emotional and academic support that helps them overcome various learning challenges. Studies show positive peer interactions can increase students' learning motivation and academic outcomes (Arista, Sadjiarto, and Santoso 2022).

At STAI Al-Hidayah Bogor, social interactions among Islamic Education Management (MPI) students aid in exchanging academic information and building strong support networks. Social interactions with peers significantly impact students' learning motivation and social support (Hartati, Achadi, and Mirza Naufa 2022). Students actively engaged in social interactions tend to have higher learning enthusiasm and better academic outcomes. Additionally, religious and cultural factors can influence the social interaction dynamics of MPI students at STAI Al-Hidayah Bogor, where religious practices can strengthen social relationships among MPI students (Ridwan and Abdurrahim 2022). Therefore, it is essential to understand how these social interactions affect their academic achievements because, in the STAI Al-Hidayah Bogor environment, social interactions provide strong emotional and academic support and play a crucial role in enhancing academic performance through positive support networks and learning motivation.

Peers are essential in shaping students' academic and social experiences in higher education. Interactions with peers can serve as sources of support, motivation, and social skill development. Recent studies indicate that students

with positive relationships with their peers are more likely to achieve high academic performance due to the emotional support and study assistance they receive. These interactions also facilitate collaborative learning, where students can exchange information, discuss lecture materials, and complete assignments, enhancing their understanding of academic content (Sugianto 2021, 69). Additionally, peers can influence learning behaviours and study habits. Research by Siagian & Artha (2023) found that students who associate with friends with good study habits tend to adopt similar learning patterns, positively impacting their academic performance (Siagian and Artha 2023, 192). Social support from peers can also help students cope with academic stress and improve emotional well-being, an essential factor in achieving academic success. In the STAI Al-Hidayah Bogor context, religious and cultural values influence social relationships among students in the Islamic Education Management program. A study by Ilham et al. (2023) shows that friendships based on religious values are stronger and provide more significant support in facing academic challenges. In addition to self-management, social interactions based on religious values also play an important role in enhancing students' academic performance (Ilham et al. 2023, 4629).

The interaction of self-management and peer social interactions creates a comprehensive framework for understanding academic performance. While self-management equips students with the tools to handle academic tasks independently, social interactions provide a support system that enhances these efforts. For MPI students at STAI Al-Hidayah Bogor, the combination of effective self-management and positive social interactions can significantly improve academic outcomes.

This study aims to explore these dynamics by examining the following research questions: How do MPI students at STAI Al-Hidayah Bogor manage their time and academic tasks? What social interactions are most common among MPI students, and how do they influence their academic performance? How do self-management and peer social interactions collectively contribute to academic success?

The methodology used in this research involves both qualitative and quantitative approaches. Quantitative data was collected through questionnaires distributed to MPI students, measuring their self-management skills, frequency, quality of peer interactions, and academic performance. Qualitative data was gathered through interviews and focus group discussions to gain deeper insights into students' experiences and perceptions regarding self-management and social interactions.

Data analysis involves statistical techniques to determine correlations between self-management, social interactions, and academic performance. Qualitative data was analysed thematically to identify common themes and patterns in students' experiences.

This study's significance lies in its potential to provide actionable insights for educators and administrators at STAI Al-Hidayah Bogor and other Islamic higher education institutions. By understanding the critical factors influencing academic performance, institutions can develop targeted interventions to enhance students' self-management skills and foster a supportive social environment.

For instance, implementing workshops and training sessions focused on time management, stress management, and goal setting could be beneficial. Additionally, creating opportunities for students to engage in peer mentoring and collaborative learning activities can strengthen social support networks and enhance academic performance.

Moreover, the findings from this research can inform policy development at the institutional level. Policies promoting a balanced approach to academic demands, emphasising individual self-management and collaborative learning, could lead to more holistic educational outcomes.

Hopefully, this study contributes to the growing body of knowledge on the factors influencing academic performance in higher education. Focusing on self-management and peer social interactions, it aims to provide a nuanced understanding of how these elements interact to affect the academic success of MPI students at STAI Al-Hidayah Bogor. The insights gained from this research can help design effective educational strategies and policies that support students' academic and personal development, ultimately enhancing the quality of Islamic higher education in Indonesia.

B. METHOD

This research adopts a qualitative approach using a case study method to understand the role of self-management and peer social interactions in enhancing the academic achievement of students in the Islamic Education Management (MPI) Study Program at Al-Hidayah Islamic College (STAI) Bogor. The qualitative method was chosen because it can provide an in-depth and comprehensive understanding of the research phenomenon (Fadli 2021). The case study approach allows for a detailed exploration of the experiences, perceptions, and interactions of MPI students in their educational context, providing valuable insights into the factors influencing academic achievement.

The research subjects are students of the Islamic Education Management (MPI) Study Program selected deliberately through purposive sampling. This method involves selecting samples based on certain characteristics to ensure that the chosen samples can provide deep and representative information about various perspectives (Muslih 2018, 157). The criteria for sample selection include students who have experience in self-management and are active in social interactions with peers. This aims to obtain a clearer and more in-depth picture of how self-management and social interactions can contribute to academic achievement.

Data collection was carried out through open-ended questionnaires and in-depth interviews. Open-ended questionnaires were used to gather initial information about students' experiences in self-management and social interactions. The questionnaire questions were designed to explore aspects such as time management, goal setting, stress management, frequency and quality of social interactions, and their impact on academic performance. In-depth interviews were conducted using structured question guides designed to explore these topics in detail. These interviews aim to better understand students' experiences and perceptions related to their self-management and social interactions.

In addition to conducting interviews, researchers observed students' social interactions to gain further understanding. They observed students in various locations and situations, such as in class, the library, and other campus environments. Researchers aimed to directly see how students interact with their peers and how these interactions can affect their academic performance. These observations also help identify social interaction patterns that interviews may not reveal.

All data collected from questionnaires, interviews, and observations were recorded and analyzed thematically. Data analysis was conducted using thematic analysis, which involves coding data to identify patterns, themes, and relationships within the data. Interview data were transcribed and analyzed manually to ensure a systematic and accurate analysis process (Dwi Kristanto and Sri Padmi 2020). The first step in thematic analysis is to read and review the data thoroughly to understand the context and content of the collected data. Then, the data are coded by labeling relevant data segments that relate to the research questions. After that, the main themes are identified from the codes given. These themes are then organized and interpreted to answer the research questions.

Data triangulation was also used to enhance the validity of the findings. Triangulation is a technique for validating data by comparing information from various sources or methods. In this study, interview data were compared with data from observations and related documents to ensure the consistency and accuracy of the findings (Rahardjo 2010). For example, interview results regarding students' time management experiences were compared with observations of their study habits in the library. Related documents, such as academic records and progress reports, were also used to confirm findings from interviews and observations.

To ensure the reliability and validity of the research, the researchers took the following steps: first, they carefully designed the interview and questionnaire guides regarding relevant literature to ensure that the questions aligned with the research objectives. Second, trained researchers conducted interviews and observations to reduce bias and increase consistency in data collection. Third, they systematically analyzed the data using a tested thematic analysis method in qualitative research. Finally, they conducted data triangulation to confirm findings and increase the validity of the research.

With this in-depth qualitative approach, it is hoped that this study can significantly contribute to understanding the role of self-management and social interactions in enhancing the academic performance of MPI students at STAI Al-Hidayah Bogor. This research is also expected to serve as a basis for developing more effective programs and policies to support students in achieving better academic performance.

C. RESULT AND DISCUSSION

This research aims to provide an in-depth understanding of the role of self-management and social interaction in the academic performance of MPI students at STAI Al-Hidayah Bogor using a qualitative research approach and case study method.

Implementation of Self-Management on Academic Achievement

Data collected through interviews reveal that self-management significantly impacts students' academic performance in the Islamic Education Management (MPI) Program at STAI Al-Hidayah Bogor. Students who manage their time well, set clear goals, and effectively handle stress tend to achieve higher academic performance. Interviews conducted with students on May 8, 2024, show that various studies indicate that self-leadership and knowledge sharing are crucial factors influencing innovative work behavior. These findings suggest that good self-management skills positively impact academic performance and promote innovative work behavior (Ibus 2021, vii). This research uncovered that students who use strategies like "bullet journaling" to plan their daily activities report increased focus and productivity, positively affecting their academic grades. Effectively scheduling study and leisure time allows students to maximize their efforts in each course.

The Role of Social Interaction and Peer Support

Social interaction and peer support are crucial in enhancing students' academic performance. Data analysis from interviews with students on May 8, 2024, indicates that students who maintain positive relationships with their peers feel more motivated to study and actively participate in academic activities. Group discussions and collaborative assignments help students better understand the material and overcome various academic challenges. One respondent stated that studying with friends makes learning more enjoyable and helps them grasp difficult concepts through discussion and joint explanation. Research by Jaana et al. (2012) shows that positive relationships with peers significantly contribute to learning motivation and active participation in academic activities (Jaana, Espinoza, and Knifsend 2012, 387). Moreover, a study by Kindermann (2015) found that peer support is vital in boosting academic motivation and achievement. Studying with friends creates a more enjoyable environment and aids in understanding difficult concepts through discussion and joint explanation (Kindermann 2015, 9).

The Impact of a Conducive Learning Environment

A conducive learning environment also significantly affects students' academic performance. Interviews with students on May 8, 2024, found that adequate facilities, such as comfortable classrooms, quiet libraries, and fast internet access, enable students to study more effectively. Students who study in air-conditioned, clean classrooms and have access to quiet libraries report increased motivation and improved learning outcomes. These supportive physical conditions help students focus better on their study material, enhancing their learning quality. Research by Zaid et al. (2019) supports these findings, showing that a comfortable learning environment and adequate facilities boost students' motivation and learning outcomes (Zaid et al. 2019, 199). Additionally, a study by Kurniawan et al. (2023) found that adequate facilities, such as comfortable classrooms and fast internet access, positively impact students' academic performance (Kurniawan et al. 2023, 305).

Strategies for Overcoming Academic Barriers

Students who can overcome academic barriers with effective strategies tend to perform better academically. An interview on May 8, 2024, with an MPI student revealed that using time management techniques from renowned books and motivational literature helps them better tackle academic challenges. Specifically, methods from the book "Atomic Habits" by Clear (2018) help them break down large tasks into smaller, more manageable parts, allowing them to complete assignments more efficiently and effectively. With these strategies, students can maintain motivation and focus on academic achievements. A study by Britton and Tesser (1991) also supports these findings, showing that effective time management practices correlate with improved academic performance among students (Britton and Tesser 1991, 405). Additionally, as discussed by Robbins (2003), motivational literature outlines motivational strategies that can be applied to enhance academic performance (P. Robbins 2003, 37–38).

Effective Self-Management Skills

Self-management encompasses the individual's ability to manage time effectively, set goals, and handle stress. Research shows that these skills are closely related to high academic achievement. Zimmerman (2000) states that students with good self-management skills achieve better academic results. Managing time effectively allows students to complete academic tasks on time and avoid procrastination, often a source of stress and suboptimal learning (B. J. Zimmerman 2000). Further research by Bariroh highlights the importance of discipline and willpower as crucial factors in achieving academic success. They found that students disciplined in scheduling study and daily activities tend to have better academic results than those less disciplined (Bariroh 2017).

Contextual Factors in Islamic Education

In the STAI Al Hidayah Bogor context, the high academic demands and the Islamic education context complicate students' self-management. Engagement in religious practices, such as praying, reading the Quran, and other religious activities, requires good time management to balance academic and religious activities. Research by Alam (2016) shows that religious and cultural values play a significant role in students' self-management practices, with involvement in religious activities positively impacting students' ability to manage time and stress (Alam 2016). Effective self-management skills enable students to schedule time, set goals, and manage stress, correlating significantly with high academic achievement. Students who manage their time effectively can complete academic tasks on time, avoid procrastination, and reduce stress, often hindering optimal learning processes.

The Importance of Social Interaction

Social interaction with peers is another important factor influencing students' academic performance. Nasution (2018) reveals that positive relationships with peers can enhance learning motivation (Nasution 2018). Interviews with students on May 8, 2024, indicate that students involved in group discussions, collaborative assignments, and other social activities receive emotional and academic support that helps them overcome various learning

challenges. At STAI Al Hidayah Bogor, social interactions among students often occur in the context of religious activities, such as religious study groups and scriptural studies, which strengthen social bonds among them. Research by Pambudi (2018) shows that positive social interactions among students significantly support their academic achievements (Pambudi and Wijayanti 2018). Peer support helps emotionally and in sharing effective study information and strategies. This finding aligns with findings by Ridwan (2022), stating that religious activities can be an important platform for building social networks that support academic achievement.

Academic Achievement as a Result of Various Factors

Academic achievement results from various factors, including self-management and social interaction. Interviews with students on May 8, 2024, show that students who manage themselves well and have positive social interactions tend to achieve higher academic performance. A study by Zimmerman (2000) emphasizes the importance of integrating self-management and social interaction to improve students' academic achievement (B. J. Zimmerman 2000). Additionally, religious and cultural values in the context of Islamic education also affect academic achievement. Ridwan (2022) found that engagement in religious practices provides additional motivation for students to achieve better academic performance (Ridwan and Abdurrahim 2022).

Implications for Developing Support Strategies

The findings of this research have several important implications for developing support strategies to enhance the academic performance of MPI students at STAI Al Hidayah Bogor. First, developing programs that can improve students' self-management skills, such as time management training, stress management techniques, and goal setting, is essential (Fiore 2018, 11:59). Educational institutions can organize workshops or seminars focused on developing these skills to help students manage their time and stress better, thereby achieving better academic outcomes.

Second, strengthening social interactions among students through activities that support collaboration and social support, such as increasing group study activities, academic discussions, and religious activities, can become platforms for building positive social relationships. Institutions can also provide spaces and opportunities for students to engage in extracurricular activities that support social interaction. By strengthening social interactions, students feel more supported emotionally and academically, which in turn can enhance their motivation and academic performance (Yu et al. 2023, 2).

Third, considering religious and cultural values in designing programs that support academic achievement and ensuring that religious practices are well-integrated into students' academic lives can help them manage their time and stress and provide the emotional support needed to achieve optimal academic performance. Educational institutions can design programs aligned with religious and cultural values, allowing students to feel more motivated and supported in their academic pursuits (Daniels and Gustafson 2015, 4).

By implementing these research findings, STAI Al Hidayah Bogor can develop more effective strategies to enhance the academic performance of MPI students. These strategies include developing self-management training programs, strengthening social interactions through collaborative activities and peer support, and integrating religious and cultural values into academic life. By providing comprehensive support, institutions can help students manage their time and stress better, increase their motivation and academic performance, and achieve higher academic achievements sustainably.

This research underscores the significant impact of self-management and social interaction on the academic performance of MPI students at STAI Al Hidayah Bogor. Students can achieve better academic outcomes by effectively managing their time, setting clear goals, and handling stress. Moreover, positive social interactions and peer support are crucial in enhancing students' motivation and participation in academic activities. A conducive learning environment further supports these efforts, enabling students to focus better and improve their learning quality. Integrating religious and cultural values into academic life also provides additional motivation and support for students. By developing targeted programs and strategies, educational institutions can sustainably help students achieve higher academic performance.

D. CONCLUSION

Self-management abilities, including time management, goal setting, and stress management, strongly correlate with students' academic achievement. Students who effectively manage their time and set clear goals tend to achieve higher academic results. Good self-management also helps students reduce stress and increase study productivity. This research confirms that good self-management skills are one of the keys to academic success.

Positive social interaction with peers provides significant emotional and academic support for students. Students who actively interact with their peers in academic discussions or social activities tend to have higher learning motivation and better academic results. At STAI Al Hidayah Bogor, religious activities also play an important role in building supportive social networks.

A conducive learning environment also proves to influence students' academic achievement. Adequate facilities such as comfortable classrooms, quiet libraries, and fast internet access enable students to study more effectively. These supportive physical conditions help students focus more on their studies and improve their learning quality.

Effective strategies for overcoming academic obstacles are also important. Students who can overcome academic barriers with appropriate strategies, such as time management techniques and task division methods from the book "Atomic Habits," tend to achieve better academic performance.

Integrating religious and cultural values in the context of Islamic education plays an important role in students' self-management and social interactions. Religious practices, such as prayers and other religious activities, help students manage time and stress and strengthen social relationships among

E. RECOMMENDATION

Educational institutions such as STAI Al Hidayah Bogor can enhance students' academic achievement by developing programs to improve self-management skills and strengthen social interactions. Time management training programs, stress management techniques, and activities that support collaboration and social support are some examples of strategies that can be implemented. Additionally, integrating religious practices into academic programs can provide additional support for students.

This research makes an important contribution to understanding the factors that influence the academic achievement of MPI students at STAI Al Hidayah Bogor. By understanding the role of self-management and social interaction, educational institutions can design effective strategies to improve the quality of education and student well-being. It is hoped that the results of this research can serve as a basis for developing better educational policies and practices in Islamic educational institutions.

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