

The Impact of Integrated, Listening, Hand, Attention, Matching (ILHAM) technique on Madrasah Aliyah students' Self-Control

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Abstract

Everyone should memorize the Qur'an as it provides guidance for prosperity both here on earth and in the afterlife. The ILHAM technique—a useful technique for remembering that incorporates many intelligences for best memorization outcomes and can help pupils develop self-control—is employed. Regression analysis, correlation analysis, descriptive and verification techniques, and a quantitative approach are used in this work. In order to get data on the impact of the brainwave approach on students' self-control, questionnaires were used as the data collecting instrument. All 66 pupils in Class XI, a full-day program, make up the population under study. The Slovin formula was utilized in this study's sampling approach, and 57 students made up the sample. The ILHAM technique has a low degree of closeness and a favorable influence on self-control in Class XI students at Madrasah Aliyah Negeri 2 Cirebon, according to the findings of the calculation of variables ILHAM technique with self-control in students.

Keywords: Madrasah Aliyah learning methods, ILHAM technique, Student self-control

Introduction

Self-control is highly important for students in Madrasah Aliyah. In educational environments like these, the ability to regulate emotions, actions, and behaviors is crucial for achieving academic and spiritual success (Aviyah & Farid, 2014). Students with good self-control tend to be more focused on learning, capable of completing tasks effectively, and maintain good relationships with teachers and classmates (Fachrurrozi & Ibrahim, 2018). They can also manage pressure and challenges that arise in the learning environment more effectively. Additionally, self-control helps Madrasah Aliyah students to practice the religious and moral values taught at school, such as patience, perseverance, and self-restraint in facing temptations (Aroma & Suminar, 2012). Thus, the development of self-control not only contributes to academic success but also shapes strong and responsible characters in accordance with the principles of Islam taught at Madrasah Aliyah.

Through strong self-control, Madrasah Aliyah students can also avoid negative behaviors such as disciplinary violations, conflicts with peers, and actions contrary to religious teachings (Intani & Ildil, 2018). They learn to control themselves in challenging situations, such as when faced with temptations to do wrong or break school rules. This ability helps them maintain integrity and a good reputation in the eyes of teachers, classmates, and the surrounding community. With good self-control, Madrasah Aliyah students can lead a balanced life between education, worship, and meaningful social interactions (Hastuti, 2018; Salmi et al., 2019). This not only helps them achieve success academically but also shapes noble individuals who are obedient to religious values, serving as role models for future generations.

Recent research on the condition of student self-control shows significant variation among individuals (Rahayu, 2018). The study identifies that some students demonstrate high levels of self-control, reflected in their ability to control emotions, delay gratification, and maintain focus in completing tasks. However, there are also students who show low levels of self-control, tending to struggle in managing emotions, resisting temptations, and maintaining concentration in learning (Malihah & Alfiasari, 2018; Marsela & Supriatna, 2019). Factors influencing students' self-control include family environment, school experiences, mental health, and social support (Alaydrus, 2017). The research also highlights the importance of learning approaches that support the development of self-control, such as the use of emotion-based learning strategies, meditation or relaxation practices, and parental involvement in providing support and understanding. By understanding students' self-control conditions more deeply, educators and policymakers can design more effective programs to help students develop these skills optimally.

The condition of student self-control can vary significantly depending on various factors, including family background, school environment, and personal factors (Batubara, 2017). Some students have good self-control, able to control their emotions and actions effectively in various situations. They tend to be more focused, disciplined, and capable of resisting temptations or pressures from their surroundings. However, some students may face challenges in controlling themselves. Factors such as academic stress, personal issues, or lack of social support can affect their ability to manage emotions and behaviors effectively (Julika & Setiyawati, 2019; Soraya, 2020). These students may be vulnerable to impulsive behavior, lack of patience, or difficulty in maintaining focus in learning. Therefore, it is important for schools and communities to provide support and guidance to students to develop better self-control, so they can achieve their full potential both academically and socially.

In daily life, self-control is a key factor in navigating various situations. The ability to control emotions, resist temptations, and maintain focus is crucial for achieving success in various aspects of life ((Rachmania et al., 2022). However, certain obstacles can often disrupt the process of developing self-control, such as low student enthusiasm in memorizing the Qur'an, as found by (Fathurrahman, 2007). Issues like these not only affect academic achievement but also impact students' social psychology (Rahayu, 2018). However, there are steps that can be taken to address these issues. At the Madrasah Aliyah Negeri 2 Cirebon Educational Institution, initiatives have been taken by selecting teachers or tutors who use the Tahfidzul Qur'an technique, such as the Integrated, Listening, Hand, Attention, Matching (ILHAM) technique, in teaching students in the XI MIPA Full Day Class. This step demonstrates concrete efforts to increase student interest in memorizing the Qur'an while enhancing their self-control. It is hoped that with this initiative, students can overcome the challenges they face and achieve their full potential in achieving their desired educational goals.

The Integrated, Listening, Hand, Attention, Matching (ILHAM) technique is closely related to the development of student self-control. Through this technique, students are taught to actively engage in the process of learning the Qur'an using a holistic approach (Hasanah, 2022). The integration aspect in ILHAM helps students connect their learning experiences with a deeper understanding of the Qur'an, which in turn strengthens spiritual connections and self-control (Hasanah, 2022). The ability to listen attentively helps students focus and absorb lessons better, while involving hands in the learning process provides sensory experiences that enrich their understanding. Moreover, the ILHAM technique also pays attention to the match between students' learning needs and the teaching methods used, ensuring that students feel engaged and motivated to learn the Qur'an (Farida, 2022; Firdausi, 2017). Through this approach, students not only enhance their understanding of the Qur'an but also develop better self-control

as they actively engage in a learning process centered on spiritual and moral values. Therefore, the implementation of the ILHAM technique can be an effective means of developing student self-control in Madrasah Aliyah.

Although some previous studies have examined the ILHAM technique, none have specifically investigated its effects on Madrasah Aliyah student self-control. Previous research has tended to focus on the effectiveness of the ILHAM technique in Qur'anic learning or its influence on other academic aspects (Farida, 2022; Firdausi, 2017; Imtiyazunnisa, 2021; Mahrus & Rubiyad, 2023). Therefore, there is a need for more specific research to understand how the implementation of the ILHAM technique can affect students' ability to control emotions, resist temptations, and practice the moral values taught in the Madrasah Aliyah educational environment. Thus, this research is expected to fill this knowledge gap and make a valuable contribution to the development of Islamic education at the Madrasah Aliyah level.

This study aims to understand the extent to which the application of the Integrated, Listening, Hand, Attention, Matching (ILHAM) technique in Qur'anic learning can influence students' ability to control themselves in accordance with the moral values taught. By focusing on aspects such as Qur'anic understanding, students' active involvement in the learning process, and the match between teaching methods and students' needs, this research seeks to provide a deeper understanding of ILHAM's potential in shaping student self-control in the Madrasah Aliyah educational environment. It is hoped that the results of this research will provide valuable insights for educational institutions in enhancing the effectiveness of Qur'anic learning and the development of student character through the implementation of the ILHAM technique.

Method

This study adopts a quantitative descriptive approach using a questionnaire as the data collection tool. Researchers were directly involved in collecting data in the field to identify, analyze, and describe the relationship between the Integrated Listening, Hand, Attention, Matching (ILHAM) technique and self-control among 11th-grade students at Madrasah Aliyah Negeri 2 Cirebon. The sampling technique applied was the entire population sampling, thus all 57 11th-grade students at Madrasah Aliyah Negeri 2 Cirebon were included in the research sample. With this approach, all individuals who met the inclusion criteria were involved in the study, enabling data collection from the entire population without the need for random sampling. The research findings can be considered to represent the entire population with a high level of accuracy. The collected data were then analyzed quantitatively using parametric statistical methods. The aim of this research is to gain a deeper understanding of the influence of the ILHAM technique on students' self-control.

Results

a. Testing instrument validity

In this study, the validity test was performed on 20 statements in the form of questionnaires. There were 10 statements for variable X, which is the ILHAM technique, and 10 statements for variable Y, which is students' self-control. Each statement's validity is evaluated using the $R_{hitung} > R_{tabel}$ criterion. (Sugiyono, 2010) The following table describes the validity test findings for each variable and how the validity test was calculated in this study using the SPSS 22 program: (Janna & Herianto, 2021)

Table 1. The ILHAM technique validity Test Results

Variable X	R_{hitung}	R_{tabel} ($\alpha= 5\%$)	Categorization
Write down the words of the guide	0,447	0,261	Valid

Mention the verse number and the name of the letter the supervisor asked for	0,504	0,261	Valid
Observe each other's lip movements as a visualization of the sentence being memorized	0,603	0,261	Valid
Moving the fingers of the hand with the memorized verse number	0,447	0,261	Valid
Listen to the concentration of the mentor's reading material, then pronounce the rote material	0,504	0,261	Valid
Shows the position of the fingers and the numbering of verses being memorized	0,714	0,261	Valid
Matching the numbering of verses that are being memorized with the position of the fingers	0,603	0,261	Valid
Recite verses at random according to the rote questions of the guide	0,486	0,261	Valid
Motivate the partner in memorization	0,438	0,261	Valid
Show the truth of reading, if others are wrong in memorization	0,714	0,261	Valid

Based on the results of the validity test of variable X, the ILHAM technique shows that the R_{hitung} for 10 statements is greater than the table at the significance level of 0.261. So it can be concluded that the whole point of the statement is valid. And can be interpreted that the largest statement is statement Number Ten, namely "students can show the truth of the reading, if others are wrong in memorizing" with the number of R_{hitung} 0.714, and the smallest statement is statement number nine, namely "students can motivate partners in memorizing" with the number of R_{hitung} 0.438.

Table 2. Self-Control Validity Test Results In Students

Variable Y	R_{hitung}	R_{tabel} ($\alpha= 5\%$)	Categorization
Exerting all abilities to do the job	0,487	0,261	Valid
And passion for doing the job	0,467	0,261	Valid
Diligent in carrying out work	0,542	0,261	Valid
Practice to achieve your best	0,487	0,261	Valid
Pay full attention when others speak	0,571	0,261	Valid
Be patient in the face of difficulties	0,467	0,261	Valid
Try to correct your own mistakes	0,588	0,261	Valid
Admit mistakes made by yourself	0,571	0,261	Valid
Trying to respect others	0,703	0,261	Valid
Accept the criticism of others	0,542	0,261	Valid

Based on the results of the validity test of the variable Y Self-control in students showed that R_{hitung} for 10 statements greater than R_{tabel} at the level of significance 5% IE 0.261. So it can be concluded that the whole point of the statement is valid. And can be interpreted that the largest statement is statement Number Nine "students try to appreciate others" with the number of R_{hitung} 0.703, and the smallest statement is statement Number Two "students spirit in doing the job" with the number R_{hitung} 0.467.

b. Testing instrument reliability

When an instrument measures the same thing several times and provides consistent results, it is considered dependable. (Yusup, 2018) When the Cronbach's alpha value of the instrument is more than 0.70,(Makbul, 2021) it is considered dependable. The results of the reliability test in this study can be seen in the following table:

Table 3. Reliability Test Results

Variable	Total Items Statement	Cronbach's Alpha Value	Crisis Value	Categorization
ILHAM Technique	10	0,844	0,70	Reliable
Self-Control In Students	10	0,843	0,70	Reliable

The value of Cronbach's alpha is larger than the critical value, which is 0.844 and 0.843 greater than 0.70, according to the reliability test findings for each variable. This indicates that every remark in the survey (questionnaire) has been deemed trustworthy.

c. Correlation analysis

The association between the self-control factors in students and the variables from the ILHAM technique was ascertained by correlation coefficient analysis. The following table displays the results of calculating the correlation coefficient between variables using the SPSS 22 software:

Table 4. Correlation Coefficient Results

		ILHAM_ Technique	Self-Control_ In_Students
ILHAM_Technique	Pearson Correlation	1	,318*
	Sig. (2-tailed)		,016
	Sum of Squares and Cross-products	1557,368	355,158
	Covariance	27,810	6,342
	N	57	57
Self-Control_In_Students	Pearson Correlation	,318*	1
	Sig. (2-tailed)	,016	
	Sum of Squares and Cross-products	355,158	802,877
	Covariance	6,342	14,337
	N	57	57

Based on the table above, it can be seen that the value of the correlation coefficient of the ILHAM technique is 0.318 if you look at the guidelines for interpreting the correlation coefficient, then the influence of the ILHAM technique on self-control in students is included in the low category, namely at 0.200-0.399 and the direction of the relationship is positive. This shows that there is an influence between the ILHAM technique on self-control in students, meaning that the better the level of the ILHAM technique process, the self-control in students will increase. Vice versa if the process of ILHAM technique is not good then the self-control in students was not increased.

d. Regression analysis

An independent variable (X) and a dependent variable (Y) have a linear relationship in simple linear regression analysis. This investigation to ascertain how the factors relate to one another. (Yuliara, 2016)

Table 5. Coefficient Results
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,318 ^a	,101	,085	3,623	,101	6,171	1	55	,016

The coefficient's symbol is the value of R. The correlation value is 0.318 in the table above. The interpretation of this number is that there is a low level of link between the two research variables. The value of the coefficient of determination, or R Square, which indicates how well the regression model generated by the interaction of the independent and dependent variables is performed, is also obtained in the above table. The result obtained for the coefficient of determination is 10.1%. Thus, the variable X controls 10.1% of the contribution to the variable Y, according to one interpretation.

Table 6. Significant Value Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	80,994	1	80,994	6,171	,016 ^b
	Residual	721,883	55	13,125		
	Total	802,877	56			

Finding the regression's linearity or degree of significance is done using the significance test table above. If the significance value test yields a Sig. value less than 0.05, criteria might be established accordingly. Sig = 0.016, which signifies Sig < of significant threshold (0.05), was derived based on the given table. If the regression equation model satisfies the requirements, it may be said that the model based on research data is significant.

Table 7. Simple Regression Coefficient

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34,007	3,330		10,212	,000
	ILHAM_Technique	,228	,092	,318	2,484	,016

As can be seen from the preceding computation of the simple regression coefficient, the independent variable (X) has a coefficient of 0.228 and the constant coefficient is equal to 34.007. Consequently, the regression equation is as follows:

Regression Equation Formula

$$\gamma = a+bX \text{ then : } \gamma = 34,007 + 0,228 X$$

The given equation indicates that the constant value is 34.007. According to mathematics, this constant number indicates that students' self-control has a value of 34.007 when they study utilizing the inspiration strategy of 0.228. Additionally, the positive value (0.228) found in the independent variable's regression coefficient shows that the relationship between the

independent and dependent variables is unidirectional, meaning that students' self-control will increase with each increase in the ILHAM technique's unit of one.

e. Hypothesis Test

Tabel 4.10. Hypothesis Value Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	34,007	3,330		10,212	,000
ILHAM_Technique	,228	,092	,318	2,484	,016

The study's hypothesis, which states that if the value of t_{hitung} is greater than the t_{table} , then H_a is accepted and H_0 is denied, may be deduced and answered from the preceding table. The correlation coefficient between variable X and variable Y is 2.484 at the significant level. The count of 2.484 is represented by the value. The value of the table should then be found if its significance for $\alpha=0.005\%$ and degrees of freedom = $N-2$ is known, which is $= 57-2 = 55$. Since the count > table is $2.484 > 2.004$ and the degree of freedom (55) is 2.004, H_a is approved and H_0 is refused. To test both variables, that is, reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a).

The conclusion that follows is that variable X significantly affects variable Y. "There is an influence of the ILHAM technique on Self-Control in Class XI students at Madrasah Aliyah Negeri 2 Cirebon," the hypothesis' testing findings demonstrated.

Discussion

The research findings indicate that the implementation of the ILHAM technique has a significant impact on the self-control development of eleventh-grade students at Madrasah Aliyah Negeri 2 Cirebon. The majority of students were able to recite verses, match verse numbers, and demonstrate the accuracy of Quranic recitation, indicating the effectiveness of the ILHAM technique in the madrasah's learning environment. Additionally, students exhibited good self-control behaviors such as admitting mistakes, showing enthusiasm in completing tasks, and respecting others. These findings confirm the research hypothesis and contribute to the literature on the success of the ILHAM technique in Islamic education. The practical implications are broad, reinforcing students' character and enhancing the overall quality of religious education.

This success underscores the urgency for educational institutions to continue implementing the ILHAM technique to shape characters aligned with Islamic teachings. Furthermore, this research serves as motivation for educators and practitioners to develop more effective teaching methods. These findings can also serve as a reference for other educational institutions in adopting the ILHAM technique or other holistic learning approaches. Thus, the development of better learning techniques will support the role of Islamic religious education in shaping quality and responsible generations in society.

The research findings are supported by previous theories and studies in the fields of education and psychology. They align with research demonstrating the success of holistic learning approaches in improving learning effectiveness and character development (Farida, 2022; Khaeruman, n.d.; Mahrus & Rubiyad, 2023). Additionally, psychological theories such as social learning theory and self-regulation theory support the concept that learning experiences involving interaction with the environment can influence student self-control formation

(Bandura, 1991; Meece, 2023). Previous studies also show the positive impact of holistic approaches on character development in Madrasah Aliyah students, reinforcing these research findings in the context of Islamic education (Asdiqoh & Zaman, 2020; Pare & Sihotang, 2023; Sartika & Darmansyah, 2024). These findings emphasize the importance of viewing education as a process beyond mere knowledge transfer but also as an effort to shape character and morality. By strengthening the use of the ILHAM technique and holistic learning approaches in Islamic religious education curricula, educational institutions can be more effective in helping students internalize religious values and develop strong self-control (Firdausi, 2017; Sari, 2018). Thus, this research not only contributes to educational practices in Madrasah Aliyah but also enriches our understanding of the role of religious education in shaping individuals with noble character and responsibility. Subsequent steps in this research could focus on developing more effective implementation strategies and exploring the long-term impacts of ILHAM technique application in shaping student characters and strengthening morality in Islamic educational environments. Thus, Islamic religious education can continue to be a strong pillar in shaping quality and committed generations to religious values in society.

This research significantly contributes to understanding the role of the ILHAM technique in shaping student self-control in Madrasah Aliyah. Its implications are not only practical but also support the development of theories and methods in Islamic religious education. Further research could include further exploration of contextual factors influencing ILHAM technique implementation and specific strategies in applying holistic learning approaches. Thus, Islamic religious education can continue to make a positive contribution to shaping student characters and preparing them to face moral and social challenges in the future. In continuing this research, it is important to further explore contextual factors that may affect the effectiveness of ILHAM technique implementation in various educational environments. For example, factors such as school culture, leadership support, resource availability, and parental involvement can significantly influence ILHAM technique implementation. Furthermore, further research can also identify concrete strategies in implementing holistic learning approaches, including the development of learning materials tailored to student characteristics and their learning environments. By deepening our understanding of context and implementation strategies, we can enhance the effectiveness of this approach in strengthening student self-control and shaping characters in accordance with religious teachings. These steps will help Islamic religious education to continue to evolve and make a positive contribution to shaping quality and responsible generations in society.

In this context, the research findings can serve as a basis for educational institutions to develop more effective learning programs and to train teachers in effectively implementing the ILHAM technique. Furthermore, these findings can also serve as a reference for education policies in strengthening Islamic religious curriculum in various educational institutions. Further research can deepen our understanding of the interaction between the ILHAM technique, student character, and learning environment, thereby producing more targeted and efficient learning strategies. Moreover, it is important for educational institutions to expand collaboration with researchers and educational practitioners in efforts to improve the quality of Islamic religious education. By sharing information, experiences, and best practices, we can create a more inclusive and effective learning environment for students. Collaborative steps like these can also strengthen the overall Islamic education network, enabling educational institutions to support each other and exchange experiences to enhance learning effectiveness.

Through joint efforts in developing holistic learning approaches focused on student character development, we can create a generation that is not only academically intelligent but also ethical and responsible (Yunansah & Herlambang, 2017). Thus, this research outcome is not only an

academic achievement but also a crucial step in strengthening the role of Islamic religious education in shaping a better future for society.

Practical steps can be taken by educational institutions to integrate the ILHAM technique and holistic learning approach into Islamic religious curriculum. Firstly, educational institutions can organize training and workshops for teachers to introduce them to the concept and practices of the ILHAM technique and holistic learning strategies. In these training sessions, teachers can learn how to effectively implement these techniques in Quranic learning. Furthermore, educational institutions can integrate the ILHAM technique into existing lesson plans, whether in the form of specific learning modules or additional activities in Islamic religious lessons. By integrating the ILHAM technique into the curriculum, students can have a broader opportunity to develop their self-control through Quranic learning. Additionally, educational institutions can conduct regular monitoring and evaluation programs to assess the effectiveness of ILHAM technique implementation in learning and its impact on student self-control. By conducting routine evaluations, educational institutions can identify areas that need improvement and take appropriate corrective measures. These steps are concrete efforts to ensure that the development of student self-control remains a primary focus in Quranic learning. Thus, educational institutions can play a more active role in shaping student characters and enhancing the overall quality of Islamic religious education.

Conclusion

The ILHAM technique has a low degree of closeness and a favorable influence on students' self-control, according to the findings of the calculation of the variable ILHAM method with self-control in students using the assistance of the SPSS 22 software, which is 0.318. The figure of the coefficient of determination, which indicates that the ILHAM technique can influence self-control in Class XI students at Madrasah Aliyah Negeri 2 Cirebon by 10.1%, further supports this. And 89.9% are affected by additional variables, such as the person's internal state or health. Then, the person is affected by outside factors like environmental cues. The hypothesis test findings show that the ILHAM approach has a positive and substantial influence on these pupils' self-control ($t_{hitung} > t_{table}$ count is $2.484 > 2.004$), which means that H_0 is rejected. This implies that students' self-control can be enhanced by the ILHAM method's application procedure.

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