



## ANALYSIS OF STUDENTS' HOMEWORK MANAGEMENT LEVEL IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS: A QUANTITATIVE DESCRIPTIVE STUDY

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**Abstract.** Homework is one way to improve students' learning achievements outside of extracurricular activities. Unfortunately, current phenomena show that homework is thought to have negative impacts such as academic fatigue or academic procrastination. This study aims to describe the quality of homework management for students in public high schools. The research approach uses a quantitative descriptive cross-sectional design. The data was shared in the form of a closed questionnaire and collected with a total sample of 646 students from a total population of 31,397 students. The location of this study was in one of the cities in Indonesia. The results of this study reveal that homework management is one aspect that needs attention in the Islamic Religious Education (IRE) subject. This aspect observes how well students manage their homework. The five main aspects include environment, time, motivation, emotion, and distraction. The results of the study found that the average level of student homework management is generally in the high category. In particular, the aspect that has the highest positive response in this study is the aspect of environmental management with an average indicator percentage of 92.80%. This aspect is followed by the aspects of emotion management (89.79%), motivation (87.70%), time (79.84%), and distraction (45.53%). This study shows that every aspect of homework management still needs improvement, especially the aspect of distraction. Based on the findings of this study, students tend to be easily distracted when doing their homework.

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## INTRODUCTION

Homework has a strategic role in achieving educational goals. *Homework* consists of tasks from teachers for students to do in their own homes with the aim of improving understanding and developing skills independently (Moè et al., 2018). Homework behavioral activities include self-directed processes that encourage learners to learn on their own, thus promoting self-regulation in learning (Rosário et al., 2015). This activity has been shown to have a positive impact on learner development. Homework has been known to improve learners' performance in the school environment (Rønning, 2011). In addition, homework has also been shown to affect academic achievement, motivation to learn, and learners' ability to build positive relationships at school.

The activity of completing a reasonable amount of homework routinely and regularly in this case is able to develop learning habits that support the achievement of a better understanding of the material so that it can ultimately improve their academic performance (Núñez et al., 2015). Improved academic performance as a result of completing homework has been confirmed by a number of studies. Various studies have consistently shown that learners who do homework have consistently higher academic achievement compared to those who tend not to do the homework (Hagger et al., 2015). Based on this, it can be seen that homework is an activity that needs to be considered properly because this activity can be a strategic step to achieve the successful achievement of educational goals.

Unfortunately, recent phenomena show the lack of seriousness of learners in managing their homework. A number of learners based on research results tend to have a negative perception of homework. Learners tend to show anger, boredom, anxiety, and frustration when given homework by teachers at school. As a result, learners often postpone homework or hesitate in completing their homework (Moè et al., 2018). On the other hand, the development of technology at this time provides its own challenges in the implementation of homework. One of the challenges that arise from technological developments is that learners only copy answers from technology when doing homework without really understanding the material studied. This disgraceful activity has often appeared and been detected in the form of plagiarism cases and other forms (Cronan et al., 2018). Another phenomenon that often arises and becomes a problem in homework is dependence on other parties in completing homework. Homework assignments that should be done by students are often instead done and completed by others in the form of task jockeying (Nasrudin et al., 2023). Based on these various phenomena, we can know that homework activities at this time need to get more serious attention.

Various previous studies have suggested the importance of good homework management to achieve optimal homework goals. Xu (2023) in his research deals with the management of the homework environment based on data from 3018 students. The results of his research revealed that good homework environment management can support the achievement of good homework quality. Meanwhile, Alkharusi et al. (2021) conducted research on teacher homework management. Meanwhile, Xu (2022) in his research reveals how important students are in managing time to do homework. Thus, it can be seen that research on homework management in the global realm abroad is currently a hot topic of discussion.

In contrast to previous research, this study examines more specifically the level of *homework management* of students in IRE subjects in Indonesia. Islamic Religious Education (IRE) can be defined as an effort and process of continuously planting something between teachers and students, with *Akhlak Karima* (good deeds) as ultimate goal. The main characteristic of IRE is the cultivation of Islamic values in the soul, taste, and mind, as well as harmony and balance in life. Referring to PP No. 55 of 2007, religious education is education that provides knowledge and forms the attitudes, personalities, and skills of students in practicing their religious teachings, which are carried out at least through subjects/courses at all paths, levels, and types of education. The function of religious education, according to the regulation, is none other than to form Indonesian people who believe and fear God Almighty have noble character and are able to maintain peace and harmony in inter-religious relations. The purpose of religious education, referred to in Indonesia's regulation of PP No. 55 of 2007 is to develop the ability of students to understand, live and practice religious values that harmonize their mastery of science, technology and art (Nasrudin et al., 2025).

This research is very important because the focus of research on *homework management* is still rarely studied in Indonesia even though this topic actually needs attention. Currently, there are several studies that show that homework in Indonesia is more burdensome for students (Mansir & Purnomo, 2020). A number of students in Indonesia today tend to be lazy to do assignments (Nasrudin et al., 2023). As a result, some students prefer to pay others to do their homework, causing assignment jockeys to grow in Indonesia (Sari & Kurniawan, 2023). Therefore, the rarely discussed topic of *homework management* is certainly an important topic to study.

This study aims to describe the quality of students' *homework management* in managing PAI homework well. This is important to know because students' strategies in managing homework well affect the quality of the homework results (Alkharusi et al., 2021). In addition, the results of this study can be used as a reference for new scientific treasures related to Islamic Religious Education and Homework Management. The results of this study can also be used as evaluation material for various related parties in homework policies in Indonesia. *Homework Management* variables in this study take the theory from Xu (2008) including environmental aspects, time aspects, emotional aspects, motivational aspects, and distraction aspects.



## RESEARCH METHODS

This study uses a descriptive quantitative design with a *Cross-Sectional* design. Descriptive quantitative research *cross-sectional* design is a research method that aims to describe certain phenomena or characteristics in the population at one specific point in time. This design was chosen because it is suitable for use in measuring or describing data from certain variables without intervention or manipulation (Capili, 2021). This descriptive quantitative Cross-Sectional design is in line with the steps taken by researchers. Researchers in this study carried out the data collection process at one specific time using a questionnaire in accordance with the characteristics of the *Cross-Sectional* design (Setia, 2016). In addition, the *cross-sectional* design is also suitable for answering the formulation of this research problem where this research has a problem formulation to analyze and describe a variable, namely *homework management* (Pérez-Guerrero et al., 2024). Based on this, it can be seen that descriptive quantitative research with a *cross-sectional* design can be an appropriate and suitable approach to answer the formulation of this research problem.

The population in this study is students who attend public high schools in Bandung City. The population of public high school students in Bandung City in the 2024/2025 even semester was 31,397 students (Kementerian Pendidikan Dasar dan Menengah, 2025). From this number, the researcher then drew a number of samples. The sample was drawn by the researcher because the population was too large, while the researcher had limitations in terms of cost, energy, and time. The determination of the number of samples in this study was determined using the formula developed by Isaac and Michael (Nasrudin et al., 2024). The Isaac and Michael formula in Nasrudin et al. (2024) was used in this study to calculate the number of samples that can represent the total population of high school students in Bandung City. If the population is 31,397 people, then the minimum sample size in the study based on the formula above is 379.5 or rounded up to 380 students. This minimum number has been met in this study. This study has a total of 646 respondents from various public high schools in Bandung City. Thus, the sample in this study has met the minimum sample size to be able to generalize the population.

The sampling technique in this study used *probability sampling* techniques. In using this technique, each element / member of the population has an equal chance of being sampled (Nasrudin et al., 2024). Data collection in this study was carried out by distributing questionnaires or questionnaires. The type of questionnaire used in this study is a closed questionnaire developed from the *homework management* measurement scale (Xu, 2008). A closed questionnaire is a questionnaire containing a number of questions or statements in which answer options have been provided so that respondents only need to choose from the available alternative answers. The items in the questionnaire or questionnaire distributed amounted to 40 Likert scale items and each item had 4 choices with scores of 1-4, so that the minimum score that the respondent might get was 40 and the maximum score that the respondent could get was 160. The distribution of the questionnaire in this study was assisted by the use of google form. Researchers in this case visited each public high school in Bandung City directly to enter the class to share the *google form* link and then wait for students to fill out the questionnaire until it was finished.

The validity test of the *homework management* questionnaire in this study was carried out using the *Pearson correlation product moment* validity test with the help of the IBM SPSS Statistics version 25 application. To determine its validity, researchers in this study pay attention to the comparison of the probability value with the significance level (0.05). Researchers in this study compared the probability value obtained by each question item with 0.05. If the probability value is smaller than 0.05 and is positive, then the question item is valid. Meanwhile, if the probability value obtained by each question item is smaller than 0.05 or negative, then the question item is invalid (Nasrudin et al., 2024). Thus, a statement is said to be valid if it meets a significance value of more than 0.05 and is positive.

In addition to the validity test, researchers in this study have also carried out a reliability test. The reliability test concerns the level of consistency of a research instrument. This test relates to the extent to which a questionnaire can be trusted to produce scores that do not change



even if tested in different situations. An instrument is said to be reliable if the results obtained are not much different if repeated research is carried out in the future. Reliability testing in this study was carried out using the help of the IBM SPSS Statistics 25 application. The results of the reliability test of this research instrument are as [Table 1](#).

| <b>Table 1. Instrument Reliability Test Results</b> |                   |
|-----------------------------------------------------|-------------------|
| <b>Cronbach's Alpha</b>                             | <b>N of Items</b> |
| 0,912                                               | 40                |

Based on the [Table 1](#), the results of the reliability test of this research instrument can be seen. The *Cronbach's Alpha* value of this research instrument based on this test is 0.912. The minimum *Cronbach Alpha* value that must be obtained by a research instrument is 0.6. A research instrument is said to be reliable if the *Cronbach's Alpha* value of the instrument is more than 0.6 ([Nasrudin et al., 2024](#)). Therefore, this research instrument can be said to be reliable. This is because of course the value of 0.912 exceeds the minimum value of 0.6. Thus, it can be concluded that the research instrument prepared is reliable because it has a *Cronbach's Alpha* value that is higher than the provisions agreed upon by the majority of researchers.

This research seeks to describe the quality of students' *homework management*. On that basis, the researcher used a questionnaire instrument on the measurement of *homework management*. The questionnaire was made using the Likert scale type which was modified into four statements. The four statements are strongly agree, agree, disagree, and strongly disagree. After the data were collected, the researchers analyzed the data using descriptive analysis of one variable data. Data analysis was carried out using the IBM SPSS Statistics 25 application with the "Frequencies" menu. The data that has gone through the stages of the analysis processing process is then categorized into five groups. The five groups of categories are very high, high, medium, low, and very low. This categorization can be done as long as the determination is within reasonable limits and can be accepted by reason ([Khoirunnisa et al., 2022](#)). Categorization in this study was determined based on the answers to each statement item multiplied by the total items. The category boundaries for interpreting this data can be seen in the [Table 2](#).

| <b>Table 2. Classification of Homework Management Levels</b> |                 |
|--------------------------------------------------------------|-----------------|
| <b>Score Limit</b>                                           | <b>Category</b> |
| $X > 136$                                                    | Very High       |
| $136 \geq X > 112$                                           | High            |
| $112 \geq X > 88$                                            | Medium          |
| $88 \geq X > 64$                                             | Low             |
| $64 \geq X > 40$                                             | Very Low        |

The data collected in this study were then processed with descriptive analysis data processing. Descriptive analysis in this study was conducted through the process of describing each indicator with the attitude of students in managing their PAI homework. The description of attitude indicators in this study was determined by calculating the percentage of respondents. The percentage of respondents was calculated by the formula:  $P = f/N$ , where P is the percentage, f is the frequency, and N is the number of respondents' answers. Next, each percentage on the item will be explained based on the [Table 3](#).

| <b>Table 3. Classification of Learner Answer Ranges</b> |                                   |
|---------------------------------------------------------|-----------------------------------|
| <b>Percentage Range of Answers</b>                      | <b>Interpretation Description</b> |
| $P = 0\%$                                               | No One                            |
| $0\% < P < 25\%$                                        | Small Part                        |
| $25\% < P < 50\%$                                       | Almost Half                       |
| $P = 50\%$                                              | Half                              |
| $50\% < P < 75\%$                                       | Mostly                            |
| $75\% < P < 100\%$                                      | Almost All                        |
| $P = 100\%$                                             | The whole                         |



## RESULTS AND DISCUSSION

### Analysis of the Level of Quality of Students' Homework Management in Islamic Education Subjects Overall

*Homework Management* is a way for learners to manage their homework optimally (Alkharusi et al., 2021). *Homework management* means the process of learners in choosing and organizing their learning environment intentionally so that they can always focus on doing the homework optimally (Xu, 2023). This process of choosing and organizing the learning environment when completing homework is what is known as *homework management*. This term describes the strongest indicator of learners' success in doing their homework (Cunha et al., 2018). Based on this, it can be seen that *homework management* means the process of choosing and organizing the environment in the process of completing homework so that learners can get the maximum positive impact from these activities.

Data on the quality of PAI *homework management* in this study were obtained from students in various public high schools in Bandung City. The overall PAI *homework management* data is seen from the combined data of all existing indicators from all the results of the students' answers. The results of data processing on the overall quality of PAI *homework management* can be seen in Table 4.

**Table 4.** PAI Homework Management in General

| Valid | Missing | Minimum | Maximum | Range | Mean   | Median |
|-------|---------|---------|---------|-------|--------|--------|
| 646   | 0       | 84      | 160     | 76    | 117,59 | 116    |

The Table 4 provides some information regarding learners' *homework management* data in general. In general, students from 646 respondents have an average *homework management* score of 117.59 or if rounded to 118. The highest score of learners' *homework management* in general reaches the maximum score of 160. This score is included in the very high category. On the other hand, the lowest score of learners is at 84. This score is included in the category of students with low *homework management*.

Researchers then analyzed the overall *homework management* score data from all indicators combined. Data analysis was carried out by grouping students' final score data into predetermined categorizations. The results of data analysis show that some or 57.59% of students have high *homework management* scores. This figure is then followed by almost half or 35.14% of students with moderate homework management scores, a small portion or 6.81% of students with very high *homework management* scores, and a small portion or 0.46% of students with low homework management scores. The results of the analysis in more detail can be seen in the Table 5.

**Table 5.** Overall Positive Response to the Quality of PAI Homework Management

| Quality of PAI Homework Management | Total | Percentage |
|------------------------------------|-------|------------|
| Very Low                           | 0     | 0%         |
| Low                                | 3     | 0,46%      |
| Medium                             | 227   | 35,14%     |
| High                               | 372   | 57,59%     |
| Very High                          | 44    | 6,81%      |

The Table 5 provides more detailed information about learners' ability to manage their homework as a whole. Based on the table above, it can be seen that the ability of students to manage their homework is generally good even though it still needs to be improved because very few are in the very high category. *Homework management* skills as a strategy for students in managing homework completion well will have a positive impact. Learners who have good homework management skills will tend to also have good academic achievement (Muljana et al., 2023). Contrary to this, learners who do not have good homework completion management strategies tend to have a number of problems such as anxiety in themselves (Wu et al., 2023). Thus, it can be seen that *homework management* strategies are an important thing that needs to be considered in every subject so that students get the maximum intended homework impact.



## Analysis of the Level of Quality of Students' Homework Management in PAI Subjects Environmental Aspects

The second discussion in this study will describe the description of students' *homework management* in the environmental aspect. The environmental aspect in this research consists of 8 statement items. The results of the analysis of the answers of all respondents in this aspect can be seen in the [Table 6](#).

**Table 6.** Percentage of Positive Responses to Homework Management Environmental Aspects

| No.     | Environmental Aspect Indicator Items       | Percentage |
|---------|--------------------------------------------|------------|
| A.1     | Search for equipment needed to do homework | 95,12%     |
| A.2     | Trying to find a quiet place               | 97,37%     |
| A.3     | Removing items from the table              | 88,24%     |
| A.4     | Have enough space to work on assignments   | 90,48%     |
| Average |                                            | 92,80%     |

The [Table 6](#) provides information about the quality of learners' *homework management* on the aspect of organizing the learning environment in completing their homework. Based on the table above, it can be seen that the average ability of learners in managing or organizing the learning environment when doing homework is at a score of 92.80. The highest indicator in this aspect is the skill of students in conditioning a quiet place when completing their homework. This indicator received a percentage of 97.37%. This indicator is then followed by the indicator of finding the necessary equipment in completing homework with a percentage of 95.12% and the indicator of having enough space to do the task with a percentage of 90.48%. The indicator with the smallest score in this aspect is trying to get rid of items on the table that are not related to the task. This smallest indicator received a percentage of positive responses from students of 88.24%. Based on this description, it can be seen that students tend to be able to manage their learning environment well when viewed from the average value.

Environment scientifically influences the successful completion of learners' homework. A good environment can encourage the achievement of homework goals more substantively ([Berrezueta-Guzman et al., 2020](#)). Achieving homework success can be achieved through conducive environmental conditioning along with help from others. For many learners in previous studies, they experienced difficulties in doing their homework due to a non-conducive environment or the absence of help from others when they faced difficulties. It should also be noted that help here certainly does not mean being done by someone else, but rather learners are guided by someone who understands the topic better. Therefore, learners in this case really need to get and condition their learning environment.

A good homework learning environment will be able to overcome various challenges such as lack of focus, motivation, or other problems. Resolving these homework challenges will certainly encourage learners to be more mature and more active in learning at home ([Mora & Escardíbul, 2018](#); [Xu, 2023](#)). Creating a good environment like this requires the role of parents. Parental behavior in this case can help achieve a conducive environment for learners. Parental behavior is a strong determinant of academic achievement and learner well-being in the teaching and learning process so that parents need to support and assist children in doing their homework ([Sarkowi, 2022](#)). Based on this, it can be seen that environmental conditioning is an aspect that can affect the achievement of the goal of completing homework well. Therefore, this aspect needs to be continuously improved to be even better in the future.

## Analysis of the Quality Level of Students' Homework Management in PAI Subjects Time Aspect

Furthermore, researchers will describe the results of data processing regarding the aspect of time conditioning as the second dimension of *homework management*. This dimension consists of eight questionnaire item statements. The students' answers in each item are then processed so that the results can be seen in [Table 7](#). The [Table 7](#) provides information about the percentage of positive responses from students in each indicator in the time conditioning dimension. Based on the table, it can be seen that the average quality of the time *management*



aspect of students' *homework management* is 79.84%. This figure is certainly smaller than the environmental aspect.

**Table 7.** Percentage of Positive Responses to Homework Management Time Aspect

| No.     | Time Aspect Indicator Items                       | Percentage |
|---------|---------------------------------------------------|------------|
| B.1     | Setting homework as a priority                    | 72,99%     |
| B.2     | Make notes or reminders about homework            | 72,91%     |
| B.3     | Remembering when the assignment will be collected | 90,79%     |
| B.4     | Trying to do homework quickly when left behind    | 82,66%     |
| Average |                                                   | 79,84%     |

The highest indicator in this aspect relates to the behavior of learners who always remember the time for collecting assignments. Almost all or 90.79% of learners always remember when assignments are collected. This indicator is then followed by the indicator of trying to do homework when left behind with a positive response percentage of 82.66%. This means that learners in this case are responsible by trying to catch up on homework even though they are behind the collection time. Then, the indicator with the highest percentage of positive responses in this aspect is the indicator of setting homework as a priority. This indicator relates to how learners prioritize completing PAI assignments first rather than other activities. The percentage of positive responses of learners in this aspect is 72.99% and still needs to be improved again. The indicator with the lowest percentage of positive responses in this aspect is making notes or reminders about homework. The percentage of positive responses of learners on this indicator was only 72.91%. This shows that only most learners make reminders about homework. In fact, these notes are important to remind them of the obligation to complete homework so that the process can be more organized without approaching the collection deadline.

Good time management is an important aspect that learners need to consider when they get homework. Completing good homework requires optimizing various factors including learners' time, energy, and effort outside of school. In this case, learners need to manage their homework time well. Learners need to prioritize homework, make notes on homework, remember when homework is collected, and try to do homework immediately when they fall behind (Xu, 2008). A number of these activities in this case are indicators of good time management when completing homework. Time spent effectively and efficiently when completing homework has an impact on students' success in learning and gaining knowledge (Cooper et al., 1998; Fan et al., 2017; Fernández-Alonso et al., 2015). Time management in this case is related to successful academic achievement because learners will have a higher chance of learning new things when they have enough time (Ozyildirim, 2022). Based on this, it can be seen that learners in this case need to improve their time management in completing homework because good time management can open up opportunities to be able to stay longer on a topic well.

### Analysis of the Quality Level of Homework Management of Students in PAI Subjects Motivation Aspect

The third dimension in *homework management* is the motivation aspect. The motivation aspect in this study was measured by nine questionnaire items. Students' answers to each indicator questionnaire are then calculated so that it can be seen how many percentages of positive responses from students on each indicator. The results of data processing on the quality of students' *homework management* in this motivational aspect are as Table 8.

**Table 8.** Percentage of Positive Responses to Homework Management Motivation Aspect

| No.     | Motivation Aspect Indicator Items                   | Percentage |
|---------|-----------------------------------------------------|------------|
| C.1     | Viewing homework as interesting                     | 84,52%     |
| C.2     | Appreciating oneself for the efforts made           | 94,97%     |
| C.3     | Proud of the efforts made                           | 83,67%     |
| C.4     | Self-confidence in being able to carry out the task | 87,62%     |
| Average |                                                     | 87,70%     |



The [Table 8](#) provides information about the percentage of positive responses of students on each indicator in the motivational aspect of doing homework. Based on the table above, it can be seen that the average quality of the motivational aspect of learners is 87.70%. This figure is certainly smaller than the environmental aspect and greater than the time management aspect. The highest indicator in this aspect relates to the behavior of learners who always appreciate themselves for the efforts they have made in completing their homework. Almost all or 94.97% of learners always appreciate themselves for the effort they have made. This indicator is then followed by an indicator of convincing themselves to be able to complete homework with a positive response percentage of 87.62%. This means that almost all learners try to convince themselves that they are able to carry out any homework given by the educator. Then, the indicator with the highest percentage of positive responses in this aspect is the indicator of considering homework as an interesting activity. This indicator relates to how happy and interested learners are when completing their homework. The percentage of positive responses of learners in this aspect is 84.52% and still needs to be improved again. The indicator with the lowest percentage of positive responses in this aspect is proud of the effort that has been made in completing homework. The percentage of positive responses of learners on this indicator was 83.67%. This shows that almost all learners who feel proud of their efforts are seen from the value of their homework. Based on this, it can be seen that although the motivation aspect of completing homework is almost all learners are good, this aspect still needs to be maintained and improved to be even better.

Successful completion of homework requires good motivation. In this aspect, learners need to condition several things. A number of things that learners need to manage in this aspect include having an interest in homework, being able to appreciate themselves for the efforts they have made in doing homework, being proud of the results of homework completion efforts, and convincing themselves that they are able to complete homework well. These are some indicators of good motivational aspects in *homework management* (Xu, 2008). Motivation in *homework management* determines how successful and quality the results of homework done by students (Kikas et al., 2022). High motivation based on previous research has been proven to increase learners' ability to learn everything, including when they learn to complete homework. Learners in this case will not be able to improve their abilities optimally without strong motivation (Ford et al., 2023). Therefore, learners must always maintain and improve their learning motivation so that the desired learning goals can be achieved well (Nasrudin et al., 2023). Thus, it can be seen that the motivational aspects of students based on the results of this study still have to be improved and maintained in order to be able to be even better in the future.

#### Analysis of the Quality Level of Students' Homework Management in PAI Subjects Emotional Aspects

The fourth dimension in *homework management* is the emotion dimension. This dimension relates to the feelings of students when doing homework. The statement items for this aspect on the research instrument totaled six items. The results of data processing on the emotional aspects of *homework management* in this study are as [Table 9](#).

| No.     | Emotion Aspect Indicator Items                         | Percentage |
|---------|--------------------------------------------------------|------------|
| D.1     | Learn from previous mistakes                           | 98,30%     |
| D.2     | Paying attention to what needs to be done to do better | 96,75%     |
| D.3     | Working on the task calmly                             | 73,84%     |
| D.4     | Encourage yourself                                     | 90,25%     |
| Average |                                                        | 89,79%     |

The [Table 9](#) provides information about the percentage of positive responses of learners on each indicator in the aspect of managing emotions when doing homework. Based on the table above, it can be seen that the average quality of learners' emotional aspects is 89.79%. This figure is certainly smaller than the environmental aspect and greater than the motivation aspect and the time management aspect. The highest indicator in this aspect relates to the behavior of learners who always have the desire to get better by learning from previous mistakes. Almost all



or 98.30% of learners admitted that they like to learn from every mistake in previous assignments. This indicator is then followed by the indicator of paying attention to what needs to be done so that the results of their homework can be even better with a positive response percentage of 96.75%. This means that almost all learners try to find a formula so that their assignments are better than the previous assignments. Then, the indicator with the highest percentage of positive responses in this aspect is the indicator of encouraging oneself. This indicator relates to how learners condition themselves to always be enthusiastic in completing homework. The percentage of positive responses of learners on this indicator is 90.25% and still needs to be improved again. The indicator with the lowest percentage of positive responses in this aspect is doing the task calmly. The percentage of positive responses of learners on this indicator was 73.84%. This shows that only most learners feel they are doing the task calmly. The rest, learners tend to do the task less calmly such as rushing because soon their assignments must be collected. Based on this, it can be seen that the aspect of managing emotions when completing homework still needs to be maintained and improved to be even better. Regular emotional management in doing homework will make students more relaxed and not in a hurry so that learning topics can be absorbed more easily. In addition, positive emotions in completing homework can also increase mutual trust between educators and learners (Feiss et al., 2023). Thus, it is not surprising that this aspect requires more serious attention.

#### **Analysis of the Level of Quality of Homework Management of Students in PAI Subjects Aspect of Distraction**

The fifth dimension as well as the last aspect in homework management is the aspect of managing distractions or distractions while completing homework. The aspect of managing distractions in this study is detailed into a number of indicators consisting of nine items in a questionnaire. The results of data processing on this aspect are as Table 10.

**Table 10.** Percentage of Positive Responses to Homework Management Aspect of Distraction

| No.     | Indicator Item Distraction Aspect                                | Percentage |
|---------|------------------------------------------------------------------|------------|
| E.1     | Focus when carrying out tasks                                    | 71,83%     |
| E.2     | Do not talk about unnecessary things when working on assignments | 39,32%     |
| E.3     | Not playing around with other things while doing homework        | 42,26%     |
| E.4     | Not stopping homework repeatedly to look for something to eat    | 34,52%     |
| E.5     | Not stopping homework just to send or receive messages instantly | 39,71%     |
| Average |                                                                  | 45,53%     |

The Table 10 provides information about the percentage of positive responses of learners on each indicator in avoiding distractions or distractions when completing their homework. Based on the table above, it can be seen that the average quality of learners' emotional aspects is 45.53%. This figure is certainly the lowest percentage of positive responses than other responses. This research shows that learners are easily distracted when completing their homework. The highest indicator in this aspect relates to learners' focused behavior when completing homework. Most or 71.83% of learners claimed to be focused and not daydreaming when completing their homework. This indicator is then followed by the indicator of not playing with other things while doing homework with a positive response percentage of 42.26%. This means that only almost some learners do not play other things that are not related to homework. Most of the remaining students are easily distracted to play other things such as *cellphones* even though they are not related to the topic of homework. Then, the indicator with the next highest percentage of positive responses in this aspect is the indicator of not stopping homework just to send or receive messages instantly. This indicator relates to how learners condition themselves not to be distracted by incoming messages from other people where the message is not related to completing homework. The percentage of positive responses from learners on this indicator is 39.71% and certainly needs to be improved. The fourth highest indicator in this aspect is not talking about unnecessary things when doing assignments. This indicator is at 39.32%. The indicator with the lowest percentage of positive responses in this aspect is not stopping homework repeatedly to look for food. Completing homework while



eating can certainly be allowed. However, stopping the process of completing homework especially repeatedly is not positive behavior. The percentage of positive responses from students on this indicator was 34.52%.

The findings above show that the management aspect of distraction when completing homework really needs to be improved to be even better. Managing distractions when completing homework can be done by focusing when completing homework, not talking about unnecessary things when doing homework, not playing with other things when completing homework, not stopping homework repeatedly to look for food, and not stopping homework just to send or reply to messages that are not related to the topic of homework (Xu, 2008). Managing distractions that arise when completing homework will keep learners focused on the topic of study so that they can absorb knowledge better (Nasrudin et al., 2025). Distractors in this case are defined as all stimuli that can divert learners' focus in completing their homework (Carranza Esteban et al., 2022). Stimuli that divert learners' focus in completing homework are certainly distracting because completing the homework process requires consistency and deep focus so that the topics studied can be understood very well (Minbiole & Traphagen, 2022). Based on this, it can be seen that the aspect of managing distractions is an aspect that really needs to be improved again because it is related to success in achieving homework goals.

## CONCLUSIONS AND SUGGESTIONS

Homework Management is one aspect that needs to be considered in PAI subjects. This aspect observes how well learners manage their homework. This study aims to describe the quality of learners' *homework management* based on five main aspects. The five main aspects include environment, time, motivation, emotion, and distraction. The results found that the average level of learners' *homework management* was generally in the high category. Specifically, the aspect that has the highest positive response in this study is the aspect of environmental management with an average indicator percentage of 92.80%. The percentage of this aspect is followed by aspects of emotional management (89.79%), motivation (87.70%), time (79.84%), and distraction (45.53%). This research shows that every aspect of *homework management* still needs to be improved, especially the distraction aspect. Learners based on the findings of this study tend to be easily distracted when doing their homework.

This research has suggestions that can be followed up by several parties. For learners, the results of this study can be one of the references that can be read so that they can always reflect so that they can do homework completion activities better. For teachers, this research shows the need for optimal collaboration between teachers and parents in helping students to do their learning activities at home well. For future researchers, future researchers can conduct research by comparing the quality of *homework management* in PAI subjects with the quality of *homework management* in other subjects. Future researchers can also conduct longitudinal research in order to monitor the quality of learners' PAI *homework management* over time. Another suggestion for future researchers is to conduct research that explains the factors that influence the quality of PAI *homework management*.

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