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RESILIENCE, WORSHIP, AND AI: DRIVERS OF ACADEMIC TIMELINESS FOR SUSTAINABLE EDUCATION

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Kata Kunci: Resiliensi; Shalat Berjamaah; Artefact Intelligence	ABSTRAK <p>Latar Belakang: Fokus penelitian ini pada upaya untuk menilai kemampuan mahasiswa dalam menyelesaikan tugas akademik dengan baik dan tepat waktu. Ketepatan waktu mahasiswa dalam menyelesaikan tugas dapat dipengaruhi oleh faktor eksternal dan internal pada setiap individu. <i>Resiliensi</i>, habituasi dan pemanfaatan teknologi dapat berpengaruh terhadap perilaku individu khususnya generasi era digital ini. Tujuan: Tujuan penelitian ini adalah untuk mengetahui seberapa besar pengaruh <i>resiliensi</i>, rutinitas shalat berjamaah dan pemanfaatan teknologi berupa Artefact Intelligence (AI) terhadap ketepatan waktu mahasiswa dalam menyelesaikan tugas akademiknya. Metode: Sampel penelitian berjumlah 100 mahasiswa pada fakultas pascasarjana dari 5 program studi di Universitas Islam Negeri Maulana Malik Ibrahim Malang semester 2. Data diambil melalui penyebaran angket kuesioner yang berskala liket 1-5 selama 3 minggu. untuk mengetahui besarnya pengaruh ketiga variabel yang digunakan dalam penelitian. Hasil: Hasil penelitian menunjukkan bahwa terdapat pengaruh signifikan antara resiliensi, intensitas shalat berjamaah dan penggunaan AI sebesar 58,3% terhadap ketepatan waktu mahasiswa dalam menyelesaikan tugas akademiknya dan 31,7% dipengaruhi oleh faktor lain yang tidak ada dalam penelitian. Kesimpulan: Kesimpulan hasil penelitian adalah terdapat pengaruh yang signifikan antara intensitas shalat berjamaah dan pemanfaatan AI masing-masing sebesar 0,005 dan 0,001 dengan nilai kepercayaan 5%. Namun variabel <i>resiliensi</i> tidak berpengaruh secara signifikan terhadap ketepatan waktu mahasiswa pascasarjana dalam menyelesaikan tugas akademik. Implikasi: Hal ini dimungkinkan karena pada kondisi saat ini, banyak mahasiswa yang kurang teguh dan tangguh dalam menghadapi tantangan iklim sosial dalam kehidupan sehari-hari. Hal ini disebabkan kurangnya motivasi diri generasi Z, yang cenderung menghabiskan waktu bersantai sehingga terbatas dalam bersosialisasi dengan lingkungan.</p>
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Keywords: Resilience; Congregational Prayer; Artefact Intelligence	ABSTRACTS <p>Background: This study focuses on evaluating university students' ability to complete academic assignments accurately and on time. Timeliness in completing tasks may be influenced by both external and internal factors. Resilience, religious habituation, and technological utilization are among the variables that can shape individual behavior, particularly in the digital generation. Purpose: The aim of this research is to examine the extent to which resilience, the routine practice of congregational prayer, and the use of Artefact Intelligence (AI) affect students' punctuality in completing academic assignments. Method: The research sample consisted of 100 postgraduate students from five study programs at Universitas Islam Negeri Maulana Malik Ibrahim Malang, all in their second semester. Data were collected over a three-week period using a Likert-scale questionnaire (1-5). Result: Findings indicate that resilience, the frequency of congregational prayer, and AI utilization collectively have a significant influence of 58.3% on assignment timeliness, while the remaining 31.7% is attributed to other factors not examined in this study. Conclusion: Further analysis shows that congregational prayer and AI usage each have significant effects, with p-values of 0.005 and 0.001 at the 5% confidence level, respectively, whereas resilience does not significantly impact timeliness. Implications: This lack of significance may be due to reduced perseverance among Generation Z students, many of whom lack strong motivation, spend considerable time in leisure, and have limited engagement in social environments.</p>
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A. INTRODUCTION

Educational institutions, as articulated by Ki Hajar Dewantara in his concept of the “Three Centers of Education,” serve as the second most important sphere of learning after the family, functioning as a place where individuals acquire knowledge and formal education (Hidayati, 2023). Higher education represents the subsequent stage following prior educational levels, wherein the learning environment can exert both positive and negative influences. Environmental cleanliness, learning comfort, the character of lecturers, and peer relationships are key determinants of whether students remain motivated to complete their academic tasks (Syafrin & Kamal, 2023).

An individual’s belief in their own ability to successfully complete a task reflects self-confidence and resilience (Young, 1993). Resilience is the individual capacity to adapt and persist during difficult circumstances, serving as a motivating force for evaluating and enhancing one’s abilities to prepare for and address various challenges (Rutter, 2006; Adni et al., 2018). According to Sunaryo (2017) and Kirana (2016), resilience emerges from strong internal fortitude, enabling individuals to adapt to unpleasant or challenging conditions. Another equally important factor in supporting the timely completion of students’ academic work is their daily behavioral patterns and the utilization of smartphones equipped with Artificial Intelligence (AI) capabilities (Zein, 2021). Greater stability is achieved when students possess mental readiness and take personal responsibility in employing AI as a learning aid, thereby enabling them to adapt to challenges and overcome obstacles during their educational journey (Abdul Aziz, 2021).

In Islam, worship of Allah SWT holds paramount importance, as He is the Creator of humankind. Prayer (ṣalāh) is one of the pillars of Islam and is an obligation for every Muslim. Congregational prayer (ṣalāh al-jamā‘ah) fosters discipline, strengthens the spiritual quality of a Muslim’s life, and promotes mental stability through faith (Annisa, 2019; Kusuma, 2018). Previous studies have revealed that congregational prayer can also cultivate leadership qualities (Amir, 2021). When performed consistently and sustainably, congregational prayer can be an effective means of advancing education. For example, Imam Suprayugo, during his three-term tenure as Rector of UIN Maulana Malik Ibrahim Malang, institutionalized the routine practice of congregational prayer. Through such collective implementation, individuals adopt this habit without feelings of compulsion or reluctance (Sinthia et al., 2020).

Congregational prayer inherently teaches discipline, time consciousness, and respect for hard work—qualities that positively influence an individual’s daily life and activities. These values can contribute to achieving sustainable education in the future. The virtues of congregational prayer include the cultivation of mental strength, good character, discipline, and a sense of responsibility among Muslims who practice it (Lase & Halawa, 2022). This habit also enhances resilience, defined as the ability to face diverse situations effectively. Within a university setting, student resilience largely determines the ability to manage time and complete academic assignments accurately and punctually (Regalado, 2024). Such capacities are essential in supporting the pursuit of quality education.

Education remains a fundamental instrument for improving quality of life. Nevertheless, societal realities still reflect substantial disparities in access to education, often resulting from low parental involvement in motivating children’s learning (UNESCO, 2022). This phenomenon poses a serious challenge to achieving equitable

and high-quality education as outlined in the Sustainable Development Goals (SDGs), particularly the agenda of Education for Sustainable Development (ESD), which underscores the importance of universal access to quality education (United Nations, 2015).

Over time, human needs continue to diversify—encompassing worship, education, food, shelter, and beyond. In the digital era, Artificial Intelligence (AI) has captivated the current generation, offering transformative potential across various fields and stimulating skill development among its users (Dewi, Risma, & Oktarina, 2018). For instance, AI-powered educational media can facilitate learning, while researchers may employ AI to conduct accurate statistical analyses (Muhammad et al., 2020; Muslih et al., 2018; Haristiani, 2019). Today, nearly everyone owns and uses a smartphone, enabling them to accomplish a wide range of daily activities, from ordering food and shopping online to booking transportation and travel tickets. The sophistication of technology has advanced further with the integration of AI—one of the hallmarks of the Fourth Industrial Revolution—whose applications span economics, politics, education, social life, and religion (Komalasari, 2021). In the educational context, digital learning aims to foster autonomy and learning skills (Leek, 2022).

The integration of AI into student learning is of particular significance. Studies reveal that the impact of AI utilization in education is transnational in scope (Chmielewski & Reardon, 2016). AI, modeled after human intelligence, enables machines to perform complex cognitive tasks (Tjahyanti, 2022). Examples of AI in education include AI virtual mentors, which provide feedback on student learning activities, offer practice exercises, and recommend review materials—functioning much like human tutors. Tools such as Blackboard are widely adopted in universities across Europe and the United States, while AI applications also assist faculty in disseminating lecture notes, assignments, quizzes, and examinations. Additionally, many institutions employ AI-powered presentation translators that operate through voice recognition (AK Yaniaja, 2020).

Nonetheless, students vary in their perceptions of AI's usefulness in supporting their academic tasks (Dyah, 2023). Previous research has confirmed the importance of resilience, showing that it accounts for 63.8% of the variance in improved mathematics achievement compared to other influencing factors (Dewi, 2020). Other studies have examined the influence of congregational prayer habits within educational institutions. In alignment with these findings, Tjahyanti, Widiyanto, and Ismara concluded that resilience enhances self-confidence, thereby improving performance and achievement in academic tasks (Tjahyanti, 2022).

Notably, recent research highlights the increasing role of AI in individual task completion, particularly among university students. For example, Putri et al., in a National Seminar at Universitas Negeri Surabaya, concluded that AI in student learning holds great potential for improving educational quality but requires careful attention to digital ethics, dependency risks, and the preservation of interpersonal skills for survival in changing environmental and social conditions (Putri, 2023). Similarly, Anggaraini et al. (2023) reported that AI presents new challenges and opportunities that positively influence foreign language acquisition.

This study seeks to examine whether there is a significant relationship between resilience, the intensity of congregational prayer, and AI utilization with the punctuality of students in completing academic assignments. The findings aim to inform lecturers

about both internal and external factors that can positively or negatively influence students' academic performance. The expectation is that empirical evidence from this research will help identify effective strategies for lecturers to guide and motivate students—particularly postgraduate students—in completing their assignments, including final projects. By understanding these influences, lecturers can enhance the quality and timeliness of students' academic work, thereby improving the overall quality and quantity of higher education graduates on a sustainable basis.

Research conducted at SMP 3 Sungai Pua revealed that students accustomed to performing congregational prayers exhibit higher levels of discipline compared to those who do not engage in the practice at school (Lailatulrahmawati, 2023). Similarly, Afif (2013) found a positive relationship between the intensity of congregational prayer and discipline—higher prayer intensity correlated with greater task discipline, and vice versa.

Rapid technological advancements are increasingly capable of replacing human functions in certain areas. The presence of AI facilitates access to quality education and enhances learning outcomes. As emphasized by Mlambo-Ngcuka (2017), technology can address various challenges in education, particularly in teaching and learning processes. Online learning, when implemented with appropriate pedagogical models, has proven effective in facilitating student learning (M. Hasan, 2023). Furthermore, access to digital technology has a statistically significant positive impact on global transversal skills and competencies (Tamara Pigozne, 2024).

Almost all existing applications are designed to simplify human needs. However, the growing dependence of the current generation on smartphones warrants caution. Research by Liu et al. (2024) indicates that 69% of Chinese students experience a serious level of smartphone dependency.

Based on the preceding literature and empirical findings, the following hypotheses are proposed: **H1:** Resilience significantly influences the punctuality of students in completing academic assignments, with the expectation that educational quality can be enhanced if personal challenges among students are effectively addressed (Hidayati, 2023). Resilience plays a pivotal role in modern life, especially in the digital era; when individual resilience is strong, enthusiasm and self-confidence in completing tasks increase (Abdul Aziz, 2021). **H2:** The intensity of congregational prayer significantly influences the punctuality of students in completing academic assignments. Religious devotion is considered crucial in contemporary life, necessitating a balance within each individual to achieve quality education. **H3:** AI utilization significantly influences the punctuality of students in completing academic assignments. In the digital era, abundant technological resources—particularly AI—offer students opportunities to simplify and optimize their academic work.

B. METHOD

The sample for this study comprised postgraduate students enrolled in five academic programs at the State Islamic University of Maulana Malik Ibrahim Malang, in the second semester of the 2023/2024 academic year, totaling 325 students. A quantitative research approach was employed, utilizing a structured survey questionnaire with a five-point Likert scale ranging from "strongly agree" to "strongly disagree." Respondents were instructed to answer honestly in accordance with their perceptions. Of the questionnaires distributed, 100 were returned fully completed, and

this subset of respondents served as the basis for conducting rigorous and precise analyses. Data were analyzed using ordinal logistic regression (OLR) in SPSS version 26. The analysis was divided into two main stages: evaluation of the measurement model (including validity testing and Wald test for research items) and assessment of the overall structural model

C. RESULT AND DISCUSSION

The research findings, obtained through observation, distribution, and completion of questionnaires over a five-week period, are presented as follows:

1. Data Type

The data collection process for this study was conducted from 24 November to 30 December 2023, employing a quantitative logistic regression analysis technique. The results were derived from questionnaire data administered to 100 respondents, consisting of postgraduate students at the State Islamic University of Maulana Malik Ibrahim Malang. The questionnaire utilized a five-point Likert scale ranging from 1 to 5.

2. Respondent Data Distribution

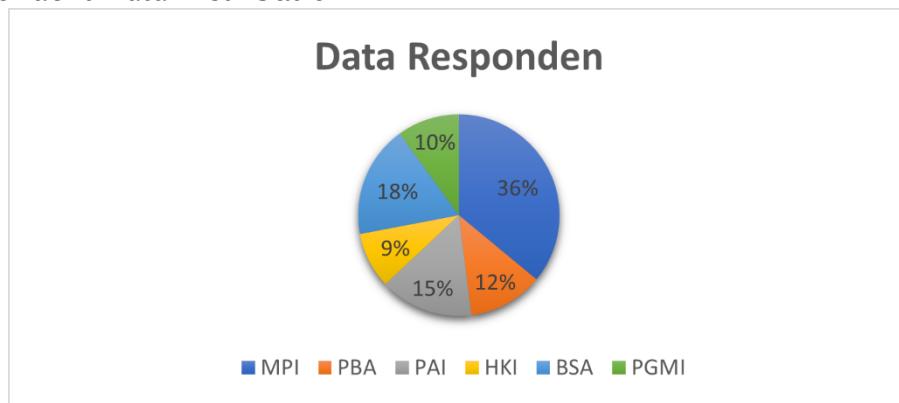


Figure 1. Respondent Data; *The data distribution from 100 respondents in the Postgraduate Faculty of UIN Maulana Malik Ibrahim Malang indicates representation from various study programs, namely: 36 students from Islamic Education Management (MPI), 12 students from Arabic Language Education (PBA), 15 students from Islamic Religious Education (PAI), 9 students from Islamic Religious Law (HKI), 18 students from Arabic Language and Literature (BSA), and 10 students from Primary School Teacher Education for Islamic Schools (PGMI).*

3. Distribution of Valid Respondent Responses

Table 1. Distribution of Valid Respondent Responses

No.		N	Marginal Percentage
1.	Resilience	1	1,0%
2	Congregational Prayer	8	8,0%
3	AI	39	39,0%
4	Both	52	52,0%
5	Valid	100	100,0%
6	Missing	0	
Total		100	

Source: Results of the Analysis Using SPSS Version 26.0

Table 1 presents the distribution of responses from 100 participants, all of which were deemed valid. The categorization of responses is as follows: “Disagree” (score 2) was selected by 1 respondent, “Neutral” (score 3) by 8 respondents, “Agree” (score 4) by 39 respondents, and “Strongly Agree” (score 5) by 52 respondents (Sri Harini, 2012). Subsequently, a model fit test was conducted using ordinal logistic regression analysis, with the results obtained summarized in the following table:

4. Model Adequacy

Table 2. Model Adequacy

No.	Chi-Square Test	Df	Significance.
1.	Pearson	176.778	66
2	Deviation	57.415	66

Table 2 indicates a reduction in the Chi-Square value from 176.778 to 57.415, with a significance level of 0.000, which is lower than the alpha value of 0.05. This result confirms that the Ordinal Logistic Regression (OLR) model is appropriate to be employed as an analytical tool in this research. The magnitude of the effect of each variable is presented in the following table:

5. Coefficient of Determination

Table 3. Coefficient of Determination

No.	Type	Coef
1.	Cox dan Snell	,497
2	Nengkerle	,583
3.	McFadden-nya	,359

Table 3 presents information regarding the model fit in the analysis of the coefficient of determination. The most appropriate model is the Nagelkerke model with a Pseudo R-Square value. The variables of congregational prayer intensity, AI utilization, and resilience collectively exhibit an influence and correlation of 58.3% on students' punctuality in completing academic assignments. Meanwhile, the remaining 41.7% is attributed to other variables not included in this study.

6. Wald Test

The basis of the research analysis lies in the Wald Test results, which indicate a significant influence of congregational prayer intensity, AI utilization, and resilience on students' punctuality in completing their academic assignments. The obtained values, as presented in **Table 4**, are derived from the Wald Test under the significance column, providing statistical evidence of the relationship between these variables and the timely completion of academic tasks.

Table 4. Wald Test

	Estimate	Std Eror	Wald	Df	Sig.	Convidance Interval	
						95% Lower Bound	95% Upper Bound
Threshold	[Y=2]	5.065	1.624	9.722	¹ ,002		1.881
	[Y=3]	8.225	1.541	28.679	,000		5.234
Location	[Y=4]	12.285	1.945	39.877	¹ ,000		8.472
	X ₁	,273	,398	,471		.102	,507
	X ₂	1.190	,427	7.780		,005	,354
	X ₃	1.401	,410	11.669	¹ ,001		,597

Link Function: Logit.

Table 4 presents the Parameter Estimation Test, which statistically constitutes the core component of the research findings (Lameshow, 2000). The Wald test results are formulated into a logistic regression equation, mathematically expressed as follows.

$$\text{Logit } (Y_2) = 5.065 + 0.273X_1 + 1.190X_2 + 1.401X_3$$

$$\text{Logit } (Y_3) = 8.225 + 0.273X_1 + 1.190X_2 + 1.401X_3$$

$$\text{Logit } (Y_4) = 12.285 + 0.273X_1 + 1.190X_2 + 1.401X_3$$

The interpretation of the Wald test indicates that the significance value for each examined variable varies. Resilience shows a significance level of 0.102, which is greater than the error threshold of 0.05, indicating that resilience among students does not have a statistically significant effect on the timeliness of task completion. In contrast, the intensity of congregational prayer and the utilization of Artificial Intelligence (AI) by postgraduate students at UIN Maulana Malik Ibrahim Malang demonstrate significant effects, with significance values of 0.005 and 0.001 respectively, both of which are smaller than the 0.05 error threshold.

Moreover, the timeliness of students in completing their academic assignments, therefore, leads to the rejection of Hypothesis 1 (H₁). In contrast, Hypothesis 2 (H₂) — which posits that the intensity of congregational prayer significantly influences the timeliness of students in completing their academic assignments — is accepted. Likewise, Hypothesis 3 (H₃) — which states that the utilization of Artificial Intelligence (AI) significantly affects the timeliness of academic task completion — is also accepted. These findings are consistent with previous studies indicating a significant correlation between congregational prayer and the development of religious character, with a chi-square value of 15.631, categorized as high (Renna Oktavia Sari, 2018). Similarly, the significant effect of AI utilization aligns with previous research on the impact of AI on students (Mustafi, Afrin, & Islam, 2017; Raza, Yousufi, Rafi, & Javaid, 2020; Adesope & Maarhuis, 2021; Tian et al., 2021). The advancement of AI is expected to be integrated with AI ethics education, encompassing its responsible use and fostering self-directed learning, both of which can yield substantial benefits for users (Pabubung, 2021). The results of the Ordinal Logistic Regression (OLR) analysis in this study indicate that the primary factors influencing the timeliness of postgraduate students at UIN Maulana

Malik Ibrahim Malang in completing academic assignments are the intensity of congregational prayer and AI utilization.

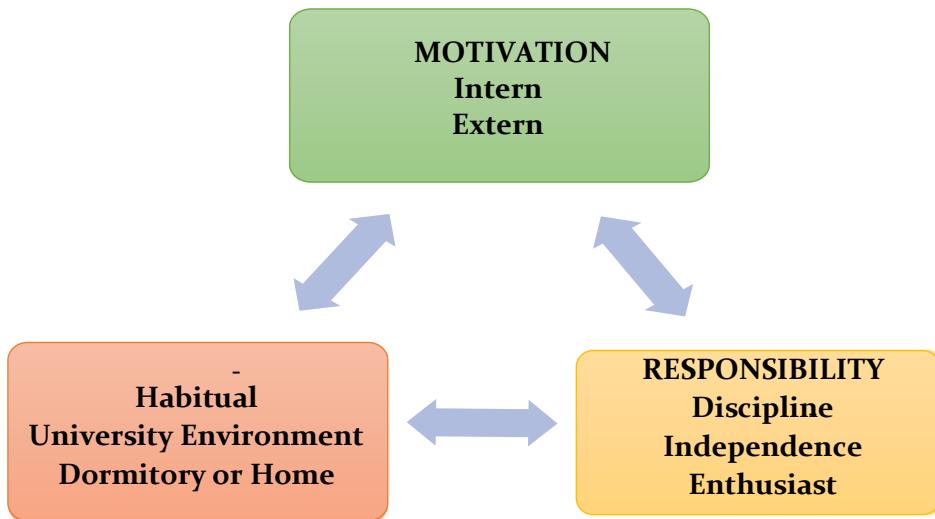
From a statistical perspective, the Wald test serves to examine the effect of each predictor variable in the study. The influence of congregational prayer intensity on the timeliness of task completion is evident from the odds ratio value, calculated as $\Psi = e^{(1.190)} = 3.287$. This indicates that students who frequently perform congregational prayer are 3.287 times more likely to complete assignments accurately and punctually compared to those who rarely or never participate in such practices (Ghazali, 2013). For AI utilization, the odds ratio is $\Psi = e^{(1.401)} = 4.059$, suggesting that the likelihood of timely task completion increases by 4.059 times compared to students who do not employ AI tools. This finding is consistent with the assertion by Manongga et al. (2022) that students emphasize the ease of accessing information through AI as an essential academic support resource.

It is important to explore further why the resilience factor did not significantly influence the timeliness of academic task completion. Recent studies have noted a decline in the resilience levels of Generation Z in the current era. Research conducted in Surabaya revealed generational differences among Generation Z in decision-making styles, potentially explaining why resilience emerged as a weak and non-significant variable in this study. Members of this generation often lose track of time when engaged in social environments that emphasize personal satisfaction and pleasure. Abdullah and Nur Fadillah, in their ANOVA test, found that resilience levels in decision-making among Generation Z are categorized as high, with gender (male or female) as a determining factor (Abdullah Sinring, 2021). Meanwhile, Junaidi Wirawan's findings indicate a decline in self-confidence among urban Generation Z populations, with most respondents experiencing mild depression symptoms, thus requiring motivational interventions to restore self-esteem and strengthen their capacity to cope with environmental challenges (Wirawan, 2022). Subaidi also highlights that cultivating self-confidence and resilience among students requires teachers to create engaging learning environments, encourage active participation, and provide consistent positive motivation (Nurhasanah & Sobandi, 2016).

The researcher further notes that the lifestyle of most current university students — predominantly members of Generation Z — tends toward introversion and heavy dependence on mobile devices. From a health perspective, blue light exposure from smartphones can disrupt nighttime sleep patterns, thereby reducing sleep quality (Ibrahim, 2018). For young adults and university students, internal self-control issues are a primary determinant of intrinsic motivation (Flett, 2016). Many tend to neglect real-world responsibilities, favoring virtual engagements instead. Timely assignment completion, however, is both a duty and a measure of responsibility for all students, reflecting their academic commitment. The observed decline in resilience and self-confidence among today's students warrants serious attention from both educational institutions and families. Educators — including teachers, lecturers, and parents — play a vital role in reinforcing the habit of congregational prayer (Khotimah, 2017). If effectively nurtured, this habit may help students rediscover their identity, enabling them to envision and achieve a sustainable future.

As a strategic step to enhance resilience among postgraduate students at UIN Maulana Malik Ibrahim Malang, the researcher recommends targeted mentoring and motivation programs facilitated by lecturers, implemented through group or class-

based activities aligned with specific academic disciplines. These initiatives should include structured task allocation and systematic approaches to identify and apply effective strategies for improving individual resilience, as illustrated in the following conceptual framework.



Identification of both internal and external conditions can serve as the basis for determining appropriate strategies to provide motivation, whether intrinsically or extrinsically, to each student. Such motivation is expected to contribute to fostering resilience within the individual and cultivating a sense of responsibility among students. Habit-forming practices may also be systematically implemented within the campus environment — for example, the collective performance of obligatory prayers (zuhř and/or 'aşr) — which can, over time, serve to revitalize individual resilience and strengthen students' capacity to fulfill their academic and personal responsibilities.

CONCLUSION

The findings of this study reveal a significant relationship between key influencing factors and the enhancement of higher education quality. Timely completion of academic tasks among students can be shaped by both internal factors (originating from within the individual) and external factors (arising from the surrounding environment). The focal variables examined—resilience, the intensity of congregational prayer, and the utilization of Artificial Intelligence (AI)—were hypothesized to exert a strong influence on students' punctuality in fulfilling academic responsibilities. Data analysis indicated that the intensity of congregational prayer exhibited a statistically significant positive effect ($p = 0.005$), as did the utilization of AI ($p = 0.001$). Conversely, resilience was found to have no positive impact on timely task completion, which may be attributable to diverse individual traits and personality differences among students. One proposed initiative to foster resilience is the institutionalization of mandatory congregational zuhř and/or 'aşr prayers for all postgraduate students at UIN Maulana Malik Ibrahim Malang.

Overall, the empirical data demonstrate that the three examined variables collectively account for 58.3% of the variance in punctual academic task completion,

while the remaining 41.7% is influenced by other factors beyond the scope of this study. The study's recommendations may serve as a strategic consideration for higher education institutions in addressing contemporary student mental health challenges. Character education, motivational reinforcement, and the cultivation of religious observance can serve as essential pillars for strengthening students' mental and spiritual resilience. Such initiatives are expected to correlate positively with the advancement of sustainable educational development.

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