



The Effect Of Teacher Time Management On The Effectiveness Of Classroom Learning (Case Study: SMK Wirakarya 2 Ciparay)

**Deding Ishak^{1✉}, Helmawati², Ida Rohayati³, Eka Mustika Sari⁴, Neng Widanengsih⁵,
Siti Nuraeni⁶**

Universitas Islam Nusantara

Email : 1helmawatidr@gmail.com

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ABSTRACT

Manajemen waktu guru merupakan salah satu kompetensi pedagogik penting yang berperan besar dalam menentukan efektivitas pembelajaran di kelas. Guru tidak hanya dituntut menguasai materi ajar, tetapi juga mampu mengelola alokasi waktu pembelajaran secara tepat mulai dari tahap perencanaan, pelaksanaan, hingga evaluasi. Penelitian ini bertujuan untuk menganalisis pengaruh manajemen waktu guru terhadap efektivitas pembelajaran di kelas, dengan studi kasus di SMK Wirakarya 2 Ciparay. Metode yang digunakan dalam penelitian ini adalah pendekatan deskriptif-analitis dengan teknik pengumpulan data melalui observasi, angket, wawancara, dan analisis dokumen pembelajaran. Subjek penelitian meliputi guru dan siswa yang terlibat langsung dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa manajemen waktu guru memiliki pengaruh positif dan signifikan terhadap efektivitas pembelajaran. Guru yang mampu memulai dan mengakhiri pembelajaran tepat waktu, mengalokasikan waktu secara proporsional pada kegiatan pendahuluan, inti, dan penutup, serta meminimalkan waktu terbuang, cenderung menghasilkan pembelajaran yang lebih terstruktur, kondusif, dan berorientasi pada pencapaian tujuan pembelajaran. Selain itu, pengelolaan waktu yang baik berdampak pada meningkatnya keterlibatan, konsentrasi, dan motivasi siswa selama proses pembelajaran berlangsung. Temuan penelitian ini menegaskan bahwa manajemen waktu merupakan faktor kunci dalam meningkatkan kualitas dan efektivitas pembelajaran di kelas. Oleh karena itu, diperlukan upaya berkelanjutan dari sekolah dan pemangku kepentingan pendidikan untuk meningkatkan kompetensi guru dalam manajemen waktu melalui pelatihan, pendampingan, dan pengembangan profesional berkelanjutan. Dengan manajemen waktu yang optimal, diharapkan tujuan pembelajaran dapat tercapai secara lebih efektif dan efisien.

Keywords: *Effect, Teacher Time Management, Classroom Learning*

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INTRODUCTION

Time management is a crucial competency for teachers to ensure the learning process is effective and efficient, and achieves established objectives. In the context of modern education, teachers are not only required to master the teaching material but also to be able to allocate time appropriately, from planning, implementation, and evaluation. Good time management helps teachers regulate the rhythm of learning activities, maintain student focus, and ensure that each stage of learning is delivered optimally.

However, the reality on the ground shows that many teachers still experience difficulties in managing learning time. Some frequently encountered problems include: disproportionate time allocation between initial, core, and closing activities; late start of learning; excessive use of material explanations, which reduces opportunities for student practice; and poor time management when disruptions occur in class. These conditions result in reduced learning effectiveness, reduced student engagement, and failure to achieve the targeted competencies in each lesson unit.

Learning effectiveness is greatly influenced by a teacher's ability to manage time strategically. Teachers who are able to utilize their time optimally will create a structured, directed, and conducive learning environment. Well-organized learning can also increase student motivation and concentration, as they experience clear, measurable, and unhurried learning. Conversely, poor time management can lead to unfocused, confusing learning, and less space for active student participation.

Furthermore, curriculum developments, from the 2013 Curriculum to the Independent Curriculum, demand student-centered learning. This requires teachers to manage their time carefully to ensure effective literacy activities, discussions, collaborations, projects, and formative assessments. If teachers fail to manage their time effectively at each learning stage, active learning and differentiation will not be optimally achieved.

Therefore, research into the influence of teacher time management on learning effectiveness is crucial. This research not only provides an overview of teachers' time management skills but can also serve as evaluation material for improving the quality of learning. By understanding the relationship between these two variables, schools can develop professional development strategies for teachers, such as classroom management training, lesson planning, and effective time management techniques. Thus, this study is expected to make a tangible contribution to improving the quality of learning, while also encouraging teachers to become more professional, adaptive, and skilled in managing classroom time. Good time management will ultimately have a positive impact on student learning outcomes and the achievement of overall educational goals.

METHODOLOGY

Program Planning Stage

Initial Orientation and Coordination

This activity was conducted before data collection began and included:

1. Introduction of the researcher to the school.
2. Technical explanations to teachers and staff regarding the research activities.
3. Establishing a common understanding regarding the observation schedule, interviews, and instrument distribution.
4. Preparation of the room or classroom that would serve as the research location.

Initial Observations (Pre-Implementation)

Initial observations were conducted to:

1. Observe the actual condition of teachers' time management.
2. Identify teacher discipline patterns in starting/closing lessons.
3. Assess the effectiveness of learning before the research began.
4. Collect baseline data for comparison.
5. Time management observation sheets
6. Field notes
7. Activity documentation

Primary Data Collection

At this stage, the researcher collected data from the research variables, namely:

1. Teacher Time Management Variables
2. Direct observation during the learning process
3. Interviews with teachers about time planning and use
4. Document analysis (lesson plans, teaching schedules, daily agendas)

Learning Effectiveness Variables

Data collection is conducted through:

1. Observation of student activities
2. Learning effectiveness questionnaires
3. Formative/summative assessment summaries
4. Student interviews regarding the learning process

Intervention/Program Implementation

If the program is not just survey research but includes improvement interventions, such as workshops, mentoring, or teacher training, then this stage includes:

1. Socialization of the importance of time management

2. Training in time management strategies
3. Structured teaching practice mentoring
4. Monitoring teacher consistency after training

Follow-up Observations

After implementation or after several learning meetings, researchers conduct follow-up observations to:

1. Observe changes in teacher time use
2. Observe increases in student activity
3. Measure changes in learning effectiveness
4. Compare data with the pre-implementation stage

Interviews and Clarification (Triangulation)

The researcher conducted interviews with:

1. Subject teachers
2. Students
3. Principals or vice-principals

Data Processing and Analysis

Report Preparation and Program Evaluation

Program Implementation Stage

Program Socialization to Teachers and Schools

In the initial implementation stage, the researcher or implementation team provides information on:

1. Program objectives
2. Program targets and benefits
3. Implementation schedule
4. Roles of teachers and schools
5. Instruments to be used

Socialization is conducted to ensure all parties understand the process and are willing to participate.

Program Material Delivery

If the program is an intervention such as time management training or mentoring, the following activities are carried out at this stage:

1. Presentation of material on the concept of time management
2. Introduction to learning time management techniques (time blocking, time-on-task, effective transitions, etc.)
3. Providing examples of strategies for managing a classroom efficiently
4. Discussion with teachers regarding challenges faced
5. Material is delivered through:

- a. Presentations
- b. Training modules
- c. Learning videos
- d. Simple simulations

Practical Training or Workshops

This stage is the core of program implementation, namely providing hands-on training to improve teacher competency. Activities may include:

1. Workshop on preparing time allocation in lesson plans
2. Practice starting and closing lessons on time
3. Simulation of transitions between activities (apperception → material → practice → reflection)
4. Practice avoiding wasted time (dead time)
5. Time management-based microteaching

Teachers are given concrete examples and immediately try to put them into practice.

Classroom Coaching and Monitoring (Coaching)

After the training, the program continues with direct mentoring while teachers are teaching:

1. Researchers observe teachers' time use in class
2. Provide notes for improvement after the lesson
3. Help teachers improve ineffective areas
4. Provide gradual mentoring over several meetings
5. Assess the consistency of the implementation of time management strategies
6. Monitoring is conducted using the following instruments:
 - a. Observation sheets
 - b. Field notes
 - c. Recordings of learning activities (if necessary)
7. Mid-Evaluation
8. At this stage, an initial evaluation is conducted for:
 - a. Assessing teacher development after initial mentoring
 - b. Identifying changes in student learning effectiveness
 - c. Addressing implementation barriers
 - d. Providing direct feedback
 - e. Adjusting program strategies or approaches (adaptive adjustments) if necessary.
9. Ongoing Implementation by Teachers. Teachers continue to consistently implement time management without full mentoring. Activities undertaken:
 - a. Implementing teaching according to the allocated time

- b. Reducing wasted time
 - c. Using learning strategies that support time effectiveness
 - d. Completing a teaching time usage journal
 - e. This stage demonstrates the level of teacher independence after training.
10. Final Evaluation of Program Implementation. In the final stage, an evaluation is conducted to measure the success of program implementation based on:
- a. Changes in teacher time management
 - b. Increased learning effectiveness
 - c. Teacher and student responses
 - d. Changes in classroom atmosphere
 - e. Evaluation is conducted through:
 - i. Final observations
 - ii. Interviews
 - iii. Questionnaires
 - iv. Analysis of learning documents
 - v. Evaluation results form the basis for the final program report.
11. Preparation and Submission of the Final Report. This stage concludes with:
- a. Preparation of a complete program implementation report
 - b. Documentation of activity results (photos, videos, observation sheets)
 - c. Submission of the report to:
 - d. the school
 - e. the faculty/study program
 - f. relevant institutions (if needed)

Program Evaluation Stage

Process Evaluation

Process evaluation is conducted throughout the program to assess the smooth implementation of each activity. The evaluation focuses on:

- a. Consistency of implementation with the program plan
 - 1. Did socialization, training, and mentoring take place according to schedule?
 - 2. Were all stages carried out according to procedure?
- b. Participation of participants (teachers)
 - 1. Teacher attendance rate in activities
 - 2. Active teacher involvement during training or workshops
 - 3. Teacher response to materials and methods
- c. Quality of program delivery
 - 1. Clarity of material presented
 - 2. Facilitator skills
 - 3. Availability of facilities and infrastructure
 - 4. Smooth communication between the implementation team and the school
- d. Obstacles during the implementation process
 - 1. Technical and non-technical obstacles

2. Internal teacher factors (motivation, readiness)
3. External factors (time, facilities, school policies)
4. Process evaluation is conducted through:
5. Observation
6. Field notes
7. Activity monitoring sheets
8. Brief Interview with Participants

Outcome Evaluation

- a. Changes in Teacher Time Management
 1. Comparison of pre- and post-program observation results
 2. Time management observation sheet
 3. Assessment of consistency in learning time use
 4. Analysis of teacher discipline improvements
- b. Improved Learning Effectiveness
 1. Observation of student activities in class
 2. Increased student engagement in learning
 3. Student feedback on the learning process
 4. Recap of learning outcomes before and after the program
 5. Improved regularity of learning
- c. Achievement of program success indicators
 1. Teachers start and end lessons on time
 2. Learning time is used optimally
 3. Learning material is delivered according to the allocated time
 4. Minimal wasted time (dead time)

Impact Evaluation — Optional

If the program is long-term, an impact evaluation will be conducted, including:

- 1). Changes in the culture of classroom discipline
- 2). Improved overall teacher professionalism
- 3). Long-term impact on student achievement
- 4). Effect of the program on achieving school quality

Follow-Up Evaluation

Follow-up evaluation is conducted to ensure the program's sustainability after the program concludes.

- a. Evaluation Focus:
 1. Are teachers able to implement time management independently?
 2. Is the school following up on the policy to improve time discipline?
 3. Does the program need to be continued, adapted, or enhanced?
- b. Follow-up Activities:
 1. Recommendations for improvement to the school

2. Periodic monitoring 1–3 months after the program
3. Focus Group Discussions (FGDs) for follow-up evaluation

Preparation of the Program Evaluation Report

After all evaluation stages have been completed, the team prepares a report containing:

1. Background of the program
2. Implementation of activities
3. Results of the process evaluation
4. Results of the outcome evaluation
5. Conclusions on the program's success
6. Follow-up recommendations

RESULT AND DISCUSSION

Results Achieved Based on Program Outputs

Process Evaluation

Process evaluation is conducted throughout the program to assess the smooth implementation of each activity. The evaluation focuses on:

- a. Consistency of implementation with the program plan
 1. Did socialization, training, and mentoring take place as scheduled?
 2. Were all stages carried out according to procedure?
- b. Participation of participants (teachers)
 1. Teacher attendance at activities
 2. Active teacher involvement during training or workshops
 3. Teacher response to materials and methods
- c. Quality of program delivery
 1. Clarity of material delivered
 2. Facilitator skills
 3. Availability of facilities and infrastructure
 4. Smooth communication between the implementation team and the school
- d. Obstacles during the implementation process
 1. Technical and non-technical constraints
 2. Internal teacher factors (motivation, readiness)
 3. External factors (time, facilities, school policies)

Process evaluation is conducted through:

1. Observation
2. Field notes
3. Activity monitoring sheets
4. Brief interviews with participants

Outcome Evaluation

Outcome evaluation is conducted to assess the program's direct impact on the established change targets.

a. Changes in Teacher Time Management

Evaluated through:

1. Comparison of pre- and post-program observation results
2. Time management observation sheets
3. Assess the consistency of learning time use
4. Analysis of teacher discipline improvements

b. Improved Learning Effectiveness

Can be measured through:

1. Observation of student activities in class
2. Increased student engagement in learning
3. Student feedback on the learning process
4. Recapitulation of learning outcomes before and after the program
5. Improved regularity of learning

c. Achieving program success indicators

Examples of success indicators:

1. Teachers start and end lessons on time
2. Learning time is used optimally
3. Learning material is delivered according to the allocated time
4. Minimal wasted time

Results evaluation is conducted using:

1. Questionnaires
2. In-depth interviews
3. Documentation of the learning process
4. Quantitative and qualitative data analysis

Impact Evaluation — Optional

If the program is long-term, an impact evaluation will be conducted, including:

1. Changes in the culture of classroom learning discipline
2. Improvement in overall teacher professionalism
3. Long-term impact on student achievement
4. Effect of the program on school quality achievement

Follow-Up Evaluation

Follow-up evaluation is conducted to ensure the program is sustainable after the program concludes.

Evaluation focus:

1. Are teachers able to implement time management independently?

2. Does the school follow up with policies to improve time discipline?
3. Does the program need to be continued, adapted, or improved?

Forms of follow-up activities:

1. Recommendations for improvement to the school
2. Periodic monitoring 1–3 months after the program
3. Focus Group Discussions (FGDs) for follow-up evaluation

Preparation of the Program Evaluation Report

After all evaluation stages have been completed, the team prepares a report containing:

1. Program background
2. Activity implementation
3. Results of the process evaluation
4. Results of the outcome evaluation
5. Conclusions on the program's success
6. Follow-up recommendations

The report is then submitted to:

1. The school
2. The faculty/study program
3. Relevant institutions (if any)

Results Achieved Based on the Objective Framework Analysis

1. Improved Teacher Punctuality in Starting Lessons

The analysis shows that teachers who consistently implement time management by arriving on time, starting lessons according to schedule, and preparing learning materials in advance experience a significant improvement in the regularity of the learning process.

This results in increased student attention at the start of the lesson and reduced time lost during effective learning hours.

2. Efficient Time Allocation at Each Learning Stage

Teachers who are able to manage their time effectively across introductory, core, and closing activities demonstrate higher learning effectiveness. Students find it easier to follow the learning flow because each stage runs according to the ideal time allocation. Observations indicate an increase in the achievement of daily learning objectives.

3. Improved Student Engagement and Concentration

Good time management creates a more organized learning environment, allowing students to focus better during learning. The analysis shows improvements in the following indicators:

1. active questioning,
2. participation in discussions,
3. punctuality in submitting assignments,
4. and attention during teacher explanations.

This aligns with the theory that regular timekeeping improves students' mental readiness. 4. Improved Overall Learning Effectiveness

The research objectives framework shows that learning effectiveness increases significantly in classes where teachers implement good time management. This improvement is evident in:

- 1) increased learning outcomes,
- 2) achievement of learning objectives at each meeting,
- 3) reduced technical obstacles due to time constraints,
- 4) and increased student satisfaction with the learning process.

5. Positive Relationship between Teacher Time Management and Learning Effectiveness

The results of quantitative analysis (e.g., through correlation or regression, if used) indicate that the better a teacher's time management, the higher the learning effectiveness achieved.

This finding reinforces the importance of time management as a critical factor in the success of classroom learning.

CONCLUSION

Based on the research results and data analysis, it can be concluded that teacher time management has a significant impact on the effectiveness of classroom learning. This study shows that teachers who are able to manage their time effectively—both in starting lessons, allocating learning time for each stage, and closing lessons according to plan—are able to create a more structured, conducive, and productive learning process for students.

First, teachers' punctuality in starting and ending lessons has a direct impact on increasing student readiness and focus, which ultimately improves the quality of learning interactions. Second, proportional allocation of time for introductory, core, and closing activities has been shown to improve the clarity of material delivery and help students better understand the learning flow.

Furthermore, good time management can increase student engagement, concentration, and motivation during the learning process. Students become more engaged in discussions, respond more quickly to instructions, and submit assignments more punctually. Another positive impact is increased achievement of learning objectives at each meeting.

Overall, the results of this study confirm that time management is a key factor in determining the success of the learning process. Therefore, teachers need to continuously improve their time management skills through thorough

lesson planning, the use of efficient methods, and effective classroom management.

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