



The Influence of Time Management and Teacher Commitment on Teacher Performance in Junior High Schools in Tualang District, Siak Regency

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ABSTRACT

Teacher performance is something that needs and deserves to be examined in depth. Many factors cause problems related to teacher performance. This article will discuss the influence of time management and teacher commitment on teacher performance at junior high schools in Tualang District, Siak Regency. This research uses a quantitative-descriptive approach. This quantitative descriptive research systematically, actually, and accurately describes certain social phenomena, with the aim of describing in detail the existing facts and data. Data collection techniques use observation, documentation, and questionnaires. The subjects of the research were 107 teachers in public middle schools in Tualang District, Siak Regency. The research results show that 1) time management has a significant positive influence on teacher performance, with a significance value of 0.000 or less than an alpha value of 0.05. 2) Teacher commitment has a significant positive influence on teacher performance, with a significance value of 0.000. 3) Time management and teacher commitment jointly influence teacher performance, with a significance value of 0.000 and an R-Square value of 0.569, indicating that the proportion of influence of time management variables and teacher commitment on teacher performance variables is 56.9%.

Keywords: time management, teacher commitment, teacher performance

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INTRODUCTION

According to Law Number 14 of 2005 Chapter 1 Article 1, it is explained that teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and also evaluating students, whether in early childhood education, formal education or education. primary, and secondary education. This proves that the role of teachers is very important for the success of the educational process because one of the standards of quality education is the quality of teachers as educators themselves in improving the quality of educational input, process, output and outcomes (Illahi, 2020) .

Low teacher performance is recorded in the educational and cultural statistics data center, where it is known that the performance of elementary school teachers is in the poor category with a score of 76.43. The island of Sumatra, especially in Riau Province, is the lowest number three with a score of 73.34 in the poor category, while nationally Riau Province is ranked number seven lowest. Apart from that, from various levels, junior high school (SMP) has the lowest score, namely 71.90 (Kemendikbud, 2016).

The phenomenon of low performance of junior high school teachers in Riau Province can also be seen from the low average score of the teacher competency test (UKG), namely 55.21, while the national average is 56.93 with the lowest average score at junior high school (SMP) teacher level.) namely 56.59 (lpmpriau.kemdikbud.go.id). Based on the 2022 regional education balance data profile, it is known that Riau province is ranked lowest at number thirteen out of thirty-four provinces. For Siak district, the Teacher Competency Test (UKG) score was an average score of 57.40 and for Middle School UKG with a score of 59.33 (npd.kemdikbud.go.id, 2022).

Based on the data obtained, Tualang sub-district, Siak district has 24 public and private school units at junior high school level. This is the largest number of first level state secondary schools from the 14 sub-

districts in Siak district. Based on preliminary studies through interviews and short questionnaires conducted by the author at the Tualang District Junior High School, it is known that there is a phenomenon of teacher performance as seen from teacher performance indicators according to Franciscus & Azhar (2021), namely a) planning the learning process, b) implementing the learning process and c) evaluating learning outcomes d) mentoring and training of students and e) additional assignments. Ideally, teachers can plan the learning process by making lesson plans (learning process plans) in a timely manner, implementing the learning process according to the plan that has been prepared and carrying out a comprehensive learning assessment in terms of attitudes, values and process skills.

However, in reality in the field, from the results of a preliminary study conducted by the author on 107 teachers at Tualang District Junior High Schools, there are still teachers who do not collect lesson plans on time, do not carry out the learning process according to the lesson plans that have been made and are incomplete in providing process assessments. learning, for example, there are still teachers who only assess cognitively without providing an assessment of skills or attitudes in one learning competency. In terms of student mentoring indicators, there are still teachers who do not provide assistance and training to students outside of teaching subject matter. Attention to teachers in efforts to improve performance Teachers are very important in supporting progress and improving the quality of learning as well as improving learning outcomes and at the same time improving the quality of education (Badrusalam, 2022) .

Time management is closely related to performance. Every work must be targeted to be completed on time, which means teachers must be able to manage their time well. Time management is very useful for teachers to manage their time and remain productive in completing their teaching and learning tasks. By being able to manage their time, teachers will be more productive in class and will also be able to complete reports well, which will have an impact on teacher performance (Ulum, 2021) . From here we can see the importance of scheduling for a teacher. Teachers must know when to do main work and when to do additional work. When teachers underestimate the work they do when *the deadline* is approaching, they will abandon their main work, which will cause their performance assessment to decrease.

Apart from time management as a factor that can influence teacher performance, teachers' efforts to develop their performance reflect the teacher's commitment to their duties. According to Anwar Prabu Mangkunegara (2011), performance will be good if the teacher has implemented elements consisting of high commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and creativity in carrying out teaching and other goals. Therefore, the implementation of learning in schools must begin with the teacher's commitment to carrying out active, creative and innovative tasks.

High commitment from a teacher will show a sense of full responsibility in carrying out the tasks that have been entrusted, in line with that Mairika Pitrawati (2013) Teachers should be fully responsible and have a high commitment in carrying out each of their duties. In this case, the teacher carries out his teaching duties seriously without any coercion or because his superiors carry out supervision. Based on observations, it turns out that there are still some teachers who lack commitment to their duties, where teachers are still found who during MGMP activities at other schools do not participate in these activities or do not attend while a letter of assignment from the school where they are assigned has been issued. They are less concerned about the problems that occur within the organization and there are still teachers who do not understand the professional code of ethics as a teacher.

Low or high performance of teachers at Public Junior High Schools in Tualang District is influenced by many factors such as time management skills and teacher commitment. So the author is interested in researching the influence of time management and teacher commitment on teacher performance in Junior High Schools in Tualang District, Siak Regency.

LITERATURE REVIEW

Teacher Performance

According to Ahmad Faozan (2022:106), teacher performance is the achievement achieved by a teacher in managing and carrying out educational and teaching tasks in accordance with the standards

applicable to his job. Bintoro & Daryanto (2017:105) say that performance is the willingness of a person or group of people to carry out activities or perfect them in accordance with their responsibilities, with the results as expected. According to Wirawan (2015:5) , performance is the output produced by the functions or indicators of a job or profession within a certain time.

In this research, the performance assessment indicators used by researchers are based on the teacher assessment instrument of the PMPTK Directorate General of the Ministry of National Education, which is linked to teachers' core competencies, which include performance assessment from the pedagogical competency aspect. Pedagogical competency aspects include mastering student characteristics, educational planning activities, curriculum development, mastering learning theories and educational learning principles, developing student potential, communication with students, assessment, and evaluation.

Time Management

According to Atkinson (2022) time management is a type of skill related to various forms of individual effort and action carried out in a planned manner so that a person is able to make the best use of time. According to Akra (2022) time management is the ability to use time effectively and efficiently to obtain maximum benefits. According to Taylor (1990) time management is the achievement of the main goals of life as a result of eliminating meaningless activities that often take up time. Time management is a realizable goal specifically for those who want to improve their performance. In this case, effective use of time or time management by changing work methods to be more systematic will be able to handle activities well.

Teacher Commitment

Muchlas (2015) defines teacher commitment as the teacher's orientation towards work as an educator, in the sense of loyalty, identification and involvement in every school activity. Ahmad and Rajak (2007) explained that teacher commitment is an inner strength that comes from within a teacher's heart and external strength regarding his duties which can have a big influence on the teacher's attitude in the form of responsibility and responsiveness to developments in science and technology.

METHOD

This research uses a quantitative-descriptive approach. This quantitative descriptive research systematically, actually, and accurately describes certain social phenomena, with the aim of describing in detail the existing facts and data. Data collection techniques use observation, documentation, and questionnaires. The population in this study were all teachers at state middle schools in Bandar Seikijang District who had been supervised by the school principal and were spread across four schools. Of the number of teachers spread across four schools, one principal is trained by the principal. In this study, the population of 145 people referred to is all teachers at the Tualang District Junior High School.

The determination of the sample in this research was carried out using proportional random sampling, namely a method of taking samples from members of the population using a random method without paying attention to the strata in the population. The sample was chosen to represent the overall characteristics of the population. To determine the sample size, researchers used the Slovin formula as follows:

$$N = \frac{N}{1 + Ne^2}$$
$$N = \frac{145}{1 + 145 (0,05)^2}$$
$$N = \frac{145}{1 + 0,3625}$$
$$N = 106,40 = 107$$

Based on these calculations, the respondents who will be used are 107 people. To find out whether there is an influence of the independent variable on the dependent variable, the proposed hypothesis is tested partially using the t test. The test was carried out with a significance level of 0.05, and the t test measurement

was intended to determine whether individually there was an influence between the independent variables and the dependent variable.

RESULTS AND DISCUSSION

Respondent Demographic Profile

The research subjects used in this research were SMPN teachers in Tualang District. The description of the research object shows the results of responses from 107 teacher respondents at the Tualang District Junior High School consisting of various characteristics: Age, Gender, Last Education, Certification. There were 57 people who were female (75%), and 19 people who were male (25%).

Table 2. Characteristics of Respondents Based on Gender

Gender	Number of Respondents	Percentage
Female	63 People	58
Male	44 People	42

There were 33 people aged 21-35 years (43%), and 43 people aged >35 years (57%).

Tabel 3. Characteristics of Respondents Based on Age

Age	Number of Respondents	Percentage
21-35 years old	38 People	35
>35 years old	69 People	65

There were 5 D3 graduates (7%), 67 S1 graduates (88%) and 4 Masters graduates (5%).

Tabel 4. Characteristics of Respondents Based on Last Education

Last Education	Number of Respondents	Percentage
S1	78 People	69
S2	29 People	31

There are 72 teachers who have been certified (67%), 35 teachers who have not been certified (33%).

Tabel 5. Characteristics of Respondents Based on Certification

Certification	Number of Respondents	Percentage
Already certified	72 People	67
Not yet certified	35 People	33

Descriptive Analysis of Variables

Teachers from four different State Middle Schools in Bandar Seikijang District who were under the The research subjects used in this research were SMPN teachers in Tualang District. The description of the research object shows the results of responses from 107 teacher respondents at the Tualang District Junior High School, consisting of 19 questions for teacher performance (Y), 20 questions for time management (X1), and 19 questions for teacher commitment (X2). The following are the results of responses from 107 respondents to each statement in the questionnaire which was measured using a Likert scale with a value range of 1 to 5, by preparing five response options.

Tabel 6. Descriptive Variables

No	Variables	Mean	Standard Deviation	Interpretation
1	Time Management	3.59	0.804	High

2	Teacher Commitment	3,47	0,780	High
3	Teacher Performance	3,54	0,817	High
Total		3,53	0,800	High

Table 6 shows that the time management variable is the highest interpreted variable (mean = 3.59 and SD = 0.804) followed by the teacher commitment variable (mean = 3.47 and SD = 0.780) which is at the highest interpretation, then the teacher performance variable (mean = 3.54 and SD = 0.817) is in the high interpretation. Overall, it shows that time management, teacher commitment in teacher performance is at a high level (mean = 3.53 and SD = 0.800).

Inferential Statistical Analysis

1. Normality Test

Normality testing was carried out in this research using SPSS version 23 for Windows. The significance level set in this test is $\alpha = 0.05$.

Table 7. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Time Management	Teacher Commitment	Teacher Performance
N		107	107	107
Normal Parameters ^{a,b}	Mean	70.99	94.64	96.86
	Std. Deviation	11.719	5.591	5.194
Most Extreme Differences	Absolute	0,179	0,115	0,118
	Positive	0,179	0,111	0,076
	Negative	-0,082	-0,075	-0,078
Test Statistic		0.159	0.095	0.098
Asymp. Sig. (2-tailed)		0.200	0.200	0.200

Based on table 5, it can be seen that the significance of the Kolmogorov-Smirnova value is 0.200 ($0.200 > 0.05$), that is, with a result of more than 0.05, which means the residual data is normally distributed so it is suitable for use.

2. Homogeneity Test

The data tested is said to be homogeneous based on its significance value. A significance value ($p \geq 0.05$) indicates that the data group comes from a population that has the same variance (homogeneous).

Table 8 Homogeneity Test Results

Variable	Levene Statistic	df1	df2	Sig.
Time Management	1,858	24	76	0,063
Teacher Commitment	2,927	24	76	0,056

Based on table 6, it can be seen that the significance value is > 0.05 , which means the data is homogeneously distributed so it is suitable for use.

3. Linearity Test

Testing can be carried out using the SPSS version 23 for Windows program using Test For Linearity at a significance level of 0.05.

Table 9 Linearity Test Results

Variable	F	Sig.	Interpretasi
Time Management	1.297	0.188	Linier
Teacher Commitment	0,918	0,599	Linier

The results of the analysis show that in the ANOVA table the Time Management variable has an F value of 1.297 with a significance of 0.188, while the Teacher Commitment variable has an F value of 0,918 with a significance of 0,599, so the conclusion is that the significant value is $\geq \alpha$ (0.05) so from the hypothesis given, accepted. This means that the data is interconnected linearly.

4. Multicollinearity Test

Multicollinearity test results are based on tolerance value and Variance Inflation Factor (VIF). A regression model that is free of multicollinearity is if the VIF value is < 10 and has a tolerance value > 0.10 .

Table 10. Multicollinearity test results

Variable	Collinearity Statistics		Keterangan
	Tolerance	VIF	
Time Management	0.759	1.321	Multicollinearity free
Teacher Commitment	0.759	1.321	Multicollinearity free

By using a confidence level of 95% or using a significance level of 5% (α value = 0.05), the data processing results show a VIF value of 1.321. Because the VIF value is smaller than 10.00, there is no multicollinearity between the independent variables in the regression model. Thus, the model above is free from multicollinearity.

Analysis of Research Hypothesis Testing

1. t-Test

To find out variables that have a partial significant effect, regression coefficient testing is carried out using the t test statistic. Determining the test results (acceptance or rejection of H_0) can be done by comparing the t-count with the t-table, or it can also be seen from the significance value. The results of partial hypothesis testing using SPSS are as follows:

- a. The Relationship of Time Management to Teacher Performance

Table 11. Regression Test Results of Time Management on Teacher Performance

Model		Unstandardized Coefficients		R ²	t	Sig.	Results
		B					
Time Management → Teacher Performance	(Constant)	21.686		0.505	10.260	0.000	Accepted
	Time Management	0.670					

Based on SPSS calculations, the t value is 10,260, while the p value is 0.000, so the p value < 0.05 , meaning that there is a significant influence of the Time Management variable on Teacher Performance. These results show that the higher the Time Management, the better the Teacher Performance, and vice versa. The coefficient of determination R² is 0.505, which means that 50.5% of the variation in the dependent variable Teacher Performance can be explained by variations in the independent variable Time Management, while the remaining 49.5% is influenced by variables not explained in the model. Thus, the first hypothesis which states "Time Management has a positive effect on teacher performance at SMPN Tualang District" is accepted.

b. The Relationship between Teacher Commitment and Teacher Performance

Table 11. Teacher Commitment Regression Test Results on Teacher Performance

Model	Unstandardized Coefficients		R ²	t	Sig.	Results
	B					
Teacher Commitment	(Constant)	27.354				
→ Teacher Performance	Teacher Commitment	0.577	0.327	7.072	0.000	Accepted

Based on SPSS calculations, the t value is 7.072, while the p value is 0.000, so the p value < 0.05, meaning that there is a significant influence of the Teacher Commitment variable on Teacher Performance. These results show that the higher the teacher's commitment, the better the teacher's performance, and vice versa. The coefficient of determination R² is 0.327, which means that 32.7% of the variation in the dependent variable Teacher Performance can be explained by variations in the independent variable Teacher Commitment, while the remaining 67.3% is influenced by variables not explained in the model. Thus the second hypothesis which states "Teacher Commitment has a positive effect on Teacher Performance of Teachers at SMPN Tualang District" is accepted.

2. F-Test

This test is intended to determine whether there is an influence of the independent variable together with the dependent variable.

Table 13. F Test Results

Model	df	Mean Square	F	Sig.
Time Management + Teacher Regression	2	4061.626	67.476	0.000
Commitment → Teacher Residual	103	60.198		
Performance Total	105			

The SPSS output table above shows an F value of 67.476 > table f value 3.117 and a significance of 0.000 < 0.05 H₃ is accepted H₀ is rejected. It can be concluded together that the variables of academic supervision and school science have a significant effect on teacher performance.

3. R² - Test

This test is intended to measure how far the independent variable influences the dependent variable.

Table 14. R² Test Results

Model	R	R Square	Category
Time Management → Teacher Performance	0.709 ^a	0.505	Strong enough
Teacher Commitment → Teacher Performance	0.572 ^a	0.327	Low
(Time Management + Teacher Commitment) → Teacher Performance	0.755 ^a	0.569	Strong enough

Based on the table above, it can be seen from the results of the regression calculation that the simple coefficient value between the time management variable and teacher performance is 0.709 and the determinant coefficient is 0.503 or 50.3%. The simple coefficient value between the commitment variable and teacher performance is 0.572 and the determinant coefficient is 0.327 or 32.7%. If we look at the R-Square value, which is 0.569, it shows that the proportion of influence of the time management and commitment variables on the teacher performance variable is 56.9%. This means that time management and teacher commitment

have a fairly strong proportion of influence on teacher performance in the quite strong category of 56.9% while the remainder, namely 43.1% (100% - 56.9%) is influenced by other variables that are not in the regression model. this linear.

Discussion

1. The Effect of Time Management on Teacher Performance

The influence of partial time management using a regression test found that partial time management has a significant positive effect on teacher performance. The results of the analysis show that the regression coefficient value for the time management variable is 0.505. Based on statistical hypothesis testing, the sig value can be determined. is smaller than 0.05 and tcount is $7.599 > t_{table} 1.992$, then H_0 is rejected and H_1 is accepted with a coefficient of determination of 0.505 or 50.5%, meaning that the time management variable (X1) has a significant positive influence on teacher performance (Y).

So it is in line with research raised by Mamahit (2019) who researched in 2019 entitled Analysis of the Influence of Time Management and Teaching Motivation on Lecturer Performance. Calvin got the results regarding the research, the effect was very positive and very significant, getting a result of 0.993 or 93.3%. Time management or time management in the implementation of learning can be interpreted as managing time in the process of learning activities starting from preparing the syllabus and learning implementation plan, implementing learning to assessing learning outcomes so that they can be implemented well and carried out well.

The role of time management is very necessary for teachers in carrying out their duties at school. These tasks can be completed well if teachers are able to manage time. Inability to manage time results in teachers tending to procrastinate in carrying out their duties. By delaying work, the work being done will pile up, so teachers will focus more on doing their work and in the end the victims will be students who will have a lot of free time because they are left behind to do the work that has already piled up .

Time management is very important for teachers in carrying out their duties. Teachers are one of the school components that play an important role in determining the quality of school education. Therefore, teachers are required to work professionally according to their abilities. The importance of time management for teachers in improving performance and professionalism is very great (Munawwarah & Bahri, 2022) . Considering that good time management is expected to be able to influence and mobilize teachers to improve their professional competence.

2. The Effect of Teacher Commitment on Teacher Performance

The influence of partial teacher commitment using a regression test found that partial teacher commitment had a significant positive effect on teacher performance. The results of the analysis show that the regression coefficient value for the teacher commitment variable is 0.296. Based on statistical hypothesis testing, the sig value can be determined. is smaller than 0.05 and tcount is $3.909 > t_{table} 1.992$, then H_0 is rejected and H_2 is accepted with a coefficient of determination of 0.327 or 32.7%, meaning that the teacher commitment variable (X2) has a significant positive influence on teacher performance (Y).

The results of this research indicate that success in time management can be achieved if teachers work based on good teacher commitment to achieving good performance. Teacher performance can be demonstrated by the results of their work at school. The commitment that has been embedded in each teacher makes them enthusiastic about working and able to complete their tasks as they should. Teachers who have good performance can encourage improvements in school quality, so that in the end it will support the achievement of national education goals. With a strong personal commitment to the teacher, the teacher's performance will increase and the teacher's desire to remain at the school will become stronger. Based on the research results, it is known that teacher commitment has an influence on teacher performance at SMPN Tualang District.

These results are in line with research conducted by (Faridah et al., 2018) and (Purwoko, 2018) , which states that teacher commitment has a significant influence on teacher performance. Organizational

commitment is one of the factors that influences teacher performance. Organizational commitment is the level at which a person supports an organization and their goals and desire to remain a member of that organization (Jex in Zein and Hadijah, 2018).

3. The Effect of Time Management and Teacher Commitment on Teacher Performance

The results of this research show that time management and teacher commitment together have an influence on teacher performance. This is shown by the value of $F_{count} > F_{table}$, which is $(67,476 > 3.117)$ with a significance of $0.000 < 0.05$, with a determinant coefficient of 56.9% while the remainder, namely 43.1% (100% - 56.9%) is influenced by other variables not studied. This means that it can be concluded that the independent variables including time management and teacher commitment have a significant positive effect on teacher performance at SMPN Tualang District.

Time management is carried out well and effectively and together with the teacher's high commitment, so that the teacher's performance runs well and reflects a teacher who is able to carry out learning professionally. Teachers who have a high commitment to carrying out their duties have a sense of concern for the work of students and colleagues, are active in school activities, are responsible and serious so that the implementation of their duties goes well. Arikunto (1990) stated that teacher commitment influences teacher performance. So that a teacher who has good performance always manages time well and definitely has a high teaching commitment as well.

Based on the research results above, it shows that these two variables, namely time management and teacher commitment, are two that influence each other, so that members who have high management tend to have high teacher commitment so they feel obliged to stay at school and continue working.

CONCLUSIONS AND RECOMMENDATION

After analysing the research results and discussing the research results, this section will describe the conclusions from the discussion and also suggest suggestions that are deemed necessary as input for related parties in order to improve teacher performance.

1. Time management has a significant positive influence on the performance of SMPN teachers in Tualang District, Siak Regency. This means that the role of time management is very necessary for teachers in carrying out their duties at school. These tasks can be completed well if the teacher is able to manage time.
2. Teacher commitment has a significant positive influence on the performance of SMPN teachers in Tualang District, Siak Regency. The results of this research show that teaching success can be achieved if teachers work based on a good teacher's commitment to achieving good performance.
3. Time management and teacher commitment have a significant positive influence on teacher performance. If time management is done well and effectively and together with high teacher commitment, it is believed that teacher performance will improve well and will reflect a teacher who is able to carry out learning professionally. Thus, it can be concluded that the implementation of time management carried out by SMPN teachers in Tualang District, Siak Regency is planned and sustainable so that it is able to help teachers improve their ability to carry out their duties as managers of the teaching and learning process and the commitment of teachers in good schools is able to improve the teaching and learning process so that it has an impact on improving Teacher performance.

It is hoped that the results of the research can be used as input for school principals to provide teachers with a sense of comfort when they are in the school environment, pay attention to order and cleanliness and continue to improve strategies in building commitment by taking several approaches to teachers, maximizing the evaluation system, giving rewards to teachers.

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