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The Effect of Time Management, Competence, and Learning Media toward Teacher Performance in Indonesia

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ABSTRACT: This study aims to examine the effect of time management, competence, and learning media on teacher performance. The research sample is a junior high school teacher in Makassar. Data collection used questionnaires which were distributed directly to respondents, and obtained 200 junior high school teachers in Makassar. The analysis tool uses SEM-PLS which is processed with the help of SmartPLS software. The results showed that the time management, competence, and learning media variables simultaneously had a positive and significant effect on teacher performance in Makassar. Competency variable is a variable that has a dominant influence on performance. The research findings are expected to provide benefits for the development of human resource management theory.

Keywords: *Time Management, Competence, Learning Media, Performance, Teacher*

I. INTRODUCTION

Education is the cornerstone of individual and national reform activities. Both the state, the society and the family pay particular attention to education. Education comes not only from traditional education, but also from diverse electronic, print and environmental media. Education is very important for human life, and even the world's success is seen by the educational level of the people of the country. Education is a well-informed, organized attempt to build an environment of learning and a learning process in which students can successfully cultivate the moral influence, self-control, intellect, noble character and skills required for themselves, society, the country and the State.

Education and its numerous services plays an important part in achieving and developing people's quality and technical skills. Through education, an individual would be ready to be prepared with expertise to consistently identify and improve thinking strategies to solve a problem. The role of trained and reliable workers in their fields in formulating an institution's policies. HR is the most precious commodity that plays an important role for an organisation's stability and sustainability. Excellent human capital must be able to learn hard skills (science) and improve soft skills (skills). HR is also a deciding factor in an organization's success in the modern era. Up to now the subject of education in Indonesia continues to be a key one and is still addressed by different groups (Mukhtar et al., 2018). Since the quality and quantity metrics of education represent the advancement of a civilization.

Claessens stressed that the implementation of time management behaviors has a positive relationship with the perception of time regulation, task interference, efficiency, student work, job satisfaction, wellbeing and allotment. Time management skills and academic performance have a positive relationship. Time for high-priority projects. Thus, unproductive actions should be avoided. In addition to time management, teacher skills are often vital to establish relaxed and conducive environments in the classroom in order to make teaching and learning practices more efficient. If we look further from the UKG findings (teacher competence test) in relation to the existing phenomenon of teacher competence, it also tends to shift. The teachers' standard in Indonesia has recently been highlighted because some teachers are already considered unacceptable to teach at

their respective levels for a variety of reasons. This will of course, contribute to a decline in human resources productivity as a result of the education process itself.

One aspect which is not less important than teaching skills is how the progress of students can be measured, namely by learning processes in the choice of learning media. Simple learning can be described as an attempt to affect the mental, intellectual and spiritual life of an individual in order to learn about themselves. "learning is teaching students using educational principles and learning theories which are the main determinants of education" says Dina (2018). In the learning process, improvements in the actions of students are supposed to increase. These behavioural shifts can take the form of mentality, awareness and skills facets. Learning exercises are aimed at inspiring the students to learn their expected skills (Darmadi, 2017). For the learning process to be conducted optimally and with consistency, proper preparation by the teacher is necessary.

Understanding the above-mentioned phenomena and evidence exposes a difference between the empirical findings and theory. Fundamental findings reveal the need to enhance time management, ability, instructional media, satisfaction and teacher efficiency in junior secondary schools because they do not agree with the philosophy of Forsyth's control theory, Beer and Spector's asset theory, Martin Jenkins and Janet's e-learning theory. Hanson, the two-factor principle of Herzberg, and the theory of effects of Fiedler.

II. THEORITICAL REVIEW

Time Management

Time management is a type of life with the principle of prioritizing what must be done or what is called a priority scale. As Diana (2016) said, time management has a big role in student learning success. Students who do not have an understanding of time management are characterized by unorganized, unclear, inconsistent planning, no goals and lack of discipline in using time. Discipline in using time together manages time which is a way of dividing time as priority and achieving life goals. Time management is the same as self-management. The definition of time management is the action or process of planning and consciously exercising control over the amount of time spent on certain activities, especially to increase effectiveness, efficiency and productivity. Time management can be aided by a variety of skills, tools and techniques used to manage time in completing certain tasks, activities and goals that are in accordance with due dates. Time management covers a wide range of activities and includes planning, allocating, setting goals, analyzing time spent, monitoring, organizing, scheduling priorities.

According to Atkinson in Bahrur (2017), aspects of time management include things that can be explained as follows:

- a. Goal Setting
Setting goals can help individuals to focus attention on the work to be carried out, focus on the goals and objectives to be achieved and be able to plan a job within a certain time limit.
- b. Setting Priorities
Setting priorities needs to be done because given the limited time available and not all jobs have the same importance. The order of priority is made based on ranking, from lowest priority to highest priority. This priority sequence is made by considering which things are considered the most important, urgent and vital things that must be done first.
- c. Schedule
Another aspect of time management is creating a schedule. Schedule is a list of activities that will be carried out along with the time sequence in a certain period. The function of making this schedule is to avoid clashes in activities, avoid forgetting and reduce haste.
- d. Be assertive
Assertiveness can be defined as being assertive to say no or rejecting a request or task from another person in a positive way without feeling guilty and becoming more aggressive.
- f. Avoid procrastination
Procrastination is the postponement of something until it is late. Delays in carrying out tasks can cause unsuccessful completion of work on time, then damage the schedule of activities that have been arranged appropriately and disrupt the achievement of the goals set.

III. COMPETENCY

Teacher competence is the ability, skill or skill to transfer knowledge and educate and guide students in the teaching and learning process. According to Wibowo (2016) "Competence is the ability to carry out or perform a job and task which is based on skills and knowledge and is supported by the work attitude demanded by the job". According to Marwansyah (2016) "*Competence is the guidance of knowledge, skills, attitudes and other personal characteristics needed to achieve success in a job, which can be measured using agreed standards, and which can be improved through training and development*". According to Tagala (2018) competence is a characteristic that underlies the nature of an individual which is linked to the criteria referenced to superior or effective performance in a job or situation. In this context, it means that the evaluation of teacher performance is the cumulative sum of all the elements of competence as a whole. If one of the competencies is abandoned, automatically the teacher's performance in carrying out his profession as an educator is not fulfilled. This means that in making teacher performance reports should be made as complete as possible in accordance with the standard principles of teacher competence that apply in general. Furthermore, it was explained that teacher competency standards include core competencies which are further developed into PAUD/ TK / RA teacher competencies, SD/ MI class teacher competencies and subject teacher competencies at SD/ MI, SMP/ MTs, SMA/ MA and SMK/ MAK (for teachers of normative and adaptive subject groups).

Kelchen (2015) states that competence has two dimensions, namely 1) for someone to be able to open their own job field, and 2) to provide clarity about one's skills and abilities. The same opinion was expressed by Franklin & Robert (in Eko, 2015) where based on the results of their research, competence has the aim of providing skills that are very important for one's success. These skills are able to form a professional personality for someone, because it allows someone to be able to continue to develop the quality of their expertise (Hasibuan, 2017). However, competence does not merely extend to the provision of skills, for a person can be considered to be a professional and is considered capable in the expertise or field he has learned. Competence needs to be assessed or tested in order to determine whether the expertise is in accordance with existing standards. Competency assessment plays a key role in optimizing the educational process and in increasing the effectiveness of the education system (Edy 2016).

The work professionalism of competent individuals in an organization is reflected in work independence. The theory of independence developed by Chaplin (2011) states that reliable and professional individuals are independent competencies. Independence is an attitude of initiative from its competence which will lead to a condition where a person does not depend on others in making decisions and there is an attitude of confidence. Independent individuals in an organization always produce competent people in producing a work.

IV. LEARNING MEDIA

Learning media is a tool used by teachers to help the process of delivering material. Learning media is needed to help facilitate the delivery of material. Media can be defined as anything that can be used to transmit messages from sender to receiver so that it can stimulate students' thoughts, feelings, attention and interests in such a way that the learning process occurs well. Meanwhile, Arsyad (2016) states that media in teaching and learning activities, often use of the word instructional media is replaced by terms such as hearing aids, instructional materials, audiovisual communication, visual education. , educational technology (educational technology), teaching aids or so-called explanatory media.

Learning media can be used to create real learning conditions. With the use of instructional media, messages that are abstract in nature can be transformed into concrete messages. For example, the teacher conveys a message about scanning reading techniques, when the teacher only explains the students will find it difficult to understand the scanning reading technique, but when the teacher uses a magazine, book or newspaper as a medium and shows directly how the scanning reading technique is, the students are easy to receive the message delivered by the teacher.

In addition to having various functions, learning media also has various benefits as expressed by Suprehiningrum (2016) which states that learning media also has benefits, including: clarifying the learning process, increasing student interest and interactivity, increasing efficiency in time and energy, improving the quality of learning outcomes. students, enabling the learning process to be carried out anywhere and anytime,

fostering positive attitudes towards the material and learning process, changing the role of the teacher to a more positive and productive direction, concretizing abstract material, helping to overcome the limitations of the five human senses, presenting learning objects in the form of objects or step into class events and increase student retention of learning material.

V. PERFORMANCE

Performance is an expression of the word performance in English which has three meanings, namely: achievement, performance, and task implementation. (Ruky in Supardi, 2016). Whereas in the General Indonesian Dictionary (2016) performance has three other meanings, namely: way, ability, and attitude or behavior. In addition, Supardi (2016) suggests three other meanings of performance, namely: work results, abilities, and achievements or encouragement to carry out a job. Based on this opinion, it can be concluded that performance is an achievement / work result that is produced by attitudes / behavior based on the ability to carry out its duties. Performance will be an achievement if it shows an activity in carrying out the tasks that have been assigned. The definition of performance is often identified with work performance because there are similarities with work performance. Job performance itself is the result of a person's work within a certain period. Job performance can be meaningful in its entirety, if there are differences between the standards, targets and criteria that have been mutually agreed upon. (Suprihantoro in Supardi, 2016).

Another opinion from Supardi (2016) states that teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for students who are under his guidance by increasing the achievement or learning outcomes of his students. Therefore, teacher performance can be interpreted as a condition that shows the ability of a teacher in carrying out his duties at school and describes the existence of a learning activity so that it can guide students in achieving optimal achievement / learning outcomes. Furthermore, Saondi in Manullang (2016) states that teacher performance is the ability shown by the teacher in carrying out their duties and work, performance is said to be good or satisfying if the goals achieved are in accordance with predetermined standards. It is also stated that teacher performance is the result of work in quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities which include compiling learning activity programs, implementing learning, implementing evaluation, and evaluation analysis (Manullang, 2016). Next, Glasman, in Supardi (2016) explains that teacher performance is not only shown by work results, but also by work behavior. The teacher's performance can be seen clearly in the learning which is shown from the learning outcomes obtained by the students. The quality of good teacher performance will show good student learning outcomes.

Teacher performance is one of the things that supports the high and low quality of education. However, this teacher's performance is influenced by various factors. Susanto (2016) states that teacher performance is influenced by factors: (a) motivation, (b) teacher competence and (c) principal leadership. Another opinion from Hamalik (2015) states that there are 4 factors for teacher performance, including: (a) High teacher ability and enthusiasm, (b) guidance provided by the principal on a regular basis (c) the ability of the principal by providing supervision so that he can carry out supervising and controlling the implementation of learning, and (d) the success of the principal in creating a conducive school climate so that teachers are enthusiastic in carrying out learning activities.

The conceptual framework is a design description of a study that shows two observed variable constructs, namely the construct of the exogenous variable and the construct of the endogenous variable. The construct of exogenous variables is called the independent variable, while the construct of the endogenous variable is also called the intermediate and dependent variable. This variable construct is important to describe in showing the relationship between the influence of the independent variables consisting of time management, competence, learning media on teacher performance.

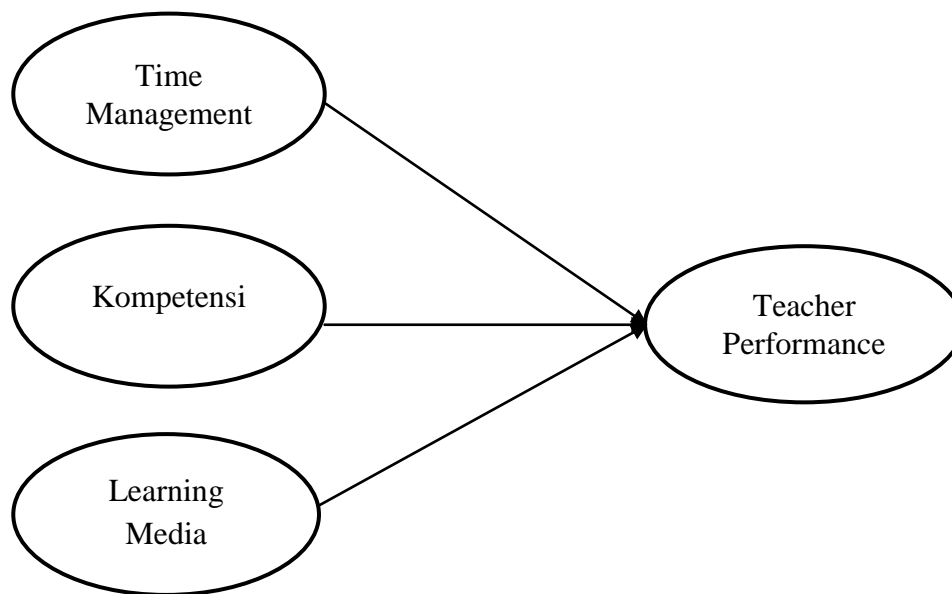


Figure 1. Conceptual Framework Model

The hypothesis in this study is as follows:

- H1. Time management directly has a positive and significant effect on the performance of teachers in Makassar City.
- H2. Competence directly has a positive and significant effect on the performance of teachers in Makassar City.
- H3. Learning media directly have a positive and significant effect on the performance of teachers in Makassar City.

VI. METHOD

This research is an exploratory research, which is research that seeks to find relatively new and explanatory relationships, namely research conducted by explaining the symptoms caused by the object of the study. In terms of its objectives, this research is a causal study that seeks to explain the causal relationship that occurs between the influence of time management, competence, learning media and teacher performance. Sources of data obtained from parties related to this research. The party in question is the principal and junior high school teachers in obtaining various information that can support the process of completing data.

According to Arikunto (2010) population is the entire object / subject of research. The population in this study were all junior high school teachers and the generalization area consisting of objects and subjects that had certain percentages and characteristics set by the researcher for study and then it was concluded that the population in this study were all teachers of public and private junior high schools in the city of Makassar which were divided. in 15 districts, totaling 3,662 teachers. It is expected that during this research all teachers can return 200 questionnaires such as the number of respondents who have been assigned as samples based on the results of the above calculations. This research is processed using the analysis approach Structural Equation Model (SEM). From the calculation of the data above, 200 respondents were found which then the researcher explained the research location in the city of Makassar. According to Darmadi (2011) purposive sampling is the process of selecting a number of individuals who are considered to represent populations. The sampling technique in this study used a random sampling technique, namely taking samples from the population by means of randomly and proportionally scattered.

Structural Equation Model (SEM) is an inferential statistical analysis technique that combines several aspects contained in path analysis and confirmatory factor analysis to estimate several equations simultaneously. The structural equation model (Structural Equation Model) is the second generation of multivariate analysis techniques that allows researchers to test the relationship between complex variables both recursive and non-

recursive to obtain a comprehensive picture of the overall model (Ghozali, 2018). Ghozali (2018) states that SEM is not like ordinary multivariate analysis, this is because SEM can test together.

VII. RESULT

Respondents

The characteristics of the respondent are a description of the identity which explains the age, gender, latest education and years of service that each respondent has in carrying out his activities as a teacher. These characteristics of respondents are important in explaining their interest in the influence of time management, competence, learning media on job satisfaction and performance of junior high school teachers in Makassar City. Respondents in this study were junior high school teachers in Makassar City who were assigned as many as 360 respondents based on the Slovin formula. Descriptions of respondent characteristics are needed as information to determine the effect of time management, competence, learning media on job satisfaction and performance of junior high school teachers in Makassar City. Based on the results of the study, the respondents' data regarding age, gender, latest education and years of service were obtained, which could be used as input for several variables studied in this study.

Results

Based on the empirical model proposed in this study, the hypothesis proposed by testing the path coefficient on the structural equation model can be tested. Hypothesis testing is done by looking at the p-value less than 0.05, so the relationship between variables is significant. In addition, it can also explain the direct effect, meaning that there is a direct positive influence between the variables, the indirect effect, which means that there is an indirect positive influence between the variables. The test results are presented in the following table:

Table 1. Bootstrapping result

Path		Standardized Direct Effect	P-Value	Hypothesis
Time Management	Performance	0.234	0.019	Accepted
Competence	Performance	0.487	0.000	Accepted
Learning Media	Performance	0.345	0.000	Accepted

Source: Output AMOS, 2020

From the overall model, there are six pathways that have a positive and significant effect and there is one path that has a positive and insignificant effect, while the interpretation of table 1 can be explained as follows:

1. Time management has a positive and significant effect on performance with $p = 0.019 < 0.05$, with a direct effect value of 0.234. Therefore, H1 was accepted.
2. Competence has a positive and significant effect on performance with $p = 0.040 < 0.05$, with a direct effect value of 0.287. Therefore, H2 was accepted.
3. Learning media has a positive and significant effect on performance with $p = 0.000 < 0.05$, with a direct effect value of 0.445. Therefore, H3 was accepted.

VIII. DISCUSSION

The results showed that time management has an effect on performance, the results of this study indicate that time management has a significant positive effect on the performance of junior high school teachers in Makassar City. This proves that the hypothesis proposed in this study is proven. This means that junior high school teachers have time management that is well organized to carry out their duties in improving performance. This shows that teacher time management still needs to be improved to make teacher activities more focused in carrying out their profession in order to improve performance. The form of teacher time management is well accepted in improving performance. which includes the preparation of learning plans, implementing the learning process and assessing learning outcomes. It is proven that there are still many junior

high school teachers who need time management, especially in improving the progress of the teaching and learning process. Actually, this time management will be related to other management in the management of education, for example, it will be related to the stage of organizing and coordinating the implementation of the curriculum according to school management guidelines. The first indicator of the time management variable is setting goals, this is assumed to be an indicator that can improve performance because the teacher has previously arranged and knows the goals to be achieved in learning activities and can provide an overview of students in understanding the objectives of the learning material. The respondent's response from this indicator is also very good and ranks third in time management to be able to improve performance which includes planning the learning process.

Based on the research results, it shows that competence has a positive and significant effect on the performance of junior high school teachers in Makassar City. It means that the research hypothesis has been proven. This shows that the application of competencies has been able to increase the potential that teachers have to meet their performance. The competencies possessed by teachers in the form of pedagogical, professional, personal, social and managerial competencies support the realization of increased performance. The application of competencies has a positive and significant effect in carrying out performance indicators related to planning the learning process, implementing and assessing learning outcomes by maintaining competencies.

Based on the results of the study showed that the learning media had a positive and significant effect on the performance of junior high school teachers in Makassar City. It means that the research hypothesis has been proven. This shows that the application of learning media has been able to increase the potential that teachers have to improve their performance in delivering learning material. The instructional media used by the teacher in the form of human-based, printed, visual, audio-visual and computer-based media supports the realization of an increase in teacher performance. The use of appropriate learning media can have a positive and significant effect in fulfilling performance related to planning the learning process, implementing the learning process and assessing learning outcomes in using learning media. Media is usually understood as objects that are brought into the classroom to help the effectiveness of the teaching and learning process. This narrow understanding is influenced by the cognitivism view that sees the learning process as a transfer of knowledge from teachers to students, which mostly takes place in the classroom. If you use a constructivism view, the understanding of learning and learning media becomes broader. Learning media is not limited to what the teacher uses in the classroom, but in principle it includes everything in the students environment where they interact and help the teaching and learning process.

IX. CONCLUSION

Time management has a positive and significant effect on teacher performance. This means that direct teacher time management has been carried out properly such as in setting goals, setting priorities, making schedules, minimizing distractions and delegating tasks that can improve teacher performance in carrying out their duties. Competence has a positive and significant effect on teacher performance. This means that teacher competencies in the form of pedagogic, professional, personality, social and managerial directly affect their performance, even so teacher competence must be maintained to improve performance. Learning media have a positive and significant effect on teacher performance. This means that learning media such as human-based media, print, visual, audio-visual and computer-based media can directly affect performance because these media have been used regularly in accordance with the learning material. Based on the conclusions that have been stated above, it is suggested to increase teachers' understanding of the importance of time management in carrying out teaching activities. Time management must be improved, such as setting learning objectives, setting work priorities, running pre-made schedules, minimizing any disturbances that occur during learning and delegating tasks when unable to attend to carry out teaching assignments so that job satisfaction also increases.

This study focuses on junior high school teachers in Makassar City who are taken based on the determination of the Slovin formula 5% of the total population, not taking junior high school teachers in South Sulawesi Province to be the respondents in this study. The observed variables are only limited to the aspects of time management, competence, learning media, job satisfaction and performance which are internal studies of human resource organizations, which should be developed in variables related to external studies of human

resource organizations such as cooperation, supervision, work environment. and so forth. The results showed that the hypothesis was rejected because it did not show a significant effect, namely the effect of time management on teacher job satisfaction.

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