The Urgency of Time Management in Maintaining Teacher Professionalism at Sangkhom Islam Wittaya School Sadao, Songkhla Thailand

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Abstract: This study aims to describe the urgency of time management in maintaining teacher professionalism at Sangkhom Islam Wittaya School Sadao, Songkhla Thailand. The method used in this study is a quantitative approach to examine what is experienced by research subjects such as perceptions, actions, and others, holistically. Data collection was carried out using questionnaires and statement questionnaires regarding the urgency of time management for teacher professionalism in schools. Furthermore, the normality test, reliability test, and data hypothesis testing were carried out. The conclusion from this study is that teacher training takes a long time to achieve significant changes in results. Therefore, the success or failure of teacher professional development must be measured by the performance concerned and not by additional knowledge and or skills alone.

Keywords: Principal, Work Motivation, Teacher Professionalism.

INTRODUCTION

The development of education is directed at increasing the dignity and quality of Thailand’s human resources, and expanding and increasing equal opportunities to obtain education. In order to realize the national education goals, the government is carrying out various efforts, among others by expanding learning opportunities, increasing the relevance of education to the needs of the workforce and increasing the efficiency of education, increasing the professional abilities of teachers and school principals.
Increasing the relevance of education is carried out, both in terms of numbers, graduates with the workforce needed in development. Efforts to increase the efficiency and effectiveness of education management have also been carried out through improvements to management and planning, supervision and inspection of the implementation of education both through improvements to the education law, curriculum and implementation of education both in the central government by issuing education laws, teacher laws and lecturers, government regulations with the establishment of the National Education Standards Agency as well as at the school level as implementers through the Curriculum (Hery, 2012).

Seeing this fact, the former Minister of National Education Wardiman Djoyonegoro in a statement, revealed that there are at least three main requirements that must be considered in the development of education so that it can contribute to improving the quality of human resources (HR), namely: building facilities, quality books, teachers and staff. professional education (Heri, 2012). In his role as an educator, the principal must be able to instill, advance and enhance mental, moral, physical and artistic values to teachers or other functional staff, administrative staff (staff) and groups of students or students.

To instill this role, the principal must show a persuasive and exemplary attitude. It is this persuasive and exemplary attitude that will color the leadership, including the coaching carried out by the principal of the school's teachers. The principal as an educator, supervisor, motivator who must carry out coaching to employees and teachers in the school he leads because the human factor is the central factor that determines the entire movement of an organization's activities, even though no matter how sophisticated the technology used is still the human factor that determines it (Suharsimi, 1990).

In line with the implementation of the regional autonomy policy, school autonomy has also been developed in education known as the School-Based Management (SBM) approach, namely a school management model that
provides autonomy or independence to schools and encourages participatory decision-making that directly involves all school members (stakeholders), in accordance with service standards set by the government, both central and regional (Sukmadinata, 2009).

According to this concept, schools must be able to translate and capture the essence of macro education policies and understand environmental conditions and then through the planning process, schools must try to formulate them into micro policies in the form of school priority programs in accordance with the vision and mission set by the school concerned (Moleong, 2007).

Various problems related to the condition of teachers, including: (1) There is a diversity of teachers' abilities in the learning process and mastery of knowledge, (2) There is no accurate measurement tool to determine teacher abilities, (3) The guidance that is carried out does not reflect needs, and (4) Inadequate teacher welfare. If this is not addressed immediately, it will have an impact on the low quality of education.

The low quality of education referred to includes: (1) The ability of students to absorb the subjects taught by the teacher is not optimal, (2) Imperfect character formation is reflected in the attitudes and life skills possessed by each student, (3) low ability to read, write and students' numeracy, especially at the elementary level (results of an international study conducted by the International Education Achievement organization, 2007). In this regard, Law no. 25 of 2000 concerning the National Development Program which contains the pioneering establishment of the Accreditation and Certification of Teaching Bodies in the regions is a form of effort to improve the quality of education staff nationally.

Time management or time management in the implementation of learning can be interpreted as managing time in the process of learning activities starting from compiling syllabus and learning implementation plans, implementing learning to evaluating learning outcomes so that they can be
carried out properly and implemented properly. Teachers who have professional competence in carrying out learning are always full of responsibility and high dedication with supporting facilities in the form of knowledge they have based on good time management (Muhaimin, 1993).

Time management is rapidly becoming more important to both the personal lives of individuals and organizational structures, including in the conduct of learning. Good and effective time management or time management is very beneficial in terms of saving costs and employees. According to Drucker Timpe (2002). “Time is the scarcest of resources and if it cannot be managed, then nothing else can be managed.” The intention is to study the human aspect of changing attitudes towards better management of valuable time resources (Muhaimin, 1993). Implementation of the school organization, teachers are required to manage time well. This is very important because good time management will create a good learning atmosphere, good learning conditions will lead to high teaching motivation which will ultimately reflect a teacher who is able to carry out learning professionally.

This competence is what is meant by teacher professional competence, namely the basic ability to carry out teacher duties which can be seen from the ability to plan learning implementation programs and manage their time, the ability to carry out or manage learning, and the ability to assess the learning process. So that a teacher who has high professional competence will always do good time management and certainly has high motivation to teach as well. Therefore, it is suspected that there is an influence between time management and teaching motivation on teacher professional competence.

METHOD

This study used a quantitative, descriptive approach and the research method used was a survey with a correlation research design. Quantitative means that the analysis is carried out on data in the form of numbers (Sriningsih, 2000). Descriptive, because the activity is in the form of collecting
data in order to test hypotheses or answer questions that cover the current situation of the subject of a study (Consuello, 1993). Because the situation is ongoing so that the data can be tracked through questionnaires or relevant documents (Gulo 2003:20). While the correlation research design, because researchers want to know the level of relationship of different variables in one population (Consuello, 1993).

This research was conducted in all Wittaya School Sadao Islamic schools, Songkla Thailand randomly. Time This research was conducted in January 2020 for approximately 1 month. The population in this study were all teachers at Islam Wittaya School Sadao, Songkla Thailand, consisting of 9 people. The sampling technique in this study using Simple random sampling is said to be simple (simple because 9 people are randomly selected), without regard to the strata in the population. This way is done when members of the population are considered homogeneous.

RESULTS AND DISCUSSION

Results of Data Processing

Respondents by last education shown in the results of the distribution of respondents by last education can be seen in the following table:

Table 1. Frequency Distribution of Respondents by Last Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Last education</th>
<th>S1</th>
<th>S2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>9</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2016</td>
<td>9</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2017</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Source: Wittaya School Sadao Islamic School, Songkhla Thailand

Based on table (1) above, data was obtained that out of 9 respondents, in 2020, the majority of respondents who had a Bachelor's degree (S1) were 6
people (66.67%), while those who had a Postgraduate degree (S2) each as many as 3 people (33.33%). This shows quite significant changes from 2015 to 2020.

**Validity and Reliability Analysis**

Based on the results of the analysis of the validity and reliability of the research variables using the SPSS program, it shows that the validity and reliability tests of the questionnaire instruments were carried out to ensure that the research instruments used were accurate and reliable, and reliable when used as a tool in data collection. For details, the two tests can be explained as follows:

**Validity test**

To find out the validity of the questionnaire is done by calculating the correlation between the scoring of each question item with the total score. The analysis tool is Pearson's Product Moment correlation coefficient which is obtained using the Statistical Product and Service Solution (SPSS) computer aided program. To determine whether or not an instrument is valid based on the provisions, namely if \( r_{count} > r_{table} \) significance of 5% means the item (items) is declared valid. Conversely, if \( r_{count} < r_{table} \), the item is invalid and does not have requirements. To determine the magnitude of the \( r_{table} \) by looking at the \( r_{table} \) the significance is 5%, provided that \( n-2 \) or \( 57-2 = 55 \). Thus, the \( r_{table} \) at df55 is 0.2609 or 0.261. The results of the calculation of the validity test are:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Item</th>
<th>R count</th>
<th>R table</th>
<th>Sig</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management (X1)</td>
<td>X1.1</td>
<td>0.933</td>
<td>0.261</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td>Time Management (X1)</td>
<td>X1.2</td>
<td>0.878</td>
<td>0.261</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td>Time Management (X1)</td>
<td>X1.3</td>
<td>0.899</td>
<td>0.261</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td>Time Management (X1)</td>
<td>X1.4</td>
<td>0.888</td>
<td>0.261</td>
<td>0.000</td>
<td>Valid</td>
</tr>
</tbody>
</table>
Based on table (2) above, shows the results of the validity of each item statement variable Time management (X1) has an rcount value of 0.933; 0.878; 0.899; 0.888; 0.988; all of them are greater than the rtable, namely 0.261 with a significance less than 0.005. Therefore, all statement items presented in the questionnaire deserve to be forwarded to obtain the necessary data.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Item</th>
<th>R count</th>
<th>R table</th>
<th>Sig</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management (X1)</td>
<td>X1.5</td>
<td>0.988</td>
<td>0.261</td>
<td>0.000</td>
<td>Valid</td>
</tr>
</tbody>
</table>

Source: SPSS data processing.

Based on table (3) above, it shows the results of the validity of each item in the statement of the teacher professionalism variable (Y) which has an rcount of 0.899; 0.738; 0.739; 0.887; and 0.899 all of which are greater than the rtable of 0.985 with a significance smaller than 0.005. Therefore, all statement items presented in the questionnaire deserve to be forwarded to obtain the necessary data.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Item</th>
<th>R count</th>
<th>R table</th>
<th>Sig</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Professionalism (Y)</td>
<td>Y1.1</td>
<td>0.899</td>
<td>0.261</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td>Teacher Professionalism (Y)</td>
<td>Y1.2</td>
<td>0.738</td>
<td>0.261</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td>Teacher Professionalism (Y)</td>
<td>Y1.3</td>
<td>0.739</td>
<td>0.261</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td>Teacher Professionalism (Y)</td>
<td>Y1.4</td>
<td>0.887</td>
<td>0.261</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td>Teacher Professionalism (Y)</td>
<td>Y1.5</td>
<td>0.985</td>
<td>0.261</td>
<td>0.000</td>
<td>Valid</td>
</tr>
</tbody>
</table>

Source: SPSS data processing.

Reliability refers to the notion that an instrument can be trusted enough to be used as a data collection tool because the instrument is good. Reliability is...
a term used to indicate the extent to which a measurement result is relatively consistent if the measurement is repeated two or more times at different times. The reliability testing process also uses the same program, namely by using the SPSS program computer assistance so that the test results obtained will be truly valid and reliable. The SPSS program provides facilities for measuring reliability with the Cronbach Alpha (α) statistical test. A variable is said to be reliable if it gives a Cronbach Alpha value > 0.60. The results of the reliability test of the questionnaire instrument as contained in the attachment to this thesis can be summarized in the following table:

Table 4. Reliability Test Results

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cronbach Alpha</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgency/Time management (X1)</td>
<td>0.824</td>
<td>Reliable</td>
</tr>
<tr>
<td>Teacher Profesionalism (X2)</td>
<td>0.816</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

Based on Table (4) above, it shows that the Cronbach Alpha value of the research instrument for each time management variable (X1) and teacher professionalism (Y) is greater than the indicated value, which is equal to 0.60 or greater than 0.60. Thus, all items in the variable time management (X1), teacher professionalism (Y) are reliable because they meet the minimum requirements.

Description of Research Variables

The description of the research variables is an explanation of the influence of time management on teacher professionalism. Variable assessment is based on the teacher's response as a respondent who provides information according to the questions asked in the questionnaire. Thus, it will be possible to see the influence relationship between research variables.
Discussion

The Effect of Time Management on Teacher Professional Competence. Based on the research that has been done, it is found that the time management variable has a positive and significant simultaneous effect on teacher professionalism at Wittaya School Sadao Islamic School, Songkla Thailand. Time management or time management in the implementation of learning can be interpreted as managing time in the process of learning activities starting from compiling syllabus and learning implementation plans, implementing learning to evaluating learning outcomes so that they can be implemented properly and implemented properly.

Teachers who have professional competence in carrying out learning are always full of responsibility and high dedication with supporting facilities in the form of the provision of knowledge they have based on good time management. Time management is rapidly becoming more important to both the personal lives of individuals and organizational structures, including in the conduct of learning. Good and effective time management or time management is very beneficial in terms of saving costs and employees. According to Drucker (in Timpe 2002).” Time is the scarcest of resources and if it cannot be managed, then anything else cannot be managed.” The intention is to study the human aspect of changing attitudes towards better management of valuable time resources.

Time management is very important for teachers in carrying out their duties. The teacher is one of the school components that plays 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 enormous. Given that good time management is expected to be able to influence and move teachers to improve their professional competence. So in
line with this framework, it can be assumed that there is an influence between time management and teacher professional competence.

CONCLUSION

Based on the description of the results and discussion above, it is concluded that time management has a positive and significant effect on the professional competence of teachers at Wittaya School Sadao Islamic School, Songkla Thailand, meaning that changes in time management have an influence on changes in teacher professional competence, or in other words, if a person's time management is good, there will be an increase in professional competence. Work motivation has a positive and significant effect on the professional competence of teachers at Wittaya School Sadao Islamic School, Songkla Thailand, meaning that changes in work motivation have an influence on changes in teacher professional competence, or in other words, if the teacher's work motivation is good, it will occur. Increasing the professional competence of teachers. Teacher performance has a positive and significant effect on teacher professional competence, meaning that changes in teacher performance have an influence on changes in teacher professional competence, or in other words, if teacher performance is good there will be an increase in teacher professional competence.

REFERENCES


