



DEVELOPMENT OF TEACHERS' TIME MANAGEMENT SKILLS TO IMPROVE MADRASAH LEARNING PRODUCTIVITY

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Abstract:

This research aims to investigate and develop teachers' time management skills as an effort to increase learning productivity in the educational environment. Dynamic changes in teachers' job demands, along with the complexity of their duties, drive the need to understand and master effective time management skills. This research involved the development of a specific training program designed to increase teachers' understanding and implementation of efficient time management practices. The research method used involved an initial survey to assess teachers' level of awareness and needs regarding time management, followed by the design and implementation of an appropriate training program. Data obtained through surveys, observations and interviews were used to evaluate the impact of the training program on teachers' time management skills and, as a result, on classroom learning productivity. The research results showed a significant increase in teachers' understanding and application of time management skills after attending the training program. Teachers involved in the training reported positive changes in time management efficiency, reduced stress, and increased focus on the learning process. The practical implications of this research highlight the importance of developing teachers' time management skills as an effective strategy for increasing learning productivity in educational settings.

Keywords: *Management, Teachers, Learning Productivity, Education.*

INTRODUCTION

Education is the central pillar in forming the character and potential of children as the nation's next generation. Madrasah Ibtidaiyah (MI) Nurul Huda in Probolinggo is an essential place in the learning process, where the teacher's role is very decisive in providing a quality learning experience. However, teachers' complex challenges and tasks and the dynamic demands in education often require practical time management skills (Sunarto 2018).

The effectiveness of learning at MI Nurul Huda depends not only on teaching methods and curriculum materials but also on the ability of teachers to manage their time efficiently. Good time management skills are vital in creating a productive learning environment, enabling teachers to pay maximum attention to every aspect of learning activities (Justin et al., 2022).

This research aims to investigate and develop teachers' time management skills at MI Nurul Huda Probolinggo, hoping that this development will increase learning productivity. Through a better understanding of the critical aspects of time management, teachers are expected to overcome daily challenges more effectively, thereby positively impacting the quality of learning in the classroom (zamroni Afif 2020).

By focusing on MI Nurul Huda Probolinggo as a research center, this research can provide in-depth insight into the specific challenges teachers face in this environment and provide concrete recommendations for developing time management skills. The practical implications of this research can help increase learning productivity and positively contribute to the learning experience of students at MI and similar institutions in the future (Yuniarti Bambang Budi Utomo 2019).

Several previous studies discuss this research, including (1) Aini, 2017 stated that madrasa autonomy in supporting the implementation of the yellow book program at MA Zainul Hasan is demonstrated by guiding the form of scientific work, which is the final assignment of the program so that students can compete and get used to it when they enter college and also in their learning not only using one method but using three methods, namely sorogan, memorization and deliberation (Wulandari et al. 2023). Each room is equipped with CCTV so that the madrasa head can easily monitor the learning process. The Yellow Book program is a superior program for the IAI (Islamic Religious Sciences) department. This program aims to deepen the study of Salaf books for students so that they can read and understand the yellow book, which has become the hallmark of Islamic boarding schools. Community participation in supporting the implementation of the Yellow Book program is by motivating students, paying fees according to what has been agreed upon, attending meetings, and being allowed by the madrasah to evaluate students by asking students questions. (2) Aisyatur Rohmah, 2017 stated that the form of the madrasa head's policy is to increase teacher professionalism by conducting an analysis of teacher needs, then carrying out coaching periodically to take part in workshops, KKG, MGMP, as well as comparative studies to other schools. The madrasa head's strategy for realizing it Policy to increase teacher professionalism by applying disciplinary principles to teachers and requiring teachers to teach according to their profession. The supporting and inhibiting factors are motivating teachers and providing scholarships, short English courses to Pare Kediri, and free fare for the Wali Songo pilgrimage. Meanwhile, the inhibiting factor is limited funding sources. Peda researcher (3) Khofiyatul Uyun, 2021 stated that the madrasa head's strategic planning in improving the quality of education at Madrasah Aliyah Nurul Huda Semboro Jember is a) Formulation of vision, mission, and goals, b) identification of internal and external factors through SWOT analysis techniques, c) short, medium and long term planning, and d) determining superior strategies in improving the quality of education. 2) Implementation of the madrasah head's strategy in improving the quality of education at Madrasah Aliyah Nurul Huda Semboro Jember, namely determining madrasah policies, motivating educators and education staff, allocating human resources, and developing madrasah culture. The results of the implementation of strategic management produced at MA Nurul Huda are increased human resource performance, effective learning processes, student achievement, student competency standards, and high public attraction. 3) Evaluation of the madrasah head's strategy in improving the quality of education at Madrasah Aliyah Nurul Huda Semboro Jember, namely monitoring all results of activities from planning and implementing strategic management, measuring individual and madrasah performance, and taking corrective steps.

Novelty This research details the application of advanced technology in developing time management skills for teachers at MI Nurul Huda Probolinggo. In this digital era, this research proposes using various tools and applications to help teachers manage time effectively and increase learning productivity. This research focuses on integrating technology such as task management applications, digital calendars, and online collaboration tools into time management practices Teacher. This approach is expected to provide innovative solutions to classic challenges in time management, including learning planning, evaluation, and collaboration with colleagues.

The advantage of this research lies in its holistic approach to developing teachers' time management skills by utilizing technological advances. Apart from that, this research also tries to find a link between applying this technology and increasing productivity and quality of learning in the madrasa environment (Jamilah, 2023). Thus,

the results of this research can positively contribute not only at the individual teacher level but also to the quality of education in madrasas.

RESEARCH METHODS

This research uses an action research design with a qualitative approach. This approach was chosen to enable sustainable and in-depth intervention toward developing teachers' time management skills (Ahmad, A., & Muslimah, 2021). The research subjects were teachers at MI Nurul Huda Probolinggo. The selection of teachers is carried out purposely, considering the level of teaching experience and the need to develop time management skills (Harahap 2020).

Data collection used an initial questionnaire to identify the level of understanding and practice of teachers' time management skills before training. Classroom Observation: observing the teacher's teaching process after training to assess time management and productivity changes. Conduct interviews with teachers after the training program to better understand the changes experienced.

Designed to provide an in-depth understanding of the effectiveness of the teacher time management skills development program at MI Nurul Huda Probolinggo and a basis for developing broader strategies in the education sector. Data analysis in this research using qualitative data will be analyzed using an inductive approach, identifying patterns and main findings related to developing time management skills. Data analysis also involves triangulation of results from various data sources to ensure the validity of the findings (Rukajat 2018).

RESULTS AND DISCUSSION

In the interview results, the head of the MI madrasah, Nurul Huda Probolinggo, stated that developing teachers' time management skills is critical in the madrasa context. Teachers, as the spearhead of learning, play a central role in shaping the quality of education. With good time management, teachers can optimize learning time, ensure the material is taught thoroughly, and give sufficient attention to each student.

Developing teachers' time management skills directly positively impacts learning productivity. Teachers can plan learning activities more effectively, ensure all lesson material is covered, and provide adequate time for students' active learning. This creates a more structured and robust learning environment.

This was reinforced by the opinion conveyed by the MI Nurul Huda Probolinggo madrasah's deputy head that our institution has carried out various special training and workshops for our teachers regarding time management. In addition, we encourage the use of software or tools that can help teachers plan learning activities efficiently. This approach is integrated into routine professional development programs to ensure continuity and implementation of best practices in time management. We involve teachers and staff through open discussions, team meetings, and regular performance assessments. We also provide space for teachers to share experiences and successful strategies in time management. A shared understanding of the importance of time management to achieve madrasa education goals is also emphasized.

The current reality is that educational institutions, especially Madrasah institutions, in developing teachers' time management skills are not only an investment in the teachers themselves but also an investment in the quality of education as a whole (Mahendra and Febriani 2019). Other madrasas that wish to take similar steps are advised to prioritize training, support collaboration between teachers, and utilize existing technology to simplify time management.

Teachers' time management skills are central to achieving learning effectiveness and productivity in the madrasa environment. Madrasah MI Nurul Huda Probolinggo takes the importance of developing these skills seriously as a strategic step to improve the quality of education (Anggraini et al. 2022). In this context, we will discuss the concrete steps this madrasah took, the impacts that have been seen, and the challenges faced in developing teachers' time management skills.

Several steps are implemented at MI Nurul Huda, including (a) Training and Workshops; MI Nurul Huda Probolinggo organizes various special training and workshops focused on developing teachers' time management skills. Training materials include learning planning, time allocation, and strategies to increase Efficiency. (2) Utilization of Technology: This madrasah promotes using software or tools to help teachers plan learning activities efficiently. Technology helps speed up the planning process and minimizes the risk of wasting time. (3) Team Meetings and Collaboration, MI Nurul Huda Probolinggo actively encourages team meetings between teachers to share experiences and successful strategies in time management. This collaboration creates a supportive work environment and enriches time management skills by exchanging ideas and best practices.

Learning Efficiency: by developing time management skills, MI Nurul Huda Probolinggo teachers can plan and carry out learning activities more efficiently (Mahendra and Febriani 2019). This ensures that the course material can be presented thoroughly and students gain a better understanding. Improving the Quality of Learning, learning productivity increases along with improving the quality of teacher time management. Learning becomes more structured and focused on educational goals, helping to improve students' academic achievement.

Timeframe Challenges: Some teachers may need help adapting to these changes quickly. MI Nurul Huda Probolinggo strives to provide additional support and guidance to teachers who need it. Awareness and Motivation Not all teachers may fully know the benefits of developing time management skills. This madrasa continues to carry out awareness campaigns and motivates teachers to be actively involved in self-development (Sugiono 2022).

Developing teacher time management skills at MI Nurul Huda Probolinggo is essential in increasing learning productivity. By providing training, utilizing technology, and encouraging collaboration between teachers, this madrasah has created an environment that supports professional growth and improves the quality of education. Despite several challenges, efforts continue to ensure that all teachers can develop practical time management skills to achieve educational goals better (Selvias et al. 2021).

CONCLUSION

Developing teachers' time management skills at Madrasah MI Nurul Huda Probolinggo has proven to impact learning productivity and the overall quality of education positively. This madrasa has created a more efficient and focused learning environment through concrete steps such as training, technology, and collaboration between teachers.

The positive impacts seen, such as learning efficiency and improving the quality of learning, show that investing in developing teachers' time management skills is a highly relevant and meaningful step. Teachers at MI Nurul Huda Probolinggo can plan and carry out learning activities in a more structured way, provide optimal attention to each student, and ensure a thorough understanding of the subject matter.

Although faced with challenges, such as awareness and motivation, this madrasah remains consistent in its efforts to improve teachers' time management skills. Awareness campaigns and support continue to be provided so that all educational staff can actively participate in their personal development.

Madrasah MI Nurul Huda Probolinggo shows how developing teachers' time management skills can be a central pillar in increasing learning productivity. With a continuous commitment to teachers' professional development and implementation of best practices, this madrasah proves that effective time management is the key to success in achieving better educational goals.

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