

**International Conference: Innovation in the Era of Culture-based Modernization to
Achieve Sustainable Development Goals (SDGs)**

**Ruang Salim Siregar, Universitas Muslim Nusantara Al-Washliyah, Medan, Indonesia
Agustus 31 2024
Indonesia, Malaysia, Singapore, Thailand**

Socialization of Time Management for Educators at SMPS Plus Kasih Ibu

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Abstract: The Community Service Activity (PKM) with the theme "Socialization of Time Management for Junior High School Educators" was motivated by the urgent need to improve time management skills among educators, in order to optimize the quality of teaching and work-personal balance. The many activities that must be carried out by teachers, both those related to teaching, education and school administration as well as those related to daily activities outside of school activities, are the reasons why this activity is important to be carried out. The purpose of this activity is to provide understanding and practical skills in managing time effectively to educators at the Junior High School (SMP) level. The methods used include an initial survey to identify needs, followed by socialization accompanied by the preparation of a personal action plan. The results of this activity showed a significant increase in the understanding and application of time management techniques among participants, in this case teachers, which also had a positive impact on their work productivity. In conclusion, this socialization has succeeded in achieving its objectives and can be replicated in other educational institutions to support the professional development of educators.

Keywords: Socialization, Time Management, Educator

A. Introduction

The role of educators in schools, both elementary and secondary levels, is very important in creating an effective learning environment and providing quality education to students. However, educators often face challenges in managing their time effectively. They have various tasks, including preparing lesson plans, providing teaching materials, assessing student work, and also carrying out administrative tasks that have recently become a problem for teachers. The presence of these demands can cause stress. Many educators feel too busy and lack the time to carry out the tasks that should be done. This can have a negative impact on the quality of their teaching, productivity, and well-being. (1) For this reason, skills in time management are needed. Time management is the act or process of planning and implementing conscious monitoring of the amount of time used for specific activities, especially to increase effectiveness, efficiency, and productivity. Time management is one of the basic skills needed to be successful in life (2).

In addition, with the development of technology and the advancement of information, educators are also faced with new demands in terms of the use of digital tools and data management. All of this adds to their workload and requires effective time management skills. Therefore, improving time management for educators in schools, especially SMPS Plus Kasih Ibu, is very important. By learning and implementing effective time management strategies, they can overcome these challenges and achieve a better balance between work as teachers and personal life. This Community Service (PKM) activity was carried out at Kasih Ibu Junior High School (SMP) located in Pasar Dua, Patumbak District, Deli Serdang Regency. This school is led by a Principal, Mrs. Nazra Indrawati, S.Pd. This school has never received a

visit from outside the school for PKM activities, especially from universities. This school also still applies the teacher-centered learning system or learning centered on teachers with all the shortcomings of the facilities and infrastructure it has. In addition, the limitations of teachers in developing skills and attitudes are obstacles for teachers in developing competencies that should be able to boost the achievements and potential of the teacher. In a previous study conducted by Munawwarah entitled "The Effect of Time Management and Teaching Motivation on Teacher Performance" stated that based on data analysis, hypothesis testing and the results of the discussion that have been put forward by the researcher, it was concluded that there is a significant influence of time management on teacher performance (3).

Time management in implementing learning can be interpreted as managing time in the learning process starting from compiling the syllabus and learning implementation plan, implementing learning to assessing learning outcomes so that it can be implemented and implemented properly (4). With a myriad of activities that must be done, of course, teachers feel that the work that is done can only be carried out using good time management. Teachers' activities are not only activities around school, students and things related to school in this case teaching and learning activities, but outside of that they also have families and other social activities that they cannot leave. School activities with activities outside of school are a challenge in themselves to overcome (5). That is why this PKM activity is here with the aim of providing education to educators in terms of time management or time management so that they are able to organize their daily activities as educators as well as organize activities that they also do outside as educators. It is hoped that with this activity they will be able to manage their time so that there is no more overlap between the many activities they do and are able to create a priority scale for activities. This community service activity is also carried out in line with the Main Performance Indicator (IKU) 3, namely Lecturers are active outside the campus providing counseling or socialization of new knowledge or information to partners who need it. Improving time management will not only provide benefits to educators individually, but also to students and the school as a whole. Educators who are able to manage their time well will have more time and energy to focus on planning and delivering lesson materials, paying full attention to student needs, and participating in school development (6). This, counseling and training on time management for educators in junior high schools is very important to improve the quality of teaching, productivity, and their well-being. Through this improvement, it is hoped that educators can be more effective in managing their time, reducing stress, and achieving a healthy balance between work and personal life.

B. Methods

The stages or steps of the implementation method used in community service activities to improve time management for teaching staff in junior high schools include:

- **Preliminary Survey and Interview: Before the socialization begins.**
Needs Analysis: Based on the results of the survey and interviews, identify the main needs in time management that need to be addressed, such as workload management, prioritization, or work-life balance.
- **Preparation of Socialization Materials in the form of;** Development of Training Modules by creating training materials that cover basic theories of time management, practical strategies, and relevant tools that are adapted to the context of education in junior high schools and also provide examples of concrete Case Studies and Practices of effective time management, which can be related to the daily situations of educators.
- **Needs Identification;** conducting surveys and interviews with educators to understand their specific challenges in time management and needs analysis to understand the challenges and obstacles faced by educators in managing time. This can be done through online questionnaires or direct interviews. Activity Planning; planning community service activities based on the results of needs identification. Determining the objectives, target audience, time, and location of the activity.
- **Material and Resource Development;** develop relevant materials and resources, such

as time management guides, schedule templates, or other practical tools that are tailored to the context of junior high schools and can help educators manage their time more effectively.

- **Implementation of Socialization;** holding interactive socialization for educators in schools. This session includes the delivery of materials, discussions and case studies. Ensure that the socialization is interactive and allows educators to share experiences and ask questions.
- **Mentoring and Coaching:** Provide individual or group mentoring to educators after socialization. This mentoring can be done by mentors or counselors who are experienced in time management. They can help educators in implementing the strategies that have been learned, provide feedback, and provide moral support.
- **Implementation of Time Management Practices:** Encourage educators to implement the time management practices that have been learned in their daily activities. This involves planning schedules, setting priorities, managing tasks, and using relevant tools. Support them in implementing these practices and encourage them to involve students and colleagues in time management efforts.
- **Monitoring and Evaluation:** Monitor and evaluate the progress of educators in managing time. Use evaluation tools, such as surveys or interviews, to measure the extent to which time management has improved and identify areas for further improvement. This evaluation can help measure the impact of community service activities and make adjustments if necessary.
- **Follow-up:** Follow up on time management improvement activities. This may include ongoing support, development of further training programs, or implementation of institutional policies and practices that support good time management in junior high schools.

C. Result and Discussion

The results achieved in the Community Service (PKM) activities are:

- Survey and Interview Activities

This PKM activity was carried out at SMPS Plus Kasih Ibu. The survey was conducted to understand the specific needs and challenges faced by junior high school teachers related to time management. Interviews were conducted with the principal to obtain various information about the conditions of teachers at SMPS Plus Kasih Ibu related to knowledge and practice of time management. Most teachers understand the importance of time management and have a positive attitude towards its use. They realize that effective time management can improve performance and balance between work and personal life. Teachers who face high work demands can see time management as a tool to improve efficiency and overcome workload. They seek strategies to optimize teaching time, lesson preparation, and administrative tasks. Related to high workload; it was found that many educators stated that they felt overwhelmed by the high workload. In addition to teaching, they often have to manage administrative tasks, plan lessons, assess student assignments, and be involved in extracurricular activities. This high workload has an impact on educators who have difficulty allocating time effectively to each task, often sacrificing time for quality material preparation or personal well-being.

Difficulty in determining priorities; educators often feel confused in determining priorities between urgent and important tasks. As a result, they tend to focus on tasks that seem urgent but may be less important in the long term. This difficulty has an impact on ineffective time management, where educators spend too much time on routine tasks while strategic tasks, such as professional development or long-term planning, are neglected. Lack of training in time management; many educators admitted that they had never received formal training in time management. They often rely on experience and intuition in managing their time. This condition causes the use of ineffective or inconsistent methods in their time management, which can lead to stress and burnout. Work-life balance; many educators report difficulty in maintaining a balance between their work and their personal lives. High work demands often come at the expense of family, recreation, and personal health. This results in stress, burnout, and a reduced quality of life, which in turn affects their work performance. Reliance on traditional methods: some educators

still rely on traditional methods of managing time, such as manual logs or paper calendars, which may be less efficient than more modern digital tools. This results in less flexibility in managing tasks and difficulty in reorganizing if there are sudden changes in schedules.

- **Preparation for Implementing PKM Activities**

The PKM team ensures that there is adequate technological infrastructure, such as a stable internet connection, projector, and audiovisual system. Convert learning materials into digital formats that can be accessed by teachers, such as PowerPoint presentations and PDF documents. Ensure that presentation equipment, such as laptops or computers, projectors, and whiteboards are functioning properly, including devices for documenting events, including cameras or voice recorders.

- **Implementation of PKM Activities**

Implementation of PKM at SMPS Plus Kasih Ibu by holding an interactive workshop that focuses on the principles of time management, planning techniques, and priority management strategies. Discuss special situations that are often faced by junior high school teachers and how to overcome them through good time management and invite teachers to create individual time maps, identify their daily and weekly activities, and determine the time spent on each activity. The activity was held by providing counseling on effective time management for educators. This counseling includes knowledge about time planning, priority setting, task delegation, procrastination management, and the use of digital tools that support time management. Personal Action Plan Development is also carried out by assisting educators in formulating specific personal action plans to manage their time. They can create daily or weekly schedules, set task priorities, and identify the most productive time to carry out certain tasks. Effective task breakdown for educators on the importance of effective task breakdown and task grouping. By breaking down complex tasks into smaller parts, they can more easily manage their time and manage their work. Improving skills in the form of delegation by helping educators develop task delegation skills to students or other team members. Through delegation, they can divide the workload and utilize existing resources effectively.

Management of disturbances and interruptions is very helpful in creating strategies to manage disturbances and interruptions that often interfere with concentration. For example, setting a specific time to answer messages or emails, setting a consultation schedule with students or colleagues, or creating a quiet and distraction-free work environment (7). Positive habit formation is given to educators in forming positive habits in time management. This includes discipline in following schedules, managing rest and recovery time, and emphasizing the importance of self-care and balance between work and personal life and explaining about support and collaboration in providing support and collaboration between educators in schools. They can share tips, experiences, and successful strategies in managing time. This collaboration can improve knowledge and skills of time management collectively. In addition, the Team also introduced time management tools, such as daily scheduling, weekly planning, and the use of time management applications or software. Provide a question and answer session for teachers who need more in-depth assistance in overcoming their time management challenges. Train teachers in identifying priorities and determining tasks that must be completed first by using a priority scale.

- **Reflection on Socialization Results**

The PKM Team conducted a review of the results of the implementation of PKM activities. Based on the results of the implementation, the following data were obtained:

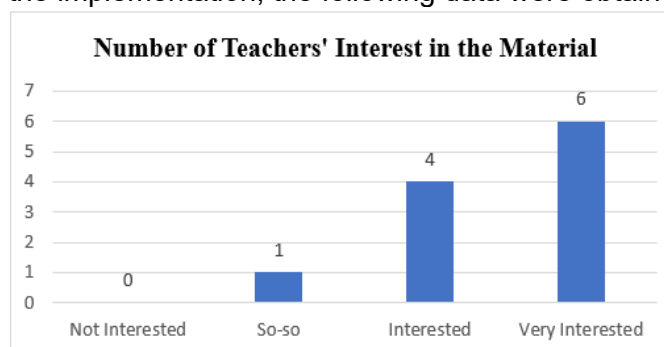


Figure 1. Graph of Teacher Interest in Socialization Themes

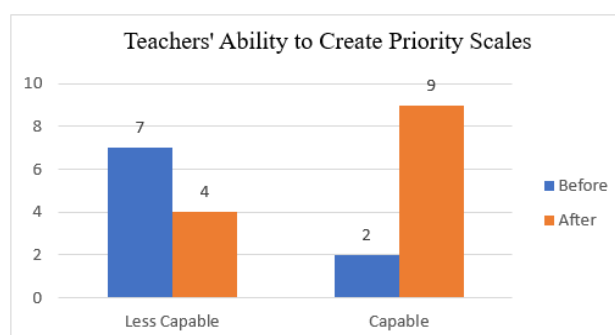


Figure 2. Graph of Teachers' Ability in Creating Priority Scales

Graph 1 above shows that most teachers have a very strong interest in this socialization activity. This is because teachers have so many activities and work demands that they want to manage their time so that they are free from work stress. Graph 2 also shows the increase in teachers' ability to manage their time. The ability to make daily, weekly and monthly schedules and the use of time management software.



D. Conclusion

Community service activities in the form of Socialization of Time Management for Educators at SMPS Plus Kasih Ibu which were carried out provided valuable insights into the specific challenges faced by educators in time management. By understanding these needs, socialization programs can be designed to provide appropriate and relevant solutions, which can ultimately improve the effectiveness of educators in managing time and the quality of education they provide.

E. Acknowledgment

We would like to express our deepest gratitude to the grant funders for their support, which has played a significant role in the success of this community service through "Socialization of Time Management for Junior High School Educators." We would also like to express our appreciation and gratitude to SMPS Plus Kasih Ibu's partner schools and universities, whose collaboration has significantly increased the reach and impact of this initiative. Through this collaboration, we have been able to empower educators with much-needed time management skills, which ultimately contributes to improving the quality of education at SMPS Plus Kasih Ibu schools.



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