

## THE EFFECT OF TIME MANAGEMENT AND TEACHER PERFORMANCE ON THE FORMATION OF STUDENTS' DISCIPLINED CHARACTER AT MAN 2 BONE

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### Abstract

*This study aims to determine the influence of time management and teacher performance on the formation of students' disciplinary character at MAN 2 Bone. The focus of the study is detailed into four sub-problems, namely: an overview of teacher time management, teacher performance, and student disciplinary character; the influence of time management on disciplinary character; the influence of teacher performance on disciplinary character; and the simultaneous influence of both. This study uses a quantitative approach with an ex post facto method. The population was 687 students, with a sample of 87 respondents selected through the Proportionate Stratified Random Sampling technique using the Slovin formula. Data collection techniques were carried out through questionnaires and documentation, and were analyzed descriptively and inferentially. The results of the descriptive analysis show that teacher time management, teacher performance, and student disciplinary character are in the moderate category. Inferentially, there is a significant influence of teacher time management on disciplinary character ( $t \text{ count} = 5.331 > t \text{ table} = 1.987$ ), and a significant influence of teacher performance on disciplinary character ( $t \text{ count} = 4.740 > t \text{ table} = 1.987$ ). Simultaneously, both also had a significant effect ( $F \text{ count} = 15.881 > F \text{ table} = 3.10$ ;  $\text{sig} = 0.001 < 0.05$ ).  
Keywords: Teacher Time Management, Teacher Performance, Student Discipline Character*

### Abstrak

*Penelitian ini bertujuan untuk mengetahui pengaruh manajemen waktu dan kinerja guru terhadap pembentukan karakter disiplin peserta didik di MAN 2 Bone. Fokus penelitian dirinci ke dalam empat submasalah, yaitu: gambaran manajemen waktu guru, kinerja guru, dan karakter disiplin peserta didik; pengaruh manajemen waktu terhadap karakter disiplin; pengaruh kinerja guru terhadap karakter disiplin; serta pengaruh simultan keduanya. Penelitian ini menggunakan pendekatan kuantitatif dengan metode ex post facto. Populasi berjumlah 687 peserta didik, dengan sampel sebanyak 87 responden yang dipilih melalui teknik Proportionate Stratified Random Sampling menggunakan rumus Slovin. Teknik pengumpulan data dilakukan melalui angket dan dokumentasi, serta dianalisis secara deskriptif dan inferensial. Hasil analisis deskriptif menunjukkan bahwa manajemen waktu guru, kinerja guru, dan karakter disiplin peserta didik berada pada kategori sedang. Secara inferensial, terdapat pengaruh signifikan manajemen waktu guru terhadap karakter disiplin ( $t \text{ hitung} = 5.331 > t \text{ tabel} = 1,987$ ), dan pengaruh signifikan kinerja guru terhadap karakter disiplin ( $t \text{ hitung} = 4.740 > t \text{ tabel} = 1,987$ ). Secara simultan, keduanya juga berpengaruh signifikan ( $F \text{ hitung} = 15.881 > F \text{ tabel} = 3,10$ ;  $\text{sig} = 0,001 < 0,05$ ).  
Kata Kunci: Manajemen Waktu Guru, Kinerja Guru, Karakter Disipin Peserta Didik*



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## INTRODUCTION

Education is one of the pillars of a nation's progress. The better the quality of education provided, the better the nation will be. Education plays a crucial role because it will produce many intelligent and outstanding generations to advance the nation's future.<sup>1</sup>

According to Law No. 20 of 2003, education is defined as a conscious and systematic effort to create a learning climate and learning process to develop the potential of students with spiritual religious strength, self-control, good character, intelligence, noble morals, and skills needed for students, society, the nation and the state.<sup>2</sup>

Education from this perspective focuses not only on the transfer of knowledge but also encompasses character building and moral development. This aligns with the national education goals, which emphasize the development of individuals who are faithful, pious, intelligent, and have noble morals, as stipulated in Law No. 20 of 2003.

Based on Law No. 2 of 1985, which states that the goal of education is to enlighten the nation's life and develop human beings as a whole, namely those who believe and are pious to God Almighty and have noble character, have knowledge and skills, physical and spiritual health, a strong and independent personality and a sense of social and national responsibility.<sup>3</sup>

Teachers act as educators, motivators, and facilitators, developing students' potential for advancement. To support their careers, teachers must possess four competencies: pedagogical, professional, social, and personality.

One aspect of teacher personality competence is discipline, which is fostered through good time management. Disciplined teachers will set an example for their students, thus helping to foster discipline in them.<sup>4</sup>

As role models for time management in schools, teachers play a crucial role in instilling discipline and order in students. Punctual attendance, effective teaching schedule management, and accuracy in completing assignments demonstrate exemplary responsibility and professionalism. Teachers' adherence to the school schedule also teaches students to respect time and rules.

Teachers not only serve as role models but also guide students in setting priorities and managing their time, such as creating daily schedules. Good time management by teachers creates a culture of discipline and order, which supports students' academic and personal development.

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<sup>1</sup> Muh Yusril, *Implementasi Manajemen Kurikulum Merdeka Dalam Meningkatkan Kualitas Pembelajaran Di SMK Negeri 9 Makassar Kota Makassar*, Tesis (UIN Alauddin Makassar, 2024).

<sup>2</sup> Rahmat Hidayat and Abdillah, *Ilmu Pendidikan Konsep, Teori Dan Aplikasinya* (Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2019).

<sup>3</sup> Hidayat and Abdillah, *Ilmu Pendidikan Konsep, Teori Dan Aplikasinya*.

<sup>4</sup> M Mustari, *Nilai Karakter : Refleksi Untuk Pendidikan* (PT Rajagrafindo Persada, 2014).

Time management is the process of managing time to carry out tasks effectively and efficiently. For teachers, it helps avoid conflicting activities, complete tasks, and achieve predetermined goals.

In Indonesia, research shows that teachers who manage time well create a structured learning environment, which encourages students to develop a disciplined attitude.<sup>5</sup> Research by Sunaryo shows that good teacher time management is positively related to student discipline, because teachers who manage their time well can apply class schedules and rules consistently.<sup>6</sup> The study shows that good time management by teachers has a positive impact on improving student discipline through a structured and consistent learning environment.

Teacher performance, including planning, implementing, and evaluating effective learning, plays a crucial role in shaping student character. Professional and dedicated teachers set a good example of discipline, both in classroom management and in enforcing rules.

Teacher performance significantly impacts the quality of education and the development of student character. In addition to delivering material, teachers also act as role models and motivators, influencing students' attitudes and behaviors and improving their academic achievement.<sup>7</sup> Rahmawati's research shows that high-performing teachers can inspire students to develop discipline. Competent and positive teachers create a learning environment that supports the values of discipline.<sup>8</sup>

Teachers with good performance tend to be able to implement effective teaching strategies, which not only improve students' academic understanding but also shape their disciplined character.<sup>9</sup> Teachers who consistently model disciplined behavior, such as arriving on time, keeping promises, and respecting rules, can be strong role models for students.

The formation of students' disciplined character is influenced by external factors, such as the school environment, the role of teachers, family, and society, as well as internal factors, such as mindset, self-awareness, interests, motivation, and time management skills.<sup>10</sup>

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<sup>5</sup> Eka Risma Junita et al., "Implementasi Model Pembelajaran Project Based Learning (PjBL) dalam Membentuk Sikap Sosial Peserta Didik Pendidikan Agama Islam di SD Negeri 02 Rejang Lebong," *Jurnal Literasiologi* 9, no. 4 (2023), <https://doi.org/10.47783/literasiologi.v9i4.541>.

<sup>6</sup> Sunaryo, "Pengaruh Manajemen Waktu Guru Terhadap Disiplin Siswa Di Sekolah Menengah Pertama," *Jurnal Pendidikan* 10, no. 2 (2019): 145–56.

<sup>7</sup> Sri Musdalifah et al., "Korelasi Kinerja Guru Dan Minat Belajar Dengan Prestasi Belajar Peserta Didik Pada Mata Pelajaran Matematika," *Idaarah: Jurnal Manajemen Pendidikan* 8, no. 1 (2024): 15–25, <https://doi.org/10.24252/idaarah.v8i1.45979>.

<sup>8</sup> D Rahmawati, "Pengaruh Kinerja Guru Terhadap Pembentukan Karakter Disiplin Siswa Di Sekolah Menengah Pertama," *Jurnal Pendidikan Indonesia* 8, no. 1 (2019): 45–56.

<sup>9</sup> Baso Intang Sappaile et al., "Strategi Guru Dalam Membentuk Karakter Disiplin Pada Siswa MAN 1 Kerinci," *Jurnal Pendidikan ...* 7, no. 2 (2023): 12237–43.

<sup>10</sup> Dyla Fajhriani, "Manajemen Waktu Belajar Di Perguruan Tinggi Pada Masa Pandemi Covid-19," *JIEMAN: Journal of Islamic Educational Management* 1, no. 3 (2020): 299–307.

Teacher time management and performance play a vital role in establishing discipline, but are often hampered by a lack of training and professional development for teachers, which limits their ability to manage time and deliver optimal performance.<sup>11</sup>

Based on an interview with Ms. Nurfadhilah Nur, S.Pd., M.Pd., an arts and culture teacher at MAN 2 Bone, on Wednesday, July 24, 2024, via WhatsApp, it was discovered that teachers' working hours start at 7:15–3:30 PM WITA using a fingerprint attendance system and the Ministry of Religious Affairs' PUSAKA application. However, teachers are still found to be 5–10 minutes late. Teachers face challenges in managing their time due to heavy workloads, such as administrative tasks, material preparation, teaching activities, meetings, and training, which often force them to work outside of school hours. Interviews with students such as Nur Assyfh Rahman and Hedir Ferdian also revealed that some teachers are often late to class, especially in the first period, due to personal matters or forgetting the schedule, which results in rushed learning and minimal discussion. On the other hand, the formation of students' disciplined character is also not optimal. Some students are still often late, skip class, or leave class when the teacher is not present. This indicates that teachers' time management and suboptimal performance also affect student discipline. Based on these conditions, the researcher is interested in raising the topic "The Influence of Time Management and Teacher Performance on the Formation of Disciplined Character of Students at MAN 2 Bone."

## LITERATURE REVIEW

### Teacher Time Management

Time management according to Therese Hoff Macan, et al. in Rofiq is self-control in using time as effectively and efficiently as possible by making plans, scheduling, controlling time, always prioritizing, and the desire to be organized which can be seen from behavior.<sup>12</sup> Time control is the ability to manage and utilize time effectively and productively to complete activities or work according to targets within a certain time period.

According to Singh & Jain in the journal Atos, time management is the process of planning and controlling time for specific activities to increase effectiveness, efficiency, and productivity. Humes also states that time management is the art of organizing, directing, and scheduling time for more effective and productive work results.<sup>13</sup> So it can be concluded that time management includes

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<sup>11</sup> Rahmawati, "Pengaruh Kinerja Guru Terhadap Pembentukan Karakter Disiplin Siswa Di Sekolah Menengah Pertama."

<sup>12</sup> Arif Ainur Rofiq et al., "Penerapan Teori Behavior Dengan Teknik Self-Management Untuk Mengatasi Kurangnya Manajemen Waktu Pada Mahasiswa," *Jurnal Bimbingan Dan Konseling Islam* 13, no. 1 (2023): 52–69.

<sup>13</sup> Antonius Atos, "TIME MANAGEMENT: Menggunakan Waktu Secara Efektif Dan Efisien," *Humaniora* 5, no. 45 (2014): 777–85.

the act of arranging, scheduling, organizing, and allocating each person's time used to complete their daily tasks.

Time management is essential for helping you focus on your primary tasks and avoiding wasteful activities. For students, good time management supports concentration, discipline, and organization at school and home, as well as maintaining physical fitness.

The indicators for teacher time management are:<sup>14</sup>

a. Time Planning

Time planning is the process of determining priorities and allocating time to complete tasks. For teachers, this includes teaching schedules, material preparation, teaching methods, and evaluation. Teachers who are skilled at time planning can complete assignments on time and avoid delays in materials.

b. Organizing Time

Time organization is the ability to organize activities logically and effectively. For teachers, this includes managing time between teaching, preparing materials, administrative tasks, and attending meetings or training. Good organization prevents scheduling conflicts and ensures each task receives sufficient time.

c. Time Control

Time management is the ability to ensure activities run according to plan and address disruptions that hinder the schedule. Teachers need to regularly monitor time usage and adjust if deviations occur to ensure assignments are completed on time.

d. Time evaluation

Time evaluation is the process of ensuring that activities are running according to plan, with the aim of correcting schedule deviations, assessing timeliness, and evaluating the quality of the results of each activity.

According to Muhaimin, time management techniques are: 1) Planning: Setting targets and actions to achieve them, 2) Organizing: Establishing a work mechanism based on tasks, authority, and responsibilities, 3) Staffing: Arranging personnel, from recruitment to workforce development, 4) Directing/Commanding: Providing guidance so that actions are carried out appropriately and minimize errors, 5) Coordinating: Coordinating related work procedures in the structure. 6) Controlling: Controlling the implementation of actions to comply with procedures through

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<sup>14</sup> Hilma Wahidaty, "Manajemen Waktu: Dari Teori Menuju Kesadaran Diri Peserta Didik," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 4 (2021): 1880–89, <https://doi.org/10.31004/edukatif.v3i4.1015>.

supervision and assessment, 7) Reporting: Conveying the progress of tasks and responsibilities according to authority.<sup>15</sup>

### Teacher Performance

Teacher performance refers to teaching achievements resulting from the teacher's duties and responsibilities in carrying out educational functions, in accordance with the Minister of National Education Regulation No. 41 of 2007, which states that teacher performance is the real result of his activities as a professional in the field of education.<sup>16</sup> The opinions of experts regarding teacher performance include:

- a. According to Mohammad As'ad, performance is a successful role achievement that a person obtains from his actions.<sup>17</sup>
- b. According to Suharsimi Arikunto, teacher performance is a teaching activity carried out through appropriate procedures, namely making teaching preparations in the form of compiling written preparations, studying knowledge that will be practiced in class, preparing media and other teaching tools.<sup>18</sup>
- c. According to Mattala, teacher performance is the ability and effort of teachers to carry out their teaching tasks as effectively as possible, including planning learning programs, implementing learning activities, and evaluating learning outcomes. Achieved teacher performance must be based on professional standards while fulfilling their duties as teachers at school.<sup>19</sup>

Several opinions from experts can be concluded that performance is an achievement achieved by a person in carrying out his duties or work, in accordance with the standard criteria set in that work.

There are five factors that influence teacher performance, including:

- a. Personal or individual factors include: knowledge, skills, abilities, self-confidence, motivation, time management, and commitment that each individual has.
- b. Leadership factors, namely the quality aspects of managers and team leaders in providing encouragement, enthusiasm, direction and work support to teachers.

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<sup>15</sup> Muhaimin, *Manajemen Pendidikan: Aplikasinya Dalam Penyusunan Rencana Pengembangan Sekolah/Madrasah* (Prenadamedia Group, 2009).

<sup>16</sup> Sofyan, *Permendiknas No.41 Tahun 2007 Tentang Standar Proses Untuk Satuan Pendidikan Dasar Dan Menengah* (Departemen Pendidikan Nasional, 2017).

<sup>17</sup> Mohammad As'ad, *Psikologi Industri* (Liberty, 2017).

<sup>18</sup> Suharsimi Arikunto, *Manajemen Pembelajaran* (Rineka Cipta, 2018).

<sup>19</sup> Mattala, *Evaluasi Kinerja: Penilaian Kinerja Atas Dasar Prestasi Kerja Berorientasi Kedepan* (Celebes Media Perkasa, 2018).

- c. Team factors, including the quality of support and encouragement provided by colleagues in a team, trust in fellow team members, and the cohesiveness and closeness of team members.
- d. System factors, including work systems, work facilities provided by school leaders, school organizational processes and work culture within the school organization.
- e. Contextual (situational) factors include external and internal environmental pressures and changes.

Meanwhile, according to Jhon Suprihanto, there are three factors that can influence teacher performance, namely:<sup>20</sup>

- a. Individual variables include abilities and skills, family background, social level, experience, age, ethnicity, and gender.
- b. Organizational variables, which include, among others: sources of leadership, rewards, structure, and job design.
- c. Psychological variables include: perception, attitude, personality, learning, motivation both in working and participating in teacher training (education and training).

The following is an explanation of several madrasa teacher performance indicators:<sup>21</sup>

- a. Quality of Work, consists of the work results obtained, the suitability of the work results with the organization's goals and the benefits of the work results.
- b. Promptness, consists of arranging work plans or activities, the accuracy of work plans with work results and timeliness in completing tasks.
- c. Initiative, consists of providing ideas/concepts in organizing and taking action to solve the problems faced.
- d. Capability, consists of the abilities possessed, the skills possessed, and the ability to utilize resources or potential.
- e. Communication, consisting of internal organizational communication, external organizational communication, and relations and cooperation in carrying out tasks.

### Formation of Disciplined Character of Students

According to the Big Indonesian Dictionary (KBBI), character means character traits, morals, behavior, psychological traits, which differentiate one person from another.<sup>22</sup> Character is a person's natural tendency to respond morally to circumstances, formed through the internalization

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<sup>20</sup> Jhon Suprihanto, *Penilaian Kinerja Dan Pengembangan* (BPPE, 2018).

<sup>21</sup> Astrid Setianing Hartanti and Tjutju Yuniarsih, "Pengaruh Kompetensi Profesional Guru Dan Motivasi Kerja Terhadap Kinerja Guru Di Sekolah Menengah Kejuruan," *Jurnal Pendidikan Manajemen Perkantoran* 3, no. 1 (2018): 35–42, <https://doi.org/10.55719/jt.v9i1.1149>.

<sup>22</sup> Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia* (Gramedia Pustaka Utama, 2019).

of virtue. In Islam, character is called akhlak, which is a habitual will formed through habitual speech or actions.<sup>23</sup>

Character, which is similar to morals, reflects the values of human behavior which include relationships with God (hablumminallah), fellow human beings (hablumminannas), and the environment.

Discipline, according to Syamsul in his article on Salsabila, is a condition formed through behavior that reflects order, obedience, and loyalty. Someone with high discipline adheres to rules and arrives on time, while someone with low discipline tends to disobey rules.<sup>24</sup>

A person is considered disciplined if they comply with the rules in force within an institution. Discipline reflects a mental attitude of obedience, compliance, and awareness in carrying out tasks to achieve goals, as well as self-control over rules and behavior to become a good individual in society.<sup>25</sup>

Discipline comes from the word "discipline," which means learning to follow a leader to achieve optimal development. The essence of discipline is rules that govern behavior, and effective rules for children are those that can be understood, remembered, and accepted. Discipline is important to teach to prepare children for life as social beings.<sup>26</sup> Discipline requires a long process to become an inherent habit, and can be realized in the form of time, work, social and religious discipline.

The following is an explanation of the indicators for the formation of disciplined character in students:<sup>27</sup>

- a. Compliance with Rules: Students comply with school rules, with the role of teachers and educational institutions in enforcing the rules.
- b. Timeliness: Students' ability to manage time, value time, and complete assignments on time for optimal learning outcomes.
- c. Academic Responsibility: A student's commitment to completing assignments and striving to improve after failure.
- d. Self-Management: A student's ability to regulate behavior, emotions, and thoughts to overcome challenges and stay focused.

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<sup>23</sup> Unik Hanifah Salsabila et al., "Peran Pendidikan Islam Terhadap Pembentukan Karakter Disiplin Peserta Didik," *Jurnal Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 10, no. 3 (2020): 330–43.

<sup>24</sup> Salsabila et al., "Peran Pendidikan Islam Terhadap Pembentukan Karakter Disiplin Peserta Didik."

<sup>25</sup> Nurmila Yudianti et al., "Penanaman Budaya Disiplin Terhadap Peserta Didik Kelas VI MIS GUPPI Laikang Kecamatan Kajang Kabupaten Bulukumba," *Jurnal Inspiratif Pendidikan* 7, no. 2 (2018): 233–52.

<sup>26</sup> Sutirna, *Pertumbuhan & Perkembangan Peserta Didik* (CV Andi Offset, 2013).

<sup>27</sup> Budi Febriyanto et al., "Pendidikan Karakter Dan Nilai Kedisiplinan Peserta Didik Di Sekolah," *Jurnal Elementaria Edukasia* 3, no. 1 (2020): 75–81.



- e. Discipline in Behavior: Students' attitudes towards maintaining ethics, manners, and respecting school regulations.
- f. Internal Motivation: The drive within students to achieve and be disciplined, without depending on external rewards.

## RESEARCH METHODOLOGY

This research is quantitative, a type of research where the data being studied is numerical and then processed using accurate calculations. Quantitative research is research where the data is in numerical form and analyzed using statistical formulas.<sup>28</sup>

The research method used is the ex post facto method, where ex post facto research examines causal relationships that are not manipulated by the researcher. The existence of a causal relationship is based on theoretical studies that a particular variable causes a different variable. Research with an ex post facto design is often referred to as after the fact, meaning research conducted after an event has occurred.<sup>29</sup>

This research is located at MAN 2 Bone, Jl. Yos Sudarso, Ta Village, Tanete Riattang District, Bone Regency, South Sulawesi Province. The population is all subjects to be studied in a study. The population in the study is all students at MAN 2 Bone, South Sulawesi province, in the 2024/2025 academic year, totaling 687 students. The sampling technique used is the Proportionate Stratified Random Sampling technique so that 87 respondents were found using the Slovin formula. Data collection techniques use questionnaires and documentation.

The research instrument used in this study was a questionnaire, and the scale used was a Likert scale, where the Likert scale is a process of determining scores on respondents' answers by creating appropriate classifications and categories depending on the respondents' responses.<sup>30</sup> Then, respondents were asked to choose whether they strongly agree, agree, are unsure, disagree, or strongly disagree. To test the research instrument, validity and reliability tests were used.

In this study, the data processing techniques used by researchers to answer the problem formulation and hypothesis are statistical data processing techniques, including descriptive analysis techniques and inferential analysis techniques.

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<sup>28</sup>Imron Imron, "Analisa Pengaruh Kualitas Produk Terhadap Kepuasan Konsumen Menggunakan Metode Kuantitatif Pada CV. Meubele Berkah Tangerang," *Indonesian Journal on Software Engineering (IJSE)* 5, no. 1 (2019): 19–28, <https://doi.org/10.31294/ijse.v5i1.5861>.

<sup>29</sup>Iwan Hermawan, *Metodologi Penelitian Pendidikan Kuantitatif, Kualitatif Dan Mixed Methode* (Hidayatul Quran Kuningan, 2019).

<sup>30</sup>Bambang Wisnu Widagdo et al., "Dampak Pandemi Covid-19 Terhadap Perilaku Peserta Didik Pada Proses Pembelajaran Daring Menggunakan Metode Pengukuran Skala Likert," *Jurnal Teknologi Informasi ESIT* 15, no. 2 (2020): h.66

## RESULTS AND DISCUSSION

### Descriptive Study of Teacher Time Management at MAN 2 Bone

Descriptively, the research data can be presented in table 1.

**Table 1. Description of Teacher Time Management**

		Teacher Time Management
N	Valid	87
	Missing	0
Mean		61.45
Median		61.50a
Standard Deviation		7,335
Range		37
Minimum		43
Maximum		80
Sum		5346

Based on SPSS 30 output from 87 respondents, the average teacher time management score was 61.45 with a median of 61.50 and a mode of 60, indicating a balanced data distribution. The standard deviation of 7.335 indicates a moderate variation in values. The score range was 37, with a minimum of 43 and a maximum of 80, and a total score of 5,346. These data indicate that teacher time management at MAN 2 Bone is quite good, although there are still variations in the assessment that can be a concern for future improvements.

**Table 2. Categorization of Respondents' Scores on Teacher Time Management**

No.	Information	Interval	Frequency	Presentation	Category
1.	$x < (\mu - 1.0\sigma)$	$x < 54$	14	16.09%	Low
2.	$(\mu - 1.0\sigma) \leq x < (\mu + 1.0\sigma)$	$54 \leq x < 68$	63	72.41%	Currently
3.	$(\mu + 1.0\sigma) \leq x$	$68 \leq x$	10	11.49%	Tall

The time management of teachers at MAN 2 Bone is mostly in the moderate category (72.41%), indicating fairly good time management, but still needs improvement. Several teachers are in the low category (16.09%) due to late class starts and difficulty managing time. Meanwhile,

a small number of teachers (11.49%) are in the high category, indicating effective time management. To improve time management, more effort is needed in planning, organizing, and evaluating time.

This study analyzes teacher time management based on Hilma Wahidaty's indicators: planning, organizing, controlling, and evaluating time.<sup>31</sup> Teachers with strong time management skills are able to plan lessons well, manage their time effectively, and communicate objectives at the outset. Teachers with moderate time management skills are quite good at managing their time so that lessons run according to schedule. Meanwhile, teachers with low time management skills, despite having plans, still struggle with implementation, often start lessons late, and rarely evaluate their time use. This indicates that time management significantly influences learning effectiveness and the achievement of educational goals.

### Descriptive Performance of Teachers at MAN 2 Bone

Descriptively, the research data can be presented in table 3.

**Table 3. Description of Teacher Performance**

		Teacher Performance
N	Valid	87
	Missing	0
Mean		60.30
Median		60.00a
Standard Deviation		7,211
Range		31
Minimum		44
Maximum		75
Sum		5246

Based on SPSS 30 output from 87 respondents, the average teacher performance score was 60.30, with a median and mode of 60, indicating a balanced data distribution. A standard deviation of 7.211 indicates that respondents' assessments varied relatively well from the mean. The minimum score was 44 and the maximum score was 75, with a range of 31 points. These data indicate that teacher performance assessments are quite good, although there is still variation among respondents.

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<sup>31</sup> Wahidaty, "Manajemen Waktu: Dari Teori Menuju Kesadaran Diri Peserta Didik."

**Table 4. Categorization of Respondent Scores on Teacher Performance**

No.	Information	Interval	Frequency	Presentation	Category
1.	$x < (\mu - 1.0\sigma)$	$x < 53$	11	12.64%	Low
2.	$(\mu - 1.0\sigma) \leq x < (\mu + 1.0\sigma)$	$53 \leq x < 67$	60	68.96%	Currently
3.	$(\mu + 1.0\sigma) \leq x$	$67 \leq x$	16	18.39%	Tall

Teacher performance at MAN 2 Bone was mostly in the moderate category (68.96%), with several teachers in the low category (12.64%) facing issues with material preparation and timeliness. Meanwhile, several teachers in the high category (18.39%), demonstrating excellence in teaching. To improve teacher performance, improvements in planning, time management, and teaching methods are needed.

The results of this study are in line with the theory put forward by Suharsimi Arikunto, which states that teacher performance is a teaching activity carried out through appropriate procedures, such as making teaching preparations, studying the material to be taught and practiced in class, and preparing media and learning methods.<sup>32</sup>

This study shows that teacher performance at MAN 2 Bone is in the moderate category, based on the performance indicators used in the questionnaire. Teachers with high performance demonstrate thorough preparation, appropriate learning strategies, and the use of varied media, while teachers with low performance tend to lack planning, time discipline, and learning structure. In general, inconsistencies in work quality and punctuality are the main factors that contribute to moderate performance. Therefore, efforts are needed to improve through improved planning, time management, learning innovation, and active interaction with students so that teacher performance can increase to the high category.

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<sup>32</sup> Arikunto, *Manajemen Pembelajaran*.

### Description of the Formation of Disciplined Character of Students at MAN 2 Bone

Descriptively, the research data can be presented in table 5.

Table 5. Description of the Formation of Disciplined Character of Students

		Formation of Disciplined Character of Students
N	Valid	87
	Missing	0
Mean		89.18
Median		88.50a
Standard Deviation		9,336
Range		52
Minimum		68
Maximum		120
Sum		7759

Based on SPSS output from 87 respondents, the variable of Student Discipline Character Formation has an average score of 89.18 with a median of 88.50 and a mode of 86, indicating a fairly high assessment of student discipline and a balanced data distribution. The standard deviation of 9.336 indicates a fairly large variation in assessments between respondents. The minimum score of 68 and the maximum of 120 with a range of 52 points reflects a fairly significant difference in perceptions of student discipline character.

Table 6. Categorization of Respondents' Scores on the Formation of Students' Disciplined Character

No.	Information	Interval	Frequency	Presentation	Category
1.	$x < (\mu - 1.0\sigma)$	$x < 80$	13	14.94%	Low
2.	$(\mu - 1.0\sigma) \leq x < (\mu + 1.0\sigma)$	$80 \leq x < 98$	69	79.31%	Currently
3.	$(\mu + 1.0\sigma) \leq x$	$98 \leq x$	5	5.74%	Tall

The description of the formation of students' disciplined character in the table above is divided into three categories, namely 13 people are in the low category with a percentage of 14.94%, 69 people are in the medium category with a percentage of 79.31% and 5 people are in the high category with a percentage of 5.74%. Thus, the formation of students' disciplined character is in the medium category.

### The Influence of Teacher Time Management on the Formation of Disciplined Character of Students at MAN 2 Bone

Table 7. T-Test of Teacher Time Management (X1)

		Coefficients <sup>a</sup>				
		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	sig
1	(Constant)	53,151	6,815		7,799	<,001
	Teacher Time Management	.579	.109	.501	5,331	<,001
a. Dependent Variable: Formation of Disciplined Character of Students						

Based on the results of the t-test, t count (5.331) > t table (1.987), and the significance value (0.001) < 0.05, shows a significant influence between teacher time management on the formation of students' disciplined character. Hypothesis Ha1 is accepted, Ho1 is rejected.

The analysis results show that teacher time management has a positive and significant effect on the formation of student discipline at MAN 2 Bone, with a regression coefficient of 0.579 and a determination value of 25.1%. This means that teacher time management contributes 25.1% to student discipline, with the remainder being influenced by other factors.

The t-test shows that t-count (5.331) > t-table (1.987), and sig < 0.05, indicating a significant effect. Teachers who manage their time well become role models for students, encouraging order and discipline. Conversely, teachers who are not punctual have an impact on low student discipline.

The results of this study align with research conducted by Sunaryo, which found that good teacher time management is positively correlated with student discipline. Teachers who manage their time effectively during learning activities tend to consistently implement classroom schedules and rules, which helps students understand the importance of time discipline.<sup>33</sup>

This research is also supported by Sunaryo and Prasetyo, who concluded that good time management creates a structured learning environment, reduces stress, and fosters discipline in students. Therefore, improving teacher time management is crucial for building a culture of discipline at MAN 2 Bone.

<sup>33</sup> Sunaryo, "Pengaruh Manajemen Waktu Guru Terhadap Disiplin Siswa Di Sekolah Menengah Pertama."

# **The Influence of Teacher Performance on the Formation of Disciplined Character of Students at MAN 2 Bone**

Table 8. Teacher Performance T-Test (X2)

Coefficients <sup>a</sup>						
		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	sig
1	(Constant)	53,429	7,583		7,054	<,001
	Teacher	.592	.125	.457	4,740	<,001
	Performance					
a. Dependent Variable: Formation of Disciplined Character of Students						

The t-test results show that t count (4.740) > t table (1.987), and the significance value (0.001) < 0.05, indicating a significant influence between teacher performance on the formation of students' disciplined character. Hypothesis Ha2 is accepted, Ho2 is rejected.

The analysis results show that teacher performance has a positive and significant influence on the formation of student discipline at MAN 2 Bone, with a regression coefficient of 0.592 and a determination value of 20.9%. This means that teacher performance contributes 20.9% to the formation of student discipline, with the remainder influenced by other factors.

The t-test shows that t count (4.740) > t table (1.987) and sig (0.001) < 0.05, indicating a significant influence. Teachers with high performance are able to be role models of discipline, create a conducive learning environment, and encourage students to comply with school rules.

These findings align with Rahmawati's research, which asserts that high-performing teachers can shape students' discipline through role models and positive interactions. Therefore, improving teacher performance is a crucial step in fostering discipline in students at MAN 2 Bone.

### The Influence of Time Management and Teacher Performance on the Formation of Disciplined Character of Students at MAN 2 Bone

Table 9. Results of F-Test Analysis

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2056.470	2	1028.235	15,881	<,001b
	Residual	5438.588	84	64,745		
	Total	7495.057	86			
a. Dependent Variable: Formation of Disciplined Character of Students						
b. Predictors: (Constant), Teacher Performance, Teacher Time Management						

The results of the F test show that F count (15,881) > F table (3.10), and the significance value (0.001) < 0.05, which indicates a significant simultaneous influence between teacher time management ( $X_1$ ) and teacher performance ( $X_2$ ) on the formation of students' disciplined character. Hypothesis Ha3 is accepted, Ho3 is rejected.

The results of the F test show that Teacher Time Management ( $X_1$ ) and Teacher Performance ( $X_2$ ) simultaneously have a significant effect on the formation of students' discipline character (Y), with F count 15.881 > F table 3.10 and a significance of 0.001 < 0.05. The coefficient of determination of 27.4% indicates a moderate relationship, while the remaining 72.6% is influenced by other factors.

Teachers who manage their time well and demonstrate optimal performance can create a structured learning environment that supports student discipline. Conversely, teachers who are less disciplined with their time and less than optimal in their teaching tend to create less discipline in their students. This demonstrates the crucial role of teachers in shaping students' disciplined character.

### CONCLUSION

Based on the research results, it can be concluded that teacher time management, teacher performance, and the formation of students' discipline character at MAN 2 Bone are generally in the moderate category, with percentages of 72.41%, 68.96%, and 79.31%, respectively. This research also shows that there is a significant influence between teacher time management on the formation of students' discipline character with a contribution of 25.1%, and the influence of teacher performance of 20.9%. Simultaneously, time management and teacher performance influence



together on the formation of students' discipline character with a contribution of 27.4%, while the remaining 72.6% is influenced by other factors outside this research.

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