

The Effect of Time Management and Teaching Motivation on Professional Teacher Competence (Study at Junior High School Manado City, Indonesia)

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Abstract

This research aims to analyze the influence of time management on teacher professional competencies in Manado City Public Middle School, to analyze the effect of teaching motivation on teacher professional competence in Manado City Public Middle School, to analyze the influence of time management, and motivation to teach together on the professional competence of teachers in Manado City Public Middle School. The population in this study were all teachers at the Manado City State Middle School who had the following characteristics: a) having homogeneity in the profession, namely as a teaching profession; b) the experience of working as a teacher is not the same; c) the teachers of the Manado City Public Middle School are often not involved in training, workshops, upgrading and certification; d) most state junior high school teachers have various educational qualifications according to their fields; e) most of the state junior high school teachers live in the city of Manado close to workplace schools; f) teachers from the Manado City Public Middle School are assigned to schools with different conditions from each other; g) most husband and wife of Manado City Public Middle School work so they should be able to manage time. The population size in this study were all Public Middle School Teachers in Manado City, which numbered 601 teachers rounded up to 600. The sample is taken by cluster random sampling technique that is sampling based on school units proportionally or balanced and the taking is done randomly. Random means not selected but based on lottery. Krecjic in calculating sample size is based on a 5% error. So that the sample obtained has 95% confidence in the population. The number of samples is 234 junior high school teachers in the city of Manado. Testing data using multiple linear regression analysis techniques. Based on the results of research and discussion, conclusions can be taken, among others: 1. There is a significant positive effect of time management on the professional competence of teachers in Manado City Public Middle School. 2. There is a significant positive effect on teaching motivation on teacher professional competence in Manado City Public Middle School. 3. There is a simultaneous influence of time management and teaching motivation on teacher professional competence in Manado City Public Middle School.

Keywords: Time Management, Teaching Motivation, Teacher Competencies

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1. Introduction

The Quality human resources contribute to the progress of the nation and the state and of course quality human resources are built through quality education in line with the advancement of science and technology that accommodates 21st century learning. Industrial revolution 4.0, 21st century learning and disruption in education are challenges in the management of education including how teachers are prepared to face these challenges. Based on this, the Indonesian people became increasingly aware of the importance of increasing the awareness of all levels of society in order to reorganize the state and nation based on Pancasila and the 1945 Constitution. This increase requires smart, honest, skilled and professional human resources in science, technology and management. The transition to the human resources expected and coveted in the 21st century is a challenge for the world of education. Because of the importance of the role of the world of education, education needs to be developed that can face and answer challenges in building a strong nation and state. The efforts made by the government are to improve the world of education by issuing laws and government regulations governing the management of the national education system. Regarding the implementation of Law No. 20 of 2003 concerning the National Education System has affirmed that education development is directed at increasing the dignity and quality of Indonesia's human resources, and expanding and increasing equal opportunity to obtain education. In order to realize the goals of national education, the government carried 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, improving the professional capacity of teaching staff and principals. Increasing the relevance of education is carried out, both in terms of numbers, graduates and labor needed in development. Efforts to improve the efficiency and effectiveness of education management have also been carried out through the improvement of management and planning, supervision, and examination of the implementation of education through improving education laws, curriculum and implementing education both in the central government and

the issuance of education laws, teacher laws and lecturers, government regulations with the establishment of the National Education Standards Agency (BSNP) and at the school level as implementers through the Education Unit Level Curriculum (KTSP) and Curriculum 2013.

One of the factors that influence educational activities both directly and indirectly is the teacher. The role of teachers in learning activities is very dominant, therefore teachers should be able to develop themselves along with the rapid development of science and technology. The logical consequence of all this is that teachers must strive to always develop themselves in various ways such as by reading various reference materials, writing, or continuing their studies to a higher level of education so as to improve their professionalism. The reality experienced daily by teachers is faced with various problems, both in family life and as members of the community. Poor time management, for example, when teachers are widely used to fulfill their needs because low wages compel teachers to work in multiple or part-time entrepreneurship. As a result, teachers are running out of time and energy to prepare themselves, increase their motivation to teach and not have time to develop themselves, even their attention to education has also declined. In other words the teacher has not been able to manage time or time management properly to improve the ability to carry out learning. Attention to teachers in an effort to improve professional competence is very important to support progress and improve the quality of learning and improve learning outcomes and at the same time can improve the quality of education.

Various problems related to the condition of the teacher, among others: (1) the diversity of the teacher's ability in the learning process and mastery of knowledge, (2) the absence of accurate measuring instruments to determine the teacher's abilities, (3) the guidance carried out does not reflect the needs, and (4) inadequate teacher welfare. If this is not immediately addressed, it will have an impact on the low quality of education. The low quality of education in question includes: (1) the ability of students to absorb the subjects taught by teachers is not optimal, (2) lack of perfect character formation which is reflected in attitudes and life skills possessed by each student, (3) low reading, writing and counting students especially at the elementary level (the results of international studies conducted by the organization International Education Achievement, 2007). In connection with that, Law No. 25 of 2000 concerning the National Development Program containing the establishment of the Teaching Accreditation and Certification Agency in the regions is a form of efforts to improve the quality of education personnel nationally.

Based on the description above, the Directorate General of Primary and Secondary Education, Ministry of National Education (2004: 2) applies teacher competency standards related to: (1) Components of Learning Management Competence and Education Insights; (2) Academic / Vocational Competency Components according to learning material; (3) Professional Development. The components of the Teacher Competency Standards accommodate the professional, personal and social competencies that must be possessed by a teacher. The development of teacher competency standards is directed at improving teacher quality and structured and systematic teacher development patterns. Referring to the description above, the professional competence of teachers can be interpreted as the ability of a teacher to carry out the duties of the teaching profession with full responsibility and high dedication with supporting facilities in the form of knowledge he has.

Professional competence or ability of teachers in the implementation of learning in Manado City Public Middle School in reality in the field is still not encouraging, which is still relatively low. Based on the data available at the Manado City Education Office, the results of supervision and monitoring in 2016-2017 indicate that the competence of state junior high school teachers is mostly still low. The indicator of the still low professional competence in the implementation of learning is that the teacher does not do good time management, consequently the teaching motivation is low, the direct impact of the activities related to his main task as a teacher who has professional competency is chaotic starting to prepare the teacher administration completely, not preparing the preparation teaching regularly, the teacher does not carry out learning activities well, the teacher does not use relevant learning methods and approaches, the teacher does not use teaching aids or learning media in learning activities, the teacher does not compile the program and implementation of improvements and enrichments, the teacher does not develop the program and implementation guidance and counseling in the class that is his responsibility, does not improve the mastery of the material, develop material, mastery of ICT that supports subjects, especially the professional development in the form of writing scientific papers, in other words the teacher does not do good time management so the motivation to teach will be low so that all activities will not run well and the results will be low.

The low professional competence of teachers in the implementation of learning was also conveyed by the Supervisor of the Manado City Middle School. Based on the results of supervision and monitoring of the joint supervision of the Manado City Middle School supervisor in September-December 2017. The results of joint supervision and monitoring of all teachers are from the number of public junior high school teachers who have about 25.18% who still have professional competence in the implementation of learning and improvement of professional mastery of technology and writing of low scientific works. The results of the teacher professional competency test conducted by the Ministry of Education and Culture of the Directorate General of Teachers and Education Personnel in 2015 showed that passing the certification was 69.82. Based on data from the Manado City

Education Service and the North Sulawesi Provincial Education Office in 2017/2018 there were 1,197 junior high school teachers with a new category of teaching worth 78.38% (938 people) while 21.62% (259 people) were not eligible for 2016 / 2017. From the description above, there is a gap between the ideal teacher professional competence which is thought to be the causative factor, among others, due to inappropriate time management and low teaching motivation.

The purpose of this study in general is to find out and provide suggestions for problem solving in improving the professional competence of teachers in the implementation of learning in Manado City Public Middle School. While the specific objectives of this study are:

1. To analyze the influence of time management on teacher professional competencies in Manado City Public Middle School.
2. To analyze the effect of teaching motivation on teacher professional competence in Manado City Public Middle School.
3. To analyze the influence of time management, and motivation to teach together on the professional competence of teachers in Manado City Public Middle School.

2. Literature Review

2.1. Teacher Competency

According to Sugeng (2004: 10) that teacher professional competence can be interpreted as the ability of a teacher in carrying out the task of the teaching profession with full responsibility and high dedication with supporting facilities in the form of provision of knowledge he has. Because in this case the professional competence of teachers in the implementation of learning can be interpreted as the ability of a teacher in carrying out tasks in learning with full responsibility and high dedication with supporting facilities in the form of provision of knowledge he has. Competence is an irrational behavior to achieve the goals required in accordance with the conditions required as well. Competence is needed to develop the quality and activities of education staff. Idris (2013: 76) says that: teachers as educators or as teachers are determinants of the success of education in schools. The main task of the teacher is to provide knowledge (cognitive), attitudes / values (affective), and (psychomotor) skills to students. The task of the teacher in the learning field also plays a role as a guide to the learning process to achieve educational goals. Thus the task and role of the teacher is to teach and educate. In this regard the teacher must have high innovation. Ibrahim (2012: 89) argues that innovation is an idea, techniques or objects that are realized and accepted by a person or group to be adopted. Innovation as a new idea or idea that is applied to create or develop a product, process or service.

Adlan (2012: 32) suggests that: in carrying out its professional authority, teacher competency is divided into three parts, namely: (1) cognitive competence, namely abilities in the intellectual field, such as knowledge about teaching and learning, and individual behavior; (2) Affective competencies, namely the readiness and ability of the teacher in various matters relating to his professional duties, such as respecting his work, loving the subjects he has built; and (3) behavioral competencies, namely the ability to behave, such as guiding and judging.

According to Raka Joni as quoted by Suyanto and Jihad Hisyam (2008) arguing that the types of competencies including teacher professional competencies include: 1) Professional competence, namely having extensive knowledge of the fields of study taught, choosing and using various learning and assessment methods held; 2) Community competency, namely being able to communicate, both with students, fellow teachers and the wider community; 3) Personal competence, namely having a strong and exemplary personality. Meanwhile, in the perspective of national education policy, the government formulated Minister of Education Regulation No. 16 of 2007 that teacher professional competencies included in the four competencies that professional teachers or effective teachers must possess include: 1) Pedagogic competencies; 2) Personality competency; 3) Social competencies; and 4) professional competence. Essentially the opinion does not show a principle difference in the location of differences only in grouping, where the contents of the details of pedagogical competencies delivered by the Ministry of National Education, according to Raka Joni, are mixed in professional competence. In this study because it relates to time management following Raka Joni's opinion relating to time management, resulting in effective and professional teachers. Effective and professional teachers are teachers who are able to bring their students to succeed in achieving learning goals. In this connection Hasibuan (2008: 41-42) states that: effective teachers are teachers who are able to bring their students to succeed in achieving learning goals. The implementation of learning in front of the class is an embodiment of interaction in the communication process.

The teacher as a key person (key person) greatly determines the process of student success. As a key person the teacher must carry out behaviors regarding: (1) clarity in conveying information verbally and non-verbally; (2) the ability of the teacher to make variations in duties and behavior; (3) the warm and enthusiastic nature of the teacher in communicating; (4) the behavior of teachers who are task-oriented without confusing things that are not their teacher's duties; (5) the teacher's mistake in using the ideas expressed by students and indirect general direction; (6) teacher behavior related to giving students the opportunity to learn the assigned task; (7) teacher behavior in providing structured comments; (8) teacher behavior in avoiding negative criticism of students; (9)

teacher behavior in varying questioning skills; (10) teacher's ability to determine the difficulty level of his teaching; and (11) the ability of teachers to manage their learning time according to the time allocation in planning the implementation of learning

2.2 Time Management

A thought of how humans who live in this world should be wise about the time available. Maybe we often hear the term "Time is Money." This motto is also a trick on how people use times or management as if they are equal to money. As long as there is time there is still a chance to earn money, that's what it means at first glance Time is the rarest resource, if it is not optimized, it will not be able to organize anything, because time is the most unique capital that cannot be replaced and cannot be stored without being used (Jawwad 2006: 9). The biggest enemy in a human's career is time. Time that has been missed in vain or useless, can not just return with money. Therefore, make the best use of your time in working and working. Remember the old saying, time is money. For that, in a career, it is necessary to have good time management where productivity, effectiveness, and efficiency are the benchmarks in Argogalih (2005: 12). Burnout Syndrome in Argogalih (2005: 67) once said that work addiction is a symptom of bad time management. Someone who always prioritizes the perfection of his own version of work generally will never at all want to delegate. He cannot accept 100% of the work of others or trust others. He did not want all of his work to be contaminated with the hands of others, even though the person was his own subordinate. Such an attitude is a big mistake because using someone else's energy is necessary, trusting others is necessary.

Time management is rapidly becoming more important both in the individual's personal life and in the composition of the company, including in this case in the field of education, especially what teachers do in the implementation of learning, especially those relating to managers, ranging from top administrators to supervisors in the first line. Good time management or time management is very useful in terms of cost savings and employees. In the words of Drucker in Timpe (2002: 10) saying "Time is the rarest source and if it cannot be managed, then other things cannot be managed." The point is to study human aspects from changing attitudes towards better management of sources precious time. Based on research conducted by Jithendra M. Mishra and Prabhakara Mishra in Timpe (2002: 11), there are five main areas that should not be left out in time management or time management. First, the awareness that most of the time spent is habitual; second, that the determination of personal goals is very important for correct management; third, priorities must be categorized and assessed; fourth, that good and true communication is essential; fifth, that suspending may be the biggest obstacle to time management.

Wilkinson in Timpe (2004: 11) states that in fact, if someone regulates life and makes it fun, as a start what is needed is to manage time or manage time well, no need to be questioned in effective time management is a fundamental activity in various life spheres. In fact, there is often a difference between achieving real life and busy people, never reaching the point anywhere. It's no need to be surprised, if in all educational activities time management becomes a necessity. But if it is reviewed more deeply, it can be seen that the actual timing is not much different from self management. In fact, if you can't manage or manage time, you can manage yourself on every occasion. Most experts agree that success is a result of habits. Therefore, the first step that must be done is to facilitate how a person uses time, that is, starting with the habit of controlling oneself. This habit begins as conscious decision making, especially with regard to time management or time management that is usually ignored. According to Yager (2005: 16) there are seven creative time management principles that: always active (not reactive), set goals, set priorities in action, maintain focus, create realistic deadlines, and do it now (DO IT NOW): D = Divide (division of tasks). O = Organize (set how to do it), I = Ignore (ignore interference), T = Take (take a chance), N = Now (now it must be run), O = Opportunity (take a chance), W = Watch out (be aware of time).

Hofmeister and Lubke (1990: 15) state that the most common time management concepts are time on task (engaged time) or engaged time (effective time in learning), other learning time divisions are: (1) available time (the time available); (2) allocated time (time allocated in learning activities); (3) engaged time (effective time in learning); (4) academic learning time (effective time per day used in learning activities). Efforts to develop skills by doing self-management and time management, a teacher will not only maintain his own health and achievements, he also emulates good attitudes and exemplifies skills in self-management and time management that have a strong influence on professional competence or the ability of teachers to carry out learning because of management time in implementing learning produces effective teachers as manifestations of teachers who have professional competence. Related to time management is very important because it can improve the professional competence of teachers in the implementation of learning and can improve student achievement, while improving the quality of education. Discussion of time management above can be concluded that time management or time management in the implementation of learning can be interpreted as management of the time in the process of implementing learning activities for 6 days or a week to complete tasks and increase professionalism from planning to time use, organizing the use of time and implementing the use of time, monitoring the use of time and efforts to increase professionalism.

2.3. Teaching Motivation

Teaching motivation is something that gives rise to encouragement or enthusiasm to carry out learning as stated by Ravianto (2005: 19) that teaching motivation is the size of the effort given by someone to carry out work tasks in carrying out learning. If the teaching motivation is low it is difficult to expect the productivity of learning to be high. The theory that is often used by experts in research that deals with the problem of teaching motivation is a theory that deals with the problem of human needs. Humans have needs in their lives, such as physical, economic, political, and other necessities of life.

One theory of human needs according to Maslow quoted by Haimann and Hilgert is the translation of Kartasapoetra (2005: 454), which is known as Need Hierarchy Theory. Based on the theory, the classification of needs is stated which consists of five levels of needs, namely: (1) psychological needs; (2) the need for protection or security; (3) social needs; (4) the need for awards; and (5) self-actualization needs. The Maslow theory (1984: 111) is based on (1) human needs arranged in a level of importance that starts from the lowest level of physiological needs to security, love (social); appreciation (ego); and finally the implementation itself (self-actualization); (2) humans have unbroken desires; therefore all needs can never be fulfilled perfectly, (3) a need is fulfilled properly, after motivating behavior; and (4) those needs are interdependent and complementary.

McGregors (1986: 421) created a new concept of motivation and management called x theory and theory y. Theory x which says that an individual has an attitude that does not like work in this case is teaching, even though he thinks that work is necessary but allows him to avoid it, so the teacher must be forced to teach well. The y theory is more optimistic, where this theory is meant, individuals view work in this connection as teaching is natural just like playing or resting. Individuals basically want to work which is teaching. Having the ability to accept, seek responsibility and apply imagination, intelligence, and creativity to organizational problems in education. McClelland in Hampton (1986: 422) groups human needs into (1) the need to be in power; (2) the need to be affiliated; and (3) the need for achievement. In this study later the factors that are used as indicators to determine the level of motivation of teaching in class managers, are a combination of various theories that have been stated above, namely: (1) hard work to improve the quality of education; (2) enthusiasm / perseverance in implementing the school management program (3); the preference for work is the implementation of learning.

Motivation according to Robbins (1996: 27), " ... motivation is willingness to do something, and is conditioned by this actions some need for the individual's ability and satisfaction. " Furthermore Robbins in Pujaatmaka (2001: 166) defines: Motivation as a willingness to issue a high level of effort for organizational goals, which is conditioned by the ability of that effort to meet individual needs. While general motivation is concerned with efforts towards each organizational goal. Motivation reflects an interest in work-related behavior. The keywords of the definition of motivation are effort, organizational goals, and needs. Ngali Purwanto (1997: 73) defines, " motivation is a conscious effort to move, direct, and maintain one's behavior so that he is compelled to act to do something so as to achieve certain goals.

Management concepts that are related to organizational life, motivation is defined as a work push that arises in a person to behave in achieving predetermined goals Wahjosumidjo (2001: 177). Furthermore motivation is also defined by Indrawijaya (2002: 67), " motivation is actually a psychological process in which there is an interaction between attitudes, needs, perceptions, learning processes and problem solving ". In another sense motivation is a term used to designate a number of drives, desires, and strengths. Based on the description above, it can be concluded that motivation has three components, namely efforts, specified goals, and needs. Encouragement is a mental power to carry out activities in order to meet the needs or the achievement of a goal. While the goal is something that someone wants to achieve, so this goal directs behavior to always improve themselves. High teaching motivation is both a need and a goal for teachers and schools. With teaching motivation in implementing high learning, the professional competence of teachers in implementing learning will be high.

Motivation according to Davis (2004: 39) mentions motivation has four patterns, namely: (1) Achievement motivation, is an encouragement to master the challenge, to progress and develop; (2) Motivation of affiliation, is an urge to deal with people effectively; (3) Motivation of competence, is an impetus to achieve high quality work results, improve problem solving skills, and strive to innovate; (4) Motivation of power, is an encouragement to influence people and change status. The theory that explains about motivation, as explained by Ngali Purwanto (1997) one of which is the theory of needs. The need theory assumes that the actions taken by humans are essentially to fulfill their needs, both physical and psychological needs. Hierarchy of Need Theory or hierarchy of human needs according to Abraham Maslow (1989) which is cited by Robbins (2001: 166), namely: (1) Physiological needs (physiological needs), namely basic and vital basic needs, concerning functions biological, the basis of organisms such as food, clothing, shelter, physical health, sex and so on; (2) Safety and security (the need for security and protection), including guaranteed security, protected from the dangers of disease, war, poverty, hunger, and unfair treatment; (3) Social needs, including the need to be loved, counted as a person, recognized as a group member, loyal to friends and cooperation; (4) Esteem needs (the need for rewards) includes needs valued because of achievement, ability, position, or status, and rank; (5) Self actualization (the need for self-actualization) includes, the need to enhance one's own potential, maximum self-development, creativity and self-

expression.

Based on the explanation above, it can be concluded that the understanding of teaching motivation is the encouragement and effort of teachers to meet the needs of achievement in carrying out learning where innovation must always be, an encouragement to master challenges, to progress and develop in the implementation of learning, encouragement and teacher efforts to develop and updating the knowledge, encouragement and efforts of the teacher to increase loyalty and professional commitment which means disciplining in the teaching process, encouragement and effort of the teacher to get awards, which includes the needs valued for achievement, ability, position or status, and rank, the need for self-actualization encouragement and efforts of teachers to enhance competence, develop potential, creativity, and expression optimally and obtain incentives by developing in an effort to improve the quality of learning. Teaching motivation is owned by every teacher, but there are teachers who have high teaching motivation, and there are also teachers who have low teaching motivation. Most teachers want to work harder if they don't encounter obstacles in realizing what is expected. In schools that have a conducive organizational climate because good time management allows teachers to have high teaching motivation. The higher the motivation to teach, the higher the chance for teachers to be more consistent with their professional competencies

The hypothesis in this study are:

1. There is an influence between time management on teacher professional competence.
2. There is an influence between teaching motivation on teacher professional competence.
3. There is an influence between time management and teaching motivation towards teacher professional competence.

3. Research Method

This study uses a quantitative, descriptive approach and the research method used is 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 state of the matter from the point of a study (Consuello, 1993: 71). Because the situation is running so that the data can be tracked through a questionnaire or relevant document (Gulo 2003: 20). While the correlation research design, because researchers want to know the level of the relationship of different variables in one population (Consuello, 1993: 87).

This study will examine or analyze the dependent variable; teacher competencies and independent variables; 1) time management (X1), and 2) teaching motivation (X2). The research model is illustrated in the figure below.

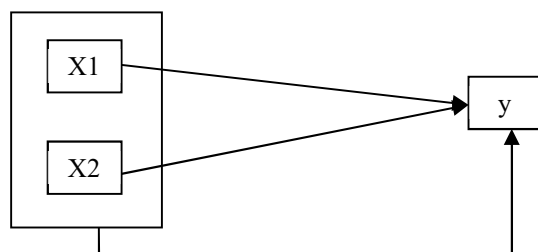


Figure 1. Research Model

The population in this study were all teachers at the Manado City State Middle School who had the following characteristics: a) having homogeneity in the profession, namely as a teaching profession; b) the experience of working as a teacher is not the same; c) the teachers of the Manado City Public Middle School are often not involved in training, workshops, upgrading and certification; d) most state junior high school teachers have various educational qualifications according to their fields; e) most of the state junior high school teachers live in the city of Manado close to workplace schools; f) teachers from the Manado City Public Middle School are assigned to schools with different conditions from each other; g) most husband and wife of Manado City Public Middle School work so they should be able to manage time. The population size in this study were all Public Middle School Teachers in Manado City, which numbered 601 teachers rounded up to 600.

The sample is taken by cluster random sampling technique that is sampling based on school units proportionally or balanced and the taking is done randomly. Random means not selected but based on lottery. Krecjie in calculating sample size is based on a 5% error. So that the sample obtained has 95% confidence in the population. The number of samples is 234 junior high school teachers in the city of Manado. Testing data using multiple linear regression analysis techniques

4. Result and Discussion

4.1. *The Effect time management on teacher professional competence.*

Hypothesis I testing which states that there is an influence of time management on the professional competence of

teachers in implementing learning in Manado City Public Middle School can be seen from a simple regression analysis between independent time management variables (X1) and the dependent variable of teacher professional competence (Y). The results of the analysis using the SPSS 21 program can be seen in table 1 below.

Table 1. Results of Influence Analysis of time management on Teacher Professional Competence in Manado City Public Middle School

Model	Model	Unstandardized Coefficients		t	Sig.	Correlations
		B	Std. Error			Partial
1	(Constant)	60,309	5,316	11,346	,000	
	Time managemen	,340	,066	5,146	,000	,414

a. Dependent Variable: Teacher professional competence

The regression coefficient is 0.340 and the constant is 60.309, so the regression model is obtained:

$$Y = 0.340 X1 + 60,309$$

Equation shows that every time there is a change in the quality of management for one unit, it will be followed by changes in competence professional teachers at Manado City Public Middle School at 0.340, and vice versa. In general, it appears that with the change in the quality of time management in a better direction, it will also be followed by an increase in the professional competence of teachers in implementing better learning as well as vice versa.

Based on the graph it appears that the points are spread on the X axis in regions 58.33-100 and on the Y axis with an area of 72.14-100, which means that the quality of time management is in a good and very good category even though there are some teachers who are still classified not good, but for professional competence teachers are in the good and very good category. In the graph also shows that the regression model has a positive direction (slope), which means that time management is directly proportional to competence

4.2. The Effect teaching motivation on teacher professional competence.

Testing of hypothesis 2 which states that there is an effect of teaching motivation on the professional competence of teachers in the implementation of learning in Manado City Public Middle School can be seen from a simple regression analysis between teaching motivation free variables (X2) and teacher professional competency variables (Y). The results of the analysis using the SPSS 21 program can be seen in table 4.26 below.

Table 2. Results of Analysis of the Effect of Teaching Motivation on Teacher Professional Competence in Manado City Public Middle School

Model	Model	Unstandardized Coefficients		t	Sig.	Correlations
		B	Std. Error			Partial
1	(Constant)	60,920	4,963	12,276	,000	
	Teachig Motivation	,316	,059	5,392	,000	,430

a. Dependent Variable: Teacher professional competence

It seen in table 2 the regression coefficient of 0.316 and a constant of 60.920, so that the regression model is obtained : $Y = 0.316 X2 + 60,920$ Equation shows that every change in teaching motivation by one unit will be followed by changes in the professional competence of teachers in Manado City Public Middle School at 0.316, and vice versa. In general, it appears that with the change in teaching motivation towards a better direction, it will also be followed by an increase in teacher professional competence in implementing better learning as well as vice versa.

the points are spread on the X axis in regions 52-100 and on the Y axis with regions 72.14-100, which means that teaching motivation is in good and very good categories even though there are some teachers who are still classified as poor. In the graph also shows that the regression model has a positive direction (slope), which means that teaching motivation is directly proportional to the professional competence of the teacher. In other words the better the motivation to teach, the better the professional competence of the teacher, and vice versa. The regression model tested its significance using the t test as shown in table 4.26, the value of tcount is 5.392 with a significance value of $0.000 < 0.05$, so that hypothesis II is accepted, which means there is a significant positive effect on teaching motivation towards teacher professional competence in Manado City Public Middle School.

4.3 The influence time manajemen and teaching motivation on teacher professional competence

Hypothesis 3 which states that there is an influence of time management and teaching motivation on teacher professional competence can be seen from the results of multiple regression analysis. Based on the results of the regression analysis obtained regression coefficients as listed in the following table.

Table 3. Results of Analysis of the Effect of Time Management and Teaching Motivation on Teacher Professional Competence

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
		B	Std. Error	Beta			Partial
1	(Constant)	51,18	5,764		8,878	,000	
	Time manajemen	,221	,072	,270	3,064	,003	,262
	Teaching motivation	,221	,065	,301	3,417	,001	,290

a. Dependent Variable: Teacher professional competence

Seen in table 3, the regression coefficient for time management variables is 0.221 and the Teaching motivation variable is 0.221 and the constant is 51.177, so the regression models obtained are as follows: $\hat{Y} = 0.221X_1 + 0.221X_2 + 51,177$. The model shows that each time an increase in one time management score will be followed by an increase in teacher professional competence of 0.221, if other variables are considered permanent. Every increase in one teacher's work motivation score will be followed by an increase in teacher professional competence of 0.221, if other variables are considered permanent. The regression model is tested for its usefulness using the F test as follows.

Table 5. Simultaneous Test Results (Test F) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					F Change	df1	df2	Sig. F Change
1	,491 ^a	,241	,229	5,71555	20,184	2	127	,000

a. Predictors: (Constant), Motivation to teach, Time management.

b. Dependent Variable: Teacher professional competence

The results of the F test obtained F count = 20,184 and p value = 0,000. Because the significance value is <0.05 , it can be concluded that H_0 is rejected and H_a is accepted, which means H_a , which says there is a simultaneous influence of time management and teaching motivation towards the professional competence of teachers in Manado City Public Middle School is accepted. Based on the R square value of 0.241 shows that time management and teaching motivation amounted to 24.1%, the rest from other factors outside the three variables. The results of the hypothesis test analysis can be summarized in Table 4.30.

The results of the study show that most teachers in the Manado City Public Middle School have very high teacher professional competencies. This is indicated by the preparation of learning, the ability to implement learning and evaluation of learning, mastery of material, structure, concepts and scientific mindsets that support the subjects taught, mastery of SK and KD subjects taught, material development, development of professionalism on an ongoing basis by taking action reflective and the use of information and communication technology to develop themselves is very high.

The high professional competence of teachers is inseparable from the high quality of time management used. From the data, it can be seen that the average time management of teachers in Manado City Middle School is already high, as evidenced by the high planning of time management, in organizing the use of time, implementing time usage, monitoring the use of time and increasing professionalism. This is also shown from the results of regression analysis through a simple regression analysis test with a p value = 0,000 <0.05 . This time management contributes to teacher professional competence reaching 17.1%. This shows that every time an increase in quality of time management will be followed by an increase in teacher professional competence. Time management or time management in the implementation of learning is a management of the time in the process of learning activities starting from the preparation of syllabus and plan of implementation of learning, implementation of learning to the assessment of learning outcomes so that it can be implemented properly and implemented well, As well as the ability to master the material, structure, concepts and scientific mindset that supports the subjects taught; master the standards of competence and basic competencies of the subjects taught; develop creative learning material; develop professionalism on an ongoing basis by carrying out creative actions; utilizing information and communication technology to develop themselves. Teachers who have professional competence in implementing learning are always full of responsibility and high dedication with supporting facilities in the form of knowledge they have based on good time management.

Time management quickly becomes more important both for the personal life of the individual and the organizational structure, including the implementation of learning. Good and effective time management or time management is very useful in terms of cost savings and employees. According to Drucker (in Timpe 2002), time

is the rarest source and if it cannot be managed, other things cannot be managed. Time management is very important for teachers in carrying out their duties. The teacher is one component of the school that plays an important role in determining the quality of school education. In addition to time management, the high and low professional competence of teachers is influenced by the motivation to teach the teacher. From the data, it can be seen that the motivation to teach teachers in Manado City Middle School is high.

This high motivation is due to the need for achievement, developing, the desire to gain recognition and obtain intensive which is balanced by improving the quality of learning and loyalty or professional commitment by disciplining in teaching. With this high teaching motivation directly has a positive effect on teacher professional competence. This is indicated by the results of a simple regression test with a value of $p\text{-value} = 0,000 < 0,05$ and contributes to professional competence of 18,5%. It means that the higher the teacher's teaching motivation will be followed by the high professional competence of the teacher, and vice versa. Teaching motivation is the encouragement and effort of teachers to carry out tasks in order to meet the needs of achievement, affiliation, competence, appreciation, and the need for self-actualization in implementing learning. In an effort to fulfill the need for self motivating teachers to work hard so that they can enhance their potential, develop themselves optimally, develop creativity, and self-expression in the implementation of learning. Motivation towards learning is a tendency of a teacher to respond to likes or dislikes to the learning process, which is ultimately expressed in the form of actions or behaviors relating to his profession. The response and behavior of a teacher towards learning can be expressed in the form of trust and satisfaction of the teacher towards the implementation of learning as well as in the form of behavior displayed. Teacher professional competence is the basic ability of a teacher in carrying out his teacher's duties with high ability, both as instructors, mentors, and administrators carried out responsibly and properly. Teachers who have a positive attitude towards the implementation of learning, of course, will show good perceptions and satisfaction towards learning and teaching motivation, which in turn will reflect a teacher who is able to work professionally.

5. Conclusion

Based on the results of research and discussion, conclusions can be taken, among others:

1. There is a significant positive effect of time management on the professional competence of teachers in Manado City Public Middle School.
2. There is a significant positive effect on teaching motivation on teacher professional competence in Manado City Public Middle School.
3. There is a simultaneous influence of time management and teaching motivation on teacher professional competence in Manado City Public Middle School.

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