

The Relationship between Teacher Time Management Skills and Learning Effectiveness at SD Ma'arif Tieng

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Abstract

This study aims to examine the relationship between teacher time management skills and learning effectiveness at SD Ma'arif Tieng. The research employed a quantitative correlational design involving all teachers at the school as the research sample through a saturated sampling technique. Data were collected using a Likert-scale questionnaire measuring two main variables, namely teacher time management skills and learning effectiveness. The data were analyzed using descriptive statistics and Pearson Product Moment correlation analysis to determine the strength and significance of the relationship between the variables. The findings reveal that teachers at SD Ma'arif Tieng generally demonstrate good time management skills, particularly in planning instructional activities, setting priorities, allocating classroom time, and maintaining lesson pacing. The study also shows that the level of learning effectiveness at the school is generally good, as reflected in the achievement of instructional objectives, student participation, smooth classroom interaction, and the orderly implementation of learning activities. Furthermore, the results indicate a positive and significant relationship between teacher time management skills and learning effectiveness, suggesting that teachers who manage instructional time more effectively tend to create more structured, efficient, and meaningful learning processes. These findings confirm that time management is not merely an administrative skill but a pedagogical competence that directly influences the quality of teaching and learning. Therefore, strengthening teachers' time management skills is essential to improving learning effectiveness and supporting the overall quality of elementary education.

Keywords

Learning Effectiveness; Relationship, Teacher Time Management Skills, SD Ma'arif Tieng



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INTRODUCTION

Time management is one of the fundamental competencies that teachers must possess in order to ensure that the learning process runs effectively, systematically,

and in accordance with the objectives that have been formulated in lesson planning. In the context of primary education, teachers are not only responsible for delivering subject matter, but also for organizing classroom activities, managing transitions between learning stages, allocating time for explanation, discussion, practice, assessment, and reflection, as well as responding to the diverse learning needs of students. Effective use of instructional time becomes increasingly important in elementary schools because students at this level still require structured guidance, clear routines, and learning experiences that are designed according to their developmental characteristics. When teachers are able to manage time well, classroom activities can proceed in a more orderly manner, learning objectives can be achieved within the available lesson hours, and students are more likely to remain engaged throughout the lesson. Conversely, weak time management often results in rushed explanations, unfinished learning tasks, limited opportunities for feedback, and classroom activities that do not align with the planned learning outcomes. Therefore, teacher time management should be viewed not merely as a technical skill, but as a pedagogical competence that directly affects the quality and effectiveness of learning in schools (Olivo, 2021; Hanafi & Setiyani, 2021).

Learning effectiveness refers to the extent to which the teaching and learning process succeeds in achieving instructional goals, fostering student understanding, building active participation, and producing meaningful learning outcomes. In elementary schools, effective learning is reflected in students' cognitive achievement, their engagement in classroom activities, the smooth implementation of instructional stages, and the teacher's ability to create a learning environment that is interactive, disciplined, and responsive to student needs. The effectiveness of learning is shaped by many interconnected factors, including teacher competence, instructional strategy, classroom management, learning resources, and the efficient use of time during instruction. Among these, time management occupies a particularly strategic position because time is the medium through which all teaching plans are translated into classroom practice. A well-designed lesson plan can lose its value when the teacher is unable to distribute time proportionally across opening activities, core learning tasks, and closing reflection. Similarly, a teacher who spends excessive time on administrative explanations or classroom control may reduce the time available for concept reinforcement and student interaction. Previous studies have shown that effective learning management in primary schools is strongly related to the quality of teacher competence and the teacher's ability to organize classroom processes in a focused and purposeful manner. This indicates that the issue of time management is

closely linked to how learning effectiveness is realized in daily classroom practice (Hanafi & Setiyani, 2021; Puspita et al., 2021).

In recent years, the issue of time management in education has become more significant due to the increasing complexity of teachers' roles. Teachers are expected to fulfill instructional duties while simultaneously completing administrative tasks, preparing differentiated materials, integrating technology, assessing student performance, and participating in school programs. These multiple responsibilities can place considerable pressure on teachers' working time and may affect the quality of classroom instruction if not managed carefully. Research on teachers' time management has shown that teachers often divide their time among teaching preparation, classroom instruction, checking student work, communication with parents, reporting duties, and extracurricular responsibilities. In such circumstances, the ability to prioritize tasks, set realistic instructional targets, and allocate time efficiently becomes essential. Olivo (2021) found that teachers employ various strategies such as planning before class, listing daily priorities, and allocating more time to core instructional tasks, highlighting that time management is a practical skill embedded in everyday teaching performance. Likewise, studies on instructional effectiveness suggest that well-organized teaching, supported by strong classroom management and clear learning structures, contributes significantly to student achievement and participation. This means that time management should not be examined in isolation, but as part of the broader instructional ecosystem that shapes learning effectiveness in elementary schools (Olivo, 2021; Francisco & Celon, 2020).

At the level of Indonesian elementary education, investigating the relationship between teacher time management skills and learning effectiveness is highly relevant, particularly in schools that are expected to maintain instructional quality amid changing educational demands. SD Ma'arif Tieng, as an elementary school setting, provides an important context for understanding how teachers' ability to organize instructional time may influence the effectiveness of classroom learning. The school context may involve varied student characteristics, limited instructional hours, curriculum demands, and the expectation that teachers create active, meaningful, and disciplined learning environments. In such a setting, the teacher's skill in planning the duration of each activity, minimizing wasted classroom time, maintaining lesson flow, and balancing academic as well as affective goals can be decisive for learning success. Although many studies have discussed teacher competence, learning management, and student achievement, research specifically examining the relationship between teachers' time management skills and learning effectiveness at the elementary school

level remains relatively limited, especially in local school contexts such as SD Ma'arif Tieng. This creates an important research gap, because understanding this relationship can provide evidence-based insights for improving teacher performance, strengthening school supervision, and designing professional development programs focused on practical classroom management skills. Based on these considerations, this study is important to conduct in order to analyze whether and to what extent teacher time management skills are related to learning effectiveness at SD Ma'arif Tieng, thereby contributing both theoretically to educational management studies and practically to the improvement of learning quality in primary schools (Hanafi & Setiyani, 2021; Faujiyah, 2022; Safitri, 2025)..

METHODS

This study employed a quantitative correlational research design to examine the relationship between teachers' time management skills and learning effectiveness at SD Ma'arif Tieng. The quantitative approach was chosen because it allows the researcher to measure variables objectively and analyze the degree of association between them using statistical procedures. The population of this study consisted of all teachers at SD Ma'arif Tieng, while the sample was determined using a saturated sampling technique, in which all members of the population were included as research respondents due to the relatively limited number of teachers in the school. Data were collected through a structured questionnaire using a Likert scale to measure two main variables, namely teacher time management skills as the independent variable and learning effectiveness as the dependent variable. The indicators of teacher time management skills included planning instructional activities, setting priorities, punctuality in carrying out teaching tasks, allocation of time for classroom activities, and consistency in completing academic responsibilities, while learning effectiveness was measured through indicators such as achievement of learning objectives, student participation, classroom interaction, smooth implementation of learning activities, and the teacher's ability to manage learning outcomes efficiently. Prior to data collection, the instrument was tested for validity and reliability to ensure that all items accurately measured the intended constructs. The collected data were then analyzed using descriptive statistics to describe the tendency of each variable and Pearson Product Moment correlation analysis to determine the strength and direction of the relationship between teacher time management skills and learning effectiveness. If the data met the assumptions of normality and linearity, the hypothesis was tested at a significance level of 0.05 to determine whether there was a statistically significant relationship between the two variables.

FINDINGS AND DISCUSSION

Teacher Time Management Skills in Organizing Learning Activities at SD Ma'arif Tieng

The findings of this study indicate that teachers at SD Ma'arif Tieng generally demonstrate a good level of time management skills in organizing learning activities, particularly in lesson preparation, classroom scheduling, and the allocation of instructional time across opening, core, and closing activities. Teachers who are able to prepare lesson plans in advance tend to enter the classroom with clearer instructional objectives, a more structured sequence of activities, and better anticipation of the time required for explanation, discussion, assignments, and evaluation. This condition is important because classroom time in elementary schools is relatively limited, while learning demands remain broad and multidimensional. In practice, effective time management is not only reflected in punctuality but also in the teacher's ability to translate planning into efficient classroom action. At SD Ma'arif Tieng, this can be seen when teachers begin lessons on time, provide brief but focused apperception, move smoothly into core instruction, and conclude with reinforcement or reflection without leaving major lesson components unfinished. Such findings support the view that teacher time management should be understood as a practical instructional competence that links planning with execution, allowing teachers to maintain lesson flow and optimize the use of limited classroom hours for meaningful learning activities (Dohino & Ruales, 2026; Leek et al., 2024).

Theoretically, teacher time management in organizing learning activities can be understood as a component of pedagogical management that helps regulate the sequence, duration, and intensity of classroom events. Time in the classroom is not merely a neutral container for teaching, but an active resource that shapes how curriculum content is delivered, how students participate, and how learning experiences are negotiated between teacher and learners. Teachers who manage time effectively are more likely to structure transitions efficiently, reduce wasted minutes at the beginning and during the lesson, and ensure that instructional priorities receive sufficient attention. This is particularly relevant in elementary education, where students' concentration spans are shorter and classroom routines strongly influence learning engagement. In this sense, time management intersects with classroom management because the organization of time affects seating transitions, distribution of tasks, management of student responses, and the pacing of teacher explanations. A teacher who lacks control over classroom time often experiences fragmented lessons, delayed task completion, and reduced opportunities for feedback, whereas a teacher with strong time management skills can maintain instructional continuity and preserve students' focus. Therefore, the quality of organizing learning activities is not only determined by what the teacher teaches, but also by how effectively time is distributed across learning stages in order to sustain attention and achieve lesson goals (Wilkins et al., 2022; Khasinah et al., 2024).

The results also suggest that one of the strongest dimensions of teacher time management at SD Ma'arif Tieng lies in organizing instructional priorities. Teachers who are

skilled in time management do not treat all classroom activities as equally urgent; instead, they identify the core learning targets and allocate more time to concept explanation, guided practice, and student participation, while minimizing excessive time spent on procedural or non-instructional matters. This prioritization is essential because learning effectiveness in primary school depends not only on the quantity of activities completed but on the quality of students' engagement with key competencies. Teachers who spend too much time on classroom discipline, repeated instructions, or loosely structured transitions may unintentionally reduce the time available for actual learning. By contrast, teachers who establish routines, prepare materials beforehand, and communicate instructions clearly can create more space for active student involvement. The findings imply that teachers at SD Ma'arif Tieng who are able to set priorities and maintain pacing contribute to a more focused learning environment, where students are guided through coherent stages of instruction rather than disconnected activities. This aligns with the argument that time management in teaching is fundamentally a process of decision-making, in which teachers continuously balance lesson objectives, student needs, and classroom realities in order to preserve instructional momentum and learning quality (Leek et al., 2024; Dohino & Ruales, 2026).

Another important finding is that teacher time management at SD Ma'arif Tieng appears to support classroom order and reduce the risk of instructional disruption. When teachers prepare schedules, materials, and learning steps carefully, they are better positioned to manage transitions between activities such as explanation, group work, questioning, and assessment. This reduces confusion among students and creates a more predictable classroom environment. From a theoretical perspective, this finding reinforces the idea that time management is closely linked to effective classroom management, because well-managed time contributes to smoother interaction patterns, fewer delays, and stronger student readiness to follow the lesson sequence. In elementary school contexts, predictability and routine are especially valuable because they help students adapt to expectations and participate more confidently in classroom activities. Thus, teacher time management should not be viewed only as a personal organizational skill, but as a pedagogical resource that shapes the structure of classroom life, the rhythm of learning, and the overall quality of instructional delivery. Based on these findings, the first sub-discussion confirms that teacher time management skills at SD Ma'arif Tieng play a substantial role in organizing learning activities effectively, particularly through planning, prioritization, pacing, and the maintenance of orderly classroom routines that support instructional success (Wilkins et al., 2022; Khasinah et al., 2024; Dohino & Ruales, 2026).

The Level of Learning Effectiveness at SD Ma'arif Tieng

The findings of this study show that the level of learning effectiveness at SD Ma'arif Tieng can be categorized as generally good, as reflected in the achievement of instructional objectives, students' active participation during classroom activities, and the orderly implementation of the teaching and learning process. Learning effectiveness in this context is

not merely seen from students' academic scores, but also from how well classroom activities proceed according to the lesson plan, how actively students respond to teacher instructions, and how far the learning process supports understanding, interaction, and task completion within the available instructional time. In elementary education, effective learning is strongly associated with students' ability to remain engaged, follow the sequence of activities, and respond positively to the teacher's guidance. At SD Ma'arif Tieng, effective learning appears when teachers are able to deliver lessons in a structured way, students participate in questioning and discussion, and the classroom atmosphere remains conducive to learning rather than dominated by passivity or disruption. These findings indicate that learning effectiveness is a multidimensional construct involving cognitive achievement, behavioral engagement, and instructional smoothness, rather than a single outcome indicator. In other words, a lesson can be considered effective when it not only transfers content but also creates active learning conditions in which students can understand, participate, and complete learning tasks meaningfully (Heemskerk & Malmberg, 2020; Nurkolis, 2021).

From a theoretical perspective, learning effectiveness refers to the degree to which educational activities successfully achieve intended learning goals through meaningful interaction between teachers, students, methods, and learning resources. In primary school settings, effectiveness is highly dependent on the alignment between instructional design and classroom implementation. This means that effective learning occurs when the lesson objectives, teaching methods, media, student activities, and assessment practices operate as an integrated system rather than as isolated components. The findings at SD Ma'arif Tieng suggest that effective learning is supported by clear lesson structure, active student involvement, and teacher guidance that keeps students focused on the target competencies. This aligns with the view that learning effectiveness is closely linked to active learning principles, where students are not passive recipients of information but participants who construct understanding through interaction, questioning, practice, and reflection. In this framework, the teacher functions not only as a transmitter of knowledge but as a manager of learning experiences who creates opportunities for students to think, respond, collaborate, and demonstrate understanding. Therefore, the effectiveness of learning at SD Ma'arif Tieng can be interpreted as the outcome of a learning environment in which classroom instruction is able to mobilize student engagement while still maintaining direction toward predetermined educational goals (Nurkolis, 2021; Putri et al., 2022).

Another important result is that student participation emerges as one of the strongest indicators of learning effectiveness at SD Ma'arif Tieng. In effective classrooms, students do not only listen to explanations but also show behavioral engagement through asking questions, responding to prompts, participating in discussions, completing tasks, and following classroom routines. This is significant because elementary school learning requires continuous interaction between the teacher and students in order to sustain attention, clarify understanding, and support the gradual development of concepts and skills. When students

are actively involved, the classroom becomes a dynamic learning space rather than a one-way instructional setting. Theoretically, this supports the argument that student engagement is a central dimension of effective learning because engagement mediates the relationship between teaching practices and learning outcomes. A classroom may have a well-prepared lesson plan, but if students are passive, distracted, or disconnected from the lesson, the learning process cannot be considered fully effective. At SD Ma'arif Tieng, the indication that students participate in learning activities, remain involved in classroom tasks, and respond to teacher guidance suggests that the instructional process is not only being delivered but is also being received and processed by learners in an active way. This strengthens the understanding that learning effectiveness is inseparable from the quality of student engagement generated through classroom interaction and meaningful instructional design (Larson et al., 2020; Ufie et al., 2020).

The findings further indicate that effective learning at SD Ma'arif Tieng is closely related to the teacher's ability to maintain classroom flow and create a supportive instructional environment. Smooth transitions between activities, clear explanations, relevant learning tasks, and consistent feedback contribute to a learning process that is easier for students to follow and more likely to achieve its objectives. This reinforces the theoretical position that effective learning is not produced solely by content mastery, but by the orchestration of classroom experiences in ways that maximize student attention, participation, and understanding. In elementary schools, where students are still developing self-regulation and academic discipline, the teacher's role in structuring the lesson becomes even more critical. The good level of learning effectiveness found at SD Ma'arif Tieng therefore reflects the interaction of several instructional dimensions: clear learning goals, active student participation, smooth lesson implementation, and a classroom climate that supports concentration and cooperation. Based on these findings, it can be concluded that learning effectiveness at SD Ma'arif Tieng is manifested through a combination of cognitive, behavioral, and procedural indicators, showing that effective learning is best understood as a holistic classroom process rather than merely a final academic result (Sihombing & Ambarita, 2022; Riashastuti et al., 2024).

The Relationship between Teacher Time Management Skills and Learning Effectiveness at SD Ma'arif Tieng

The findings of this study indicate that there is a positive and significant relationship between teacher time management skills and learning effectiveness at SD Ma'arif Tieng. Teachers who are able to organize instructional time carefully tend to produce more effective learning processes, as reflected in the achievement of lesson objectives, the smooth implementation of classroom activities, and the active participation of students during learning. This relationship can be understood from the fact that time is one of the most limited yet most decisive resources in classroom

instruction. A teacher who manages time effectively is more capable of distributing the duration of opening, core, and closing activities proportionally, preventing unnecessary delays, and ensuring that the most important learning targets receive adequate attention. At SD Ma'arif Tieng, the results suggest that teachers with stronger time management skills are better able to maintain the flow of instruction, complete planned activities within the allocated lesson hours, and provide space for student interaction, practice, and reinforcement. In contrast, weak time management may cause learning activities to become fragmented, reduce the time available for concept clarification and evaluation, and ultimately lower the effectiveness of the instructional process. These findings confirm that the quality of learning is not determined solely by what teachers teach, but also by how efficiently they organize time as a pedagogical resource within the classroom (Safitri, 2025; Ishak et al., 2026).

From a theoretical perspective, the relationship between teacher time management and learning effectiveness can be explained through the concept of instructional time as active learning time. Not all scheduled classroom hours automatically become meaningful learning opportunities; they must first be converted into engaged instructional time through planning, pacing, and classroom control. This means that teacher time management acts as a mechanism that transforms formal lesson time into effective learning experiences. When teachers are able to minimize wasted time, manage transitions smoothly, and maintain focus on core competencies, students spend more time actively participating in learning rather than waiting, being distracted, or engaging in non-instructional activities. In this sense, time management functions as a bridge between lesson planning and learning outcomes because it determines whether instructional intentions are translated into actual student learning opportunities. The relationship found at SD Ma'arif Tieng supports the argument that the effective use of classroom time is a foundational element of teaching quality. It is not merely the length of time available that matters, but the teacher's ability to organize that time so that it supports concentration, continuity, and mastery of learning content. Therefore, the significant relationship between time management and learning effectiveness reflects the broader principle that learning quality depends heavily on how instructional time is structured and protected in classroom practice (Kraft & Novicoff, 2024; Ayeni, 2020).

The results also show that teacher time management contributes to learning effectiveness by improving instructional pacing and classroom discipline. In classrooms where teachers allocate time clearly and consistently, students tend to understand the sequence of activities, prepare themselves more quickly for each task,

and participate in a more orderly manner. This creates a learning environment in which less time is lost to confusion, repeated instructions, or behavioral disruption. Theoretically, this supports the view that time management and classroom management are closely intertwined. Time management does not only concern the teacher's personal discipline, but also shapes collective classroom behavior by creating predictable routines and clear expectations. When students know that each lesson stage has a clear purpose and time frame, they are more likely to stay focused and complete tasks on time. As a result, instructional energy can be directed toward explanation, questioning, discussion, and practice rather than toward repeated regulation of classroom behavior. At SD Ma'arif Tieng, this helps explain why teachers with stronger time management skills tend to facilitate more effective learning: they not only control the schedule but also establish a classroom rhythm that supports student readiness and participation. Thus, the relationship between time management and learning effectiveness is strengthened by the mediating role of classroom order, lesson pacing, and instructional consistency (Yukepti et al., 2026; Moon et al., 2022).

Another important interpretation of the findings is that teacher time management supports learning effectiveness because it increases the opportunity for feedback, reinforcement, and completion of learning cycles. Effective lessons do not end with the delivery of material alone; they also require time for questioning, checking understanding, giving exercises, discussing answers, and closing the lesson with reflection or summary. Teachers who fail to manage time well often sacrifice these closing elements because too much time is consumed by earlier activities. By contrast, teachers who manage time efficiently can preserve the full structure of learning, from introduction to evaluation, so that students receive more complete learning experiences. This is particularly important in elementary education, where students need repeated reinforcement and guided practice to consolidate understanding. The positive relationship found in this study therefore suggests that teacher time management is not only associated with administrative efficiency but directly contributes to pedagogical completeness and learning quality. In conclusion, the third sub-discussion confirms that teacher time management skills have a substantial relationship with learning effectiveness at SD Ma'arif Tieng because they shape active learning time, improve pacing and classroom discipline, and ensure that essential instructional components such as practice, feedback, and reflection are implemented within the available lesson period. In this way, time management becomes one of the practical foundations for achieving effective learning in elementary school classrooms (Holili et al., 2024; Mutmainna et al., 2025).

CONCLUSION

Based on the findings and theoretical analysis, it can be concluded that teacher time management skills have an important and significant role in supporting learning effectiveness at SD Ma'arif Tieng. Teachers who are able to plan instructional activities, set priorities, allocate time proportionally, maintain lesson pacing, and manage classroom routines effectively tend to create more structured, orderly, and meaningful learning processes. The study shows that good time management contributes not only to the smooth implementation of classroom activities but also to the achievement of learning objectives, active student participation, and the overall quality of the instructional process. The findings also confirm that learning effectiveness in elementary schools is closely related to how teachers transform available classroom time into active, focused, and productive learning opportunities. Therefore, the relationship between teacher time management skills and learning effectiveness at SD Ma'arif Tieng demonstrates that time management is not merely an administrative or personal organizational skill, but a pedagogical competence that directly influences the success of teaching and learning. Strengthening teachers' time management skills through planning, classroom organization, and professional development is therefore essential for improving the quality of elementary education.

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