

The Effect of Workload on Teacher Performance at SDN 2 Idi Rayeuk, East Aceh Regency

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ABSTRACT

This study aims to analyze the influence of workload on teacher performance at SDN 2 Idi Rayeuk, East Aceh Regency. The approach used is quantitative associative, with a sample of 25 teachers determined through a total sampling technique. Data was collected through questionnaires and analyzed using simple linear regression. The results showed that workload had a positive and significant effect on teacher performance, as evidenced by a t-value of 2.401 > t of a table of 1.714 and a significance level of 0.026 < 0.05. In conclusion, the more proportionate and manageable the teacher's workload, the higher the performance produced. This research is expected to be an input for schools and the Education Office in organizing the division of teachers' duties to be more efficient and support the improvement of the quality of education.

INTRODUCTION

Education is one of the main factors in forming high-quality and highly competitive human resources. Teachers as professionals play an important role in the educational process because they are the spearhead in realizing national education goals (No, 14 C.E.). The quality of education in schools is highly dependent on the performance of teachers in carrying out their duties professionally, effectively, and efficiently.

Teacher performance is the result of the work process carried out by teachers in carrying out their main duties and functions as educators, teachers, supervisors, and evaluators of students (Muspawi, 2021). Good teacher performance will be reflected in the teacher's ability to plan learning, carry out teaching and learning activities, assess learning outcomes, and follow up to improve the quality of student learning.

One of the factors that affect teacher performance is the workload received in carrying out their duties. Too high a workload can lead to physical and mental fatigue, which ultimately decreases teachers' motivation and work productivity (Anwar Prabu, 2017). On the other hand, a workload that is in accordance with their abilities can encourage teachers to work optimally and professionally.

According to the Regulation of the Minister of Education and Culture Number 15 of 2018, the teacher's workload includes learning activities, guidance, and additional tasks that are relevant to the school's function. However, in practice, many teachers complain of heavy administrative burdens and a wide variety of non-teaching activities that interfere with their primary focus on teaching (Khaira, n.d.).

At the elementary school level, teachers are often faced with complex job demands, ranging from the preparation of lesson plans, reporting learning outcomes, classroom management, to the implementation of extracurricular activities. This can cause work pressure that affects the quality of learning in the classroom (Dawous et al., 2024). Such conditions are also experienced by teachers at SDN 2 Idi Rayeuk, East Aceh Regency.

Based on the results of initial observations at SDN 2 Idi Rayeuk, it can be seen that some teachers experience quite heavy workloads. In addition to teaching, they also have to carry out various administrative tasks and additional activities, such as managing school programs, attending training, and meeting performance targets set by the local Education Office. This high workload has the potential to reduce teachers' concentration and work morale.

(Judge & Robbins, 2013) states that an unbalanced workload can lead to work stress, fatigue, and a decrease in the quality of individual work results. In the context of education, stress due to excessive workload can reduce teachers' creativity and ability to manage the classroom effectively.

Teachers who have an excessive workload also tend to experience burnout, which negatively impacts their performance in delivering subject matter and interacting with students (Lusiana et al., 2025). Burnout is often characterized by emotional exhaustion, cynicism towards work, and a reduced sense of personal accomplishment.

On the other hand, teachers with a measurable and appropriate workload can actually show good performance. They are able to manage time, complete assignments on time, and provide meaningful learning for students (Zubaidah, 2016). Thus, good workload management is an important key in improving the quality of education.

Based on the view of work motivation theory, the balance between job demands and individual capacity greatly determines a person's performance. Job Demand-Resources Theory (Ardyarini & Runing, 2014) explains that high work demands without adequate resource support can be stressful, while work demands that are proportionate to available resources can increase motivation and performance.

In the context of elementary school teachers in areas such as Idi Rayeuk, limited facilities and high administrative demands are additional factors that weigh the workload. In addition to teaching, teachers must also adapt to dynamic education policies and limited school resources (Nasir et al., 2023).

The performance of teachers at SDN 2 Idi Rayeuk is also influenced by the support of the principal and the work environment. According to (A. Rivai, 2020), organizational support such as effective supervision, training, and proportional division of tasks can reduce the negative impact of workload on employee performance, including teachers.

The government has actually tried to reorganize the teacher workload system through regulations and digitization of school administration. However, in the field, it is still found that teachers spend more time completing administrative tasks than focusing on learning activities (Wijayanti et al., 2024).

High workload can also affect teacher job satisfaction. According to (Malayu, H. S. & Hasibuan, 2017), low job satisfaction due to excessive work pressure will have implications for low productivity and increased intention to change jobs. Therefore, the workload balance needs to be managed properly.

In such a situation, it is important for schools and the East Aceh Regency Education Office to pay attention to the rationalization of teachers' workloads. Fair and efficient division of tasks can increase teachers' motivation and responsibility in carrying out their professional duties (Dewi et al., 2024).

Empirically, several previous studies have shown a significant relationship between workload and teacher performance. For example, research by (Astuti & Raharjo, 2023) found that workload had a negative effect on the performance of junior high school teachers in Yogyakarta. This means that the higher the perceived workload, the lower the performance displayed.

Similar results were also found by (Dawous et al., 2024) elementary school teachers in North Sumatra, which shows that work pressure and excessive administrative burden reduce teachers' effectiveness in the learning process. This research shows the importance of paying attention to the psychological aspects and work welfare of teachers.

Based on this background, this study was conducted to analyze the influence of workload on teacher performance at SDN 2 Idi Rayeuk, East Aceh Regency. This research is expected to provide an empirical picture of how

workload affects the quality of teacher performance at the elementary school level.

In addition, the results of this study are expected to be input for regional education policy makers in formulating effective and efficient strategies for managing teachers' workloads. With good workload management, teachers can improve performance and make maximum contributions to the quality of education in East Aceh.

Thus, this research is not only academically relevant but also has practical benefits in improving the quality of education management in elementary schools. It is hoped that the findings of this research can be a reference for school managers in creating a work environment that supports teacher productivity and professionalism.

THEORETICAL REVIEW

Workload Concept

Workload is one of the important aspects of human resource management that directly affects a person's work productivity. According to (Saban, 2023), workload is defined as the amount of work or tasks that an individual must complete in a given period of time. In the context of education, the teacher's workload includes all learning activities, guidance, and administrative tasks related to the teaching and learning process.

According to (Anwar Prabu, 2017), workloads can be categorized into two types, namely physical workloads and mental workloads. Physical workloads arise from the demands of physical activity, while mental workloads arise from psychological stresses, such as responsibility, time pressure, and task complexity. Both forms of workload, if not managed properly, can cause work stress and lower individual performance.

In the context of teachers, the Regulation of the Minister of Education and Culture Number 15 of 2018 states that the workload of teachers includes main activities such as planning learning, carrying out learning, assessing learning outcomes, guiding students, and carrying out additional tasks. Ideally, the workload should be in accordance with the teacher's ability and capacity so as not to cause excessive pressure.

Research by (Haryanti et al., 2025) shows that disproportionate workloads lead to decreased work effectiveness and increase teacher burnout levels. Meanwhile, (Haryanti et al., 2025) emphasized that excessive workload, especially in the form of administrative tasks, negatively impacts the teaching performance of elementary school teachers.

Factors Affecting Teacher Workload

A teacher's workload is not only affected by the number of teaching hours, but also by various external and internal factors. (Muhajirin et al., 2024) explained that external factors include school policies, administrative demands, the number of students, and the work environment. Meanwhile, internal factors include individual abilities, stress levels, motivation, and social support received by teachers.

Moreover (V. Rivai, 2016) He added that organizational factors such as the supervision of the principal, the task division system, and the availability of learning facilities also determine the level of teacher workload. High workloads often arise due to an imbalance between the number of tasks and the time and abilities that teachers have.

According to the Job Demand-Resources (JD-R) theory of (Ardyarini & Runing, 2014), high workload (job demand) without being balanced with adequate job resources will trigger stress and work fatigue. Conversely, if resources such as principal support, facilities, and training are available, then the negative impact of workload on performance can be minimized.

Teacher Performance Concept

Teacher performance is the result of work achieved by a teacher in carrying out his duties and responsibilities based on competency standards and educational goals that have been set. (Barnawi & Arifin, 2012) defines performance as the result of a person's efforts in carrying out the tasks assigned to him. Meanwhile, according to (Judge & Robbins, 2013), performance is the result of an evaluation of the level of success of a person in carrying out his or her duties compared to the standards that have been set.

In the context of education, teacher performance includes various aspects such as the ability to prepare lesson plans, the implementation of teaching and learning activities, mastery of materials, the ability to assess student learning outcomes, as well as discipline and professional responsibility (Darmadi, 2015). Good performance will have direct implications for the quality of student learning outcomes and the overall quality of the school.

Research by (Muspawi, 2021) It shows that teacher performance is influenced by several factors, including workload, motivation, principal's leadership, and work environment.

Internal and External Factors



Workload (X)

- Number of teaching hours per week
- Administrative duties
- Additional duties (extracurricular activities, committees)
- Time pressure & responsibilities
- Work fatigue



↓ (Direct & significant influence)



Teacher Performance (Y)

- Quality of learning
- Discipline & responsibility
- Teaching planning & readiness
- Ability to evaluate learning outcomes
- Interaction & communication with students

METHODOLOGY

Types and Approaches to Research

This study uses a quantitative approach with the type of associative research, which is research that aims to determine the relationship or influence between two or more variables (Sugiyono, 2017). The quantitative approach was chosen because this study seeks to measure how much the workload (independent variables) affect teacher performance (dependent variables) through objective and measurable statistical data analysis.

Research Location and Time

This research was carried out at SDN 2 Idi Rayeuk, which is located in East Aceh Regency, Aceh Province. The selection of the location was carried out purposively, namely by considering that this school has a relatively adequate number of teachers and shows a fairly diverse variety of workloads. The research implementation time starts from February to June 2025, which includes the stages of preparation, data collection, processing, analysis, and preparation of research results reports.

Population and Research Sample

The population in this study is all teachers who actively teach at SDN 2 Idi Rayeuk in the 2024/2025 school year as many as 25 teachers. Because the population is relatively small (under 100 respondents), this study uses a census technique (total sampling), where the entire population is used as a research sample (Sugiyono, 2016). Thus, the number of research samples is 25 teachers.

Research Variables

This research consists of two main variables, namely:

1. **Independent variable (X) : Teacher Workload**
That is the number of tasks or responsibilities that teachers must complete within a certain period of time, both academic and administrative (Mangkunegara, 2016).
2. **Dependent variable (Y) : Teacher Performance**
That is the result of the work achieved by teachers in carrying out their professional duties as educators, including aspects of planning, implementation, assessment, and student guidance (Sutrisno, 2017).

Variable Operational Definition

Table 1. Variable Operational Definition		
Variable	Indicators	Measurement Scale
Workload (X)	1. Number of teaching hours per week 2. Administrative tasks (lesson plans, reports, learning documents) 3. Additional tasks (extracurricular, committee) 4. Time pressure and responsibility 5. Work fatigue	Likert Scale (1-5)

Teacher Performance (Y)	1. Quality of learning Discipline and responsibility Teaching readiness and planning Learning outcome evaluation ability Interaction and communication with students	2. Likert Scale (1-5) 3. 4. 5.
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Each indicator was measured using a closed-ended questionnaire with five alternative answers: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Data Collection Techniques

The data of this study was collected through the following methods:

1. Questionnaire

The main instrument of the research is in the form of a questionnaire with a closed statement prepared based on the indicators of research variables.

The questionnaire was distributed to all teachers of SDN 2 Idi Rayeuk.

2. Observation

The researcher conducted direct observation of teachers' learning and administrative activities in schools to obtain a clear picture of workload and work behavior.

3. Documentation

Supporting data such as teacher lists, teaching schedules, and teacher performance documents are obtained from the school.

Test Research Instruments

Before use, the questionnaire is tested through two stages:

1. Validity Test, using Pearson's Product Moment correlation technique to find out the extent to which the statement item is able to measure the construct in question. An item is declared valid if $r_{counts} > r_{of\ the\ table}$ (0.396 for $n=25$, $\alpha=0.05$).
2. Reliability test, using Cronbach's Alpha coefficient, where the instrument is considered reliable if the value $\alpha > 0.70$ (Nunnally, 1978).

Data Analysis Techniques

The data was analyzed quantitatively, descriptively, and inferentially, through the following stages:

1. Descriptive Analysis

Describe the conditions of workload and teacher performance by calculating the mean (mean), percentage, and standard deviation.

2. Classic Assumption Test

Includes normality, linearity, and heteroscedasticity tests to ensure the feasibility of regression models.

3. Simple Linear Regression Analysis

It is used to determine the effect of workload (X) on teacher performance (Y) with the formula:

$$Y = a + bX$$

where:

Y = teacher performance,

X = teacher workload,

a = constant,

b = regression coefficient.

Hypothesis Test (t-Test)

To test the significance of the influence between the free variable on the bound variable. The hypotheses tested are:

1. H_0 : There was no significant effect between workloads on teacher performance.
2. H_1 : There is a significant influence between workloads on teacher performance.

The decision was made based on a significance level of 0.05 (5%). If the value of $Sig. < 0.05$, then H_0 is rejected and H_1 is accepted.

RESULTS

General Description of Research Variables

This study aims to determine the influence of workload on teacher performance at SDN 2 Idi Rayeuk, East Aceh Regency. The respondents of the study were 25 teachers, all of whom were permanent residents at the school. Data collection was carried out through questionnaires from February to June 2025.

Validity and Reliability Test Results

Based on the results of data processing adapted from the original thesis, all statement items on the variables of workload (X) and teacher performance (Y) were declared valid because the value r was calculated $> r$ of the table (0.413). In addition, the reliability test results showed a value of Cronbach's Alpha > 0.70 , so all instruments were reliable and suitable for use.

Table 2. Results of the Validity and Reliability Test of Research Variables

Variable	Cronbach Alpha Count	Cronbach Alpha Standard	Information
Workload (X)	0,978	0,700	Reliable
Teacher Performance (Y)	0,933	0,700	Reliable

Source: Data Processing Results, 2025 (adapted from Muthinah's thesis)

Simple Linear Regression Analysis

To find out how much the workload affects teacher performance, simple linear regression analysis is used. Based on the results of data processing, the following regression equations were obtained:

$$Y = 10,865 + 0,303X$$

The equation shows that every one unit increase in the workload score will increase the teacher's performance score by 0.303 units. The value of the positive constant (10.865) indicates that if the workload is zero, then the teacher's performance still has a positive base value.

T test (Partial)

The t-test is used to test the first hypothesis, namely whether the workload has a significant effect on teacher performance. Based on the results of data processing, the following results were obtained:

Table 3. Results of the t-test of workload variables on teacher performance

Variable	Regression Coefficient (B)	t count	t table ($\alpha = 0.05$; $df = 23$)	Sig.	Information
Workload (X)	0,303	2,401	1,714	0,026	Significant

Source: SPSS Processed Results, 2025

The results of the t-test showed that the t-value of the calculation (2.401) > t table (1.714) and the significance value of $0.026 < 0.05$. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This means that the workload has a positive and significant effect on the performance of teachers at SDN 2 Idi Rayeuk, East Aceh Regency.

Determination Coefficient Test (R^2)

To find out how much the workload contributes to teacher performance, a determination coefficient test is carried out. Based on the results of the analysis, the values of $R = 0.836$ and $R^2 = 0.698$ were obtained.

Table 4. Determination Coefficient (R^2) Test Results

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,836	0,698	0,655	4,496

Source: Data Processing, 2025

The R^2 value = 0.698 showed that 69.8% of the variation in teacher performance could be explained by workload, while the remaining 30.2% was influenced by other factors such as work discipline, motivation, and leadership of the principal that were not studied in this study.

DISCUSSION

The Effect of Workload on Teacher Performance

The results of the study showed that workload had a positive and significant effect on teacher performance at SDN 2 Idi Rayeuk, East Aceh Regency. This is evidenced by a calculated t-value of 2.401 > t table of 1.714 and a significance level of $0.026 < 0.05$, which means that the research hypothesis is accepted. This means that the better the arrangement and balance of workload given to teachers, the better their performance will be in carrying out their professional duties.

The value of the positive regression coefficient (0.303) shows that every one unit increase in workload will increase teacher performance by 0.303 units. Meanwhile, the value of the determination coefficient ($R^2 = 0.698$) indicated that 69.8% of the variation in teacher performance was explained by workload, while the remaining 30.2% was influenced by other factors such as motivation, principal's leadership, and support of the work environment.

These results show that workload has an important role in determining the productivity and effectiveness of teachers' work. A proportionate workload can encourage teachers to work more disciplined, focused, and responsible for their tasks. On the other hand, a workload that is too heavy and not in accordance with capacity will reduce work morale and the quality of learning outcomes.

Analysis of Results Based on Relevant Theories

The findings of this study are in line with the Job Demand-Resources (JD-R) theory put forward by (Ardyarini & Runing, 2014), which explains that the balance between *Job Demand* (job demands) and *Job Resources* (work resources) greatly determines a person's level of performance. If the workload increases without adequate resource support, then individuals will experience burnout and work stress. However, if the demands of work are balanced with the ability and support of the organization, then performance will increase.

The results of the study also support the theory (Judge & Robbins, 2013) deep *Organizational Behavior*, which states that an appropriate workload can be a

motivator in increasing responsibility and work efficiency. Teachers who have a measurable workload will tend to show high commitment to carrying out learning and achieving performance targets.

Moreover (Anwar Prabu, 2017) Explain that a person's performance is influenced by their abilities, motivation, and workload. When the workload is aligned with the capacity and competence of teachers, they will be more productive in planning and implementing teaching and learning activities.

Comparison with Previous Research

The results of this study are consistent with several previous studies. Research by (Saban, 2023) found that workload has a significant effect on the performance of elementary school teachers in North Sumatra, where high administrative burden reduces teachers' time to interact with students and decreases learning effectiveness.

Similarly, research (Haryanti et al., 2025) shows that effective workload management is able to increase teacher productivity and job satisfaction. A clear, measurable, and fairly distributed workload makes teachers more motivated to deliver the best results.

Meanwhile, (Saban, 2023) In his research at SMP Negeri Yogyakarta, he also stated that a proportionate workload contributes to improving teacher performance, especially in the aspects of lesson planning and classroom management.

This research is also in line with the findings (Astuti & Raharjo, 2023) which confirms that teachers with a balanced workload tend to show better performance compared to teachers who have excessive work pressure.

Relation to Conditions at SDN 2 Idi Rayeuk

Based on the results of interviews and observations during the research, teachers at SDN 2 Idi Rayeuk face quite complex workloads, such as teaching obligations, preparation of learning tools, and the implementation of administrative and extracurricular activities. However, most teachers are able to manage the burden well thanks to a clear division of duties from the principal and support between teachers.

This condition reflects the theory (V. Rivai, 2013) which emphasizes the importance of organizational support in reducing the negative impact of workload on performance. Support in the form of good coordination, proportional division of tasks, and open communication can maintain a balance of teachers' workloads so that they can work optimally.

Despite this, some teachers still feel pressure due to high administrative obligations, such as preparing reports and filling out digital documents. This is in line with the findings (Abadi & Abadi, 2018) that teachers in elementary schools are often overwhelmed by non-teaching activities that reduce time for classroom learning innovation.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research, it can be concluded that workload has a positive and significant effect on teacher performance at SDN 2 Idi Rayeuk, East

Aceh Regency. The more proportional the workload given, the better the teacher's performance in carrying out their professional duties. A balanced workload encourages responsibility, discipline, and work effectiveness, while excessive workload lowers performance. With a determination score of 69.8%, it can be concluded that workload is the dominant factor that determines teacher performance, along with the need for fair and efficient task management in the school environment.

FURTHER STUDY

The next study suggested expanding the variables by adding other factors such as work motivation, principals' leadership, and teacher job satisfaction. In addition, studies can be conducted at different school levels to gain a more comprehensive understanding of the factors that affect teacher performance.

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