

## Workload and Work Discipline on Teacher Performance at SMA Diponegoro Tumpang: Literature Review Study

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### ABSTRACT

The purpose of this study is to look at how work discipline and workload affect teachers' effectiveness at SMA Diponegoro Tumpang. Teacher performance in schools is a crucial aspect in achieving quality education goals. However, factors influencing their performance, such as workload and level of work discipline, are not fully understood in the context of senior high schools. This study employs a literature review method to examine the contribution of workload and work discipline to teacher performance. Through a review of related studies, this research aims to identify the relationship between the workload faced by teachers and their level of work discipline with their performance in the context of SMA Diponegoro Tumpang. The expected outcomes of this research are a deeper understanding of how workload and work discipline affect teacher performance at SMA Diponegoro Tumpang. The implications of these findings are expected to provide valuable insights for school management in designing policies that support the improvement of teacher performance, and serve as a foundation for further research in this area.

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## **INTRODUCTION**

The education process is a deliberate process that aims to educate the nation's life, through an education process that can shape the individual as a human resource who will play a major role in the process of developing the nation and state. The role of education is very important because education is the main key to creating quality human resources (Jalil, 2019). The achievement of national objectives and a nation's advancement are significantly influenced by the availability of competent human resources capable of competing in a variety of spheres of life. (Tanjung, 2021). Law No. 20 of 2003 states The purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, and become democratic and responsible citizens. It also helps to shape the character and civilization of a dignified nation in order to educate the nation's life. Considering the significance of the educational process, its execution needs to be done as best as possible.

An educational institution is where the educational process is conducted. An institution is, to use terminology, a body or organization. The Big Indonesian Dictionary defines an institution as a body or group that carries out commercial operations or scientific research. An educational institution is an agency or place where the education or teaching and learning process takes place and is created to achieve the goal of conveying knowledge and culture to individuals in order to change a person's behavior for the better (Dwi, 2023). According to Bafadhol (2017) an educational institution is a facility or setting where the process of education is conducted with the intention of improving individual behavior via contact with the environment. Formal, non-formal, and informal educational institutions are among the several categories of educational establishments recognized by Law No. 20 of 2003 about the National Education System. From preschools to elementary schools (SD), junior and senior high schools (SMP, SMA/SMK), and universities, schools are one of the formal educational establishments in the neighborhood.

It is reasonable to believe that teacher performance has declined based on the current phenomena. Performance is the outcome of the amount and quality of work that an employee completes in order to fulfill his assigned tasks (Mangkunegara, 2017). Teacher performance is important to pay attention to and evaluate because teachers carry out professional duties. This means that tasks can only be carried out with special competencies obtained through educational programs (Susanto, 2016). In the realm of education, Teacher professionalism must keep evolving to meet the demands of society, including the requirement for high-quality human resources, scientific advancements, technological advancements, and the capacity to compete in regional, national, and worldwide arenas. (Jayanto et al, 2020).

Improvement of teacher performance due to the role of workload. Workload is the volume of work assigned, both physical and mental, and becomes their responsibility (Mahawati et al., 2021). Excessive workload, including administrative tasks, preparation of teaching materials, and

extracurricular activities, can reduce the time and energy that teachers can allocate to designing and implementing quality teaching. This can lead to less than optimal delivery of material, lack of innovation in teaching methods, and more rushed teaching. In addition, teachers who experience emotional and physical fatigue tend to have lower performance, including in terms of creativity, teaching effectiveness, and the ability to provide individual attention to students. An unbalanced workload can reduce teacher motivation and enthusiasm. Teachers who feel burdened may be less motivated to give their best in teaching, take training, or innovate in learning methods.

The results of previous empirical studies on the effect of workload on teacher performance conducted by Sari (2020), Rindyantama (2017), and Muntasir (2022) concluded that workload has an effect on teacher performance. Different results were shown by Hasibuan (2020) and Jalil (2019) showing that the workload variable has a negative and significant effect on teacher performance.

In addition to workload, variables that affect teacher performance are work discipline. According to Kader (2018) discipline is a person's awareness and willingness to obey all organizational regulations and norms that apply therein. Teacher work discipline is the teacher's obedience and compliance in implementing work regulations in the form of verbal or written from groups or organizations or educational institutions. This will clearly affect the teaching and learning process in the classroom which ultimately disrupts the teaching and learning process in schools. As a result of teachers who do not come to work or arrive late or leave class hours, many students complain about the educational services they receive which have an impact on the level of student discipline both during class hours or the level of violations of school rules that are often carried out.

The results of previous empirical studies on the influence of work discipline on teacher performance conducted by Sari (2020), Zulkarnaen (2019), Hasibuan (2020), and Muntasir (2022) showed that there was an influence of work discipline on teacher performance. Meanwhile, different results were shown by Anam (2018) that work discipline had no effect on teacher performance.

The differences in the results of previous studies on the influence of workload and work discipline on teacher performance are shown in the following table.

Table 1. Research Gap

Information	Researcher	Findings
There are different research results regarding the influence of workload on performance.	Sari (2020), Rindyantama (2017), Muntasir (2022)	Workload affects performance
	Hasibuan (2020), Jalil (2019)	Workload does not affect performance
There are different research results regarding the influence of work discipline on performance.	Sari (2020), Zulkarnaen (2019), Hasibuan (2020), Muntasir (2022),	Work discipline affects performance
	Suherman (2021)	Work discipline does not affect performance

Given the phenomena and findings of earlier research that still has gaps, it would be worthwhile to carry out a follow-up investigation on "**The Influence of Workload and Work Discipline on Teacher Performance at SMA Diponegoro Tumpang**".

## LITERATURE REVIEW

### A. *Workload*

In working, employees who are one of the spearheads of the company should get their rights in the form of ease in completing their work according to their physical and mental abilities. The process of figuring out how many working hours and human resources are required to do a task within a specific time frame is known as workload analysis.

According to Ellyzar (2017), workload is a collection of tasks that an organizational unit or job holder must meticulously finish within a specific time frame using job analysis techniques and other workload analysis techniques in order to gather data regarding the efficacy and efficiency of an organizational unit's work. The gap between employees' capabilities and the demands of their jobs can be referred to as their workload. (Tarwaka, 2015).

According to the several definitions given above, workload is defined as a set of assignments or activities that employees must do within a specific time frame and that call for both quantitative and qualitative skills.

In the educational environment, teachers as the spearhead of the implementation of activities in schools certainly also have a workload in the form of tasks that must be carried out. These tasks are not only teaching tasks in class but also other tasks. According to Regulation No. 15 of 2018 of the Minister of Education and Culture of the Republic of Indonesia, teachers are required to work a minimum of 24 hours and a maximum of 40 hours a week. Article 3 regulates teachers' primary responsibilities, which include:

1. Organizing instruction or guidance
2. Performing instruction or mentoring
3. Evaluating mentorship or learning results
4. Mentor and instruct students
5. Complete extra assignments related to the primary activities in line with the workload of the teacher.

### B. *Work Discipline*

Workplace discipline is the degree to which employees follow and obey applicable rules and are prepared to face consequences or punishments for breaking them, whether such consequences take the form of written or verbal warnings. To ensure that all organizational operations function smoothly and that organizational goals are met as best they can, work discipline is essential. (Fahmi, 2017).

Work discipline, according to Hasibuan (2016), is the awareness and willingness that come from abiding by all corporate policies and accepted social standards. Employees that exhibit work discipline constantly strive to complete tasks efficiently, follow corporate policies, and are prepared to take any kind of discipline if they fail to fulfill their responsibilities.

A group or mental attitude that consistently seeks to adhere to and

observe all established norms is known as work discipline (Anoraga, 2107). It can be concluded that discipline is the ability to control oneself and implement the norms that apply in community life. One example is if employees come to a company regularly and on time, dress neatly, use office equipment properly, produce satisfactory quantity and quality of work by following established work procedures and completing tasks on time.

In the educational environment, enforcing teacher discipline is very important for the teacher himself and for the school, because teacher is the main figure in moving the school organization. It is hoped that with the discipline possessed by the teacher, all activities in the school can run smoothly according to its objectives.

### *C. Teacher Performance*

Performance is the process of analyzing and managing work in accordance with predetermined standards, competency criteria, and planned objectives in order to improve outcomes for people, groups, and organizations. Performance may be viewed as a set of predetermined goals, established benchmarks, and competency specifications. An agreement between a worker and their supervisor on different standards for accomplishing the organization's overarching objectives is known as performance (Rokhman, 2020).

Performance is a global issue today, it occurs as a consequence of public demands for excellent service needs or high-quality services (Parman, et.al 2020). Performance is the end outcome that an organization produces throughout time, whether it is profit- or non-profit-oriented (Fahmi, 2017).

Teachers must enhance their performance in the classroom to meet the needs of society, including the need for high-quality human resources, scientific advancements, and technological advancements, as well as to compete in all arenas on a regional, national, and worldwide scale. According to Presilawati (2016), The work outcomes that teachers accomplish in compliance with their duties and authority as instructors or teachers in order to accomplish objectives correctly are referred to as teacher performance. The performance of teachers is a critical component that helps schools grow and compete with one another; in fact, schools can take the lead year after year. Since teachers are essentially a key component for schools to build qualitative competitiveness, they will have a competitive edge if management can manage the core of school operations by encouraging its people resources.

## **METHODOLOGY**

By comparing or examining the contents, debates, and findings of other studies, this study employs a literature review, specifically identifying many publications using descriptive and exploratory analysis. Articles are obtained from national journals in the field of human resource management. Search keywords "workload", "work discipline", "teacher performance", and "employee performance". A total of 7 articles from national journals will be identified. Furthermore, this study supports theoretical analysis and theories regarding employee performance with literature on human resource management, which is then grounded in actual research.

The framework of thinking of this research is that workload and work discipline influence teacher performance, where teacher performance is needed to achieve educational goals.

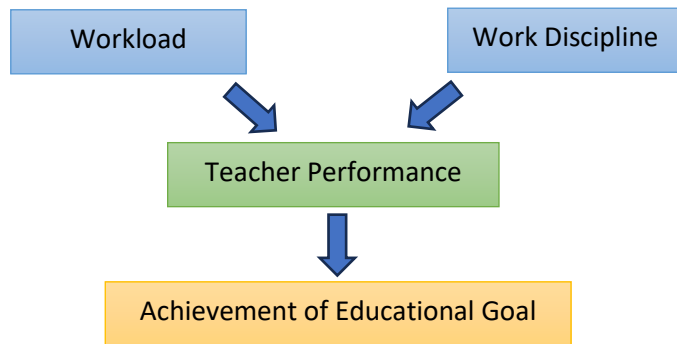


Figure 1. Thinking Framework

## RESULT AND DISCUSSION

Figure 2 shows the number of articles reviewed based on the year of publication with the areas of human resource management, workload, work discipline, and performance.

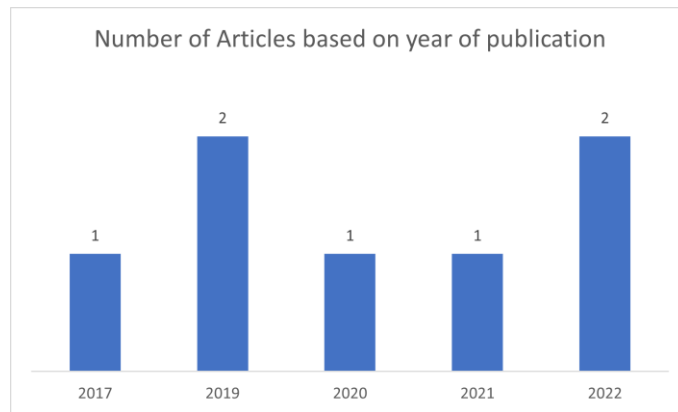


Figure 2. Article Distribution Graph

The topics discussed in this study are Workload, Work Discipline and Teacher Performance.

Table 2. Reference Article Analysis Table

No	Author and Year of Writing	Article and Journal Titles	Research Variables	Research methods	Research result
1	Raudha Maurika Sari & Bachruddin Saleh Luturlean (2022)	The Influence of Workload and Work Discipline on Employee Performance (Study at the Bina Guna Medan)	<ul style="list-style-type: none"> <li>• Workload</li> <li>• Work Discipline</li> <li>• Employee performance</li> </ul>	Quantitative method with descriptive analysis techniques and multiple linear	<ul style="list-style-type: none"> <li>• There is a positive and significant influence on workload and work discipline on employee performance both partially and simultaneously.</li> <li>• This shows that the higher the workload and</li> </ul>

		Sports and Health College)  <i>PUBLIK: Jurnal Manajemen Sumber Daya Manusia, Administrasi dan Pelayanan Publik Universitas Bina Taruna Gorontalo. Volume IX Nomor 2, 2022</i>		regression analysis	work discipline, the higher the performance of employees at the Medan Bina Guna Sports and Health College.
2	Nugrahanum Illanisa, Wandy Zulkarnaen, Asep Suwarna (2019)	The Influence of Work Discipline on Employee Performance at Binar Indonesia Islamic Elementary School Bandung  <i>SEMAR: Sain Ekonomi Manajemen dan Akuntansi Rivi. Sekolah Tinggi Ilmu Ekonom Muhammadiyah Bandung. Volume: 1 No.3 September-Desember 2019</i>	<ul style="list-style-type: none"> <li>•Work Discipline</li> <li>•Employee performance</li> </ul>	Quantitative approach with simple linear regression method and T-test	<ul style="list-style-type: none"> <li>• There is a significant influence between Work Discipline and Employee Performance at SDI Binar Indonesia Bandung</li> <li>• The influence of work discipline on employee performance is 64.4% and the remaining 46.6% is influenced by other variables outside the research.</li> </ul>
3	Adhidha Fiqi Rindyantama and Rini Juni Astuti (2017)	The Influence of Leadership Style, Employee Loyalty, and Workload on Employee Performance (Study on Teachers and Employees of UPT SMAN Nawangan Pacitan)  <i>Jurnal Manajemen Bisnis</i>	<ul style="list-style-type: none"> <li>•Leadership Style</li> <li>•Employee Loyalty</li> <li>•Workload</li> <li>•Employee performance</li> </ul>	Quantitative Approach	<ul style="list-style-type: none"> <li>• Leadership style has a positive and significant influence on employee performance</li> <li>• Loyalty has a positive and significant effect on employee performance</li> <li>• Workload has a positive and significant effect on employee performance</li> </ul>

		<i>Universitas Muhammadiyah Yogyakarta. Vol. 8, No 1 Maret 2017</i>			
4	Sri Hariati Hasibuan, Adi Munasib (2020)	The Influence of Workload, Work Discipline, and Compensation on Employee Performance  <i>MANEGGIO: Jurnal Ilmiah Magister Manajemen. Universitas Muhammadiyah Sumatera Utara (UMSU). Volume 3, Nomor 2, September 2020</i>	<ul style="list-style-type: none"> <li>●Workload</li> <li>●Work discipline</li> <li>●Compensation</li> <li>●Teacher performance</li> </ul>	Quantitative approach	<ul style="list-style-type: none"> <li>● Workload has a negative and insignificant effect on teacher performance</li> <li>● Work discipline has a positive and significant influence on teacher performance</li> </ul>
5	Abdul Jalil (2019)	The Influence of Workload, Work Stress and Work Environment on the Performance of Teachers at State Islamic Senior High School 2, Palu City  <i>Jurnal Ilmu Perbankan dan Keuangan Islam. IAIN Palu. Vol.1 No.2 Tahun 2019</i>	<ul style="list-style-type: none"> <li>●Workload</li> <li>●Work stress</li> <li>●Work environment</li> <li>●Teacher performance</li> </ul>	Quantitative approach	<ul style="list-style-type: none"> <li>● Workload has a negative and significant effect on the performance of MAN 2 Palu City teachers</li> <li>● Work stress has a positive and significant effect on the performance of MAN 2 Palu City teachers</li> <li>● The work environment has a positive and significant influence on the performance of MAN 2 Palu City teachers</li> </ul>
6	Muntasir and Win Konadi (2022)	Analysis of Teacher Performance Studies Based on Discipline, Work Facilities, Workload and Work Environment (Case Study: State	<ul style="list-style-type: none"> <li>●Work Discipline</li> <li>●Work Facilities</li> <li>●Workload</li> <li>●Work environment</li> </ul>	Quantitative approach	<ul style="list-style-type: none"> <li>● The discipline factor has a positive and significant influence on the performance of teachers at State Vocational Schools in Bireuen Regency, amounting to 6.50%.</li> <li>● The work facility factor has a positive and significant effect on the</li> </ul>

		Vocational High School Teachers in Bireuen Regency)  <i>Indomera: Jurnal Magister Manajemen. Universitas Almuslim Bireuen. Vol.3, No.5 Maret 2022</i>			performance of teachers at State Vocational Schools in Bireuen Regency by 19.58%. <ul style="list-style-type: none"> <li>• The workload factor has a positive effect on the performance of teachers at State Vocational Schools in Bireuen Regency, amounting to 8.75%.</li> <li>• School work environment factors have a positive and significant influence on the performance of teachers at State Vocational Schools in Bireuen Regency, amounting to 11.54%.</li> </ul>
7	Asep Suherman (2021)	The Influence of Competence, Compensation, Work Discipline on Teacher Performance at Lazuardi Global Islamic School (Asep Suherman)  <i>Journal of Management and Business Review. Universitas Pamulang. Volume 18, Nomor 3 (2021) Hal 614-629..</i>	<ul style="list-style-type: none"> <li>• Compensation</li> <li>• Work Discipline</li> <li>• Teacher Performance</li> </ul>	Quantitative descriptive method with multiple linear regression test	<ul style="list-style-type: none"> <li>• Partially, competence and compensation have a positive and significant influence on teacher performance.</li> <li>• Partially, work discipline does not significantly affect teacher performance.</li> <li>• Simultaneously, competence, compensation, and work discipline together have a significant influence on teacher performance.</li> </ul>

Table 2 explains that each previous researcher used different indicators or variables to support their research. Not only combining workload variables, work discipline, and teacher or employee performance. As in the research of Rindyantama (2017) which used variables of leadership style, employee loyalty, workload, and employee performance. Jalil's research (2019) used variables of workload, work stress, work environment, and teacher performance. While in the research of Suherman (2021) used variables of compensation, work discipline, and teacher performance. Then the method used for each study uses a quantitative approach.

The study's findings demonstrate that workload does not necessarily improve teacher effectiveness. Research demonstrating that teacher effectiveness is positively and significantly impacted by workload are studies by Sari (2022), Rindyantama (2017), Sri Hariati (2020), and Muntasir (2022). It may be concluded that the higher the workload, the better the employee performance is if the study's findings indicate that workload significantly and favorably affects teacher performance. Because of a supportive work environment and a supportive work atmosphere, as well as the provision of workloads that are appropriate for the teacher's abilities, teacher performance continues to improve despite an increase in workload. This allows the teacher

to perform well even when their workload increases. This implies that employee performance will rise when the teacher's workload is appropriate for his skill level.

Jalil's research (2019), however, is one study that demonstrates that workload has a detrimental and substantial impact on teacher performance. If the impact of the workload is negative and substantial, then it may be concluded that employees perform worse the more work they have to do. This happens because some of the research objects experience fatigue due to the high workload of teachers in their duties. This condition occurs because the volume of tasks that must be done exceeds their capabilities. The excess workload of teachers can be caused because the teacher concerned has a dual role, namely as a teacher, homeroom teacher, head of field, coordinator, and other committees within the scope of school activities. With the many additional tasks, teachers lack the time and opportunity to prepare learning devices, materials, and learning media. In addition, teachers do not have the opportunity to improve their own capacity and abilities or self-development. Instructors' insufficient time to stay up to date on the newest developments in learning theory and technology.

Work discipline is one of the other elements that influences employee performance in addition to workload. The study's findings indicate that job discipline improves teacher performance, according to research by Zulkarnaen (2019), Hasibuan (2020), and Muntasir (2022). Meanwhile, research conducted by Suherman (2021) shows that work discipline does not affect teacher performance. In implementing work discipline, teachers feel the need to improve communication with leaders if a problem occurs, teachers feel that they should obey the regulations in force at school, attend and leave school on time, and always maintain the norms that apply at school.

## **CONCLUSIONS AND RECOMMENDATION**

Workload can have both good and bad effects on teacher performance, according to the literature assessment of seven publications that look at the relationship between workload and work discipline. It may be concluded that the higher the workload, the better the employee performance is if the study's findings indicate that workload significantly and favorably affects teacher performance. It may be concluded that if workload has a negative and substantial impact, employee performance will suffer as workload increases. As with job discipline, the literature review's findings indicate that discipline does not always improve teacher performance, but some also suggest that discipline has no effect at all.

Based on the findings, it is recommended that educational institutions carefully manage teacher workloads to strike a balance that fosters optimal performance. Excessive workloads should be avoided as they can lead to diminished performance and burnout, while a moderate workload can positively impact productivity and engagement. Institutions should also provide clear guidelines and support systems to enhance work discipline, recognizing that discipline alone may not always guarantee improved performance. Regular assessments of workload and discipline policies are

crucial to ensuring they align with teachers' capacities and the institution's objectives. By creating a supportive and balanced work environment, schools can enhance teacher performance and overall educational outcomes.

### ADVANCED RESEARCH

Future research could explore the nuanced relationship between workload, work discipline, and teacher performance by considering additional factors such as job satisfaction, stress management, and organizational support. Studies could also examine how individual differences, such as teaching experience, personality traits, and coping strategies, influence the impact of workload and discipline on performance. Moreover, investigating the role of institutional policies, leadership styles, and cultural contexts could provide a more comprehensive understanding of these dynamics. Longitudinal studies tracking changes over time or comparative analyses across different educational settings could yield valuable insights to inform policy and practice.

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