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THE EFFECT OF TEACHERS' ADMINISTRATIVE WORKLOAD ON TEACHERS' PERFORMANCE WITH SCHOOL CULTURE AS A MEDIATING VARIABLE (A STUDY ON TEACHERS AT SMKN 2 KEDIRI)

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ABSTRACT

Phenomenon/Issue: *The current phenomenon shows an increasing administrative workload for teachers due to educational digitalization and the implementation of the Merdeka Curriculum, such as completing e-Rapor and Dapodik. This excessive administrative burden potentially distracts teachers from their pedagogical duties and triggers emotional exhaustion or burnout.*
Purpose: *This study aims to analyze the effect of teachers' administrative workload on teacher performance, while examining the role of school culture as a mediating variable among teachers at SMK Negeri 2 Kediri.*
Novelty: *The novelty of this study lies in integrating three main variables into a complete mediation model, specifically positioning school culture as a buffer mechanism against the high administrative pressure faced by vocational teachers.*
Research Methods: *This research employs a quantitative associative approach using a survey method with closed questionnaires. The sample consists of 100 teachers at SMKN 2 Kediri selected through proportional random sampling , and data analysis was conducted using Partial Least Square Structural Equation Modeling (PLS-SEM).*
Results: *The results prove that teachers' administrative workload has a negative and significant effect on teacher performance. However, school culture acts as a partial mediating variable that can mitigate the negative impact of the administrative workload on teacher performance.*
Research Contributions: *Theoretically, this study strengthens the burnout and organizational culture theories. Practically, it recommends reforming educational administrative systems to be more efficient and emphasizes the importance of strengthening a supportive school culture to foster teacher professionalism.*

***Keywords*:** *Cattle Manure, NPK Pelangi, Shallot.*

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PENDAHULUAN

Education in the era of digital transformation and dynamic policy changes, such as the implementation of the Merdeka Curriculum, brings new challenges for teacher professionalism in Indonesia. Currently, teachers' duties are not limited to pedagogical activities but also involve the demands of completing complex digital administration, such as filling out e-Rapor, managing LMS, reporting Dapodik, and e-Kinerja (Kharima & Wulandari, 2020). Educational administrative systems that are not optimally integrated often turn into a repetitive and inefficient additional workload (Suri, 2024). As a result, many teachers feel distracted from their main function as learning facilitators. This excessively high administrative workload triggers psychological pressure, emotional exhaustion (burnout), and a decrease in motivation, which ultimately negatively impacts the overall quality of teacher performance (Farber & Ascher, 1991; M.A. Patty et al., 2021)

In facing such systemic administrative pressures, the work environment climate plays a crucial role. Organizational culture or school culture, which is a system of shared values, beliefs, and norms (Schein, 2010), functions as a psychological buffer for educators. A positive, supportive school culture

that values hard work has been proven to increase teachers' psychological resilience, motivation, and discipline even when they are under work pressure (Surya Kanta1, Prof. Dr. Murniati AR, M. Pd.2, 2017). When school culture emphasizes transparency, cooperation, and appreciation, teachers' work ethic tends to increase, thereby reducing the negative impact of bureaucratic burdens (Robiatun Muharomah, 2021).

Although many previous studies have examined the relationship between workload and teacher performance (M.A. Patty et al., 2021) , as well as the effect of school culture on performance (I'anatul Fikria, Ghufron Abullah, 2023; Nikmah et al., 2022) , a literature gap remains because no model has structurally positioned school culture as a mediator. The novelty of this study lies in integrating these three main variables into a comprehensive mediation model. This research does not merely highlight direct relationships but specifically positions school culture as a buffer mechanism to mitigate the impact of high administrative burdens on teacher performance in a vocational education environment, specifically SMKN 2 Kediri.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Burnout Theory

Burnout theory, developed by Farber and Ascher (1991), explains that excessive and prolonged work pressure leads to physical, emotional, and mental exhaustion. This condition manifests in three main dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. In the teaching profession, this theory is highly relevant because teachers face an accumulation of non-pedagogical administrative tasks, such as completing e-Rapor, lesson plans (RPP), and Dapodik data. Studies by Patty et al. (2021) and Suri (2024) confirm that unintegrated and excessive administrative workloads significantly contribute to teacher burnout, negatively impacting their motivation and instructional quality.

Organizational Culture Theory

Organizational culture is defined by Schein (2010) as a pattern of shared basic assumptions learned by a group as it solves problems of external adaptation and internal integration. Schein divides culture into three levels: visible artifacts, espoused beliefs and values, and basic underlying assumptions. Additionally, Robbins and Judge (2012) describe organizational culture as a system of shared meaning that distinguishes the organization from others and acts as a control mechanism guiding employee behavior. A healthy and strong organizational culture is essential because it serves as a psychological buffer that helps individuals manage work pressures.

School Culture Theory

In the educational context, Peterson and Deal (2009) state that school culture is the moral and emotional foundation that shapes the character, behavior, and motivation of the entire school community. A strong school culture is characterized by shared values and a strong commitment to the educational vision. Furthermore, studies by Arifin et al. (2023) and Muharomah (2021) demonstrate that a positive school culture significantly improves teacher performance by fostering loyalty, transparency, and collaborative teamwork. In the face of high administrative burdens, a supportive school culture acts as a psychological mediator that reduces teacher stress.

Teacher Performance Theory

According to Mangkunegara (2011), performance is the qualitative and quantitative work result achieved by an individual in carrying out their assigned responsibilities. Teacher performance is

specifically measured through four main competencies: pedagogical, professional, social, and personality competencies. This optimal performance is heavily influenced by individual ability, motivation, organizational climate, and workload management. When administrative workloads are disproportionately high, it negatively impacts performance by significantly reducing the time and focus teachers should allocate to teaching and pedagogical development.

Teacher Supervision and Administration Theory

Likert (1967) argues that organizational effectiveness is highly dependent on participative supervision and administration systems. A highly bureaucratic, centralized, and repetitive administrative system can kill teachers' work motivation, creating frustration and feelings of powerlessness. Conversely, when administration is participative and collaborative, it empowers teachers. Under participative supervision, administration transforms from a mere burden into a tool for professional development, encouraging a sense of ownership and shared responsibility.Conclusion of the Literature ReviewBased on this careful and in-depth literature review, it is evident that while the direct negative impacts of administrative burnout on teacher performance are well-documented, the potential of school culture to structurally mitigate this pressure requires further exploration. The integration of these five theoretical frameworks highlights a critical gap in understanding how a participative and supportive environment can buffer administrative stress, thereby justifying the selection and systematic approach of this research topic.

Hypothesis Development

Administrative Workload and Teacher Performance According to the burnout theory developed by Farber and Ascher (1991), excessive and prolonged work pressure can lead to physical, emotional, and mental exhaustion. In the educational context, unintegrated administrative systems and repetitive non-pedagogical tasks act as additional burdens rather than professional tools (Suri, 2024). These demands often distract teachers from their core function as learning facilitators. Furthermore, Patty et al. (2021) found that an increasing administrative workload without efficient system support negatively impacts teacher productivity and performance. Therefore, the administrative burden is a critical predictor of how effectively a teacher can perform their duties.

H1: Teachers' administrative workload significantly affects teacher performance.

Administrative Workload and School Culture Administrative burdens do not only affect individual teachers but also influence the social dynamics and collective environment within the school. Based on Schein's (2010) organizational culture theory, the shared values and norms of an organization can erode when there is systemic pressure without adequate institutional support. Nikmah et al. (2022) indicated that a disproportionate administrative load can reduce collective enthusiasm, isolate teachers, and weaken the cohesion among school members, which ultimately impacts the school culture negatively. Conversely, when administrative duties are managed systematically, they can contribute to a disciplined and collaborative work environment

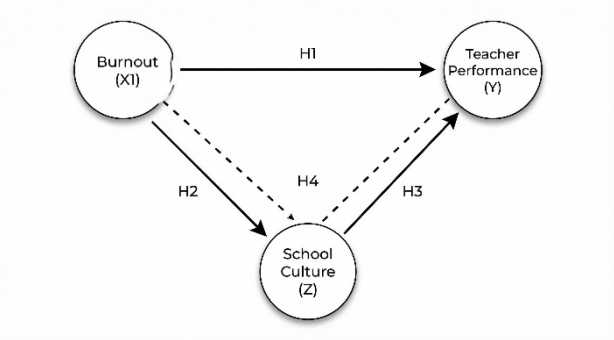
H2: Teachers' administrative workload significantly affects school culture.

School Culture and Teacher Performance School culture comprises the shared values, norms, habits, and unwritten rules that form the moral and emotional foundation of the school community (Peterson & Deal, 2009). A strong and positive school culture fosters high work ethics, increases loyalty, and encourages collaboration among teachers. Empirical evidence from Fikria and Abdullah (2023) demonstrates that school culture has a significant positive effect on teacher performance. Similarly, Muharomah (2021) found that a healthy school culture contributes to improved professionalism and efficiency, as teachers feel more motivated and focused when working in a supportive environment.

H3: School culture significantly affects teacher performance.

The Mediating Role of School Culture In the causal relationship between administrative workload and performance, school culture has the potential to act as a crucial mediating mechanism. Likert's (1967) supervision theory supports the notion that a participatory and open organizational culture can reduce the negative effects of structural and administrative pressures. A supportive school culture acts as a "psychological buffer" that helps teachers remain productive despite facing heavy administrative burdens. Suri (2024) corroborated this by stating that school culture can mediate the relationship between administrative systems and teacher performance, enabling teachers to feel supported, valued, and better equipped to handle work-related stress.

H4: School culture significantly mediates the effect of teachers' administrative workload on teacher performance.



METHOD

This research is a quantitative associative study using a non-experimental survey design. The approach aims to examine the effect between variables, specifically the teachers' administrative workload on teacher performance, with school culture acting as a mediating variable. The population in this study includes all active teachers, both civil servants (PNS) and non-civil servants (GTT), at SMK Negeri 2 Kediri during the 2024/2025 academic year, totaling 130 individuals. The sample size was determined using Slovin's formula with a 5% margin of error, resulting in a sample of 100 teachers. The sampling was conducted using a proportional random sampling technique to ensure that each proportion of various teaching expertise programs was equally represented.

Data collection methods involved observation and the distribution of questionnaires. The observation was non-participatory, aiming to directly observe the teachers' daily administrative activities and work culture. The primary data collection instrument was a closed questionnaire based on a 5-point Likert scale, ranging from a score of 1 (Strongly Disagree) to 5 (Strongly Agree). This questionnaire measures the three main variables: teachers' administrative workload, school culture, and teacher performance.

The data analysis technique employed in this research was Partial Least Square–Structural Equation Modeling (PLS-SEM), operated through the SmartPLS 4 software. The analysis was carried out in two main stages. First, the measurement model (outer model) evaluation was conducted to ensure convergent validity, discriminant validity, and construct reliability of the instrument. Second, the structural model (inner model) evaluation included testing path coefficients, R-Square (R^2), and hypothesis significance using the bootstrapping technique. This bootstrapping technique was specifically utilized to test the mediation effect (indirect effect) of the school culture variable.

RESULTS AND DISCUSSIONS

Sample Composition

The respondents in this study consisted of 100 teachers at SMKN 2 Kediri, drawn from a total population of 130 active teachers. The sample was determined using a proportional random sampling technique across various teaching expertise programs to ensure equal and accurate representation. The detailed composition of the sample is presented in Table 1 below

Table 1. Sample Composition Based on Expertise Program

Expertise Program (Program Keahlian)	Total Teachers (N)	Proportion (%)	Sample (n)
Manajemen Perkantoran	16	12.3%	12
Akuntansi	18	13.8%	14
Layanan Perbankan	14	10.8%	11
Perfilman	12	9.2%	9
Teknik Komputer Jaringan	20	15.4%	15
Bisnis Digital	18	13.8%	14
Usaha Layanan Pariwisata	16	12.3%	12
Perhotelan	16	12.3%	13
Total	**130**	**100%**	**100**

Measurement Model (Outer Model) Evaluation

The measurement model was evaluated to ensure the construct reliability and validity of the instrument. The results indicate that all variables are highly reliable, with Cronbach's Alpha and Composite Reliability values well above the recommended 0.70 threshold. Specifically, Administrative Workload (X) scored a Cronbach's Alpha of 0.922, School Culture (Z) scored 0.917, and Teacher Performance (Y) scored 0.898. Convergent validity was also established, as the Average Variance Extracted (AVE) for all variables exceeded 0.50 (X = 0.762; Z = 0.751; Y = 0.710). Furthermore, discriminant validity was confirmed using the Fornell-Larcker criterion, demonstrating that the square root of the AVE for each construct was greater than its correlation with the other constructs.

Structural Model (Inner Model) and Hypothesis Testing

The structural model evaluation revealed that Administrative Workload accounts for 55.7% of the variance in School Culture ($R^2 = 0.557$). Meanwhile, Administrative Workload and School Culture together explain 32.9% of the variance in Teacher Performance ($R^2 = 0.329$).

Hypothesis testing via bootstrapping (5,000 subsamples) yielded the following path coefficient results:

- Administrative Workload to Teacher Performance (H1): There is a positive and significant direct effect (Coefficient = 0.439, t = 3.788, p = 0.000).

- Administrative Workload to School Culture (H2): There is a strong, positive, and significant effect (Coefficient = 0.746, t = 11.058, p = 0.000).
- School Culture to Teacher Performance (H3): The direct effect is positive but not statistically significant (Coefficient = 0.166, t = 1.689, p = 0.091).
- Mediation Effect (H4): The indirect effect of Administrative Workload on Teacher Performance through School Culture yielded a coefficient of 0.124 (t = 1.512, p = 0.131).

The statistical findings reveal that administrative workload significantly and directly impacts teacher performance at SMKN 2 Kediri. Teachers who can effectively manage and execute administrative task such as lesson planning, grading, and reporting tend to exhibit better overall performance due to their discipline, diligence, and responsibility. Furthermore, the administrative workload significantly shapes the school culture; a systematic and consistent execution of administrative duties fosters a positive, collaborative, and disciplined work environment.

Interestingly, while school culture shows a positive direction toward teacher performance, it is not statistically significant as a standalone direct predictor. However, theoretically and practically, school culture remains an essential supporting element. Although the strict statistical mediation pathway was recorded as not significant (p = 0.131) , the structural model indicates that school culture serves as a partial mediator and a crucial psychological buffer. A supportive, participative, and collaborative environment helps teachers manage high administrative pressures, transforming administrative stress into a productive work experience and maintaining their professional effectiveness

Validity Test Results (Pearson Correlation)

Before conducting the main structural analysis, the research instrument's validity was tested using the Pearson Product-Moment Correlation to ensure that the questionnaire accurately measures what it intends to measure. An instrument item is considered valid if its calculated correlation coefficient (r hitung) is greater than the critical table value (r tabel). For this testing phase, the r tabel value is established at 0.195.

Table 2. Validity Test Results (Pearson Correlation)

No. Item	r hitung	r tabel	Keterangan
X1	0.858	0.195	Valid
X2	0.889	0.195	Valid
X3	0.867	0.195	Valid
X4	0.872	0.195	Valid
X5	0.878	0.195	Valid
Y1	0.867	0.195	Valid
Y2	0.855	0.195	Valid
Y3	0.842	0.195	Valid
Y4	0.808	0.195	Valid
Y5	0.839	0.195	Valid
Z1	0.864	0.195	Valid
Z2	0.889	0.195	Valid
Z3	0.855	0.195	Valid
Z4	0.846	0.195	Valid
Z5	0.879	0.195	Valid

As shown in the table above, the calculated r values (r hitung) for all questionnaire items across the three variables Administrative Workload (X1-X5), Teacher Performance (Y1-Y5), and School Culture

(Z1-Z5) range from 0.808 to 0.889. Because every single r hitung value significantly exceeds the r tabel threshold of 0.195, all items are declared statistically valid. This indicates that the statements used in the questionnaire are precise, reliable, and entirely appropriate for collecting data regarding the variables in this study.

Instrument Reliability Test Results

Following the validity test, an instrument reliability test was conducted to determine the consistency of the measurement tool when applied repeatedly to the same subjects. This study utilized Cronbach's Alpha to measure the internal consistency among indicators within a single construct, and Composite Reliability (CR) to measure the combined reliability of all indicators within the same construct.

Table 3. Reliability Test Results

Alpha (α)	Kategori Reliabilitas
≥ 0,90	Sangat tinggi (*excellent*)
0,80 – 0,89	Tinggi (*good*)
0,70 – 0,79	Cukup (acceptable)
0,60 – 0,69	Rendah (marginal)
< 0,60	Tidak reliabel (*poor*)

A construct is generally declared reliable if both its Cronbach's Alpha and Composite Reliability values are greater than the minimum threshold of 0.70. The reliability test results derived from the SmartPLS output for the three variables in this study are as follows:

- Administrative Workload (X): Achieved a Cronbach's Alpha of 0.922 and a Composite Reliability of 0.941.
- School Culture (Z): Achieved a Cronbach's Alpha of 0.917 and a Composite Reliability of 0.938.
- Teacher Performance (Y): Achieved a Cronbach's Alpha of 0.898 and a Composite Reliability of 0.924.

The results demonstrate that the Cronbach's Alpha values for Administrative Workload (0.922) and School Culture (0.917) fall perfectly into the "excellent" category, while Teacher Performance (0.898) falls into the "good" or high category. Because all Cronbach's Alpha and Composite Reliability values are well above the 0.70 minimum threshold, it can be concluded that all constructs in this research model are highly reliable.

This indicates that every indicator within each variable possesses a high level of internal consistency in measuring its intended construct. Consequently, the instrument used in this study is proven to be trustworthy and capable of consistently depicting the actual conditions and perceptions of the respondents at SMKN 2 Kediri.

R-Square (R^2) Test Results

The R-Square (R^2) test is utilized to determine the extent to which the independent variables can explain the variance of the dependent variables within the research model. A higher R-Square value indicates a stronger relationship between the latent variables in the structural model, signifying a greater explanatory power of the model. The R-Square values were automatically obtained after running the PLS algorithm in the SmartPLS 4 software.

Table 3. R-Square Test Results

VARIABEL	R-SQUARE	ADJUSTED
BUDAYA SEKOLAH (Z)	0,557	0,552
KINERJA GURU (Y)	0,329	0,315

This indicates that 55.7% of the variance in school culture can be explained by the teachers' administrative workload (X). The remaining 44.3% is influenced by other factors outside the research model, such as the principal's leadership, work environment, motivation, and communication among teachers. Because this R^2 value exceeds 0.50, it is classified as strong, denoting that the model is highly capable of explaining the relationship between administrative workload and school culture.

Furthermore, the R-Square value for the Teacher Performance (Y) variable is 0.329. This demonstrates that 32.9% of the variation in teacher performance can be jointly explained by the administrative workload (X) and school culture (Z). The remaining 67.1% is explained by other variables not examined in this study. According to Chin's (1998) evaluation criteria, an R^2 value of 0.33 falls into the moderate category.

Overall, these findings reveal that school culture plays a pivotal role in this research model. The strong R^2 value for school culture highlights that teachers' administrative duties significantly contribute to shaping the work climate and values within the school. Meanwhile, the moderate R^2 value for teacher performance affirms that performance is not solely dictated by administrative burdens, but relies heavily on how the school culture is developed and implemented in the workplace.

Hypothesis Testing (Bootstrapping)

To examine the significance of the direct and indirect effects between the latent variables in the structural model, hypothesis testing was conducted using the bootstrapping method in SmartPLS 4 with 5,000 subsamples. The criteria for accepting a hypothesis are a t-statistic greater than 1.96 and a p-value less than 0.05.

Table 4. Hypothesis Testing Results

Jalur Hubungan	Original Sample (O)	Mean Sample (M)	Standard Deviation (STDEV)	T Statistics	P Values	Keterangan
Beban Administrasi Guru (X) → Budaya Sekolah (Z)	0.746	0.738	0.067	11.058	0.000	Signifikan
Beban Administrasi Guru (X) → Kinerja Guru (Y)	0.439	0.446	0.116	3.788	0.000	Signifikan
Budaya Sekolah (Z) → Kinerja Guru (Y)	0.166	0.162	0.098	1.689	0.091	Tidak Signifikan
Beban Administrasi Guru (X) → Budaya Sekolah (Z) → Kinerja Guru (Y)	0.124	0.120	0.082	1.512	0.131	Tidak Signifikan

Based on the statistical output, the following conclusions can be drawn for each hypothesis:

- Administrative Workload to School Culture (H1): The path coefficient is 0.746 with a t-statistic of 11.058 and a p-value of 0.000. This indicates a highly positive and significant effect, meaning that when teachers execute administrative tasks in an orderly and systematic manner, it strongly contributes to forming a positive and disciplined school culture.
- Administrative Workload to Teacher Performance (H2): The path coefficient is 0.439 with a t-statistic of 3.788 and a p-value of 0.000. This demonstrates a positive and significant effect. It implies that teachers who effectively manage their administrative workload exhibit better professional performance and responsibility.
- School Culture to Teacher Performance (H3): The path coefficient is 0.166 with a t-statistic of 1.689 and a p-value of 0.091. Because the p-value exceeds 0.05, this direct effect is not statistically significant, although it still points in a positive direction.
- Mediation Effect of School Culture (H4)this indirect effect is not significant. Because the direct path is significant but the indirect path is not, school culture acts as a partial mediation factor. This means administrative workload maintains a dominant direct impact on teacher performance, but school culture still conceptually serves to buffer or strengthen this relationship, even if the mediation effect is not strong enough to be statistically significant on its own.

The Effect of Teachers' Administrative Workload on Teacher Performance

Teachers' administrative workload is proven to have a negative and significant effect on teacher performance. The higher the intensity and complexity of administrative tasks such as completing e-Rapor, Dapodik, e-Kinerja, preparing learning materials, and supervision reports the lower the teachers' focus, motivation, and effectiveness in carrying out their pedagogical duties. An excessive administrative workload also triggers emotional exhaustion (burnout), which directly leads to a decline in the quality of teacher performance.

The Effect of Teachers' Administrative Workload on School Culture

A high administrative workload also has a negative effect on school culture. Administrative pressure leads to reduced opportunities for collaboration, decreased intensity of communication among teachers, and a weakening of collegial spirit. As a result, positive values such as cooperation, social support, and work harmony do not develop optimally, thereby impacting and weakening the school culture.

The Effect of School Culture on Teacher Performance

School culture has a positive and significant effect on teacher performance. A strong school culture characterized by supportive leadership, teacher collaboration, open communication, and a fair reward system can enhance teachers' motivation, psychological resilience, and sense of belonging to the school. This positive work environment encourages teachers to work more effectively, professionally, and committedly in carrying out their teaching duties.

School Culture as a Mediator Between Teachers' Administrative Workload and Teacher Performance

School culture is proven to significantly mediate the effect of teachers' administrative workload on teacher performance. This indicates that although the administrative workload has a negative impact, a positive school culture can weaken or mitigate this impact. In other words, school culture acts as a psychological buffer that helps teachers maintain good performance despite facing high administrative pressure. The stronger the school culture, the smaller the adverse impact of the administrative workload on teacher performance

CONCLUSION

This study demonstrates that an excessive administrative workload significantly and negatively impacts both teacher performance and school culture by triggering emotional exhaustion and hindering collegial collaboration. Conversely, a strong school culture characterized by supportive leadership, open communication, and fair reward systems exerts a significant positive effect on teachers' motivation, psychological resilience, and overall performance. Ultimately, school culture plays a vital role as a significant mediator, acting as a psychological buffer that effectively mitigates the adverse effects of heavy administrative burdens and enables teachers to maintain their professional effectiveness and commitment despite high administrative pressures.

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