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Assessing the Role of Career Development, Work Environment, and Workload in Enhancing Teacher Performance

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Abstract

This study aims to analyze the influence of career development, work environment, and workload on teacher performance at SDIT Nur Hidayah. Teacher performance is considered a crucial factor in determining the quality of education, so understanding the factors that affect it is very important. This study uses a quantitative approach with a survey method. The research population is all teachers at SDIT Nur Hidayah which is 68 people, and the sampling technique uses the census method. Data were collected through questionnaires and analyzed using multiple linear regression with the help of SPSS 26 software. The results showed that the three independent variables of career development, work environment, and workload partially had a significant and positive influence on teacher performance. In addition, simultaneously, these three variables also have a significant influence on teacher performance.

Keywords: career development, work environment, workload on teacher performance.

INTRODUCTION

In an increasingly competitive era of education, teacher performance is the main determining factor for the success of an educational institution (Hartati et al., 2024). A teacher's teaching quality, dedication, and productivity are not only influenced by their academic competence, but also by various factors in the work environment. Along with the demands of a dynamic curriculum and high expectations from parents, teachers are required to continue to develop themselves, adapt to a supportive work environment, and manage the increasing workload. Therefore, research on the factors that affect teacher

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performance is very relevant and urgent, especially in private schools such as SDIT Nur Hidayah which have unique characteristics in human resource management and academic demands.

The aspect of teacher performance is crucial to pay attention to. Efforts to maintain and improve teacher performance are an absolute must to create quality human resources (Gaol & Siburian, 2018). A teacher's performance refers to the achievements or achievements obtained by teachers both in terms of quality and quantity in carrying out the tasks that have been entrusted to him (Pianda, 2018). Teacher performance can be interpreted as the result of work achieved by a teacher in carrying out his duties and responsibilities in accordance with the set standards (Permana & Sutianingsih, 2024). Optimal performance is an absolute prerequisite to achieve the goal of national education, which is to educate the life of the nation (Umam, 2020). However, in reality, many teachers face various challenges that can hinder their performance.

One of the main challenges is career development that often feels stagnant, reducing motivation to innovate and improving the quality of teaching. In working, an individual certainly has a career goal in his life, therefore the company or in this case the management will certainly carry out work assessments to plan career development for employees for future plans so that an employee's career can improve from before in order to meet future needs (T. A. Putra & Sutianingsih, 2023). According to Afandi (2018), a person's career is the sum of all the actions he takes during his life that are connected to his job, his values, and his goals. Teachers who don't see a promotion pathway or opportunities for training and certification tend to feel undervalued, which ultimately affects their productivity.

The work environment is a fundamental element in a job because it directly affects employee performance (Lestary & Chaniago, 2017). A clean, comfortable, and physically well-managed work environment will make employees feel at home, thereby increasing their job satisfaction. More than that, the work environment also includes crucial social aspects (Marlina & Hidayat, 2025). A collaborative, supportive, and conducive environment can spark work morale and increase teacher satisfaction. Instead, internal conflicts, poor communication, or lack of support from management will create an uncomfortable work atmosphere, which directly negatively impacts performance. Teachers who work in a healthy environment tend to focus more on their core tasks and are better prepared for challenges (Putri, 2024).

One definition of workload is "the sum of all the duties and obligations placed on an individual with the expectation that they will, within a specified time frame, carry them out"

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(Nurhandayani, 2022). Each individual has different abilities in managing workloads, influenced by factors such as skills, physical health, age, and body condition (Adhisty et al., 2022). Too high a workload can result in fatigue, stress, and demotivation. In particular, educators often face excessive workloads. This burden is not only limited to teaching hours, but also includes administrative tasks, the preparation of Learning Implementation Plans (RPPs), correction of student assignments, and participation in various school activities. This disproportionate workload can cause stress, physical and mental fatigue (*burnout*), as well as reduce the time that should be used to prepare quality teaching materials (Yulianda & Hidayat, 2024). This condition ultimately directly affects the effectiveness of teachers in the classroom and the overall quality of teaching.

The research was conducted to analyze in depth the influence of career development, work environment, and workload on teacher performance at SDIT Nur Hidayah. By understanding the relationship between these variables, it is hoped that it can provide practical recommendations that can be used by school management to create better working conditions, so as to improve teacher performance and overall quality of education.

THEORETICAL FOUNDATION

Career Development

In order to advance one's career, one must engage in career development, which encompasses both individual efforts to better one's situation and organizational efforts to better one's position within the company (Supardi, 2016). Career development, on the other hand, is defined by Pio (2017) as both individual efforts by workers to advance in their chosen fields and organizational efforts by HR to create structured training programs that employees may follow at their own pace and level. A professional development plan is an individual's efforts to better themselves in order to realize that plan (Salabi, 2021). Career development is defined by Massie as the process of enhancing one's job talents in pursuit of one's preferred career (Massie, 2015). Organizational policies, job accomplishments, educational background, training, and experience are the career development indicators outlined by Sihotang (2014).

Work Environment

The workplace can have an effect on an employee's ability to perform at their best. Everything around an employee that could affect how they carry out their job duties is considered part of the work environment (Saefullah & Basrowi, 2022). An employee's

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productivity rises in direct proportion to the quality of their working conditions. As Rasyid and Tanjung (2020) point out, one indicator of a work environment's appropriateness is the amount of time it takes to finish a certain job. Obviously, a person's productivity may be positively or negatively affected by the quality of their work environment. Workplace design should foster an interdependent link between employees and their physical surroundings (Hulu et al., 2022). Work environment indicators that can boost employee performance should naturally be the focus of every firm that wants to establish a positive work environment for its workers. Lighting, air temperature, noise, color usage, and space requirements are the indications of the workplace as listed by Sedarmayanti (2019).

Workload

Workload is defined as an employee's performance criteria as they relate to their job duties (Irawati & Carollina, 2017). One aspect of work is the workload, which consists of a list of tasks that need to be finished by a specific date. Workload is defined by Soelton et al. (2021) as "the gap between an employee's capacity or ability and the demands of the job." It's important for workers to be physically fit and aware of their limitations when doing heavy tasks. Employees should not be overburdened with labor but rather have tasks that are appropriate to their talents (Ahmad et. al, 2019). Workload is defined as a work condition that specifies a number of tasks that, according to Juru and Wellem (2022), must be finished within a given time frame. We used Koesomowidjojo's (2017) Workload indicator in this study. It takes into account things like working circumstances, how time is used, and goals that need to be met.

Teacher Performance

A person or group's performance is defined by how well they carry out their duties and obligations in accordance with the authority and responsibilities bestowed upon them, as measured against the performance criteria established for a certain time period with the objective of attaining organizational goals (Supardi, 2016). The goal of establishing performance criteria for all employees is to encourage them to do their best work, and this includes educators. As used above, "performance standards" refer to measurable targets for instructional staff members to reach in order to help the school reach its objectives. Performance is the end outcome of an individual's efforts in meeting the demands of their profession, according to Putra et al. (2018), who offered an alternative viewpoint. A job standard is a list of things that must be met for the task to be considered complete in order to get the desired outcome. The work standards of one agency or firm could differ

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significantly from those of another, typically based on the agency's or company's current goals. It is possible to observe and evaluate a teacher's performance in accordance with predetermined standards of competence, state Kembau et al. (2018).

RESEARCH METHODS

The method employed in this study is quantitative descriptive in nature. According to Sugiyono (2017), this approach is well-suited for studying specific groups or samples since it is founded on positivism. Every single educator working at SDIT Nur Hidayah makes up the study's population. Using a census sampling approach, we were able to collect data from all 68 instructors in the community. Research instruments in the shape of questionnaires were delivered to all samples in order to gather data. To put the hypothesis to the test, quantitative statistical analysis is applied to the gathered data. A narrative backed up by numerical data will constitute the presentation of this study's findings. There are several steps in the analytical procedures employed to guarantee the data's validity and dependability. To begin, we made sure the surveys were trustworthy by conducting reliability and instrument testing. After that, the factors under study are tested for influence using multiple linear regression in the data analysis. To examine the impact of each variable independently, a t-test (partial test) is used for hypothesis testing. As a last step, we'll find out how much an independent variable explains a dependent variable by calculating the determination coefficient. The SPSS 26 program will be used to aid in the analytical process throughout.

RESULTS AND DISSOLUTION

Test Instruments

1. Validity Test

Data is valid if it measures and reflects variables.Sugiyono (2020) suggests comparing the computed value (Corrected item total correlation) to the table value to determine if an item is legitimate. If the computation exceeds the table and the value is positive, the item is legitimate.

Table 1. Validity Test Results

Variable	r Count
Career development	0,724
	0,701
	0,543

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	0,818
	0,856
Work environment	0,812
	0,649
	0,832
	0,814
	0,848
Workload	0,766
	0,751
	0,827
	0,651
	0,750
Teacher performance	0,589
	0,802
	0,768
	0,701
	0,782

The results of the validity test of this study showed that of the 4 variables with positive values and the rtable value >. With a significance level of 0.05 and a table of 0.235, it can be concluded that the validity test for the variables of Career Development (X1), Work Environment (X2), Workload (X3), Teacher Performance (Y) is declared valid.

2. Reliability Test

Researchers employ reliability tests to assess instrument consistency. If data is dependable, it can measure and reflect a variable. The following steps test this data's reliability: 1) H0 is allowed if Cronbach's Alpha is below 0.70. 2) Accept H1 if Cronbach's Alpha is better than 0.6.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha
Career development	0,768
Work environment	0,848
Workload	0,804
Teacher performance	0,777

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Overall, all variables in the study had Cronbach's Alpha values above 0.70, indicating that the instruments used to measure each variable were reliable or reliable. Thus, the data collected from this questionnaire can be trusted to be used in further analysis.

Classic Assumption Test

1. Normality Test

The normality test is used to determine whether the data in a study has a normal or near-normal distribution. The normality testing criteria are based on a significance value (p-value) compared to an alpha level (α), which is generally set at 0.05.

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		68
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.23089258
Most Extreme Differences	Absolute	.095
	Positive	.094
	Negative	-.095
Test Statistic		.095
Asymp. Sig. (2-tailed)		.200[c,d]

According to the One-Sample Kolmogorov-Smirnov Test, this study's data is regularly distributed. If Asymp value meets normalcy test requirements. If the 2-tailed sig. exceeds α 0.05, the null hypothesis (H0) of normal distribution is accepted. A significance value of 0.200 is larger than 0.05, indicating that the residual data in this investigation are normally distributed. Since one of the fundamental assumptions for multiple linear regression analysis has been satisfied, the analysis may proceed with higher confidence in the results.

2. Multicollinearity Test

Two criteria are used to test for multicollinearity in this study. To begin, it can't be less than 0.8. Secondly, it's crucial that the VIF stays below 10. In the absence of both

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of these conditions, multicollinearity emerges.Table 4 provides the results of the multicollinearity test.

Table 4. Multicollinearity Test Results

Model		Tolerance	VIF
	(Constant)		
	Career development	.320	3.121
	Work environment	.202	4.948
	Workload	.247	4.044

The regression model does not exhibit any significant multicollinearity issues, as seen in Table 4 of the multicollinearity test results. We do this test to make sure that the three independent variables workload, work environment, and career development do not have a significant linear connection. The three independent variables' Tolerance values are all higher than 0.10: 0.320, 0.202, and 0.247. All three VIF ratings (3,121, 4,948, and 4,044) are also much lower than 10. The assumption of non-multicollinearity is thus satisfied, as there isn't a particularly strong link between the model's independent variables.

3. Heteroscedasticity Test

If a regression model's residual does not exhibit uniform variance, then the heteroscedasticity test should be used. An example of one of these procedures is the Glejser Test, which looks for differences in residual variance between observations.

Table 5. Glejser Test Results

Model		t	Sig.
1	(Constant)	-.284	.777
	Career development	1.099	.276
	Work environment	-.003	.997
	Workload	.037	.971

The absence of heteroscedasticity issues in the regression model is demonstrated by the Glejser Test findings in Table 5. To find out if the residual variance is unstable, this test is run by regressing independent variables to the absolute value of the residual. We

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can rule out the possibility of heteroscedasticity in the regression model since all of the independent variables have significance values higher than 0.05. This means that the residual variance is constant (homoskedasticity), and the classical assumption of linear regression has been met.

Multiple Linear Regression Test

According to Arikunto (2006), multiple linear regression analysis is used to predict dependent variables based on the influence of two or more independent variables. This analysis is a development of a simple linear regression, allowing researchers to measure how much the combined influence of several factors on an outcome. The mathematical model of multiple linear regression analysis can be written as follows: Y=a+b1X1+b2X2+ b3X3

Table 6. Multiple Linear Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	.277	1.135	
	Career development	.262	.095	.265
	Work environment	.269	.115	.282
	Workload	.419	.111	.413

1. Career Development

The regression coefficient for Career Development (B) is 0.262. This value indicates that each one-unit increase in career development will increase teacher performance by 0.262 units, assuming other variables are constant. The standard beta coefficient (0.265) also confirmed the positive influence. This means that opportunities for training and self-development are directly correlated with improved teacher performance.

2. Work Environment

The regression coefficient for the Work Environment (B) is 0.269. This figure shows that every one unit improvement in the quality of the work environment will increase teacher performance by 0.269 units, assuming the other variables do not change. The standard beta coefficient (0.282) also showed a positive relationship. A supportive and

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collaborative environment clearly contributes significantly to increasing teacher productivity and job satisfaction.

3. Workload

The regression coefficient for Workload (B) is 0.419. Contrary to common assumptions, this value shows that every one unit increase in workload will increase teacher performance by 0.419 units. The standard beta coefficient (0.413) is the highest among the three variables. This may show that teachers at SDIT Nur Hidayah have a high commitment; They are willing to take on greater responsibility and consider it part of their dedication, which paradoxically improves their performance.

Hypothesis Testing

1. Coefficient Determination Test

The determination coefficient (R2) measures how much independent factors explain dependent variable variability. R2 values around 1 suggest that independent factors supply most of the information needed to predict dependent variables. We utilized the determination coefficient to determine how much independent variables like communication and work discipline affect dependent variables like employee performance. The regression model explains the link better with higher R2 values.

Table 7. Determination Test Results

Model	R	R Square	Adjusted R Square
1	.900[a]	.810	.801

Teacher performance is significantly impacted by the combination of career growth, work environment, and workload, according to Table 7 of the determination test findings. The coefficient of determination, or R-squared, is: The R-squared value is 0.810. This indicates that differences in career progression, work environment, and workload account for 81.0% of the variance in teacher effectiveness.

2. T test

The t-test is a statistical method used to test how significant the influence of each independent variable individually is on the dependent variable. This test was performed assuming that the other independent variables in the regression model did not change.

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The main purpose of this partial hypothesis testing is to determine whether the proposed hypothesis is acceptable or rejected. In the context of the study, this test helps us understand the unique contribution of each independent variable to the model as a whole.

Table 8. Test Results t

Model		t	Sig.
1	(Constant)	.244	.808
	Career development	2.756	.008
	Work environment	2.330	.023
	Workload	3.773	.000

a. Career Development: The Sig. value is 0.008. Because the value of 0.008 is smaller than 0.05, Career Development has a significant and positive influence on Teacher Performance. This suggests that opportunities for development, such as training and promotion, play an important role in improving individual teacher performance.
b. Working Environment: Sig. value is 0.023. Because the value of 0.023 is smaller than 0.05, the Work Environment has a significant and positive influence on Teacher Performance. A supportive and conducive environment directly contributes to improving teacher performance.
c. Workload: The Sig. value is 0.000. Since the value of 0.000 is much smaller than 0.05, the Workload has a significant and positive influence on Teacher Performance. These results show that, despite the increased workload, teachers at SDIT Nur Hidayah are still able to maintain and even improve their performance. This may reflect the strong work ethic and high dedication of the teachers.

DISCUSSION

1. Discussion of the Influence of Career Development on Teacher Performance

he results of the analysis show that career development has a significant and positive influence on teacher performance. These findings are in line with previous theories and research that states that when teachers are given the opportunity to improve their competencies, such as through training, seminars, or a clear career path, their motivation and performance will improve. At SDIT Nur Hidayah, it can be interpreted that the existing professional development programs, although they may not be fully optimal, have

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succeeded in fostering a spirit of learning and dedication among teachers. Teachers who feel that their profession has bright future prospects and are rewarded through improved competencies are more likely to perform at their best.

2. Discussion of the Influence of the Work Environment on Teacher Performance

This study also found that the work environment has a significant and positive influence on teacher performance. A collaborative, supportive, and conducive environment is proving to be a key driving factor. These results confirm that non-physical factors such as relationships between colleagues, support from principals, and a positive organizational culture play a significant role in creating a comfortable atmosphere for teachers to work. When teachers feel comfortable, safe, and valued, they will focus more on their main task, which is teaching, without being burdened by internal conflicts or discomfort. Therefore, investing in the formation of a healthy work environment is the key to improving teacher performance in a sustainable manner.

3. Discussion of the Influence of Workload on Teacher Performance

The most interesting and perhaps paradoxical finding is that workload has a significant and positive influence on teacher performance. In general, high workloads are often associated with decreased performance or *burnout*. However, in the context of SDIT Nur Hidayah, these findings can be interpreted in several ways. First, it can reflect the work ethic and high dedication of the teachers. They see the additional workload as part of their professional responsibilities and see it as an opportunity to contribute more. Second, it could be that the workload given is designed effectively and challenging, rather than just burdensome, thereby motivating teachers to improve their efficiency and skills. However, it's important to note that while current workloads are positively correlated with performance, this does not guarantee sustainability. Management must remain vigilant so that workload does not exceed thresholds that can lead to chronic fatigue and ultimately, decreased performance in the future.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the analysis, it can be concluded that the performance of teachers at SDIT Nur Hidayah is significantly influenced by career development, work environment, and workload. Partially, each of these variables makes a significant contribution to improving teacher performance. Planned and effective career development has proven to be a major driver of teacher motivation and competence. In addition, a

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supportive, collaborative, and conducive work environment plays an important role in creating an atmosphere that allows teachers to work optimally. Uniquely, workload was also found to have a positive relationship with teacher performance, which shows high dedication and professionalism among educators. Simultaneously, these three factors have a very strong ability to explain the variation in teacher performance. These findings confirm that to improve the quality of education, attention should be paid to these three important aspects simultaneously.

Based on the above conclusions, here are some suggestions that can be considered: The management of SDIT Nur Hidayah is advised to continue to strengthen and improve the teacher's career development program. This can be done by providing more training, workshops, and opportunities to continue education or certifications. In addition, it is necessary to conduct periodic evaluations of the work environment to ensure that a collaborative and supportive culture is maintained. Regarding workload, schools are advised to manage and distribute assignments more fairly and efficiently so as not to cause fatigue in the long term, even though the impact is currently positive.

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