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Teacher Competence and Workload in Achieving Optimal Performance at SMP Negeri 1 Suak Tapeh

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Abstract

This study aims to analyze the relationship between teachers' competencies and workload on professional performance at SMP Negeri 1 Suak Tapeh, Banyuasin Regency. A qualitative descriptive approach was employed through interviews, observations, and documentation. The findings reveal that teachers possess adequate pedagogical, professional, social, and personal competencies, although further improvement is needed in the use of technology and teaching innovation. Teachers' workloads are relatively high, averaging 24–30 teaching hours per week in addition to administrative and extracurricular responsibilities. Despite this, most teachers demonstrate high commitment and dedication to their profession. Teacher performance is considered optimal in planning, implementation, evaluation, and responsibility. The study concludes that teacher competency and workload are interrelated factors influencing performance. Highly competent teachers can manage heavy workloads effectively and maintain optimal performance. This research contributes to policy development in human resource improvement and workload management for teachers.

Keywords: ***Teacher Competence, Workload, Teacher Performance, SMP Negeri 1 Suak Tapeh*****.**

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INTRODUCTION

Along with development knowledge knowledge and technology in the era of the Revolution Industry 4.0, the world of education experience very rapid transformation. Change paradigm learning from conventional models going to learning digital- based, collaboration, and competence demands teachers to Keep going adapt and innovate.

Teachers are required For own ability literacy technology, skills think level high (higher order thinking skills), as well as ability create environment dynamic and relevant learning with need 21st century. One of the effort concrete in answer challenge the is implementation Independent Curriculum, which emphasizes learning differentiated, participant - centered educate, and based project. Curriculum This demands teachers to creative, reflective, and adaptive in designing contextual learning strategies in accordance with needs, characteristics , and potential participant educate .

However thus, in In practice, teachers often face constraint in implement policy education the optimally. In the field, teachers do not only sued For control competence pedagogical and professional, but also burdened various task sufficient administrative complex , such as compilation Plan Implementation Learning (RPP), filling e-report , report results learning , and implementation various activity non- teaching schools .

High workload This often causes teachers to experience pressure time, fatigue physical and mental, as well as difficulty in guard balance between role as teachers and assignments administrative conditions This potential lower motivation work , hinder innovation learning , and has an impact on decreasing quality teacher performance .

Unreliable workload proportional can influence welfare teacher psychology , giving rise to stress work , and impact negative to performance and productivity The implementation of the Independent Curriculum emphasizes these challenges. Teachers are required to develop independent teaching tools, implement authentic assessments, and integrate digital technology into project-based learning.

At SMP Negeri 1 Suak Tapeh, some teachers have successfully adapted to this new paradigm, but others still face challenges in terms of time, skills, and infrastructure. This situation indicates a gap in teacher competency and preparedness that requires further investigation to find solutions to improve the quality of learning at the junior high school level.

Teacher performance is a direct reflection of the extent to which they are able to carry out professional responsibilities in accordance with competency standards and educational goals. Teachers with high competency tend to demonstrate optimal performance in classroom

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management, lesson planning, and conducting objective and continuous evaluations. Conversely, teachers with a high workload but not balanced by adequate competency will experience fatigue, decreased motivation, and consequently lower learning quality.

Based on the above description, it can be concluded that teacher competence and workload are two interrelated aspects that directly influence teacher professional performance. Teachers with high competence will be able to manage their workload better, while teachers with excessive workloads without adequate support have the potential to experience a decline in performance. Therefore, this study is important to conduct an in-depth analysis of the relationship between competence and workload on teacher performance at SMP Negeri 1 Suak Tapeh, Banyuasin Regency, and to provide a real contribution to efforts to improve the quality of education at the junior high school level.

METHOD

Methods used is use approach qualitative with type study studies case study. Approach This used Because researchers want to understand phenomenon in a way deep in context natural . According to Yin (2018), it is a research strategy used For understand phenomenon contemporary in context life real , especially when the boundary between phenomena and their context No seen clear . With Thus , the study case This will describe in a way intact teachers' experiences and perceptions regarding competence , burden work and performance they . Approach qualitative chosen Because in accordance with objective research , namely dig in a way deep experiences , meanings , and perceptions of teachers at SMP Negeri 1 Kecamatan Suak Tapeh about competence , burden work , and its implications to performance they .

The objects of this study are teacher competency, workload, and teacher performance in carrying out professional duties at SMP Negeri 1 Suak Tapeh, Banyuasin Regency. These three objects were examined to understand how they relate to the effectiveness of learning and the achievement of educational goals at the school.

In this approach, researchers do not attempt to measure phenomena through numbers or statistical data, but rather seek to understand reality from the participants' perspectives. Therefore, data collection techniques in this study, through direct interaction, in-depth interviews, participant observation, and document analysis, allow researchers to obtain a rich and complete picture of the dynamics that occur. For data analysis techniques in this study, the interactive model used by Miles, Huberman, and Saldaña (2014) includes three main steps: data reduction, data presentation, and drawing conclusions.

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RESULTS AND DISCUSSION

The research results were obtained through in-depth field data collection, including interviews, observations, and document reviews with teachers and relevant school officials. All findings were analyzed using a qualitative approach to comprehensively describe how teacher competency and workload interact to shape optimal performance in the school environment.

1. The Level of Teacher Competence at SMP Negeri 1 Suak Tapeh in its Implementation

Professional Duties In general, the competency level of teachers at SMP Negeri 1 Suak Tapeh is considered good and meets professional standards for educators. Teachers have a strong understanding of student characteristics, are able to develop varied lesson plans, utilize media and technology in learning, and maintain good interpersonal relationships. Teacher competencies encompass four main aspects: pedagogical, professional, social, and personality.

Senior teachers still need to improve their technological skills but demonstrate a willingness to continue learning. The principal supports teacher professional development activities through internal training and MGMP activities.

2. Teacher Workload at SMP Negeri 1 Suak Tapeh in Learning Activities and School Administration,

The workload of teachers at SMP Negeri 1 Suak Tapeh is high and complex. It encompasses teaching activities, developing lesson plans, completing e-report cards, preparing teaching materials, assessing students, conducting extracurricular activities, and participating in school committees. Administrative tasks often reduce time available for innovative learning. Teachers strive to manage their time effectively, assisting each other with administrative tasks, and relying on the principal's support to alleviate work pressure.

3. Teacher Performance at SMP Negeri 1 Suak Tapeh in Realizing Optimal Educational Goals.

Teacher performance at SMP Negeri 1 Suak Tapeh is generally good and stable. Teachers have adapted lesson plans to the Independent Curriculum and implemented active, student-engaged learning. Formative and summative assessments are used consistently, and teacher discipline is considered excellent. However, improvements are needed in the equitable use of technology, the use of project-based learning models, and the implementation of authentic assessments.

In their professional practice, teachers demonstrate strong competency. Pedagogical competence is evident in their ability to understand student characteristics and adapt learning methods to their needs. Professional competence is demonstrated through mastery of subject matter and the efforts of senior teachers in learning learning technology. Social competence is reflected in good cooperation, mutual assistance in administration, and harmonious

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communication.

Meanwhile, personal competence is demonstrated through discipline, exemplary behavior, and commitment to carrying out duties. However, teachers also face a high workload, particularly administrative responsibilities, including preparing teaching materials, completing e-report cards, periodic reports, documenting learning, and inputting system data. A heavy teaching load in several subjects, along with additional duties such as being a homeroom teacher, extracurricular instructor, activity committee member, or competition facilitator, add to the workload.

Teachers consider both competence and workload to be two key aspects influencing their professionalism. Competence is considered the most important asset in managing learning effectively, while workload is seen as the biggest challenge, often hindering creativity and innovation in teaching. Supportive principal leadership and a collaborative work culture have been shown to reduce workload pressure and help teachers optimize their competence.

Overall, this study shows that teacher performance is a direct result of the interaction between competency and workload. Teachers with high competency are better able to manage their workload, but excessive administrative burdens and additional tasks still limit the actualization of their competencies. Therefore, system support, proportional task distribution, and administrative simplification are key to sustainably improving teacher performance.

4. The interaction between teacher competency and workload at SMP Negeri 1 Suak Tapeh is complex and mutually influential. Teachers understand competency as a foundation for learning, but workload often limits the full realization of this competency. Nevertheless, teachers strive to maintain high-quality performance through time management, collaboration, and intrinsic motivation. The principal's support and a cooperative work culture are key to optimally realizing teacher competency despite the high workload.

Overall, this study successfully provides a comprehensive overview of the state of teacher professionalism at SMP Negeri 1 Suak Tapeh. These findings not only describe the factual situation but also offer a theoretical and practical basis for developing policies to improve school quality.

By understanding how competency, workload, and performance interact, schools and education departments can design more appropriate strategies to increase learning effectiveness, reduce unnecessary administrative burdens, strengthen professional development, and create a positive work environment.

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No	Objective Study	Findings Study	Form Achievement
1	Analyze level teacher competency	Good teacher competencies: pedagogical, professional, social, personality; implementation of the Independent Curriculum, differentiation, mastery of material	Objective achieved: all competency dimensions are analyzed qualitatively
2	Describe burden teacher's work	High workload: administration, e-reports, lesson plans, additional assignments, assessment pressure	Objective achieved: workload description is complete and reflects field conditions.
3	Analyze teacher performance	Good and stable performance : learning active , assessment authentic , disciplined , integrity	Objectives achieved: performance indicators identified through observation, interviews, and documentation
4	Understand How competence and burden Work influence teacher performance	Competence increase capacity work ; burden Work pressing innovation ; leadership and collaboration moderate	Objective achieved: research results explain the interactions between variables in a thematically in-depth manner.

a healthier and more productive environment for teachers.

Table 1. Research Objectives and Research Findings

No	Objective Study	Findings Study	Form Achievement
1	Analyze level teacher competency	Good teacher competencies: pedagogical, professional, social, personality; implementation of the Independent Curriculum, differentiation, mastery of material	Objective achieved: all competency dimensions are analyzed qualitatively

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2	Describe burden teacher's work	High workload: administration, e-reports, lesson plans, additional assignments, assessment pressure	Objective achieved: workload description is complete and reflects field conditions.
3	Analyze teacher performance	Good and stable performance : learning active , assessment authentic , disciplined , integrity	Objectives achieved: performance indicators identified through observation, interviews, and documentation
4	Understand How competence and burden Work influence teacher performance	Competence increase capacity work ; burden Work pressing innovation ; leadership and collaboration moderate	Objective achieved: research results explain the interactions between variables in a thematically in-depth manner.

CONCLUSION

1. competency at SMP Negeri 1 Suak Tapeh is in the category Good , marked with ability in designing learning , mastering material , using technology , as well as interact in a way positive with students and the environment school .
2. Teachers ' workload is classified as high , especially in aspect administration and duties additional . Although Thus , teachers are able to finish task in a way professional , even though sometimes influence creativity and time preparation teach .
3. Teacher performance is in the good and stable category. Teachers are able to implement active learning, provide relevant assessments, and demonstrate discipline in daily tasks.
4. Third variables own mutual relationship support . Good competence strengthen performance , however burden Work can become factor inhibitor If No managed with Good .

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