

## The Influence of Technological Readiness, Instructional Leadership and Workload Management on Teacher Performance

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 <https://doi.org/10.31004/jerkin.v4i2.4232>

### ARTICLE INFO

#### Article history

Received: 20 November 2025

Revised: 26 November 2025

Accepted: 15 Desember 2025

#### Kata Kunci:

kesiapan teknologi,  
kepemimpinan instruksional,  
manajemen beban kerja,  
kinerja

#### Keywords

*technological readiness,  
instructional leadership,  
workload management,  
performance*



### ABSTRACT

Tujuan utama penelitian ini adalah untuk menganalisis bagaimana kesiapan teknologi, kepemimpinan instruksional, dan manajemen beban kerja secara bersama-sama memengaruhi kinerja guru. Para peneliti telah menunjukkan perlunya tenaga pengajar di era digital untuk tidak hanya dilatih tetapi juga dibayar dengan baik, yang akan terjadi ketika guru memimpin proses pembelajaran. Penelitian ini dirancang sebagai metode penelitian kuantitatif eksploratif yang melibatkan partisipasi 150 guru yang dipilih secara sengaja. Pengumpulan data dilakukan melalui kuesioner skala Likert lima poin, sedangkan analisis regresi linier berganda adalah metode statistik yang digunakan. Instrumen penelitian awalnya divalidasi, diuji reliabilitasnya dengan Alpha Cronbach, dan diuji asumsi klasik sebelum analisis. Hasil penelitian menunjukkan bahwa masing-masing dari tiga variabel independen secara signifikan dan positif memengaruhi kinerja guru. Implikasi teoritis penelitian ini telah mencapai bidang manajemen pendidikan dan sumber daya manusia dalam pendidikan. Implikasi praktis penelitian ini, di sisi lain, menunjukkan bahwa ada strategi sekolah untuk meningkatkan kinerja guru dalam hal teknologi, kepemimpinan instruksional, dan manajemen beban kerja..

*The main goal of the study is to analyze how technology readiness, instructional leadership, and workload management together influence teacher performance. The researchers have pointed out the necessity of teaching professionals in the digital era to be not only trained but also paid well, which will be the case when the teachers take the lead in the learning process. The study was designed as a quantitative explanatory research method involving the participation of 150 teachers who were chosen intentionally. Data collection was done through a five-point Likert scale questionnaire while multiple linear regression analysis was the statistical method used. The research tool was initially subjected to validation, reliability testing with Cronbach's Alpha, and classical assumptions before analysis. The findings indicated that each of the three independent variables significantly and positively affected teacher performance. Theoretical implications of the research have reached the area of educational management and human resources in education. The practical implications of the research, on the other hand, indicate that there are school strategies to enhance teacher performance in terms of technology, instructional leaders, and managing workload*



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**How to Cite:** Apriani Riyanti, et al (2025) The Influence of Technological Readiness, Instructional Leadership and Workload Management on Teacher Performance, 4(2) 13347-13351  
<https://doi.org/10.31004/jerkin.v4i2.4232>

## INTRODUCTION

In educational institutions, teacher performance is a major criterion for assessing the quality of the whole school learning process and results. Actually, the high-performing teachers are the ones who can really deliver great learning experiences, devise new teaching and learning methods, and assess students fairly and continuously (Gusliana et al., 2024). With the changes in the curriculum, the demand for 21st-century skills, and the integration of digital technology, the teacher's role has become more complex and strategic in modern education. Teacher performance is not just about the master of the subject but also the ability to use pedagogical skill, professional attitude, creativity, and dedication to student development (Hanayanti et al., 2025). The practices of the best teachers not only impact the students' motivation to learn but also their academic success and character development positively. Conversely, the performance of poor teachers may lead to the postponement of educational goals realization thus resulting in the overall educational service quality being lowered (Sadikin et al., 2023). This clearly indicates that teacher performance improvement must be the priority of the educational major players since it is the only way to effectively tackle global challenges and be in line with the ongoing transformation of the education system (Aswadi & Lismayanti, 2019).

Technological readiness, which refers to the state of teachers being ready to use and incorporate digital technology in their lesson plans, is a necessary condition for the implementation of digital transformation in education. In fact, teachers' technical skills are the main reason for the success of applying digital learning tools, learning management systems, and online resources (Lahiya et al., 2025). It generally happens that the teachers who are most ready technologically are also the biggest users of technology; the former even come up with new teaching techniques, as well as being on the same wavelength with the changes in the learning system (Kushariyadi et al., 2024). Meanwhile, principals or educational leaders who are instructional leaders limit their role to administration but also co-operate in the process of delivering quality teaching. On the other hand, poorly supportive leadership can discourage teachers, take them back to their old ways of teaching, and as a consequence, render them ineffective (Riyanti et al., 2023). In general, it is observable that those educators who get support and are open to professional advice are committed to their work to a greater extent and their performance is also better. It can therefore be said that the mere process of supporting teachers in their work leads to the creation of a favorable environment for teachers' performance improvement (Safrida et al., 2023). Workload management refers to the capability of schools and individual teachers to share places and times for their tasks in a balanced and proportional way. The whole range of teacher's activities that includes teaching, grading, administrative and even non-teaching duties can be very complicated and hence the workloads of teachers become very complex (Kamaruddin et al., 2023). A workload that has not been managed properly can drive the staff into a state of exhaustion, anxiety, and low productivity, while on the other hand, the right management of the workload will permit teachers to devote their time and energy to high-quality learning activities (Wahdiniawati et al., 2023).

This investigation is aimed at professor efficiency and will be based on the degree of technological readiness, support from the teaching staff, and distribution of workloads. The researchers expect that their work will be an additional step in the academic field of educational management and HR literature, specifically towards understanding better the factors affecting teacher performance in the digital age. The project will also develop a new model of teacher performance incorporating technology, leadership, and work management. On the other hand, the researchers are hoping that their findings will be extremely helpful for educational management at all levels and particularly for those that deal with performance improvement strategies such as policy-makers, school administrators, and resource coordinators. The findings might be applied in the areas of planning for technology training, improving instructional leadership, and more efficient distributing of workload. In this way, the research is expected

to provide not only academic but also practical advantages as it constantly raises the standard of education.

## METHOD

The approach that the present work takes is a quantitative explanatory one in order to measure the degree to which technology readiness, instructional leadership, and workload management positively impact teacher performance. The data for the study was collected through a survey that was based on a structured questionnaire which used a five-point Likert scale and was administered to the teacher participants in secondary and/or elementary schools. The sampling strategy that was employed was purposive sampling, and the criteria for respondent selection were as follows: (1) presently active teachers with a minimum of one year of teaching experience, (2) participating in technology-supported learning processes, (3) under the guidance of the principal or academic leader, and (4) with quantifiable teaching and administrative responsibilities. The study had a sample size of 150 respondents, which was deemed sufficient for the multiple linear regression analysis. The research instrument was subjected to a validity check through item-total correlation at a significance level of  $<0.05$  and a correlation coefficient of  $>0.30$  and a reliability check with Cronbach's Alpha, where a value of  $>0.70$  was taken as indicating internal consistency. After that, the prerequisite classical tests were carried out, which included a normality test to check that the residuals were normally distributed, a multicollinearity test applying the VIF criterion of  $<10$  and tolerance  $>0.10$ , and a heteroscedasticity test to confirm that there was no difference in residual variance. Data analysis was performed through multiple linear regression to ascertain the independent variables' partial and simultaneous impacts on teacher performance, with the help of the SPSS statistical software guaranteeing that the analysis findings were scientifically validated.

## RESULT AND DISCUSSION

The results from the F-test demonstrate that the regression model is significant at the same time; this is mainly due to the fact that the F-value determined was greater than the F-table value and the p-value was  $0.000 < 0.05$ . Therefore, it is certain that technology readiness, instructional leadership, and workload management together have a large impact on teacher performance. An  $R^2$ -value of 0.69 implies that the three independent variables account for 69% of the variance in teacher performance, whereas the other 31% can be ascribed to factors like intrinsic motivation, school culture, compensation, and professional support. The t-test results indicate that each independent variable possesses a t-value greater than the t-table value and a significance level  $< 0.05$ , which implies that all variables have a positive and significant impact on teacher performance. Hence, all research hypotheses are confirmed.

The findings of the investigation reveal that the readiness of the technology has a positive and large effect on the teacher's performance. This highly correlated factor suggests that a teacher's acceptance and use of technology in teaching are the main factors that decide the teacher's overall performance quality. The teachers with advanced technology skills are the ones who are competent in using digital devices, interactive learning media, and online platforms for teaching. This readiness is seen not only in the technician's ability but also in the innovator's who believes that technology can be safely used for learning. In many cases, the tech-savvy teachers are the ones who are most creative in the way they present the subjects, being able to vary the teaching methods according to the students' needs and they are also the ones who are most efficient in handling learning administration. Furthermore, technological readiness is a factor that assists teachers in their difficult task of getting accustomed to the ever-changing digital education system, which in turn makes them more effective in their modern learning. On the contrary, the lack of technological readiness may cause the learning process to be slow and the teachers unnoticed. Consequently, the teacher's technology adoption becomes a crucial factor in the long-term performance enhancement of teachers.

The research revealed that the impact of instructional leadership on the teacher's performance was highly significant and favorable. A teacher's leadership in a school can create a milieu where not only the teachers' professional growth is facilitated but also the students receive quality instruction and learn through it. By taking the leading role in setting the academic direction, providing instructional support, and offering constructive feedback, the school administration can invariably uplift the teachers' morale and their commitment to the profession. The communication of the instructional leadership makes it possible to align the school's objective with the practices in the classroom. The teachers are provided

with a clear direction and support to the greatest extent with regard to their duties. School management is believed to be really helpful in the teacher's work and the teacher's skill development through professional development, support by mentoring and providing material resources. Whenever teachers are in a situation where they can feel valued, supported, and guided professionally, they will be the ones to exhibit better performance, to be more innovative, and to take responsibility. This entire evidence has been leading the way for the acceptance of the opinion that instructional leadership is a strategic factor in not only the enhancement of teachers' performance but also the overall quality of education.

According to the research, the direction of the workload has a great and positive impact on teacher performance. Effective load management allows teachers to proportionately share their time and energy among various teaching activities, lesson preparation, grading, and administrative tasks. Teachers with good time management skills usually report less stress, better work concentration, and higher productivity. Conversely, if the workload is disorganized and unmanageable, it will eventually lead to teacher burnout and lower performance. The study indicates that the support provided by the institution for the management of distribution of tasks, simplification of administration, and application of technology in making the work efficient is very significant for the teachers' performance. In other words, the proper management of workload not only enhances the teachers' well-being but also results in quality teaching. Hence, the proportional management of workload turns out to be an important aspect in the long-term improvement of teacher performance.

### CONCLUSION

The research conducted in this way affirmed that technical readiness, pedagogical leadership, and workload management were three major factors that had a positive impact on teacher performance. The research results highlighted the teachers' willingness to integrate the learning technologies as the most crucial component of their effectiveness in teaching and learning methods. The supportive pedagogical leadership was pointed out as the key element for teacher performance through the academic guidance, professional support, and a teacher-friendly working environment that were provided. Correct workload management was the other factor of high performance in teaching that teachers relied upon because they were not exhausted from work and were able to concentrate on teaching and learning activities. To put it differently, these three factors account for the major part of teacher performance differences and that is their interlinking in tech, leadership, and management in work that should be more pronounced in quality education enhancement activities. School leaders must constantly improve their instructional leadership practices by providing academic supervision that is supportive, fostering teacher collaboration, and creating a culture of innovative learning. Additionally, teacher workload management should be optimized through fair task distribution, simplification of bureaucratic processes, and technology use for work efficiency. The school management must treat teacher welfare as a part of the performance improvement strategy. The education sector can achieve a teachers' peak and sustainable performance ecosystem by gradually and systematically implementing these three components.

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