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The Influence of Workload and Time Management on the Personality Competence of Elementary School Teachers in Lirik District, Indragiri Hulu Regency

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A B S T R A C T

This study aims to examine the influence of two independent variables (1) workload and (2) time management on the dependent variable (3) personality competence of elementary school teachers in Lirik District, Indragiri Hulu Regency. The research employed a quantitative approach with a survey method, using questionnaires randomly distributed to 139 teachers. Descriptive analysis revealed that all three variables, workload, time management, and personality competence were rated at a very high level. This indicates that teachers in the area demonstrate strong professionalism and personal capabilities, even when facing substantial workloads. Based on the results of multiple linear regression analysis, it was found that both variables simultaneously influence teachers' personality competence by 61,2%, while the remaining 38,8% is affected by other factors not examined in this study. These findings emphasize that effective workload management and strong time management skills are crucial factors in shaping and enhancing teachers' personality competence. Therefore, institutional support and policies that promote work efficiency and time management skills are essential for improving the quality of education through the strengthening of teacher competence.

1. Introduction

Education is one of the main foundations in the development of a nation. In this context, teachers have a strategic role as the main actors in the process of transforming knowledge, skills and values to students. Not only required to master the material and teaching methods, teachers are also required to have a strong personality and be able to be a role model for students as stated in Law Number 14 of 2005 concerning Teachers and Lecturers which states that teachers must have four main competencies: pedagogic, social, personality, and professional (Amaliah, 2023).

Of the four competencies, personality competence occupies a central position in shaping the quality of teacher interactions with students and the school social environment as a whole. Personality competence reflects the internal quality of a teacher in terms of emotional maturity, moral exemplarity, attitude stability, and personal integrity (Ulfiah, 2019). Teachers who have a good personality tend to be able to create a comfortable learning atmosphere, motivate students and foster character effectively (Sagala, 2013).

However, the ideal of teacher personality competence often faces structural and operational challenges in the field. One of the main challenges identified in various studies as well as in daily educational practice is high workload and ineffective time management. Teachers in primary schools, especially in the Lirik sub-district, Indragiri Hulu district, not only teach in the classroom but also have to fulfill various administrative demands such as making learning journals, assessment reports, and attendance, as well as attending various training activities and meetings that often take place outside working hours.

For example, Mrs. I, an elementary school teacher in Kecamatan Lirik, had to bring her administrative work home and experienced fatigue, which impacted on her interactions with students. Similarly, Mr. Y, a teacher at a private primary school, faced difficulties in setting priorities between teaching and administrative tasks, which impacted on the quality of his socio-emotional relationships with students. These two cases illustrate that excessive workload and poor time management can erode the quality of teachers' personalities, especially in aspects of patience, emotional stability, and the ability to guide students personally.

This is in line with research showing that high teacher workload negatively correlates with teacher performance and competence (Amaliah, 2023). While other studies emphasize the importance of time management in helping teachers perform their duties efficiently without losing focus on the character building role of students.

Teacher personality competence is not just an individual attribute, but an ethical and moral foundation in educational practice. This competency includes the teacher's ability to display a religious, ethical, emotionally stable, firm but humane attitude, and be an example in every action both inside and outside the school environment (Hinda Syah et al., 2024). Therefore, the development of this competency is very relevant in answering the challenges of character education in a complex and dynamic modern era.

Teacher workload according to Government Regulation No. 719/2017 includes planning, implementing, evaluating learning, mentoring students, and performing additional duties. However, in practice, administrative aspects often dominate, consuming energy and time that should be used for fostering teacher personality and self-development. this is reinforced by data from research that highlights the negative effects of workload intensification on teacher well-being and performance (Creagh et al., 2023).

On the other hand, time management is an important skill that often receives little attention in teacher professional training. Time management is not only about making a schedule, but also prioritizing, avoiding distractions, and delegating appropriate tasks (Madura, 2007). Research shows that time management training can significantly improve teachers' focus and effectiveness in carrying out educational tasks (Sultoni et al., 2024).

This is where the urgency arises to scientifically examine the effect of workload and time management on teacher competence, especially at the elementary school level which has a fundamental role in shaping children's character from an early age. Elementary school teachers are not only teachers but also central figures who provide moral and social values to children at an early developmental age. This research is also relevant because of several previous studies, one of which showed that workload and weaknesses in time management contributed to increased levels of teacher stress which ultimately impacted on teachers' personality competence and interactions with students (Sawal et al., 2022). While another study found that good time management can improve teacher performance despite high workload (Prabu, 2023).

Practically, an in-depth understanding of the relationship between teachers' workload, time management and personality competence will provide a basis for more humanistic and efficient education policies. Schools and related agencies can support teachers' psychological well-being. In addition, the results of this study can be used as a foundation for teacher training that not only focuses on improving teaching skills, but also self-management and emotional resilience.

Furthermore, from an academic perspective, this study enriches the literature in the field of educational administration by raising an issue that is often considered a “hidden burden” for teachers, namely administrative and time pressures. Workload is not only about the quantity of tasks, but also about how these tasks impact psychologically and socially on teachers' professionalism. Similarly, time management is not only a matter of technical skills, but also relates to the wisdom of setting priorities and limits in daily tasks.

Through the quantitative approach applied in this study, it was found that workload and time management simultaneously had a significant effect on the personality competence of elementary school teachers in Lirik District, Indragiri Hulu Regency by 61.2%. This means that almost two-thirds of teachers' ability to demonstrate good character and personality is closely related to how teachers manage their daily workload and time. This finding provides a strong illustration that education reform cannot be separated from attention to the overall working conditions of teachers.

This study aims to determine the effect of variable (1) workload and variable (2) time management on variable (3) personality competence of elementary school teachers in Lirik District, Indragiri Hulu Regency. Thus this research not only has theoretical urgency in the context of developing educational administration science, but also great practical urgency in improving the quality of educational human resources at the grassroots level. Teachers as central figures in primary education

need a support system that allows them not only to work effectively, but also to remain steady, stable, and moral role models for future generations.

2. Methodology

The approach used in this research is a quantitative research approach with a correlation research method. "Quantitative research is research conducted by collecting data in the form of numbers, or data in the form of words or sentences that are converted into numerical data. The data in the form of numbers is then processed and analyzed to obtain scientific information behind the numbers" (Sugiyono, 2019).

There are two types and sources of data that will be used in the study, namely: primary data and secondary data. Primary data is data that is directly given to data collectors (Sugiyono, 2019). Primary data used in this study is in the form of a questionnaire. The questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer or fill out (Sugiyono, 2019). The questionnaires used in this study were workload questionnaires, time management, and teacher personality competence.

Secondary data in this study were obtained from documentation studies. Documentation study means that researchers investigate written objects such as previous research reports, books, articles, journals, and other documents related to the object of research (Arikunto, 2013).

The population in this study were all elementary school teachers in Lirik District, Indragiri Hulu Regency who were registered in Dapodikdasmen 2025, totaling 212 people. To determine the sample of this study, the researcher used a simple random sampling technique, which is a sampling technique by taking randomly without regard to the strata in the population. The number of samples to be used in this study was 139 people. This amount was obtained by researchers using the formula from Yamane, Isaac and Michael (Sugiyono, 2019).

The data collection technique used in this study was to use a questionnaire. “The questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer” (Sugiyono, 2019). The measurement scale to be used is the Likert scale. “The Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena” (Sugiyono, 2019).

Meanwhile, before performing data analysis techniques, instrument testing is required. There are two instrument tests in this study, namely the validity test and the reliability test. Testing the validity of the data in this study was carried out statistically, namely by calculating the correlation between each statement and the total score using the Pearson Correlation person / Product Moment correlation formula. To see the reliability of each instrument used, the authors used the Cornbach's Alpha (α) coefficient using SPSS Statistics 25 software.

3. Results and Discussion

This study examines the effect of workload (X_1) and time management (X_2) on the personality competence of elementary school teachers in Lirik District, Indragiri Hulu Regency with 139 respondents. Statistical descriptions of each variable reveal that all indicators are in the high to very high category. For the workload variable, the overall mean value is 4.58 (very high category) with the highest indicator on physical activity (mean = 4.76) and the lowest indicator on time pressure (mean = 4.06). Meanwhile, the time management variable showed an average of 4.57, indicating that teachers have a very good ability to manage time. On the aspect of personality competence, the results of the analysis also show a high average score of 4.78, indicating that teachers in the study area have a very good level of professional personality.

Classical Assumption Test

Before regression analysis is carried out, a classic assumption test is first carried out which includes:

1. Normality test using the Kolmogorov-Smirnov test with Asymp.Sig results of 0.200 (> 0.05) which means the data is normally distributed.

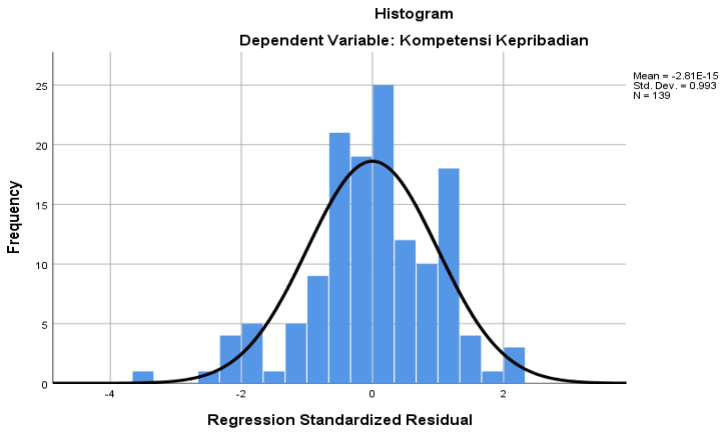

Figure 1. Histogram Graph

2. Multicollinearity test which results in a tolerance value for each variable of 0.395 (> 0.1) and VIF of 2.530 (< 10), indicating no multicollinearity.

Table 1. Multicollinearity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics	
		B	Std. Error	Beta	Tolerance	VIF
1	(Constant)	45.602	7.524			
	Beban Kerja	.297	.087	.291	.395	2.530
	Manajemen Waktu	.629	.100	.534	.395	2.530

a. Dependent Variable: Kompetensi Kepribadian

3. Heteroscedasticity Test. The results of the scatterplot graph show a random dot distribution pattern which implies that there are no symptoms of heteroscedasticity.

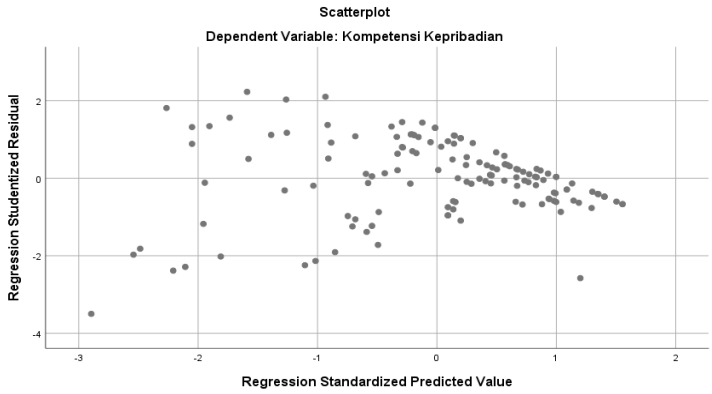

Figure 2. Heteroscedasticity Test Results

Multiple Linear Regression Test Results

The following are SPSS results from multiple linear regression analysis:

Table 2. Multiple Linear Regression Analysis Results

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	45.602	7.524		6.061	.000
	Beban Kerja	.297	.087	.291	3.424	.001
	Manajemen Waktu	.629	.100	.534	6.283	.000

a. Dependent Variable: Kompetensi Kepribadian

The multiple linear regression equation obtained is:

$Y = 45.602 + 0.297X_1 + 0.629X_2$

The regression coefficient on the workload variable (X_1) is 0.297 with a significance value of 0.001. While the time management variable (X_2) has a regression coefficient of 0.629 with a significance of 0.000. This shows that both independent variables have a positive and significant effect on the teacher personality competence variable.

T-test and F-test

Partial test (t-test) shows that:
The t-value for workload is 3.424 (> 1.977).
The t-value for time management is 6.283 (> 1.977).

The results of the simultaneous test (F test) show an F value of 107.074 with a significance of 0.000 which means that the two independent variables simultaneously or together have a positive and significant effect on teacher personality competence.

Coefficient of Determination

The value of R^2 = 0.612 indicates that 61.2% of the variation in teacher personality competence can be explained by workload and time management. The remaining 38.8% is explained by other variables outside the model such as work environment, personal motivation, and institutional policies.

The results of the analysis show that workload has a significant influence on teacher personality competence. with a regression coefficient of 0.297, each one unit increase in workload will increase personality competence by 0.297 units. This confirms that the intensity and characteristics of teacher workload contribute to shaping teachers' emotional endurance, resilience, and professional responsibility. Teachers who face high workloads such as many physical activities and administrative responsibilities will be trained in managing stress and pressure. This in turn strengthens the stability and maturity of the teacher's personality. Proportionate workload demands not only technical dexterity, but also strong self-management skills.

This study is in line with previous findings in Karawang and Bandung which concluded that workload significantly affects teachers' discipline and professional responsibility. in the context of workload, it functions as a productive challenge that stimulates personal growth, not merely as an administrative burden (Alisa et al., 2024; Apriyanti et al., 2024). The time management variable shows a stronger influence than workload with a regression coefficient of 0.629. This shows that good time management can significantly improve teacher personality competence. Time management includes the ability to prioritize, manage schedules, avoid distractions, and delegate tasks. Teachers who have mastery in these aspects tend to be able to maintain a balance between work and personal life, which in turn affects emotional stability, integrity, and exemplarity. Furthermore, demographic data shows that all groups of teachers, whether by gender, employment status, or age range, have high levels of time management. This suggests that this competency is evenly distributed among teachers and is an important support for personality competence.

This finding is consistent with research stating that efficient time management can improve teacher discipline, responsibility, and emotional stability (Kusmaladewi et al., 2024; Mutmainnah, 2024). Simultaneously, workload and time management contributed 61.2% to the variability of teachers' personality competence, meaning that the combination of the two contributes substantially to the formation of teachers' professional character. workload that is managed effectively through good time management will create space for teachers to grow personally and professionally.

This integrative approach also allows teachers to be more empowered in carrying out their dual roles as teachers, educators, and role models. This research supports the results of a study that revealed that the combination of work systems and time management contributed significantly to teachers' work ethic (Mononimbar et al., 2022). Institutional policies and strategies that support task efficiency and continuous time management training are needed. Efforts such as mentoring, reflective supervision, and personality development forums can be integrated in teacher competency improvement programs.

The implications of these findings suggest that it is important for educational institutions to provide a work environment that supports workload efficiency and balance such as rational schedule setting and fair division of tasks. Teachers need to be aware of continuously improving their time management skills so as not to get caught up in workload pressures that have a negative impact on personality. And it is recommended for policy makers to develop a teacher personality training program based on stress management and time management as a preventive effort in overcoming teacher stress.

4. Conclusion

Based on the results of the research analysis and discussion, the researcher concluded that workload and time management have a positive and significant influence on the personality competence of elementary school teachers in Lirik District, Indragiri Hulu Regency. High workload, if managed well, can be a driving factor in the form of teacher resilience, discipline, and responsibility. Meanwhile, time management is proven to have a greater influence on teachers' ability to maintain emotional stability, professionalism, and form a personality worthy of being a role model for students. Simultaneously, the two variables explained 61.2% of the variation in teachers' personality competence, indicating the important role of workload balance and effective time management in supporting the quality of teachers' personalities. Teachers who are able to manage their time effectively and efficiently will find it easier to carry out their duties with responsibility and ethics. This finding confirms the importance of institutional interventions to create a work environment that supports efficiency and provides time management training for teachers. efforts to improve the quality of education must start from strengthening teacher personality as the main pillar in creating a meaningful learning process and shaping student character holistically.

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