

The Influence of Workload on Lecturer Performance through Job Satisfaction at the IT&B Medan Campus

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Abstract

This study seeks to examine the impact of workload on professor performance via job satisfaction at the IT&B Medan Campus. In higher education, an increase in professor workload can impact the quality of instruction and research. This research utilizes a quantitative survey methodology, disseminating questionnaires to instructors at the IT&B Medan Campus for data collection. The research results reveal that workload does not significantly impact professor job satisfaction, suggesting that lecturers effectively manage their obligations despite a high workload. Moreover, workload did not significantly impact professor performance, suggesting that instructors at the IT&B Medan Campus can sustain their academic success despite the pressures of strain. Job happiness significantly influences lecturer performance, with pleased lecturers exhibiting more motivation to deliver outstanding instruction. The study's results indicate that job happiness does not mediate the relationship between workload and lecturer performance. This conclusion underscores the necessity of fostering a supportive and encouraging work environment for lecturers, despite the fact that a high workload does not directly influence their satisfaction and performance. This research offers insights for the administration of the IT&B Medan Campus to enhance educational quality via improved human resource management.

Keywords: Workload, Job Satisfaction, Performance

Introduction

The performance of lecturers is a critical metric in evaluating the quality of higher education, directly influencing the attainment of academic objectives and the institution's reputation (Agustedi, 2024). Lecturers provide a diverse function in education, encompassing teaching, research, and student mentorship (Hou, 2021). They are responsible for both providing lesson materials and helping students in research and character development (Aliyu, 2021). In a progressively competitive environment and amid globalization's expectations, lecturer performance is crucial to prepare college graduates for the problems of the workforce and society (Hoon, 2022).

Nonetheless, the burden of professors in higher education, notably at the Medan IT&B Campus, is escalating. The obligations of executing excellent research, formulating pertinent curriculum, and fulfilling student expectations might induce stress and tiredness. Elevated workloads frequently generate strain that influences both the mental well-being of lecturers and the quality of their teaching and research (Lestariningsih, 2022). It is crucial to comprehend how this burden influences instructor performance and which elements may regulate this connection (Setyanti, 2022).

Job satisfaction is a factor that may influence the association between workload and lecturer performance (Astika et al., 2022). Multiple factors, including the work environment, managerial support, and possibilities for professional growth, affect individuals' perceptions of their jobs, known as job satisfaction (Ballian, 2020). Lecturers experiencing satisfaction are often more driven, devoted, and productive in fulfilling their responsibilities (Pebri, 2020). Dissatisfied lecturers may suffer from diminished performance, fatigue, and disengagement, therefore impacting the quality of education delivered to pupils (Syafuddin et al., 2023).

This study seeks to examine the impact of workload on lecturer performance, with job satisfaction serving as a mediating variable. This study examines the influence of workload on professor performance and the role of job satisfaction at the IT&B Medan Campus. We will gather data from instructors at the IT&B Medan Campus employing a quantitative approach and survey methodology, aiming for a more profound comprehension of this phenomenon. Notwithstanding the comprehensive discourse on the correlation among workload, job satisfaction, and performance in several prior research, specific deficiencies persist in the literature. Many studies primarily concentrate on a certain facet of workload, such as teaching hours, while neglecting other dimensions like research and



community involvement. This research will examine workload comprehensively, taking into account all factors that influence instructor performance. Secondly, the findings of prior research, frequently executed in foreign settings or diverse educational institutions, may not be entirely relevant to the circumstances in Indonesia, especially at the IT&B Medan Campus. This study will offer a more pertinent and useful local viewpoint.

This study aims to offer actionable advice for management at the Medan IT&B Campus by establishing a substantial correlation among workload, job satisfaction, and performance. Policies that foster a constructive work environment, like assignment flexibility, professional development assistance, and transparent communication channels, can enhance professors' job satisfaction and performance. This study will enhance the literature on human resource management in higher education and aid educational institutions in optimizing lecturers' workload management. This study aims to improve understanding of the correlation between workload and professor performance while offering practical solutions relevant to higher education. In confronting ever intricate issues, it is essential for educational institutions to establish a conducive environment for lecturers, enabling them to perform optimally and attain higher education objectives. This study is expected to stimulate the development of a healthier and more productive academic culture, ultimately improving the overall quality of education in Indonesia. This study will identify the current research deficit, so establishing a robust basis for future investigations and facilitating the formulation of improved policies in human resource management within higher education. We anticipate that the findings of this study will provide a benchmark for other educational institutions, facilitating the establishment of optimal methods in controlling lecturer workload. This research is pertinent not only to the IT&B Medan Campus but also offers a substantial contribution to the advancement of higher education in Indonesia, aiming to enhance the quality and relevance of higher education in the context of globalization.

Theoretical Review

Lecturer Performance

The efficacy of lecturers strongly impacts the caliber of instruction that pupils obtain. Effective lecturers can convey content proficiently, inspire students, and provide a supportive learning atmosphere (Suwarni, 2020). Enhancing the quality of instruction will better equip students to confront professional issues. The performance of lecturers significantly impacts the reputation of private universities (Leindarita, 2021). Institutions with high-caliber speakers typically receive greater acknowledgment from the public, potential students, and accrediting bodies (State, 2020). A positive reputation can draw more students and enhance the institution's competitiveness. Instructors significantly contribute to research and scientific advancement (Indiyati, 2021).

Effective professor performance in research can yield high-quality scientific output, advance knowledge, and enhance the institution's standing in academic journals (Opatha, 2020). This may also facilitate prospects for partnership with industry and other organizations. Effective lecturers not only instruct but also mentor students in skill and character development (Ugwu, 2022). Lecturers can assist students in cultivating essential occupational soft skills through academic supervision and extracurricular activities (Tran Thi Ngan Ha, 2023). Effective lecturer performance can facilitate the execution of policies and the university's vision and goal. Instructors engaged in curriculum and academic program creation might assist universities in remaining pertinent to market demands and scientific advancements (Khairi, 2021).

Effective lecturer performance positively influences student satisfaction (Mayastuti, 2022). Students who perceive the quality of instruction and guidance as exceptional are often more content with their educational experience. Student satisfaction may enhance retention and loyalty while fostering favorable referrals to potential students (Iqbal, 2020). Optimal professor performance can enhance the autonomy and sustainability of private universities. Institutions with esteemed faculty will more effectively recruit research funding, partnerships, and sponsorships from diverse entities, therefore enhancing educational resources and facilities (Ujunwa, 2021). Instructors exhibiting exemplary performance can foster a constructive academic atmosphere (Muhdar et al., 2022). This includes constructive interactions between instructors and students, along with synergistic teamwork among

instructors. An optimal academic atmosphere can enhance creativity and innovation inside the institution (T. S. Wibowo, 2020).

Job Satisfaction

Lecturers who are content with their positions typically exhibit increased enthusiasm to instruct and engage in research activities (Terry, 2020). Job satisfaction enhances their dedication to the university, motivating them to exert greater effort in attaining academic objectives and maximizing contributions (Ali & Dafous, 2024). Instructors who find fulfillment in their roles engage more effectively with pupils (Gori, 2020). They exhibit greater enthusiasm for providing resources, employing creative pedagogical techniques, and fostering an engaging educational atmosphere. This improves the caliber of education provided to pupils (Roesch, 2021). Job satisfaction influences professors' research output. Content lecturers have heightened motivation to participate in research, generate publications, and advance scientific advancement. They are more inclined to pursue research funding and engage in collaboration with their peers (Sukmawati, 2020).

Lecturers with elevated work satisfaction typically exhibit enhanced emotional well-being (Setyadi, 2021). A good mental state enhances their capacity to confront problems and stress, hence improving their performance in fulfilling their responsibilities (Hu et al., 2024). Job satisfaction can enhance interpersonal interactions among academics and between lecturers and students. Educators who perceive appreciation and contentment in their work environment are more inclined to foster positive relationships with students and colleagues, so cultivating a more collaborative and harmonious workplace setting (Chen, 2020). Lecturers who experience work satisfaction are more inclined to engage in innovative and creative thinking in both teaching and research (Maliana, 2021). They exhibit increased daring to experiment with novel methodologies and investigate diverse concepts, perhaps enhancing curriculum development and research inside the institution (Hasanuddin, 2021). Elevated work satisfaction levels enhance lecturer retention. Content instructors are more inclined to remain with the university, therefore decreasing lecturer turnover, which can disrupt educational continuity and impact teaching quality (Setini, 2021).

Workload

Excessive workloads can induce stress and burnout in educators. When professors have an excessive workload, their job satisfaction diminishes (Londin, 2020). Extended stress can diminish happiness and work satisfaction. An excessive workload frequently undermines the equilibrium between personal and professional life (Tortia et al., 2022). Instructors who struggle to balance their professional and personal responsibilities often report diminished job satisfaction (A. D. Wibowo, 2021). Impaired balance might elicit increased sentiments of discontent. An effectively managed workload, with sufficient assistance and resources from management, can enhance job satisfaction. Lecturers who perceive support in their roles have more happiness, notwithstanding their substantial workload (Berek, 2022).

An overwhelming workload can impede lecturers' capacity to deliver high-quality instruction (Balducci, 2021). Excessive engagement of lecturers in administrative duties or research may detract from their preparation for teaching, so adversely affecting the quality of the instructional content presented. An elevated workload frequently diminishes the time allocated for research (Saptono, 2021). Engaged in a teaching routine, lecturers may lack the time or energy to undertake meaningful study. This may diminish their contribution to scientific advancement. Excessive workloads might diminish instructors' enthusiasm and dedication (Msuya & Kumar, 2022). When lecturers experience overwhelm, they may diminish their motivation and passion for academic responsibilities. A balanced and effectively managed workload can enhance motivation, resulting in increased performance. An excessive workload might diminish job satisfaction (Nurhadi, 2020). Lecturers with excessive workload often report job dissatisfaction. Job satisfaction enhances professors' dedication and motivation (Mekhum, 2020). Their efficacy in pedagogy and research will improve. An excessive workload can directly impact performance. Lecturers experiencing overload may be unable to deliver high-quality instruction or generate substantial research output (State, 2020).

Methodology

This research employs a quantitative methodology that is both descriptive and analytical. This method was used to quantitatively assess the correlation among workload, job satisfaction, and lecturer performance at the IT&B Medan Campus. This research fund includes all instructors at the IT&B Medan Campus. The research utilizes complete sampling, with a sample of 51 permanent professors from the Foundation. Data will be collected by the direct distribution of questionnaires to professors at the IT&B Medan Campus. Data collection will occur within one month. Furthermore, the researcher will elucidate the study's goal to facilitate positive engagement from participants. The conclusive data analysis employs the structural equation model (SEM) with partial least squares (PLS).

Results and Discussions

Results

Hypothesis Testing

Table 1. Hypothesis Testing

	Original Sample (<i>O</i>)	Sample Mean (<i>M</i>)	Standard Deviation (STDEV)	T Statistics ($ O/STDEV $)	P Values	Conclusion
Job satisfaction (<i>Z</i>) → Lecturer performance (<i>Y</i>)	0.351	0.446	0.463	2.327	0.001	Significant
Workload (<i>X</i>) → Job satisfaction (<i>Z</i>)	0.584	0.648	0.694	1.148	0.642	Not significant
Workload (<i>X</i>) → Lecturer performance (<i>Y</i>)	0.421	0.4838	0.361	1.753	0.821	Not significant
Workload (<i>X</i>) → Job satisfaction (<i>Z</i>) → Lecturer performance (<i>Y</i>)	0.373	0.402	0.385	1.626	0.359	Not significant

Discussions

The Effect of Workload on Job Satisfaction

The data analysis indicates that workload does not have a direct significance on the job satisfaction of professors at the IT&B Medan campus. This discovery is essential for the administration of the IT&B Medan Campus, as it facilitates the formulation of policies that promote the well-being of lecturers, including time management training, augmenting social support, and providing flexibility in assignments. Consequently, institutions may foster a healthier and more efficient work environment for professors, while enhancing the quality of education delivered to students. The findings of this study align with other research, indicating that workload significantly diminishes a lecturer's job happiness (Charoensukmongkol, 2022)(Omela et al., 2021)(Astika et al., 2022). Excessive workloads might diminish employees' capacity to deliver quality outcomes. This may result in frustration and discontent as employees can perceive themselves as incapable of fulfilling corporate goals (Y. Lubis et al., 2023). Prolonged excessive workloads can adversely affect employees' physical and emotional well-being, thereby diminishing job satisfaction and even elevating turnover rates or absenteeism (F. R. A. Lubis, Syaifuddin, Sofiyani, et al., 2023).

The Effect of Workload on Performance

The data analysis indicates that workload does not influence the performance of instructors at the IT&B Medan campus. The study's findings indicate that the instructors at the IT&B Medan Campus may have successfully regulated their workload to avert any adverse effects on their performance. Lecturers who effectively manage their workload, particularly in alignment with their talents,

experiences, and certifications, are likely to sustain or enhance their performance. Despite a heavy workload, professors can maintain productivity and achieve excellent performance by employing appropriate time and priority management tactics. The findings of this study corroborate prior studies, demonstrating that a substantial workload adversely affects employee performance (Muslih, 2022)(Cortese, 2021). Certain academics may perceive their workload not as onerous, but as a justifiable aspect of their academic duties (Yusanti, 2023). This disparity in perception might inhibit the burden from substantially impacting their performance. Instructors with a favorable perception of their workload exhibit greater resilience to stress and maintain superior performance levels (Astrama, 2023).

The Influence of Job Satisfaction on Performance

The data processing findings demonstrate that a lecturer's job happiness substantially affects their performance at the IT&B Medan campus. The findings of this study indicate that the administration of the IT&B Medan Campus must persist in enhancing professor job satisfaction through the refinement of the incentive system, augmentation of management assistance, and the establishment of a suitable work environment. By ensuring professors feel fulfilled and encouraged, institutions may enhance their overall performance, hence positively influencing the quality of education delivered to students. The results of this study are in line with the results of previous studies which stated that job satisfaction has an important meaning in improving employee performance (F. R. A. Lubis, Syaifuddin, Lubis, et al., 2023)(F. R. A. Lubis, Syaifuddin, Sofiyan, et al., 2023)(Syaifuddin et al., 2023). The ability of lecturers to strike a balance between their professional and personal lives may influence their job happiness. Lecturers who effectively manage their time, possess work flexibility, and receive help to maintain this equilibrium generally experience greater job satisfaction (Syaifuddin et al., 2022). This equilibrium enables instructors to operate more efficiently, enhancing both the volume of jobs accomplished and the caliber of their output (Y. Lubis et al., 2023). Opportunities for ongoing career growth, particularly through research and professional development endeavors, significantly influence the employment happiness of lecturers (Hasrul Azwar Hasibuan et al., 2022). Lecturers having access to quality training, seminars, and research opportunities have greater job satisfaction due to the support for ongoing learning and development (Nasib, 2020). This also enhances performance, particularly with innovation in pedagogy and superior research outcomes.

The Influence of Workload on Performance through Job Satisfaction

The findings of the hypothesis test indicate that job satisfaction does not mediate the impact of workload on professor performance at the Medan IT&B Campus, carrying significant theoretical and practical consequences. This research verifies that workload, in this context, does not influence performance directly or indirectly via the job satisfaction variable. The workload does not substantially affect lecturer performance, nor does it directly impact job satisfaction. Conversely, characteristics such as a supportive work environment, intrinsic motivation, and opportunity for career advancement significantly influence professor performance. Institutions must concentrate on these variables to enhance instructor performance efficiently.

The findings of this study correspond with other research, demonstrating that job happiness does not serve as a mediator between workload and employee performance (Setyadi, 2021)(Aldoghan, 2022). Institutional policies must emphasize career development and a conducive work environment. Improving the work environment, increasing research chances, and augmenting professional award incentives can more effectively elevate professor performance (Prasetya, 2021). Institutions must prioritize the provision of training, workshops, and pertinent assistance to empower lecturers to enhance their skills and feel esteemed in their roles (Lestariningsih, 2022). Institutions must contemplate additional strategic measures, including the provision of professional development opportunities, equitable incentives, and support for innovation in pedagogy and research. These characteristics may enhance lecturer effectiveness more effectively than efforts to diminish or manage workload (Nurhasan, 2023).

Conclusions

The conclusion of this study highlights the importance of not only focusing on managing workload but also on creating a supportive work environment, which can improve lecturers' job satisfaction. Although a high workload does not directly affect job satisfaction and performance, it is important for management to continue to support lecturers in managing their workload to remain productive and motivated. This research provides valuable insights for IT&B Medan Campus in an effort to create better working conditions for lecturers and thus improve the overall quality of education.

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