

## Analysis of Teachers' Workload at Sdn Sumur Peuteuy, Baros Subdistrict, Serang Regency

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### ABSTRACT

*This study aims to analyze the dimensions of teacher workload, identify the factors that influence it, describe the impacts it generates, and formulate workload management strategies for teachers at SDN Sumur Peuteuy, Baros District, Serang Regency. This study employs a qualitative approach using a case study method. Data were collected through structured interviews, non-participant observation, and documentation study involving four teacher informants selected using purposive sampling, then analyzed using the Miles, Huberman, and Saldana model. The findings indicate that teacher workload is hidden in nature, with the mental dimension being the most dominant. The primary contributing factor is the limited number of teaching staff, followed by educational policy demands and curriculum requirements, as well as workplace dynamics. The impacts include hidden productivity decline, cumulative physical fatigue, and accumulated psychological exhaustion. The workload management strategies currently applied are informal and organic in nature. Teacher workload falls within the moderate to heavy category, necessitating more structured improvement strategies per causative factor across three time horizons, ranging from task distribution remapping to the addition of teaching staff as the most fundamental solution.*

*Keywords: Teacher Workload, Elementary School, Qualitative, SDN Sumur Peuteuy*

### INTRODUCTION

Elementary school teachers bear highly complex responsibilities within the national education system. In addition to carrying out classroom learning activities, teachers are also required to complete various administrative obligations, personally guide students, and carry out additional duties inherent in the school's organizational structure. This complexity places teacher workload as a critical variable that must be properly managed to maintain the quality of educational services.

Various cross-sectoral studies have shown that poorly managed workloads directly impact individual productivity and overall performance (Astuti & Soraya, 2025). Workload imbalances between positions within an organization have also been shown to impact individual focus, motivation, and well-being (Suta & Sutriani, 2025). These findings are relevant to understand in the educational context, given that teachers, as the primary human resource in schools, face similar challenges in managing their workload.

Regulatoryly, the government, through the Ministry of Primary and Secondary Education, has established workload standards for educators. Based on the Minister of Education and Culture Regulation Number 11 of 2025, every teacher is required to meet an effective work duration of 37 hours and 30 minutes per week, which includes five main activities: planning learning, implementing learning,

assessing learning outcomes, guiding students, and carrying out additional tasks inherent in the school's organizational structure. Implementing this standard has the potential to create high work pressure if applied to educational units experiencing a limited number of teaching staff.

Sumur Peuteuy Elementary School in Baros District, Serang Regency, is a public elementary school operating with a very limited teaching staff of eight teachers, excluding the principal, to serve the teaching and learning activities of grades one through six. This situation creates the potential for a high workload, as each teacher not only carries out teaching functions but also simultaneously handles various administrative tasks and additional responsibilities. During certain periods, such as end-of-semester exams, new student admissions, and the preparation of learning outcome reports, the intensity of the workload increases dramatically, often forcing teachers to work beyond formal working hours.

Although numerous studies on workload have been conducted, previous research has generally focused on industrial and service sectors such as hospitality (Okki Kurnia et al., 2023), healthcare facilities (Rosidah et al., 2025), and government agencies (Yunisa & Reviandani, 2025), using a quantitative approach that tends to ignore the subjective experiences of the workforce. Studies specifically examining the workload of public elementary school teachers at the sub-district level, particularly in Serang Regency, are still very limited. This empirical gap drives the urgency of qualitative research that can explore teacher workload conditions in depth within the context of the educational organization being studied.

Based on this description, this study aims to analyze the dimensions of teacher workload, identify influencing factors, describe the resulting impacts, and formulate workload management strategies at SDN Sumur Peuteuy, Baros District, Serang Regency.

## LITERATURE REVIEW

### *Workload*

Workload is the total volume of work that must be completed by an individual within a certain period of time, encompassing physical, mental, and time dimensions, and is influenced by the worker's subjective perception of their job demands. Mahawati et al. (2021) concluded that workload is a work activity that must be completed by a responsible person within a certain period of time, which can be physical, mental, or social. In line with this, Budiasa (2021) concluded that workload is a worker's perception of the activities that must be completed within a certain period of time and efforts to deal with problems at work. It can be categorized into three levels: above-normal workload, normal workload, and below-normal workload.

### *Workload Dimensions*

Workload has three main interrelated dimensions. Physical workload relates to work activities that require physical exertion, such as work posture, workflow, working conditions, and the tools and equipment used (Mahawati et al., 2021). Mental workload relates to the complexity of the work, the level of difficulty that

affects workers' emotions, and the responsibility for the work. Assessing mental workload is more difficult because, although physiologically it may appear light, it is actually heavier in terms of morality and responsibility, as it involves more brain work than muscle work (Mahawati et al., 2021). In terms of time, Budiasa (2021) explains that time load indicates the amount of time available for planning, executing, and monitoring tasks. There is also mental effort load and psychological stress load, which indicate the level of risk, confusion, and frustration experienced by workers.

### *Affecting Workload*

Mahawati et al. (2021) explained that workload is influenced by internal factors originating from within the worker's body, including somatic factors such as gender, age, health condition, as well as psychological factors such as motivation, perception and satisfaction. External factors include three main aspects, namely physical and mental tasks, work organization such as length of working time and delegation of tasks, as well as physical and psychological working environment conditions. The psychological work environment which includes relationships between workers has a direct impact on work performance in the workplace (Mahawati et al., 2021).

### *Impact of Workload*

Excessive workloads can cause work-related disorders or illnesses, resulting in physical and mental fatigue, as well as emotional reactions such as headaches, digestive disorders, and irritability (Mahawati et al., 2021). From a productivity perspective, Budiasa (2021) emphasized that excessive workloads correlate with low performance, meaning that the higher the workload, the lower the performance. Psychologically, individuals experiencing workload-related stress are more sensitive and often misperceive situations (Mahawati et al., 2021).

### *Workload Management*

Workload management is a systematic effort undertaken by organizations to ensure a match between the volume of work assigned and the capacity of employees. Mahawati et al. (2021) explain that workload measurement is conducted to obtain information regarding the effectiveness and efficiency of an organization's work, and the results of these measurements serve as the basis for determining appropriate workload management strategies. Budiasa (2021) adds that understanding workload levels is crucial for organizations to ensure that employee workloads are consistently at an optimal level, consistent with their capacity.

## **RESEARCH METHODS**

This research uses a qualitative approach with a case study method. According to Creswell and David (2023), qualitative research is an approach to explore and understand the meaning attached by individuals or groups to a social or humanitarian problem. This approach was chosen because it is able to capture the complexity of teachers' experiences in interpreting their duties and responsibilities in a deep manner within the context of the primary education environment, which

cannot be measured through statistical approaches alone. The case study method was chosen by referring to Yin (2018), who defines it as an empirical method that investigates a contemporary phenomenon in depth within its real-life context, especially when the boundaries between phenomenon and context cannot be clearly separated.

**Data and Data Sources**

The data in this study consisted of two sources. The primary data source was obtained directly from four teacher informants through structured interviews and direct field observations. The secondary data source was obtained through a documentary study of the school profile, organizational structure, teaching schedule, division of additional tasks, and applicable educational regulations. Both data sources were used complementarily, but the primary data served as the primary basis for describing the actual and in-depth conditions of teacher workloads.

**Research Subjects**

The research subjects were determined to be four teachers using a purposive sampling technique based on considerations of the variation in the characteristics of the tasks they carry out. The informant selection criteria included teachers who directly carry out daily learning activities and administrative tasks, with variations including lower-grade teachers, higher-grade teachers, teachers who concurrently carry out additional duties, and teachers with the longest tenure. The principal was not included because the characteristics of his workload are structurally different, being more managerial in nature. The informant profiles are presented in Table 1.

Table 1 Research Informant Profile

No.	Inisial	Gender	Age	Position	Length of Service
1	P	Woman	26	Lower Grade Teacher	3 Years
2	DEN	Woman	30	Higher Grade Teacher	4 Years

No.	Inisial	Gender	Age	Position	Length of Service
3	ES	Woman	41	Teacher Concurrently a Scout Leader	3 Years
4	S	Woman	50	Teacher with the Longest Service	17 Years

Source: Primary Research Data (2026)

**Data Collection Tools and Techniques**

Data collection was conducted using three tools simultaneously. First, a structured interview guide consisting of a list of fixed questions posed to all informants in the same order and wording. The interview guide was developed based on four research sub-foci: workload dimensions, causal factors,

impacts, and management strategies. Interviews were conducted face-to-face, recorded using a digital recording device after obtaining informant consent, and then converted into complete written transcripts for analysis. Second, a non-participant observation sheet was used to record teachers' daily activities from the beginning to the end of the learning day without the researcher's involvement in the observed activities. The focus of the observations was directed at teachers' work rhythms, coordination patterns between teachers, and working conditions during certain periods. Third, a documentation study sheet was used to collect and review written data available at the school as triangulation material between formal policies and actual conditions in the field.

### ***Research Stages***

The research was conducted through three systematic stages. The first stage was pre-fieldwork, which involved preliminary observations to map the social situation, identify the research's focal phenomena, and develop research instruments. The second stage was fieldwork, which involved conducting in-depth interviews with four informants, observing learning activities and school operations, and collecting supporting documents. The third stage was data processing, which involved transcribing all interview results, followed by data analysis using the model of Miles, Huberman, and Saldana (2014).

### ***Data analysis methods***

Data analysis was conducted using the interactive model of Miles, Huberman, and Saldana (2014), which consists of three stages that occur simultaneously and cyclically. First, data condensation, namely the process of selecting, focusing, and simplifying data from all interview transcripts, observation notes, and documents, by filtering information directly related to the four sub-focus of the research and setting aside irrelevant data. Second, data presentation, namely the arrangement of the condensed information into a descriptive narrative based on the response patterns of all informants, so that researchers can identify the tendencies of teachers' perceptions regarding each aspect of the workload. Third, drawing and verifying conclusions, namely the interpretation of the patterns and themes that emerged, which were then re-tested through a triangulation process.

### ***Data Validity Check***

Data validity was checked using four strategies. First, source triangulation by comparing data from four informants, interview methods, observation, and documentation studies, and different collection times to ensure data consistency. Second, member checking, which involves reconfirming with informants to ensure the analysis results align with their actual intentions and experiences. Third, peer debriefing, which involves regular discussions with supervisors to reflect on findings, minimize researcher bias, and test the accuracy of interpretations documented in academic guidance sheets. Fourth, diligent

observation through repeated direct observation of learning activities and school operations to gain a more comprehensive understanding of the phenomenon of teacher workload.

## **RESULTS AND DISCUSSION**

### **Result**

#### **Overview of Teacher Workload Conditions**

Sumur Peuteuy Elementary School, Baros District, Serang Regency, is a public elementary school with eight teachers, excluding the principal, serving the teaching and learning activities of grades one through six. Based on structured interviews with four informants, the teachers' workload generally ranges from moderate to heavy. All informants described the intensity of their daily workload as exceeding the limits of normal work comfort, even though formally all learning and administrative targets are still met. There is a clear pattern of workload fluctuation, with the load increasing sharply during the end-of-semester exam period, the acceptance of new students, the preparation of learning outcome reports, and on days when a teacher is absent. All informants also reported mental and psychological fatigue that is not visible from the outside, even though learning activities appear to be running normally.

#### **Workload Dimensions**

The research results indicate that the workload of teachers at Sumur Peuteuy Elementary School can be described through three main dimensions. All informants perceived the physical workload as significant and cumulative, stemming from hours of standing teaching, handling administrative documents, and increased mobility between classes when a teacher was absent. Informant ES reported a more complex physical burden due to concurrent duties as a Scout Leader, resulting in work coming from multiple directions. Informant S, who has been on the job for 17 years, stated that her body is more accustomed to the physical workload, but the mental dimension is much more demanding. Informant P reported physical fatigue was most noticeable on days with increased work intensity outside of the normal schedule, while informant DEN reported physical stress was most noticeable when administrative work was incomplete and energy was already drained from teaching.

Mental workload was the most dominant dimension and the most frequently expressed by all informants. Three main sources of mental burden were identified. First, the demand for accuracy in assessing and recording student progress, which informant ES felt created constant cognitive pressure. Second, the pressure that arises when one teacher is absent, forcing another to take over an extra class, as revealed by informant S, who once taught two classes simultaneously in one day. Third, the unavoidable multitasking situation, especially for informant ES, who structurally carries more responsibilities, is exacerbated by the shift in attention from administrative work to the immediate needs of students, as observed by the

researcher.

Time-based workloads are characterized by a cycle structured by the academic calendar. Informant P reported that administrative work always waits as soon as teaching activities end each day. Informant DEN compared the less stressful mid-semester period to the extremely busy peak period. Informant ES reported that during the peak period, all work is urgently focused on one task at a time, with no room to prioritize one task over another. Informant S emphasized that this pattern of time pressure has persisted for years, with the three most challenging moments being final exams, new student admissions, and report card distribution.

### **Factors Affecting Workload**

The study identified three factors influencing teacher workload. The first factor is the limited number of teaching staff. All informants cited the situation of eight teachers for six classes, plus additional duties, as the main source of stress. Informant ES cited this as the root of the problem. Informant DEN reported that when one teacher is absent, the impact is immediately felt by everyone. Informant P reported that there are no backup staff to replace them, so other teachers inevitably have to shoulder the additional burden. Informant S stated that the need for additional teachers has been recognized for a long time but has not been realized.

The second factor is education policy and curriculum demands. Informant ES reported that demands for quality and speed of work coexist with no room for compromise. Informants P and DEN reported that every curriculum change adds new workloads to the existing workload, while the number of teachers remains unchanged. Informant S compared the demands of the curriculum to increasingly complex year after year, while the capacity of teaching staff remains unchanged.

The third factor is the dynamic work environment. Physically, all informants reported that limited workspace becomes less conducive when various activities are taking place simultaneously. From a psychological perspective, all informants reported that the closeness between teachers in small teams was a strength that supported the continuity of work, but at the same time, informant S revealed that empathy for the conditions of overwhelmed colleagues was also felt as an emotional burden in itself.

### **Impact of Workload**

In terms of productivity, all informants reported indications of decreased quality that were not immediately visible from the outside. Informant DEN reported that work slowed down during the day due to cognitive fatigue. Informant P reported that the quality of lesson preparation declined during busy periods. Informant S reported that preparation became more mediocre due to a lack of time. Informant ES reported that the pressure to achieve speed and

accuracy simultaneously drained concentration.

In terms of physical condition, all informants reported cumulative physical fatigue that continued beyond school hours. Informant ES reported that work continued into the evening at home, including during the school lunch break. Informant P reported that work was always taken home due to insufficient time at school. Informant DEN reported that physical recovery was never fully complete. Informant S stated that this pattern had persisted for years.

In terms of psychological condition, all informants reported mental fatigue that continued after work hours. Informant S reported that their minds could not be engaged in work after a busy teaching day. Informant ES reported that their minds were still at school even though their bodies were at home, accompanied by feelings of anxiety about unfinished work. Informant P reported that mental fatigue persisted even after sleep. DEN informants reported double fatigue between physical and mental occurring simultaneously.

### **Workload Management Strategy**

All current strategies were developed organically and informally. From an individual perspective, informant P mapped out tasks in the morning to build mental readiness. Informant DEN used a task prioritization approach with short breaks. Informant ES sorted tasks based on urgency and reminded herself of the importance of responsibility. Informant S reframed workloads as responsibilities that needed to be completed, rather than as burdensome.

From a team solidarity perspective, informant DEN reported that mutual assistance mechanisms had become a culture without the need for instructions. Informant ES reported that responding to assistance was reflexive. Informant P reported that this solidarity served as a psychological support. Informant S reported a high level of responsiveness developed from years of working in small teams.

From an operational perspective, informants ES and S reported that informal coordination between teachers in the morning had become routine to anticipate daily work conditions. Informants DEN and P reported that sorting work completion times based on the urgency of interactions with students had become an unwritten agreement that developed organically from field experience.

Based on the analysis of causal factors, improvement strategies for each factor were formulated within three time horizons, as presented in Table 2.

Table 2 Workload Management Improvement Strategies

Causal Factors	Short Term Strategy	Medium Term Strategy	Long Term Strategy
Limited Number of Teaching Staff	Re-mapping proportional task distribution; a structured rotation system for additional tasks	Formalizing mutual assistance mechanisms into official task-sharing documents	Submitting additional ASN/PPPK teachers to the Education Office based on actual workload data; conducting periodic workload analysis.
Educational Policy and Curriculum Demands	Developing a structured administrative schedule throughout the semester to avoid congestion during peak periods	Digitizing administration; standardizing shared learning documents	Strengthening school HR policies through official job descriptions and task allocation documents.
Work Environment Dynamics	Re-scheduling school activities so they don't overlap; and a regular workload evaluation routine by the principal	Establishing structured school work teams with a division of focus for academic, administrative, and student affairs	Arranging more ergonomic and conducive workspaces to support the completion of administrative tasks.

Source: Research Analysis Results (2026)

## Discussion

The research findings indicate that the physical workload of teachers at Sumur Peuteuy Elementary School, while not conventionally classified as heavy, is cumulative and has the potential to cause long-term impacts. This condition aligns with the explanation by Mahawati et al. (2021) that through work, the body experiences external burdens that are tangible, although the manifestations differ between physical and mental burdens. Differences in perceptions of physical burden based on length of service also align with Mahawati et al.'s (2021) explanation that internal factors of workload include somatic factors such as age and health conditions, which directly influence an individual's ability to cope with their workload.

The dominance of mental workload is the most significant finding. Mahawati et al. (2021) stated that while mental activity may appear light

physiologically, it is actually more demanding in terms of morality and responsibility because it involves more brain activity. The three sources of mental burden identified in this study reflect Budiasa's (2021) explanation of responsibility as a separate source of mental burden, as well as mental effort load, which increases when someone must handle multiple functions simultaneously. This condition is a structural consequence of the characteristics of the teaching profession, which combines high-quality demands with a limited number of teaching staff.

The finding of cyclical time pressure aligns with Budiasa's (2021) definition of timeload as the amount of time available for planning, implementing, and monitoring tasks. The demands of the academic calendar structurally tighten this time availability, concentrating all pressure on certain peak periods. This condition also creates psychological stress, as explained by Budiasa (2021), namely the level of risk, confusion, and frustration experienced by workers when deadlines are absolute.

The limited number of teaching staff as a dominant factor aligns with Mahawati et al.'s (2021) explanation that work organization factors, including the organizational structure model and task delegation, directly influence the magnitude of the workload. Budiasa (2021) emphasized that an above-normal workload occurs when the volume of work exceeds the worker's capacity, which precisely describes the situation at SDN Sumur Peuteuy when teachers are absent. This finding is also in line with the research of Beatrix and Anggraini (2025) who concluded that excessive workload due to a lack of human resources causes a significant decline in performance, as well as research by Rosidah et al. (2025) who found that a lack of specific personnel causes a high workload for employees who have to multitask.

The hidden impact of decreased productivity aligns with Mahawati et al.'s (2021) explanation that if the ratio of task demands exceeds a person's capabilities, the end result will be discomfort, fatigue, and unproductivity. Budiasa (2021) emphasized that excessive workloads correlate with low performance. This finding is also confirmed by research by Astuti and Soraya (2025), who concluded that excessive workloads negatively impact work productivity, and by Suta and Sutriani (2025), who found that workload imbalance impacts individual focus and motivation. The cumulative, unrecoverable state of physical fatigue aligns with Budiasa's (2021) explanation that a busy work schedule without adequate rest can impact health. This is also confirmed by research by Ridho et al. (2024), who found a correlation between excessive workloads and physical fatigue in workers.

The hidden psychological impact is the most critical finding in this study. Mahawati et al. (2021) explain that stress from workloads creates persistent feelings of tension, anxiety, and worry. Budiasa (2021) added that the impacts of psychological stress can be recognized as fatigue and lack of enthusiasm, which ultimately reduce performance. This condition is dangerous precisely

because it is not visible from surface operational indicators because learning continues as usual, so it has the potential to accumulate without receiving an adequate response from the school. This finding aligns with research by Suta and Sutriani (2025), which concluded that unmanaged workloads can lead to stress and a significant decline in performance.

A remedial strategy formulated based on causal factors is a necessary systematic response because all existing informal strategies can only mitigate the impact, not eliminate the source. Mahawati et al. (2021) emphasize that workload measurement results must form the basis for organizations in determining appropriate management strategies. Adding more teaching staff as a long-term strategy is the most fundamental solution because it directly addresses the root of the problem, in line with the findings of Beatrix and Anggraini (2025). The medium-term strategy of digitizing administration and standardizing documents aligns with research by Yunisa and Reviandani (2025), which concluded that structuring work based on workload analysis aims to avoid overlapping tasks. The successful implementation of all these strategies depends heavily on the synergy between the school and the Serang Regency Education Office as the policy maker.

## CONCLUSION

This study analyzes the workload of teachers at Sumur Peuteuy Elementary School, Baros District, Serang Regency, through four sub-foci: workload dimensions, influencing factors, impacts, and management strategies. In general, teacher workload falls into the moderate to heavy category, with hidden characteristics that are not visible from surface operational indicators.

In terms of dimensions, physical workload is cumulative and not uniform across teachers. Mental workload is proven to be the most dominant dimension, stemming from demands for precision, limited teaching staff, and unavoidable multitasking. Furthermore, the time-based workload is cyclical, following the academic calendar, with peak pressures during exam periods, new student admissions, and report preparation. In terms of causal factors, limited teaching staff is the most dominant structural factor at the root of all workload issues, followed by the pressures of continuously evolving educational policies and curricula, and the paradoxical dynamics of the work environment. In terms of impacts, high workloads result in hidden declines in productivity, cumulative physical fatigue due to the erosion of work and recovery time boundaries, and mental fatigue that has the potential to accumulate into more serious health problems. From a strategic perspective, current management remains informal and organic, necessitating a factor-by-factor improvement strategy across three time horizons, ranging from remapping task distribution and digitizing administration to increasing the number of teaching staff as the most fundamental solution.

The implications of this research are threefold. First, teacher workload

management cannot rely solely on scheduling teaching schedules; it must also include active monitoring of teachers' hidden psychological well-being. Second, all improvement efforts at the school level are limited without structural support from the Serang Regency Education Office, particularly regarding meeting teaching staff needs based on real-world workload data. Third, the teacher performance evaluation system, which currently relies on attendance and administrative completeness, needs to be expanded to more comprehensively capture the actual workload and learning quality.

This research is limited by its location, involving only one educational unit with four informants, so the findings cannot be directly generalized to other public elementary schools. Furthermore, the use of structured interviews limits the in-depth exploration of informants' experiences compared to semi-structured or unstructured interviews. Future research is recommended to develop a study with a wider scope involving more public elementary schools in Serang Regency for comparison, combine a qualitative approach with a more standardized workload measurement instrument to produce more measurable findings, and examine the effectiveness of the improvement strategies formulated in this study after being implemented in the field.

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