

The Effect of Workload and Job Satisfaction on the Work Motivation of ASN Teachers at SMA Negeri 13 Bandung

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ABSTRACT

This research looks at how much work people have and how happy they are with their jobs, and how these things affect their desire to do their work. This research was conducted to reveal that workload and job satisfaction affect the work motivation of ASN Teachers at SMA Negeri 13 Bandung. This study used a quantitative approach and included 39 ASN teachers in the sample. SPSS 23 was used for data analysis. The study shows that workload increases the work motivation of ASN teachers at SMAN 13 Bandung, and job satisfaction also helps to boost their work motivation. At the same time, the amount of work and how satisfied the teachers feel about their jobs affect their motivation to work at SMAN 13 Bandung.

INTRODUCTION

Education plays a vital role in developing skilled and capable people in a country. According to data from the World Population Review in 2025, Indonesia is ranked 67th out of 203 countries when it comes to having one of the best education systems in the world. This shows that Indonesia's education system is not as strong as those in other countries that are ranked higher. (worldpopulationreview.com)

Teachers play an important role in education and need to show professionalism while being responsible for the learning that happens in school. A good teacher has the right skills and knowledge to help students learn better and do well in school. (Oktoberia, 2025)

This matches what Hidayat and Prabowo (2023) said, that education helps improve the quality of a country's human resources. One important thing to think about in education is how motivated teachers are, because when people are highly motivated, they tend to work harder and achieve better outcomes (Haris et al. 2023).

This is because motivation comes from inside a person and helps them reach certain goals. Kusuma and Abdurrahman (2026) also mention that when someone's work motivation goes down, it affects their level of discipline. At State High School 13 Bandung, some signs show that the teachers' work motivation is still not very high, so it's important to take steps to improve it, like managing workloads properly.

Based on an interview with Mrs. Henhen, the Vice Principal of SMAN 13 Bandung, found that ASN teachers are not only responsible for teaching but also have to handle a lot of other administrative tasks. Rosyidah and Prabowo (2026) say that workload is a factor that can affect work motivation, either by increasing or decreasing it, depending on how well it is managed in balance.

Other things besides how much work you have, like how happy you are with your job, can also affect how motivated you are to do your work. Faturrohman and Abdurrahman (2025) say that A company's success is inseparable from the happiness and satisfaction of its employees. a person is happy with their job, they tend to do better work and create things that are of good quality.

Based on the data collected about ASN teachers' absenteeism at Bandung State High School 13, it shows that they are not happy with their jobs, as stated by Amilia & Mulyana (2025). People who are unhappy at work often act in negative ways, like not coming to work without explaining why. Job dissatisfaction is strongly connected to unexplained absenteeism. Based on the phenomena described above, it is evident that there is suboptimal workload management, as well as high rates of absenteeism and tardiness.

Therefore, the researcher believes that this topic requires further in-depth study by conducting research examining "The Influence of Workload and Job Satisfaction on the Work Motivation of ASN Teachers at State Senior High School 13 Bandung."

THEORETICAL REVIEW

Workload

According to Rismawati (2022:42), workload is the number of work targets or output targets that must be achieved within a specific unit of time. Workload refers to the assignment of tasks over a specific period by first determining the number of working hours, available human resources, and those required within the company (Koesomowidjojo, 2021:21). According to Koesomowidjojo (2021:33), workload indicators are divided into three categories: job conditions, use of working time, and targets to be achieved.

From an ergonomic perspective, every workload assigned to an individual must be appropriate or balanced in relation to their physical capabilities, cognitive abilities, and the limitations of the person receiving the workload (Tarwaka et al. 2004). This is further supported by research by Putra et al. (2025), which states that workload has a positive and significant effect on work motivation. This means that the more appropriate or balanced the workload is, the more it will increase work motivation. Therefore, the following hypothesis can be concluded:

H1: Workload has a positive effect on the work motivation of ASN teachers at State Senior High School 13 Bandung

Job Satisfaction

According to Sedarmayanti (2017:168), job satisfaction refers to how an employee perceives the various aspects of their work. Meanwhile, according to Rivai & Sagala (2011:856), job satisfaction is an evaluation that reflects an individual's state of mind regarding their feelings and attitudes-whether they are happy or unhappy, satisfied or dissatisfied-in the workplace.

According to Mangkunegara (2017:119), the factors used to measure job satisfaction include: turnover, absenteeism rates, age, job level, and company size.

Faturrohman & Abdurahman (2025) also explain that an individual's happiness and satisfaction in their work are critical factors for an organization's success. This assertion is further supported by research by Hastuti et al. (2024), which demonstrates that job satisfaction has a positive and significant impact on work motivation. This implies that the more satisfied ASN teachers are, the higher their motivation to work even harder. Therefore, the following hypothesis can be formulated:

H2: Job satisfaction has a positive effect on the work motivation of ASN teachers at State Senior High School 13 Bandung

Work Motivation

According to Sedarmayanti (2017:154), work motivation is something that can generate work enthusiasm or serve as a driving force for work. Agustiawan et al. (2020:100) explains that the factor driving people to do something is called work motivation an individual that can benefit both the individual and others, such as the company. This is supported by Siregar in his research, which states

that work motivation is a crucial factor that determines behavior in the form of a drive to engage in specific activities to achieve goals

The factors used to measure work motivation, according to Hasibuan (2020:158), include: the job itself, responsibility, opportunities for self-development, success, and recognition. Therefore, the following hypotheses can be formulated:

H3: Workload and job satisfaction affect on the work motivation of ASN teachers at State Senior High School 13 Bandung

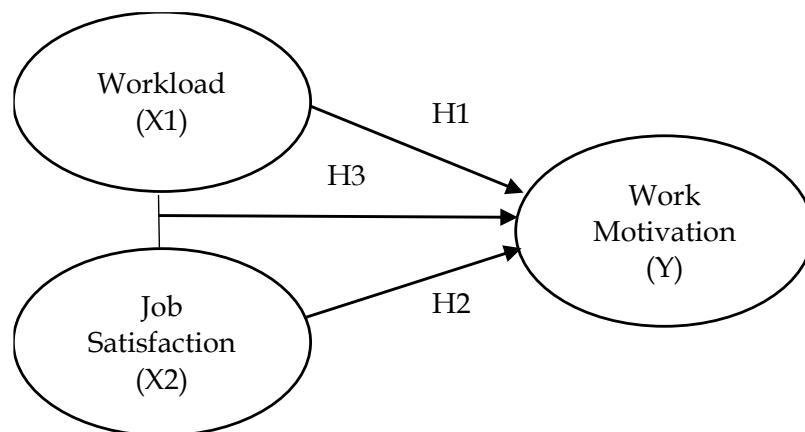


Figure 1. Conceptual Framework

METHODOLOGY

This study uses methods that describe and connect numbers to show relationships. A numerical method was used to get clear, measurable results and to check how different factors are connected through numerical analysis. This study looks at how workload and job satisfaction affect the work motivation of ASN teachers at State Senior High School 13 Bandung.

The study includes 39 ASN teachers from State Senior High School 13 Bandung, and all of them are part of the sample used in the research. The data for this study was gathered using questionnaires, interviews, and written records.

This study employs a 1–5 semantic differential scale to measure the three variables under investigation. Prior to the main analysis, validity and reliability tests were conducted using SPSS 23. Additionally, classical assumption tests – such as tests for normality, multicollinearity, and heteroskedasticity – as well as hypothesis testing, were performed before conducting multiple regression analysis. Data analysis involved the use of descriptive statistics and multiple regression analysis. Multiple regression analysis was deemed appropriate for this study because it enables the examination of both partial and simultaneous effects to test the research hypotheses; furthermore, the method was selected because it has been shown to yield clear results for this study.

RESULTS AND DISCUSSION

Validity and Reliability Tests

To determine the influence of workload and job satisfaction on work motivation, a questionnaire was administered to 39 ASN teachers. Once the data were collected, analysis was conducted using SPSS 23 software to measure the validity and reliability of the statements in this study.

Table 1. Validity Test			
Variable	R _{value}	R _{table}	Description
Workload			
BK1	0,486	0,316	VALID
BK2	0,420		VALID
BK3	0,831		VALID
BK4	0,818		VALID
BK5	0,848		VALID
BK6	0,691		VALID
Job Satisfaction			
KK1	0,808	0,316	VALID
KK2	0,793		VALID
KK3	0,801		VALID
KK4	0,776		VALID
Work Motivation			
MK1	0,539	0,316	VALID
MK2	0,477		VALID
MK3	0,593		VALID
MK4	0,477		VALID
MK5	0,596		VALID
MK6	0,642		VALID
MK7	0,587		VALID
MK8	0,654		VALID
MK9	0,553		VALID
MK10	0,454		VALID

Table 2. Reliability Test

Variable	Cronbach's Alpha	N Of Items	Description
Workload (X1)	0,778	6	RELIABEL
Job Satisfaction (X2)	0,801	4	RELIABEL
Work Motivation (Y)	0,713	10	RELIABEL

The table above shows that the validity test confirms that all statement in this research are valid, given all calculated r values for each statement are greater than the table r value of 0.316

Likewise, the reliability test in the table above shows a Cronbach's Alpha value of 0.713 > the table r value of 0.6, therefore, it is deemed reliable

Classical Assumption Test

Normality Test

The results of the normality test show a significance (sig.) Since this value of 0.200 is higher than the 0.05 threshold, it can be concluded that the data are normally distributed and suitable for multiple regression analysis.

Multicollinearity Test

Not only that, it was also revealed that the results of the multicollinearity test conducted on the variables of workload and job satisfaction regarding work motivation yielded a tolerance value of 0.933 > 0.10 and a VIF value of 1.071 < 10, indicating that multicollinearity does not occur.

Heteroscedasticity Test

The subsequent test conducted was the heteroscedasticity test on the variables of workload and job satisfaction regarding work motivation, yielding a significance value of 0.610 > 0.05 for the workload variable and a significance value of 0.912 > 0.05 for the job satisfaction variable. This indicates that no heteroscedasticity is present.

Table 3. Multiple Linear Regression Test

		Coefficients ^a		t	Sig.
Model		Unstandardized Coefficients	Standardized Coefficients		
		B	Std. Error	Beta	
1	(Constant)	16,682	5,164		3,230 ,003
	Workload	,669	,183	,470	3,649 ,001
	Job Satisfaction	,507	,179	,366	2,840 ,007

a. Dependent Variable: Work Motivation

The result obtained from the multiple regression analysis:

$$Y = 16,682 + 0,669 X_1 + 0,507 X_2$$

The multiple regression equation is explained as follows:

- The figure obtained for workload is 0.669, indicating that as workload increases, work motivation also increases.
- The figure obtained for job satisfaction is 0.507, indicating that an increase in job satisfaction leads to an increase in work motivation.

Table 4. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.537 ^a	.289	.249	2,62891
a. Predictors: (Constant), Job Satisfaction, Workload				

Based on the results obtained, the adjusted R-squared value is 0.289, indicating that the independent variables (workload and job satisfaction) explain 28.9% of the variance in the dependent variable (work motivation), while the remaining 71.1% suggests the influence of factors outside the scope of this study.

Partial Test (t-Test)

Table 5. Partial Test Results

Variable	tvalue	ttable	Sig.	Prob.	Description
Workload	3,649	1,690	0,001	0,05	Influential
Job Satisfaction	2,840	1,690	0,007	0,05	Influential

The key findings highlighted here indicate that workload and job satisfaction simultaneously exert a significant influence on the work motivation of ASN teachers; specifically, the partial effect of workload ($t = 3.649$) is stronger than that of job satisfaction ($t = 2.840$). These results directly address the study's objective of analyzing the crucial factors shaping teacher work motivation at SMA Negeri 13 Bandung, while underscoring the need to prioritize workload management as a means to enhance job satisfaction.

The results of the above partial test indicate that workload influences work motivation, yielding a t-value of 3.649, which is greater than the critical t-value of 1.690. Based on this, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This implies that the more appropriate the workload, the higher the work motivation of ASN teachers to complete the workload under their responsibility. These findings are also supported by previous research conducted by Sahabuddin et al. (2025), which states that the presence of workloads other than primary duties motivates employees to perform their best.

The results of this partial test also indicate that job satisfaction influences work motivation, yielding a t-value of 2.840, that transcends critical t-value of 1.690. Consequently, the null hypothesis (H_0) is rejected, and the alternative

hypothesis (H_a) is accepted. This implies that the higher the job satisfaction, the higher the work motivation of ASN teachers. These findings are also supported by a previous study conducted by Siwij (2022), which stated that job satisfaction influences work motivation.

Simultaneous Test (F-Test)

Table 6. Simultaneous Test Results

Variabel	F _{value}	F _{table}	Sig.	Prob.	Description
Workload and Job Satisfaction on Work Motivation	7,305	3,259	0,002	0,05	Influential

The results of the simultaneous test conducted yielded an F value of 7.305 > 3.259 (table F) with a significance level of 0.002 < 0.05 (probability), indicating that H_0 is rejected and H_a is accepted. From these results, it is concluded that workload and job satisfaction jointly influence work motivation

CONCLUSIONS AND RECOMMENDATIONS

This study can enrich the literature on the topic under investigation while providing up-to-date facts regarding the concurrent and significant relationship between workload and job satisfaction in building the work motivation of ASN teachers, with workload playing a dominant role and exerting at least a slightly greater influence. The findings presented here can at least offer new insights and perspectives for organizations to consider in the future how to prioritize workload management strategies as a means to further enhance teachers' work motivation, specifically within upper secondary educational institutions.

The results of this study reveal that workload has a positive influence on the work motivation of ASN teachers at SMA Negeri 13 Bandung. Although the workload in this study is categorized as very appropriate, the target indicators to be achieved are still relatively low compared to other indicators; therefore, adjustments to work targets and the volume of work assigned to ASN teachers are necessary."

Job satisfaction also has a positive influence on the work motivation of ASN teachers at SMA Negeri 13 Bandung. Although the workload in this study falls into the very satisfied category, the organizational structure indicator remains relatively low compared to other indicators; therefore,

Furthermore, when considered together, workload and job satisfaction influence work motivation. of ASN teachers at State Senior High School 13 Bandung. Improved communication among teachers and across departments is necessary. Within the work motivation sub-variable, the recognition indicator is still relatively low compared to other indicators; therefore, there is a need to increase forms of appreciation for teachers from their peers or to enhance the provision of award programs for teachers.

FURTHER STUDY

I sincerely hope this research inspires others interested in similar topics to employ more comprehensive theories and incorporate additional indicators that

have not been addressed previously. It is also recommended that future researchers select educational institutions different from those used in this study to determine whether there are differences or similarities among other educational institutions

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