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The Effect of Administrative Workload and Perceived Appreciation on Teacher Resilience at SMAN 2 Bangkinang Kota

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Abstract
In the context of increasing bureaucratic demands in education, teachers are required to manage various administrative responsibilities that may affect their professional capacity, while institutional appreciation is expected to function as a supportive resource. This study aims to examine the effect of administrative workload and perceived appreciation on teacher resilience at *Sekolah Menengah Atas Negeri* (SMAN) 2 Bangkinang Kota. This study employed a quantitative approach with a causal associative design. The sample consisted of 74 teachers selected through total sampling. Data were collected using Likert-scale questionnaires as the primary instrument, supported by interviews and documentation. Data were analyzed using multiple linear regression to examine both partial and simultaneous effects.The results show that administrative workload has a statistically significant but relatively small effect on teacher resilience ($t = 2.087$, $p = 0.040$; $R^2 = 0.057$), indicating a weak contribution. In contrast, perceived appreciation has a strong and highly significant effect ($t = 7.937$, $p < 0.001$; $R^2 = 0.467$), indicating a substantial contribution and a more dominant role in influencing teacher resilience. Simultaneously, both variables significantly affect teacher resilience ($F = 34.579$, $p < 0.001$), explaining 49.3% of the variance.These findings suggest that while administrative workload represents a structural challenge, perceived appreciation serves as a key resource in strengthening teacher resilience. This study provides empirical evidence that enhancing institutional appreciation mechanisms is essential to support teachers in coping with increasing administrative demands.

Keywords: administrative workload, perceived appreciation, teacher resilience, job demands-resources

INTRODUCTION

Teaching profession in Indonesia has undergone a substantial transformation in recent years, particularly in relation to the increasing complexity of administrative responsibilities. This shift is closely tied to the rapid expansion of digital reporting systems mandated at both national and regional levels. While these systems were initially introduced to enhance transparency, accountability, and data accuracy, their implementation has unintentionally reshaped the daily workload of teachers. The introduction of Permendikdasmen No. 11 of 2025, which requires teachers to fulfill 37.5 working hours per week, reflects the government's intention to standardize professional responsibilities. However, the practical execution of this regulation has been accompanied by a proliferation of digital platforms that teachers must access and update regularly. These include MyASN, *Platform Merdeka Mengajar* (PMM), *Data Pokok Pendidikan* (Dapodik), and *Guru dan Tenaga Kependidikan* (GTK), each of which carries its own reporting requirements and deadlines (Munawarah et al., 2025; Sovia & Bastian, 2025). These systems, designed to strengthen accountability, have simultaneously intensified teachers' administrative burden, often extending beyond instructional hours and contributing substantially to work-related stress (Hermawan & Olayiwola, 2024). In several Indonesian provinces, including Riau, teachers are required to use additional regional digital platforms alongside national reporting systems. This overlap creates duplicated reporting processes that reduce the time teachers can allocate for pedagogical preparation (Lubis et al., 2025; Norman, 2024; Rizka & Fuad, 2025).

Within the Job Demands-Resources (JD-R) framework, administrative workload can be categorized as a hindrance demand, which refers to a type of job pressure that tends to obstruct professional growth and diminish psychological well-being (Wang et al., 2025). Excessive, repetitive, and time-pressured administrative tasks may erode teachers' energy, reduce engagement, and increase emotional exhaustion (Troubouni et al., 2026; Zhou et al., 2024). Under these conditions, teacher resilience, defined as the capacity to adapt, recover, and maintain professional functioning under stress, becomes essential for sustaining instructional quality (Banal & Ortega- Dela Cruz, 2022; Hascher et al., 2021)

However, resilience is not shaped solely by job demands. The JD-R model emphasizes that job resources, including recognition, fairness, leadership support, and professional autonomy, play a central role in sustaining motivation and buffering the negative effects of workload (Bakker & Demerouti, 2017; Husnaa & Utomo, 2025). In educational settings, perceived appreciation has been shown to enhance teachers' psychological endurance, strengthen commitment, and foster a sense of professional value (Avanzi et al., 2018; Sarikaya et al., 2020; Treviño-Reyes & Lopez-Perez, 2023). Yet, in many Indonesian schools, appreciation mechanisms remain limited, with performance evaluations often prioritizing administrative compliance over pedagogical quality (Isma et al., 2023; Mulyaman & Catherine, 2022; Samala et al., 2024). This imbalance raises concerns about teachers' long-term well-being, particularly in environments where bureaucratic demands continue to intensify.

SMAN 2 Bangkinang Kota represents a relevant context for examining these dynamics. As a digitally integrated public high school with high performance standards, its teachers face substantial administrative responsibilities while simultaneously navigating expectations for instructional excellence. Preliminary observations indicate that teachers frequently experience overlapping reporting deadlines, while institutional appreciation, both formal and informal, varies across roles and responsibilities. These

conditions create a meaningful setting to explore how administrative workload and perceived appreciation interact in shaping teacher resilience, as well as how teachers develop adaptive strategies to maintain their well-being.

Although previous studies have examined the effects of workload or organizational support on teacher well-being, limited research has simultaneously analyzed both variables within the context of Indonesia's expanding digital bureaucracy. Moreover, empirical evidence on how appreciation may offset the psychological strain caused by administrative demands remains scarce. This study addresses these gaps by analyzing the influence of administrative workload and perceived appreciation on teacher resilience, while also exploring the adaptive strategies teachers employ to sustain resilience in high-pressure environments.

Therefore, this study aims to examine the effect of administrative workload on teacher resilience, the effect of perceived appreciation on teacher resilience, the combined influence of both variables, and the adaptive strategies teachers use to maintain resilience amid escalating bureaucratic demands. The findings are expected to contribute theoretically to the development of resilience models in digitally intensive school ecosystems and practically to the formulation of policies that support teacher well-being through workload management, strengthened appreciation mechanisms, and the cultivation of adaptive coping practices. The novelty of this study lies in its integration of administrative workload, perceived appreciation, and teacher adaptive strategies within the Job Demands-Resources framework in the context of digitalized educational systems.

Unlike previous studies that tend to examine administrative workload or organizational support as separate predictors of teacher well-being, this study offers a more comprehensive contribution by integrating administrative workload, perceived appreciation, and teacher resilience within a single quantitative analytical model. The novelty of this research is also reflected in its focus on the context of Indonesia's expanding digital bureaucracy, in which teachers are required to navigate both national and regional reporting systems, a setting that has not been widely explored in prior studies.

In addition, this study enriches its statistical findings with supporting interview data that illustrate the adaptive strategies teachers use in responding to increasing administrative demands. This complementary approach provides a deeper understanding of how resilience is developed and sustained in digitally intensive school environments, while still maintaining a quantitative research design. Therefore, this study not only examines the relationships among key variables but also highlights the adaptive dynamics experienced by teachers, an aspect that has received limited attention in previous research.

METHOD

This study employed a quantitative approach with an associative causal design to examine the influence of administrative workload and perceived appreciation on teacher resilience. The quantitative approach was chosen because the study aimed to test hypotheses, measure the strength of relationships among variables, and analyze numerical data using statistical procedures. The causal associative design enabled the researcher to identify both partial and simultaneous effects of the independent variables on the dependent variable. Moreover, this design allows for a systematic examination of causal relationships between variables. It also supports the generation of empirical evidence for the study.

The research was conducted at SMAN 2 Bangkinang Kota, Kampar Regency, Riau Province, Indonesia, from December 2025 to May 2026. The school was selected because it actively implements multiple national and regional digital administrative systems, making it a relevant setting for examining administrative workload and appreciation dynamics. The institutional environment also provides a natural context for observing how teachers develop resilience in response to bureaucratic demands. In addition, the school reflects typical administrative conditions found in similar public schools. Therefore, the setting is considered appropriate for this study.

The population consisted of all teachers with ASN status, including both PNS and PPPK, totaling 74 individuals. Because the population size was relatively small and fully accessible, the study used a total sampling technique, allowing every member of the population to participate as a respondent. This approach ensured complete representation and minimized sampling bias. As a result, the data accurately reflect the characteristics of the population. This strengthens the reliability of the study findings.

Data were collected primarily through a structured questionnaire developed based on the operational indicators of administrative workload, perceived appreciation, and teacher resilience. All items were measured using a Likert scale and were constructed from theoretical indicators described in the literature review. The questionnaire included both positive and negative items to reduce response bias. To complement the quantitative data, limited interviews were conducted with several teachers to gain additional insight into their adaptive strategies. Documentation, including school records and administrative files, was also reviewed to support data triangulation.

Before the main data collection, the questionnaire was tested on 30 teachers from another public senior high school with similar characteristics. Validity testing used Pearson Product Moment correlation to determine whether each item accurately measured the intended construct. Reliability was assessed using Cronbach's Alpha to ensure internal consistency. Only items that met the validity and reliability criteria were retained for the final instrument. This ensured that the instrument was appropriate for use in the study.

The research procedure consisted of several stages. The first stage involved conducting a preliminary study to understand the research context and refine the problem formulation. The second stage focused on constructing the questionnaire, conducting expert validation, and performing the pilot test. The third stage involved distributing the final questionnaire, conducting limited interviews, and collecting documentation. The final stage included coding the data, processing responses, and conducting statistical analysis. These stages were carried out systematically to ensure research rigor.

Data analysis combined descriptive and inferential techniques. Descriptive statistics were used to present respondent characteristics and the distribution of each variable. Inferential analysis employed multiple linear regression to examine the partial and simultaneous effects of administrative workload and perceived appreciation on teacher resilience. Prior to regression analysis, classical assumption tests were conducted, including normality, linearity, multicollinearity, and heteroscedasticity tests. Hypothesis testing used the t test, the F test, and the coefficient of determination (R^2). All analyses were performed using SPSS version 29.

The structure of the research instrument and the results of its validity and reliability testing are presented in Table 1 and Table 2. These tables show the variables, their indicators, and the number of items used. They also present the validity and reliability results of each variable. All items met the validity criteria. In addition, all

variables showed very high reliability. This indicates that the instrument is suitable for this study.

Table 1. Research Instrument Structure

Variable	Indicators	Number of Items
Administrative Workload (X_1)	Task volume and accumulation; Digital complexity; Time pressure; Cognitive and emotional burden	13
Perceived Appreciation (X_2)	Recognition of contribution; Leadership support; Fairness and psychological safety; Professional autonomy	15
Teacher Resilience (Y)	Adaptability; Emotional regulation; Professional commitment; Constructive meaning-making; Sustained professional role	19

Table 2. Instrument Validity and Reliability

Variable	Valid Items	Cronbach's Alpha	Category
Administrative Workload	13	0.970	Very High
Perceived Appreciation	15	0.974	Very High
Teacher Resilience	19	0.982	Very High

FINDINGS AND DISCUSSION

This section presents the results of the study along with their interpretation. The findings are described based on quantitative analysis supported by qualitative insights to provide a more comprehensive understanding of teacher resilience.

Findings

The Effect of Administrative Workload on Teacher Resilience

The results of hypothesis testing indicate that administrative workload has a significant effect on teacher resilience. The significance value is 0.040, which is lower than 0.05, indicating a statistically significant relationship. This confirms that administrative workload significantly influences teacher resilience. However, the contribution of this variable is relatively small, as indicated by the coefficient of determination (R^2) value of 0.057 or 5.7%. This suggests that although administrative workload affects resilience, it is not the main factor determining teachers' adaptive capacity.

Table 3. The Effect of Administrative Workload on Teacher Resilience

Variable	B	t-value	Sig.	R^2	Interpretation
Administrative Workload (X_1) → Teacher Resilience (Y)	0.237	2.087	0.040	0.057 (5.7%)	Significant, weak effect

The regression coefficient of 0.237 indicates a positive relationship between administrative workload and teacher resilience. This means that an increase in administrative workload is followed by an increase in resilience, although the effect

remains relatively weak. This condition shows that teachers are still able to manage administrative demands without experiencing a substantial decline in their psychological stability. Therefore, administrative workload contributes to resilience, but its influence remains limited compared to other factors. The summary of these findings is presented in Table 3, which shows that administrative workload has a significant but relatively weak effect on teacher resilience.

The Effect of Perceived Appreciation on Teacher Resilience

The results of hypothesis testing indicate that perceived appreciation has a significant effect on teacher resilience. The significance value is less than 0.001, which is lower than 0.05, indicating a highly significant relationship. This confirms that perceived appreciation significantly influences teacher resilience. The coefficient of determination (R^2) value of 0.467 or 46.7% shows that this variable contributes substantially to the variation in teacher resilience. This suggests that perceived appreciation is a major factor in shaping teachers' adaptive capacity.

Table 4. The Effect of Perceived Appreciation on Teacher Resilience

Variable	B	t-value	Sig.	R^2	Interpretation
Perceived Appreciation (X_2) → Teacher Resilience (Y)	0.566	7.937	<0.001	0.467 (46.7%)	Significant, strong effect

The regression coefficient of 0.566 indicates a positive relationship between perceived appreciation and teacher resilience. This means that an increase in perceived appreciation is followed by an increase in teacher resilience. Teachers who feel recognized, supported, and fairly treated by the institution tend to maintain stronger emotional stability and professional commitment. This condition reflects the important role of appreciation in strengthening teachers' psychological resources. The summary of these findings is presented in Table 4, which shows that perceived appreciation has a significant and strong effect on teacher resilience.

The Effect of Administrative Workload and Perceived Appreciation on Teacher Resilience

The results of hypothesis testing indicate that administrative workload and perceived appreciation simultaneously have a significant effect on teacher resilience. The significance value is less than 0.001, which is lower than 0.05, indicating a statistically significant relationship. This confirms that both variables jointly influence teacher resilience. The coefficient of determination (R^2) value of 0.493 or 49.3% shows that nearly half of the variation in teacher resilience can be explained by these two variables. This suggests that the combination of job demands and psychological resources plays an important role in shaping resilience.

The regression coefficients show that the effects of the two variables are not balanced. Administrative workload has a negative coefficient of -0.194, while perceived appreciation has a stronger positive coefficient of 0.655. This indicates that perceived

appreciation has a more dominant influence compared to administrative workload. In other words, psychological support plays a more important role than job demands in maintaining resilience. The summary of these findings is presented in Table 5, which shows that the combined effect is significant, with perceived appreciation as the stronger predictor.

Table 5. The Effect of Administrative Workload and Perceived Appreciation on Teacher Resilience

Variable	B	Sig.	R^2	Interpretation
Administrative Workload (X_1)	-0.194	0.057		Not significant (partial)
Perceived Appreciation (X_2)	0.655	<0.001		Significant, strong effect
$X_1 + X_2 \rightarrow Y$	—	<0.001	0.493 (49.3%)	Significant, combined effect

Teachers' Adaptive Strategies in Maintaining Resilience

The findings from interviews indicate that teachers apply several adaptive strategies to maintain resilience in the face of administrative demands. These strategies include prioritizing tasks, managing time effectively, and completing work systematically within the school environment. Teachers also regulate their emotional responses by interpreting work demands in a more positive way. In addition, collaboration and social support among colleagues are commonly used to handle administrative tasks. These findings show that teachers actively use various strategies to remain productive and maintain stability in their work

Discussion

The Effect of Administrative Workload on Teacher Resilience

The findings show that administrative workload has a positive and significant effect on teacher resilience, with a contribution of 5.7%. This indicates that its influence is relatively small and not the main factor determining resilience. This result suggests that administrative workload does not always function as a dominant stressor. Instead, it can be managed as part of teachers' professional responsibilities. Therefore, workload contributes to resilience but in a limited way.

When compared to previous studies, this finding shows a different pattern. An extensive range of studies has consistently shown that administrative workload negatively affects teachers' psychological conditions (Troubouni et al., 2026; Wang, 2024; Zhou et al., 2024). However, in this study, the workload does not strongly weaken resilience. This difference indicates that the impact of workload depends on context and individual responses. Thus, workload does not produce uniform effects across settings.

From the Job Demands Resources perspective, administrative workload is a job demand that can drain energy. However, its effect depends on how it is perceived and managed by individuals. In this study, workload is not fully seen as a hindrance stressor. Teachers appear able to adapt and handle these demands effectively. As a result, the negative impact of workload becomes less dominant.

Overall, the findings show that the effect of administrative workload on resilience is contextual. The same workload may lead to different outcomes in different environments. This highlights the role of perception and adaptation in shaping resilience. It also suggests that workload alone cannot explain resilience. Therefore, both contextual and individual factors need to be considered.

The Effect of Perceived Appreciation on Teacher Resilience

The findings show that perceived appreciation has a positive and significant effect on teacher resilience, with a contribution of 46.7%. This indicates that perceived appreciation is a dominant factor compared to administrative workload. This result suggests that psychological support plays a central role in shaping resilience. Teachers who feel valued and supported tend to maintain stronger emotional stability. Therefore, perceived appreciation can be considered a key factor in sustaining teacher resilience.

This finding is consistent with previous studies that highlight appreciation as a psychological resource. Perceived Organizational Support (POS) reflects teachers' beliefs about how much the institution values and supports them (Andriani & Sudibjo, 2022). POS contributes to job satisfaction and instructional effectiveness (Li et al., 2025). It is especially important in educational settings where teachers face various demands (Kurt & Duyar, 2023). In addition, POS strengthens commitment, motivation, and performance (Khian & Bernarto, 2021).

Previous research also shows that higher POS is associated with lower stress and burnout (Wang, 2024). It functions as a protective mechanism against work stressors and supports psychological well-being. POS also enhances positive mood and job satisfaction (Rosita et al., 2023).This indicates that appreciation helps teachers cope with work pressures. Thus, appreciation is closely related to resilience.

From the Job Demands Resources perspective, perceived appreciation is a job resource that supports psychological balance. It increases motivation, energy, and work engagement. In addition, it serves as a buffer against job demands (Liang et al., 2022). This means that appreciation reduces the negative effects of workload. Therefore, teachers with higher perceived support are better able to adapt to challenges.

However, this study also provides a specific contribution. While previous studies focus on performance and well-being, this study shows a direct effect on resilience. This indicates that appreciation not only supports performance but also strengthens adaptive capacity. Thus, perceived appreciation plays a critical role in maintaining teacher resilience. The higher the appreciation, the stronger the resilience.

The Effect of Administrative Workload and Perceived Appreciation on Teacher Resilience

The analysis shows that administrative workload and perceived appreciation simultaneously have a significant effect on teacher resilience, with a contribution of 49.3%. This means that nearly half of the variation in teacher resilience can be explained by these two variables together. This result indicates that resilience is influenced by both job demands and psychological resources. It also shows that these variables interact in shaping teachers' adaptive capacity. Therefore, both factors need to be considered simultaneously.

When compared with previous studies, this finding shows a consistent pattern while also providing theoretical reinforcement. Several studies indicate that administrative workload is associated with increased stress and reduced teacher well-being (Wahab et al., 2024). Organizational support, on the other hand, functions as a protective factor that improves individuals' psychological condition. This suggests that job demands and job resources play different roles in influencing outcomes. Thus, their combined effect becomes important in understanding teacher resilience.

However, this study shows that the influence of these two variables is not balanced. Based on the regression coefficients, administrative workload has a negative effect (-0.194), while perceived appreciation has a much stronger positive effect (0.655). This indicates that in complex work conditions, what matters more is not the level of job demands, but the quality of psychological resources available to individuals. In other words, support plays a more critical role than workload. This strengthens the argument that resilience is more dependent on resources than demands.

This finding can be explained through the Job Demands Resources framework discussed before. In this model, administrative workload is positioned as a job demand that can drain psychological energy. Meanwhile, perceived appreciation functions as a job resource that supports psychological balance. These two components interact in influencing individual outcomes. Therefore, resilience is shaped through the balance between demands and resources.

Furthermore, within the JD-R perspective, job resources serve as a buffering effect that reduces the negative impact of job demands. Bagdžiūnienė et al. (2022) show that job resources strengthen emotional resilience, while Salvo-Garrido et al. (2025) show that resilience is formed through interaction between work and individual factors. These findings reinforce the role of support systems in maintaining resilience. Thus, job resources are essential in reducing stress effects.

When linked to the previous findings, it is evident that the contribution of perceived appreciation (46.7%) is much greater than that of administrative workload (5.7%). This indicates that appreciation is not merely a complementary factor, but a primary factor. It also shows that psychological support can offset the negative effects of workload. Therefore, appreciation becomes a key element in sustaining resilience. This highlights the importance of strengthening support systems.

Thus, the findings show that teacher resilience is shaped through a dynamic interaction between job demands and job resources. Resilience is not solely determined by low workload, but by the availability of psychological support. Teachers with higher perceived appreciation are better able to respond to work demands. This allows them to remain adaptive and stable. Therefore, strengthening appreciation is essential for maintaining resilience.

Teachers' Adaptive Strategies in Maintaining Resilience

Based on the quantitative findings, administrative workload contributes relatively little to resilience (5.7%), while perceived appreciation contributes much more (46.7%), and together they account for 49.3%. This indicates that teacher resilience is not solely determined by job demands, but also by how teachers respond to those demands. It shows that resilience is influenced by both external conditions and individual capacity. Teachers

are not passive recipients of work pressure but actively manage their situations. Therefore, adaptive strategies become an important factor in maintaining resilience.

The interview results help explain these findings. Teachers with high levels of resilience still experience high administrative workload and limited material appreciation. However, they are able to maintain performance and psychological stability through various adaptive strategies. This suggests that resilience is not dependent on ideal conditions. Instead, it is shaped by how teachers respond to challenges. Thus, adaptive behavior plays a central role in sustaining resilience.

Teachers apply several coping strategies in dealing with administrative demands. First, problem-focused coping is shown through prioritizing tasks, organizing time effectively, and completing work systematically at school. This helps keep workload within manageable limits. Second, emotion-focused coping is reflected in how teachers interpret work demands more positively. This reduces emotional exhaustion and supports psychological stability. These strategies show that teachers actively regulate both tasks and emotions.

In addition, social support and collaboration also play an important role. Teachers often work together, share experiences, and help each other complete administrative tasks. Leadership support, such as internal training, further strengthens their adaptive capacity. The principal's managerial competence also influences how teachers perceive their work environment (Dawam et al., 2022). This indicates that social and organizational factors support individual resilience. Therefore, resilience is not only individual but also collective.

Furthermore, teachers maintain professional meaning and commitment as part of their coping strategy. They view their role as a long-term commitment rather than just a job. This intrinsic motivation helps them remain stable despite high work pressure. In addition, appreciation is not always material but also includes career development opportunities and professional support. This shows that appreciation functions as a psychological resource. Thus, both internal motivation and institutional support contribute to resilience.

Overall, these findings confirm that adaptive strategies are an integral part of the resilience process. Teacher resilience is not only determined by low job demands, but also by the ability to manage and interpret work experiences constructively. This highlights the importance of both individual and contextual factors. It also shows that resilience can be developed through experience and support. Therefore, strengthening adaptive capacity is essential in maintaining teacher resilience.

CONCLUSION

This study aimed to examine the influence of administrative workload and perceived appreciation on teacher resilience. The findings show that teacher resilience is not primarily determined by administrative workload, but by how teachers respond to and manage these demands. Although administrative tasks are increasing, they do not necessarily weaken resilience when teachers are able to adapt to their professional responsibilities. In contrast, perceived appreciation plays a more important role in sustaining teacher resilience. When teachers feel recognized, supported, and treated fairly, they are better able to maintain emotional stability and professional commitment.

These findings indicate that teacher resilience is shaped by the interaction between job demands, institutional support, and individual adaptive capacity. From a practical perspective, schools need to strengthen appreciation mechanisms, not only in material forms but also through professional recognition, career development support, and a supportive work environment. School leaders play a key role in creating conditions that enhance teachers' sense of value and belonging. In addition, providing opportunities for collaboration and professional growth can further support teachers' resilience. Therefore, efforts to improve teacher resilience should focus not only on reducing workload but also on strengthening psychological and organizational support.

However, this study has several limitations. First, the research was conducted in a single school, which may limit the generalizability of the findings. Second, the use of a quantitative approach with limited qualitative support may not fully capture the complexity of teachers' experiences. Third, this study only examined two main variables, while other factors such as leadership style, school climate, and personal characteristics may also influence teacher resilience. These limitations suggest that the findings should be interpreted within a specific context.

Based on these limitations, future research is recommended to involve a larger and more diverse sample across different educational settings. Further studies could also use mixed-method or qualitative approaches to gain deeper insights into teachers' adaptive processes. In addition, future researchers are encouraged to examine other variables that may influence resilience, such as leadership practices, organizational culture, and teacher well-being. Such approaches would provide a more comprehensive understanding of teacher resilience in complex work environments.

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