

Evaluation of Changes in Workload and Feasibility of Meeting TPG Requirements at SMK Bogor Barat After Permendikdasmen 11/2025

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Abstract

The regulation introduces a flexible workload system, recognizing additional tasks beyond face-to-face teaching hours and addressing challenges faced by vocational teachers in meeting previous requirements. The research aims to analyze changes in workload feasibility, teacher perceptions, and institutional factors influencing TPG fulfilment. This research [A1][A2] evaluates teacher workload changes and how they affect eligibility for the Teacher Professional Allowance (TPG) at Vocational High Schools (SMK) in the *Bogor Barat* region after the implementation of the Ministry of Education and Culture Regulation No. 11 of 2025. The regulation introduces significant changes to the minimum workload and distribution of teaching hours, which directly influence teachers' rights to the TPG. This research uses a quantitative descriptive approach, collecting primary data through questionnaires and documentation of teachers' workloads before and after the regulation was enacted. The analysis shows a decline in teachers independently meeting the minimum teaching hours of 24 JP/week, especially in vocational subjects with reduced hours. Consequently, some teachers had to increase their hours by working across schools or taking on additional administrative tasks to retain their eligibility for TPG. This research recommends that the government regularly evaluate the policy and allow flexibility in setting workloads for vocational teachers to prevent their professional rights from being compromised.

Keyword: workload, TPG, SMK, Permendikdasmen 11/2025, policy evaluation

INTRODUCTION

The Ministry of Education and Culture Regulation No. 11 of 2025 establishes a weekly workload of 37 hours and 30 minutes for teachers, encompassing teaching, mentoring, and additional tasks regarded as equivalent workload (Saragih & Harahap, 2020; Rahman & Wahyudi, 2021). This regulation addresses various issues encountered in the field, especially the limited face-to-face teaching hours provided to teachers, notably in Vocational High Schools (SMK) (Hidayat & Machali, 2020; Suryani & Sari, 2022). In SMK, vocational subject distribution is often uneven across classes and semesters, causing a disparity between the required and available face-to-face

teaching hours (Sukardi et al., 2019; Wahyuni, 2021). Consequently, this policy offers a more adaptable approach to organizing and managing teachers' workloads (Ismail et al., 2020). Previously, teachers were required to complete at least 24 face-to-face hours per week as a mandatory condition for receiving the Teacher Professional Allowance (TPG) (Setiawan, 2021). Although this policy aimed to enforce teaching hour standards, it often posed challenges for vocational teachers with small class sizes, making it difficult to reach the specified teaching hour targets (Wardani & Prasetyo, 2020). In such cases, many teachers were compelled to seek additional teaching hours at other schools or take on extra administrative duties not counted within the formal workload system (Putri & Susanto, 2021). These limitations frequently caused dissatisfaction and anxiety among teachers, who felt their workload was not fairly acknowledged (Utami & Mulyani, 2022). The new policy recognizing these supplementary tasks has a significant impact, as it opens opportunities for teachers to participate in a broader range of activities, such as vocational training guidance, UKK supervision, class advising, internship (Prakerin) coordination, extracurricular activity mentoring, BKK management, and other committee tasks previously excluded from official work hour calculations (Nugroho & Santosa, 2023).

Recognizing these additional tasks makes teachers' workloads fairer and more balanced (Sherf et al., 2019). Not only are face-to-face hours counted, but teachers' vital contributions to student management and development through various activities outside the classroom are also acknowledged. This shifts the emphasis from merely the quantity of face-to-face hours to the overall role teachers play in enhancing the quality of education. A new paradigm in educational human resource management, based on performance and professional contributions, supports this policy (Gunawan, 2025). In this context, teachers' performance is assessed not only by the number of face-to-face hours they complete but also by their contributions to students' overall development. Furthermore, this policy introduces a more transparent and efficient workload reporting system through the *Dapodik* and *SIMPKB* platforms. These platforms enable a more structured and systematic workload reporting and evaluation process, thereby enhancing accountability and transparency in TPG management. By utilizing this technology, each teacher can report their work activities directly and integrate them into a larger system, allowing for more accurate and comprehensive assessments of their performance and contributions. This also helps to reduce the risk of administrative errors and ambiguities in TPG disbursements, which previously caused challenges in many regions.

This policy introduces significant changes in the context of vocational high schools (*SMK*). The structure of the vocational curriculum in *SMK* differs significantly from that in *SMA*, particularly in how time is divided between theory and practical work. Productive subjects, which are central to learning at *SMK*, are only taught at certain levels and have a clear separation between practice and theory. This makes it challenging for many vocational teachers to meet the 24 *JP* face-to-face requirement, as many subjects focus more on practical work and are only taught in specific semesters or classes. Often, vocational teachers need additional tasks to fulfill the

24 JP requirement for TPG disbursement. Findings from the West Java Education Office show that over 60% of productive teachers in the *Bogor Raya* region could not meet the 24 JP face-to-face requirement for the 2024/2025 academic year (Disdik Jabar, 2025). This highlights the importance of new policies recognizing additional tasks such as *Prakerin* mentoring and UKK guidance, which were previously not included in teachers' workload. However, implementing this policy presents several challenges. At the school management level, principals are responsible for ensuring that teachers' tasks are divided fairly and accurately, considering the equivalence of workloads. This adjustment impacts administrative procedures and teachers' perceptions of fairness. Some teachers feel the new system acknowledges their previously unrecognized contributions, while others believe this policy increases their administrative burden without additional incentives (Sukmawati & Firmansyah, 2025). The success of this policy's implementation will largely depend on the principal's ability to distribute workloads fairly and ensure that extra tasks are suitably rewarded.

Furthermore, the success of this policy relies heavily on teachers' readiness to adopt technology, especially when using *SIMPKB*, *Dapodik*, and other reporting platforms. Research by Wibowo (2025) indicates that teachers with high technological adaptability are quicker to adjust to this new policy and can use digital platforms to report their workload more efficiently. This highlights that the effectiveness of educational policies depends not only on the content of regulations but also on the ability of policy implementers—in this case, teachers—to adapt to new technologies and systems.

This research aims to systematically assess the impact of implementing *Permendikdasmen* No. 11 of 2025 on the feasibility of TPG acceptance at *SMK Bogor Barat*. It will quantify changes in teachers' workloads and examine other factors influencing the fulfillment of TPG requirements, such as teachers' perceptions of organizational culture, organizational communication, work competencies, and their work commitment, to better understand ground realities. Additionally, this research seeks to identify the challenges and opportunities teachers and school principals face in implementing this new policy and offer recommendations that can improve the effectiveness and efficiency of educational policies at the vocational high school level.

RESEARCH METHOD

This research employs a quantitative descriptive approach, which aims to systematically, factually, and measurably describe real phenomena through numerical data. This approach was selected because it provides a clear view of the impact of education regulations on teachers' workloads and their eligibility for Teacher Professional Allowances (TPG), especially at the vocational high school (SMK) level. Measuring variables that directly affect teacher performance offers a more structured understanding of how new policies, such as *Permendikdasmen* No. 11 of 2025, are implemented and how teachers in the field respond. The research analyses two types of variables: independent and dependent. The independent variables include four main aspects regarded as key factors influencing teachers' ability to meet the workload

outlined in the new policy: organizational culture, organizational communication, work competence, and work commitment.

Organizational culture reflects the collective values, norms, and practices that prevail in schools, shaping the patterns of interaction between teachers and school officials and supporting the achievement of educational goals. This culture includes cooperation, mutual respect, and commitment to sustainable quality education. Organizational communication describes the effectiveness of formal and informal information flows among school members. Good and open communication can facilitate decision-making and improve coordination between departments within the school, influencing teacher performance. Work competencies encompass teachers' pedagogical, professional, social, and personal skills. These four competencies are vital for fulfilling teaching duties and supporting successful learning in the classroom. Competent teachers possess strong teaching knowledge and skills and can adapt to evolving learning dynamics. Work commitment signifies a teacher's emotional involvement and loyalty to the institution where they teach. This commitment plays a role in enhancing the quality of teaching and motivating teachers to actively participate in school development activities, such as extracurricular programmers and student mentoring.

Meanwhile, the dependent variable in this research is teacher performance in meeting *TPG* requirements, which is measured through three leading indicators: achievement of equivalent workload, administrative discipline, and fulfilment of professional responsibilities. Achievement of equivalent workload refers to the total number of working hours calculated based on face-to-face hours and additional tasks recognized in the regulations. Administrative discipline includes punctuality in administrative tasks, such as filling out attendance sheets, reports, and other activities supporting the learning process. Meanwhile, fulfilment of professional responsibilities refers to how well teachers carry out their duties in the context of applicable regulations, including lesson preparation, learning evaluation, and professional development. In this research, the primary data is obtained directly from the field. Data was collected through two main methods: (1) a closed questionnaire with a Likert scale of 1 to 5, used to measure teachers' perceptions of the four independent variables and the dependent variable, and (2) official documentation, such as the teacher assignment decree for the even semester of 2024/2025 and the odd semester of 2025/2026, which was used to observe changes in teachers' workload before and after the regulation was implemented. This documentation provides essential data for comparing teachers' workload over different periods, clearly showing whether the new policy has affected teachers' performance and the feasibility of the *TPG*.

The population in this research includes all active vocational school teachers, both public and private, teaching during the odd semester of the 2025/2026 academic year in the administrative region of West Bogor (*Bogor Barat*). Sampling was done using purposive sampling with specific criteria: teachers who have obtained a teaching certificate, are actively registered in *Dapodik* or *SIMPKB*, and have well-documented formal workloads or additional tasks. From this population, 95 teachers from six

vocational schools (three public and three private) across three districts—*Cibungbulang*, *Dramaga*, and *Leuwiliang*—were selected as research respondents. The research instrument was a closed-ended questionnaire consisting of 27 items: six items on organizational culture, five on organizational communication, six on work competence, five on work commitment, and five on teacher performance related to *TPG*. This questionnaire was developed based on theoretical indicators validated by two lecturers specializing in educational management and one school principal. To ensure the instrument's reliability, a Cronbach's Alpha test was conducted, and the results showed that all variables had an α value above 0.70, indicating that the instrument has good internal consistency.

Data analysis was conducted in two main stages. The first involved descriptive statistical analysis, outlining respondent characteristics and variable distributions using mean values, standard deviations, and score trends. The second involved partial correlation analysis, which determined the relationship between each independent and dependent variable while controlling for other variables. The research used SPSS software version 26, with a significance level set at $\alpha = 0.05$. The results are presented through frequency tables, bar charts, and partial correlation coefficient tables, assisting researchers in drawing both statistical and substantive conclusions about the effectiveness of implementing the Ministry of Education and Culture Regulation No. 11 of 2025, with respect to workload and the practicality of teacher performance-based pay (*TPG*) at *SMK Bogor Barat*. This approach aims to provide a more comprehensive understanding of teachers' challenges in meeting *TPG* requirements and how this new policy can address existing issues.

RESULT AND DISCUSSION

This section presents the results of data analysis, including descriptive statistics, simple regression, and multiple regression to examine the impact of independent variables—organizational culture, organizational communication, work competence, and work commitment—on teacher performance in fulfilling the Teacher Professional Allowance (*TPG*). Descriptive analysis offers an overview of teachers' perceptions of organizational conditions and their performance. Additionally, simple regression assesses the influence of each variable on teacher performance, while multiple regression evaluates the combined effect of all four independent variables. All analyses were performed using SPSS version 26, ensuring efficient and accurate data processing and providing results that facilitate conclusions about the factors affecting *TPG* fulfilment.

Table 1. Summary of Descriptive

Variable	N	Mean	Standard Deviation	Category
Organizational Culture	95	4,02	0,51	Very good
Organizational Communication	95	3,88	0,59	Good
Work Competence	95	4,10	0,48	Very good
Work Commitment	95	3,96	0,55	Good
Teacher Performance	95	4,08	0,46	Very good

Table 2. Summary of Regression and Multiple Regression Analysis

Independent Variable	Coefficient Regression	t Calculated	Sig. (p)	Description
Organizational Culture	0,216	2,752	0,007	Significant
Organizational Communication	0,187	2,494	0,015	Significant
Work Competence	0,263	4,044	0,003	Significant
Work Commitment	0,198	2,687	0,009	Significant
R (Multiple Correlation)	0,812			
R2 (Coefficient Determination)	0,660			

Descriptive analysis

Descriptive analysis was employed in this research to provide an overview of teachers' perceptions of organizational culture, job competence, work commitment, and performance. This method is highly relevant for assessing how each variable contributes to implementing Permendikdasmen No. 11 of 2025, which governs teachers' workload and additional duties. Based on the analysis results, the average scores for all variables fall within the "Good" to "Very Good" categories, indicating that the organizational climate in schools and teachers' overall performance tend to be positive. This reflects good acceptance of the new policy and high satisfaction among teachers regarding their workload. Specifically, organizational culture and job competence were rated as "Very Good," with an average score above 4.00. This suggests that the school environment effectively supports teachers in their responsibilities. A positive organizational culture is assessed through collaboration, mutual respect, and dedication to quality education. However, organizational communication and work commitment are classified as "Good", although both significantly enhance teacher performance. Organizational communication, which involves the flow of information between teachers, principals, and administrators, continues to show positive results. Yet, there is room for further improvement regarding openness and the effectiveness of communication channels. Effective communication reduces misunderstandings regarding new regulations and ensures all stakeholders receive clear and timely information. Similarly, while work commitment is rated as "Good", there remains potential to strengthen teachers' emotional engagement and loyalty to the institution; greater commitment levels can lead to increased motivation and teaching quality, supporting the achievement of TPG targets. Overall, this analysis shows that the implementation of Permendikdasmen No. 11 of 2025 has been well received by teachers, with strong support from organizational culture and high work competence. Although some aspects still need improvement, such as communication and work commitment, the positive impact of this policy is already beginning to be apparent, leading to enhanced performance and quality of education in the schools studied. Therefore, schools and the government must

continue strengthening these aspects to create a more favourable environment supporting teachers' tasks and broader acceptance of educational policies.

Regression Analysis and Multiple Regression

The regression results indicate that all four independent variables, both collectively and individually, significantly affect teacher performance. The coefficient of determination of 66% suggests that most of the variation in teacher performance can be attributed to organizational culture, organizational communication, work competence, and work commitment. These findings confirm that the success of implementing educational policies, particularly concerning the disbursement of the Teacher Professional Allowance (TPG), is highly influenced by internal institutional factors and individual teacher performance. Among these variables, work competence has the most significant influence ($\beta = 0.263$), indicating that improving teacher quality heavily relies on continuous training and development. This aligns with the findings of Gunawan & Wibowo (2025), who state that pedagogical and professional competence are the main determinants in fulfilling workloads by applicable regulations. With an R value of 0.812, this regression model demonstrates a robust correlation between the independent and dependent variables, confirming that internal factors such as culture, communication, and job competence play a significant role in teacher performance. This analysis also provides a solid empirical foundation to support evidence-based educational planning practices, as UNESCO (2018) recommended, emphasizing the importance of using real and relevant data in educational policy-making and school management.

Theoretical and Regulatory Discussion

The findings of this research reinforce several theories of educational management and organization. A positive organizational culture has been shown to enhance employee performance, as Robbins (2006) explains, and a healthy work culture fosters high work motivation. This aligns with research indicating that a supportive organizational environment significantly improves their performance through collaboration and recognition of teachers' contributions. From a regulatory perspective, Permendikdasmen No. 11 of 2025 represents a policy innovation in managing teachers' workloads. This regulation broadens the definition of workload by recognizing additional tasks and other equivalent activities not previously included in the formal workload system. This policy affects the workload verification system for the disbursement of the Teacher Professional Allowance (TPG), which is now based not only on face-to-face hours but also administrative tasks and professional development. Consequently, teachers' workload becomes more balanced and reflects all their contributions, including teaching, self-development activities, and administrative management. In vocational education, this regulation enhances the managerial autonomy of schools, allowing school principals greater freedom to develop contextual and flexible teacher assignments aligned with each school's needs and characteristics.

Analysis of the Impact of Regulation Implementation

Implementing the Ministry of Education and Culture Regulation No. 11 of 2025 has positively affected the optimization of teachers' workloads at vocational high schools (SMK). Based on interview results and documentation, teachers who previously found it challenging to meet the 24-hour face-to-face requirement can now fulfil an equivalent amount through recognized additional activities, such as internship supervision, Tefa management, and curriculum module development. Recognizing these extra tasks allows teachers to more easily satisfy the administrative requirements for the Teacher Professional Allowance (TPG) and enhance the quality of education at vocational high schools. However, the implementation of this policy also faces several challenges. One is the lack of initial socialization about the new task distribution format, confusing some schools regarding compiling equivalent additional tasks. Additionally, the limited human resources (HR), especially school operators, in understanding and implementing the latest version of the Dapodik input system, have become an obstacle to timely and accurate reporting. Therefore, ongoing support from the Education Office is necessary, including more intensive technical training, so that teachers and administrative staff can use the system more efficiently, ensure the validity of reports, and facilitate the disbursement of TPG by applicable regulations.

Comparative Analysis Before and After Permendikdasmen 11/2025

Data on task distribution for the second semester of the 2024/2025 academic year shows that only 71.6% of teachers met the administrative requirements for the Teacher Professional Allowance (TPG). However, after implementing Ministry of Education and Culture Regulation No. 11 of 2025 in the first semester of the 2025/2026 academic year, this figure increased significantly to 94.7%. This rise is due to the recognition of equivalent workloads, which allows teachers to meet the administrative requirements for TPG through additional tasks such as supervising Field Work Practice (PKL), managing Tefa, and developing teaching materials. This demonstrates that implementing the new regulation successfully addresses the main challenges vocational school teachers face regarding limited face-to-face teaching hours. Furthermore, implementing this regulation has caused a paradigm shift in teacher task management, granting school principals greater flexibility in determining the equivalence of additional tasks. These findings align with management flexibility within the School-Based Management (SBM) framework recommended by the World Bank (2022). Therefore, this regulation has a positive administrative impact and affects schools' managerial structure and culture, encouraging principals to be more adaptable and responsive to the needs and conditions.

Comparative Research Between Public and Private Schools

Public schools show a higher level of adaptation to new regulations than private schools. This is mainly due to the availability of more skilled managerial staff and Dapodik operators in public schools. Furthermore, public schools typically receive more frequent technical support from supervisory officers and have direct lines of

communication with the education department, which helps make policy implementation and reporting more efficient. Conversely, private schools encounter several administrative difficulties, such as limited access to technical training. These constraints cause delays in reporting and verifying Teacher Professional Allowances (TPG), which subsequently slow down the disbursement of allowances and create a perception of unfairness among private school teachers. Therefore, technical assistance and regulatory affirmation programmers are vital to ensure that private schools implement this policy effectively and that there is no disparity in management quality across educational institutions. This support will help overcome existing barriers and promote equality in policy enforcement across all types of schools.

Relevance to the Objectives of Improving the Quality of Vocational Education

Permendikdasmen No. 11 of 2025 supports the strategy for improving vocational education quality as outlined in Perpres No. 68 of 2022. Vocational school teachers are expected not only to teach but also to mentor students in workplace settings. This policy creates opportunities for vocational teachers to take on managerial and technical roles equivalent to teaching, such as supervising On-the-Job Training (OJT), managing teaching factories (Tefa), and developing industry-based instructional materials. It aligns with the dual system approach, which integrates the school environment with the workplace (DUDI). By recognizing these tasks as equivalent to workloads, this regulation strengthens the link between education and labour market needs, ensuring that vocational education remains relevant and responsive to industrial demands. Consequently, this policy improves teaching quality and reinforces the connection between vocational education and the world of work.

The Role of Leadership and Academic Supervision

As the leader of learning, the principal plays a central role in effectively fulfilling teachers' workloads. Academic supervision and systematic monitoring are essential in enhancing teacher performance. The transformational leadership demonstrated by principals at public vocational schools has proven to be more adaptable to policy changes. They are proactive in disseminating new regulations, assisting teachers in preparing task distribution decrees, supervising data entry in Dapodik, and ensuring administrative processes run smoothly and comply with relevant laws. Conversely, principals in private schools tend to concentrate more on administrative tasks and encounter difficulties developing the managerial skills necessary to support effective policy implementation. Therefore, private school principals must bolster their managerial abilities through comprehensive leadership training and academic supervision. Improving the capacity of school leaders is essential to ensure accuracy and practicality in meeting TPG requirements and promote the successful execution of policies. This aligns with the Ministry of Education, Culture, Research, and Technology policy in Merdeka Belajar episode 7, highlighting the importance of strengthening principals as learning leaders. Enhancing principals' leadership capacity is crucial for creating an environment that supports the development of quality education in

schools and ensures that all administrative and educational processes operate effectively and efficiently.

Reflections on the Digital Reporting System (Dapodik, e-Kinerja, SIMPKB)

The digital reporting system has become vital to verifying teachers' workloads. Dapodik records task distribution and equivalent hours, but some teachers' lack of technical understanding has caused data entry delays. This issue must be addressed through structured, regular training and a multi-layered monitoring system to ensure more efficient and accurate data management. Furthermore, SIMPKB and e-Kinerja are not fully integrated, requiring teachers to submit duplicate reports. The disconnection between these systems hampers time efficiency and raises risks of data management errors. This research suggests integrating the systems to improve efficiency and ensure data accuracy. Creating an integrated dashboard for reporting systems is essential for automatic data synchronization. With such a system, reporting will become more transparent, efficient, and accountable, ultimately facilitating the smooth disbursement of TPG and enhancing data management quality in schools.

Integrating Findings with Evidence-Based Educational Planning (EBEP)

These findings are highly relevant to the evidence-based educational planning (EBEP) approach, where educational policies must be grounded in valid data rather than assumptions. In this context, schools are expected to create task distribution plans and strategies for managing teachers' workloads based on analysis of actual needs, institutional capabilities, and verified performance data. This evidence-based approach ensures that decisions are well-founded and aligned with the prevailing conditions. EBEP requires a culture of reflection and continuous evaluation at the educational unit level. Therefore, school principals and management teams must be able to analyze data, utilize it for decision-making, and develop improvement strategies based on documented performance evaluations. Such practices strengthen public accountability and support the reinforcement of data-based governance, which is the primary foundation for enhancing the quality of education. This aligns with the direction of the 2020–2024 RPJMN policy and the Kemendikbudristek Strategic Plan, which emphasize the importance of data-driven education management to create a more efficient and effective education system.

CONCLUSION

The implementation of *Permendikdasmen* No. 11 of 2025 has significantly improved the feasibility of teachers meeting TPG requirements at *SMK Bogor Barat* by recognizing diverse workloads beyond face-to-face teaching hours. The policy's flexibility led to a notable increase in eligibility, from 71.6% to 94.7%, demonstrating its effectiveness in addressing vocational teachers' unique challenges. Key factors such as work competence, organizational culture, and communication were found to strongly influence teacher performance, with competence being the most critical predictor. However, disparities in digital reporting adoption, particularly in private

schools, highlight persistent gaps in technological infrastructure and staff readiness. These findings affirm the policy's positive impact on workload equity while underscoring the need for systemic support to ensure consistent implementation across all institutions.

Future studies should explore the longitudinal effects of the policy on teacher motivation and student outcomes to assess its broader educational impact. Additionally, research could investigate strategies to bridge the digital divide in schools, such as targeted training programs or infrastructure investments, to enhance policy adoption. Comparative studies across regions or school types could also provide deeper insights into contextual challenges and best practices for implementing similar regulations. Finally, qualitative research examining teachers' lived experiences under the new workload system would enrich understanding of its practical benefits and limitations.

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