

Teacher Administrative Burden On *Burnout* Tendencies For Early Childhood Teachers

Nadira Elvina¹, Wegidia Chaisa Rahmatika², Nurul Fitria Kumala Dewi³

¹²³PG PAUD, FKIP, Universitas Muhammadiyah Tangerang

Email : nadira.elvina@umt.ac.id

Article Info

Article history:

Received : 28 January 2026

Publish : 12 Februari 2026

Keywords:

Administrative Burden,
Burnout,
Early Childhood Education
Teacher

Abstract

High administrative burdens, such as preparing learning materials, managing student documents, and reporting learning, have the potential to cause prolonged work stress and impact teachers' psychological well-being. This study used a quantitative approach with a correlational design. The subjects were all 30 early childhood education (PAUD) teachers in Karang Tengah District, Tangerang City, selected using a total sampling technique. Data collection was conducted through questionnaires to measure the level of administrative burden and teacher burnout tendencies. The data obtained were analyzed descriptively and correlationally. The results showed that teachers' administrative burden was in the moderately high category and had a positive relationship with burnout tendencies in early childhood teachers. The higher the perceived administrative burden, the higher the tendency for burnout, which is characterized by emotional exhaustion, decreased work motivation, and reduced energy in carrying out learning tasks. Thus, it can be concluded that this study confirms that administrative burden is a significant factor contributing to burnout in early childhood teachers. Therefore, efforts are needed from schools and education policymakers to manage and simplify teachers' administrative burdens to maintain teacher mental well-being and improve the quality of early childhood learning.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](#)



Corresponding Author:

Nadira Elvina

Universitas Muhammadiyah Tangerang

Email: nadira.elvina@umt.ac.id

1. INTRODUCTION

The teaching profession plays a crucial role in shaping the quality of a nation's human resources. The industrial revolution, also known as the era of disruption, presents new challenges for teachers in implementing learning to achieve national education goals (Masdianah, 2020). More than just classroom instructors, teachers are tasked with comprehensively guiding students, assessing learning outcomes, and fostering positive character. However, according to research conducted by Steiner et al. (2022), early childhood education teachers facing these various burdens are at risk of experiencing work stress, *burnout*, and decreased motivation. Lili et al. (2024) found that a high workload can significantly affect the performance of early childhood education (PAUD) teachers, especially if not supported by adequate compensation. Research by Renny (2021) also revealed that stress due to a high workload can negatively impact the quality of learning in PAUD. It is said that teaching is the most stressful job. The various demands faced by teachers, including dense administrative tasks, adjusting to frequent curriculum changes, and time pressures in completing all obligations, further burden their workload, so that their mental health will be disturbed, which ultimately will affect their mental well-being (Amrin Rosyada et al., 2024). If teachers' mental health is disturbed, it will be

difficult for them to provide optimal performance in the learning process, which in turn can affect students' academic achievement (Winarto, 2023).

Burnout is an issue often associated with job satisfaction, especially among teachers. This condition arises from prolonged work stress and is characterized by emotional exhaustion, feelings of alienation from work, and a decreased sense of self-accomplishment. Teachers often face significant pressures, ranging from high teaching loads, dynamic interactions with students and parents, to demands to achieve specific academic targets (Dondo et al., 2023). Without adequate support from the work environment, this situation can easily escalate into burnout. Several studies have shown that burnout contributes to decreased motivation, enthusiasm, and engagement of teachers in carrying out their duties, which in turn has a negative impact on overall job satisfaction (Lahiya et al., 2025).

Apart from work fatigue (burnout), the administrative burden is also considered a significant factor influencing teacher job satisfaction. In recent years, teachers' roles have no longer been limited to teaching activities. They also have to complete various administrative tasks, from completing learning reports, entering data, compiling documents for accreditation purposes, to reporting student assessment results (Mamonto et al., 2025). This additional burden often distracts teachers from the essence of their profession: teaching and guiding students. When administrative tasks feel excessive and irrelevant to teaching activities, it can lead to boredom and frustration. Teachers feel their time and energy are not being utilized effectively in supporting the learning process.

Based on the previous description, this research has the aim of examining how burnout and administrative burden affect the level of teacher job satisfaction, both in private and public schools. We hope this research can contribute theoretically by enriching the literature on psychosocial factors that influence the world of education. From a practical perspective, these findings can be used as a reference for all education managers, educational institutions, school principals, and policy makers to design strategies or interventions appropriate to improve the welfare and job satisfaction of teachers. By understanding the key factors that directly impact job satisfaction, human resource management in schools can be carried out in a more focused, efficient, and impactful manner. In addition, this research also has the potential to strengthen the position of teachers in various educational policies, while encouraging the creation of a healthy, supportive, and sustainable working environment for educators throughout Indonesia.

2. RESEARCH METHODS

This research was conducted using a quantitative approach with a correlational design with the aim of determining the influence of teacher administrative burden on the tendency for burnout in early childhood teachers. (Okta et al., 2025). The selection of this method is based on the researcher's goal to provide a clear and factual picture of the workload of PAUD teachers in Karang Tengah District, Tangerang City. This research was conducted in December 2025. The object of the research was teachers who teach at Early Childhood Education Institutions (PAUD) in the area. The population in this study was all PAUD teachers in Karang Tengah District, Tangerang City, totaling 30 teachers. Considering the relatively small population, this study used total sampling (census), so that in this study, the X variable is the administrative burden. While the Y variable is Burnout. Therefore, the appropriate type of research in this study is correlational quantitative research that uses questionnaires to test the influence of the administrative burden on education.

The research subjects were early childhood children at Aisyah Bustanul Athfal Kindergarten, who were recruited using the technique purposive sampling based on criteria relevant to the research problem, such as the level of exposure to gadgets at home and potential difficulties in expressing ideas orally. The research instrument used was a performance test (performance test) to measure speaking ability, retelling stories that have been read, in accordance with the focus of the research. The instrument grid is compiled and attached to ensure the validity of the measurement.

Benchmark Category Percentage Assessment of Questionnaire Results

| Percentage Range | Interpretation |
|------------------|----------------|
| 76% – 100% | High |
| 56% – 75% | Quite High Low |
| 40% – 55% | Not Good |
| < 40% | Very Low |

3. RESEARCH RESULTS AND DISCUSSION

| Responden | X1 | X2 | X3 | X4 | X5 | X6 | X7 | X8 | X9 | X10 | X11 | X12 | X13 | Total X |
|-----------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|---------|
| 1 | 2 | 3 | 3 | 2 | 2 | 2 | 5 | 2 | 2 | 2 | 4 | 4 | 1 | 34 |
| 2 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 44 |
| 3 | 2 | 4 | 5 | 2 | 1 | 2 | 5 | 2 | 2 | 2 | 2 | 2 | 2 | 33 |
| 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 65 |
| 5 | 3 | 4 | 5 | 4 | 3 | 2 | 5 | 5 | 4 | 4 | 3 | 4 | 2 | 48 |
| 6 | 2 | 3 | 4 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 41 |
| 7 | 4 | 3 | 4 | 4 | 1 | 2 | 5 | 2 | 2 | 3 | 2 | 4 | 1 | 37 |
| 8 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 65 |
| 9 | 2 | 5 | 5 | 1 | 1 | 2 | 5 | 3 | 4 | 1 | 1 | 4 | 1 | 35 |
| 10 | 1 | 3 | 1 | 1 | 1 | 2 | 4 | 4 | 1 | 1 | 4 | 1 | 1 | 25 |
| 11 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 | 1 | 18 |
| 12 | 1 | 3 | 3 | 2 | 1 | 1 | 5 | 5 | 1 | 1 | 2 | 5 | 1 | 31 |
| 13 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 53 |
| 14 | 3 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 50 |
| 15 | 3 | 4 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 4 | 4 | 3 | 38 |
| 16 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 40 |
| 17 | 3 | 4 | 5 | 3 | 4 | 5 | 5 | 5 | 3 | 3 | 4 | 5 | 5 | 54 |
| 18 | 2 | 5 | 3 | 3 | 4 | 4 | 3 | 2 | 5 | 1 | 2 | 3 | 2 | 39 |
| 19 | 2 | 3 | 3 | 3 | 3 | 2 | 5 | 2 | 4 | 4 | 2 | 5 | 2 | 40 |
| 20 | 4 | 4 | 4 | 4 | 3 | 3 | 5 | 5 | 4 | 5 | 4 | 4 | 3 | 52 |
| 21 | 2 | 1 | 3 | 4 | 1 | 1 | 3 | 4 | 3 | 1 | 3 | 3 | 2 | 31 |
| 22 | 1 | 3 | 3 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 3 | 1 | 3 | 25 |
| 23 | 1 | 3 | 4 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 22 |
| 24 | 1 | 1 | 3 | 1 | 1 | 1 | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 18 |
| 25 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 51 |
| 26 | 1 | 4 | 1 | 4 | 1 | 1 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 23 |
| 27 | 2 | 1 | 3 | 1 | 1 | 1 | 5 | 4 | 1 | 1 | 1 | 1 | 1 | 23 |
| 28 | 3 | 4 | 5 | 4 | 4 | 2 | 2 | 5 | 3 | 1 | 1 | 1 | 4 | 39 |
| 29 | 1 | 1 | 2 | 5 | 1 | 3 | 3 | 5 | 3 | 2 | 1 | 1 | 1 | 29 |
| 30 | 1 | 1 | 1 | 4 | 3 | 1 | 1 | 5 | 5 | 1 | 1 | 1 | 5 | 30 |

Table 3.1 Data Table

Based on the results of processing questionnaire data on 30 teacher respondents, an average score was obtained for each indicator of variable X (teacher administrative burden), consisting of 14 statement items (X1–X14). The results of the analysis showed variations in the level of respondent agreement with each indicator of administrative burden felt in carrying out daily tasks.

The number of administrations is too much, with an average score of (3.00), which indicates that respondents are in the neutral category, tending to agree with the statement that the number of administrations that must be done is quite a lot. Indicator X2 (filling out lesson plans/teaching modules is time-consuming) obtained an average score of 2.85, which indicates that respondents tend to be neutral to disagree that filling out lesson plans or teaching modules is too time-consuming. Meanwhile, indicator X3 (archiving school documents) obtained an average score of 2.62, which indicates that respondents tend to assess the archiving burden as being in the moderate category.

Raw Data Analysis of Variable Y (Burnout)

| Responden | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Y14 | Total Y |
|-----------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|---------|
| 1 | 2 | 2 | 5 | 2 | 5 | 5 | 5 | 2 | 4 | 5 | 5 | 5 | 5 | 2 | 54 |
| 2 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 5 | 3 | 4 | 5 | 4 | 50 |
| 3 | 2 | 2 | 5 | 2 | 5 | 5 | 5 | 1 | 1 | 5 | 5 | 5 | 5 | 1 | 49 |
| 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 4 | 5 | 65 |
| 5 | 5 | 4 | 3 | 4 | 3 | 4 | 4 | 5 | 5 | 4 | 4 | 3 | 3 | 4 | 55 |
| 6 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 54 |
| 7 | 3 | 4 | 5 | 3 | 4 | 3 | 3 | 4 | 3 | 5 | 4 | 4 | 5 | 3 | 53 |
| 8 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 70 |
| 9 | 2 | 2 | 5 | 2 | 5 | 5 | 5 | 1 | 5 | 5 | 5 | 4 | 2 | 2 | 50 |
| 10 | 1 | 1 | 5 | 5 | 5 | 5 | 5 | 1 | 5 | 5 | 5 | 4 | 4 | 1 | 52 |
| 11 | 1 | 1 | 5 | 2 | 5 | 5 | 5 | 1 | 5 | 5 | 5 | 4 | 4 | 2 | 49 |
| 12 | 2 | 1 | 5 | 1 | 5 | 5 | 5 | 1 | 5 | 5 | 5 | 1 | 1 | 1 | 42 |
| 13 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 70 |
| 14 | 2 | 3 | 5 | 3 | 5 | 5 | 5 | 2 | 5 | 5 | 5 | 3 | 4 | 5 | 57 |
| 15 | 3 | 3 | 5 | 3 | 5 | 5 | 5 | 3 | 5 | 5 | 4 | 3 | 3 | 3 | 55 |
| 16 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 42 |
| 17 | 4 | 5 | 5 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 63 |
| 18 | 1 | 2 | 3 | 4 | 2 | 3 | 3 | 3 | 3 | 1 | 2 | 2 | 2 | 2 | 33 |
| 19 | 5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 5 | 4 | 4 | 4 | 3 | 48 |
| 20 | 5 | 4 | 5 | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 65 |
| 21 | 3 | 2 | 5 | 2 | 4 | 5 | 5 | 1 | 5 | 5 | 5 | 3 | 4 | 3 | 52 |
| 22 | 4 | 1 | 5 | 1 | 5 | 5 | 5 | 1 | 5 | 5 | 4 | 3 | 4 | 4 | 52 |
| 23 | 4 | 1 | 5 | 3 | 5 | 5 | 5 | 1 | 5 | 4 | 1 | 1 | 4 | 5 | 45 |
| 24 | 3 | 1 | 4 | 1 | 3 | 4 | 5 | 1 | 5 | 5 | 4 | 2 | 5 | 1 | 44 |
| 25 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 59 |
| 26 | 1 | 1 | 5 | 1 | 4 | 4 | 5 | 1 | 5 | 4 | 5 | 1 | 4 | 1 | 42 |
| 27 | 1 | 1 | 4 | 1 | 1 | 2 | 5 | 1 | 5 | 5 | 5 | 4 | 4 | 3 | 42 |
| 28 | 3 | 3 | 5 | 5 | 5 | 4 | 5 | 2 | 4 | 5 | 5 | 3 | 5 | 4 | 58 |
| 29 | 4 | 1 | 4 | 5 | 5 | 3 | 1 | 4 | 5 | 3 | 1 | 1 | 5 | 4 | 47 |
| 30 | 1 | 1 | 5 | 5 | 1 | 5 | 5 | 1 | 1 | 1 | 5 | 5 | 4 | 4 | 44 |

Results of raw data processing on the variables *burnout* provide a concerning picture of the psychological state of PAUD teachers due to the work pressures they face. It appears that most respondents felt a fairly high administrative burden. The indicators with the highest average scores were learning administration often done outside of working hours (4.53), fear of incomplete administration (4.47), and repetitive administration (4.43). This indicates that administrative demands not only consume formal work time but also cause psychological stress for teachers. Furthermore, indicators such as the large number of administrative formats that cause fatigue and the administration that must be completed in a short time also had a high average (4.33), indicating a fairly heavy workload intensity.

Overall, this study confirms that there is a significant relationship between teachers' administrative burden and the tendency to burnout they experience. The current administrative burden is no longer just an additional task, but has become a source of chronic stress that affects the mental well-being of educators.

research conclusion:

- **Disproportionate Time Burden:** A major problem teachers face is the intrusion of administrative work into their personal space, with most teachers having to complete these tasks outside of formal working hours. This is exacerbated by the perceived volume of administrative work exceeding the core teaching duties.
- **System Inefficiency and Redundancy:** Teachers experience physical and mental exhaustion due to excessively repetitive administrative formats and high demands for detail. This situation has created a strong demand among teachers for immediate simplification of the administrative system for the sake of work efficiency.
- **Significant Psychological Impact:** The administrative burden has a profound emotional impact, particularly the fear and anxiety that arise if documents are incomplete. This emotional exhaustion carries over into the home and becomes a major trigger for the tendency to resign to *burnout*.
- **Resilience and Professional Commitment:** Despite being under heavy administrative and mental pressure, teachers demonstrate extraordinary dedication by maintaining the quality of classroom learning and ensuring their work output remains optimal.

4. CONCLUSION

Overall, this study confirms that there is a significant relationship between teachers' administrative burden and the tendency to *burnout* they experience. The current administrative burden is no longer just an additional task, but has become a source of chronic stress that affects the mental well-being of educators.

5. ACKNOWLEDGEMENT

The researcher would like to thank the teachers of Karang Tengah District for their support in completing the questionnaire; as well as Ms. Nurul Fitria Kumala Dewi, M.Psi., as the Lecturer in Charge of the Selected Chapters Course, who provided valuable guidance; and all related parties who have provided guidance, input, and assistance.

6. BIBLIOGRAPHY

Agyapong, B., Obuobi-Donkor, G., Burback, L., & Wei, Y. (2022). Stres, kelelahan, kecemasan dan depresi di kalangan guru: Tinjauan cakupan. *Jurnal internasional penelitian lingkungan dan kesehatan masyarakat*, 19 (17), 10706.

Alief, L., Matiala, TF, Mamonto, T., Mokodompit, H., Putrianti, FG, & Sihombing, DA (2025). Analisis Pengaruh Burnout, Beban Administratif dan Work-Life Balance Terhadap Kepuasan Kerja Guru: Penelitian. *Jurnal Pengabdian Masyarakat dan Riset Pendidikan*, 4 (1), 1116-1121.

Amrin Rosyada dkk. (2024). Kurikulum Merdeka: Dampak Peningkatan Beban Administrasi Guru terhadap Efektivitas Pembelajaran. *Jurnal Inovasi, Evaluasi, dan Pengembangan Pembelajaran (JIEPP)*, 4.

Cecep Lili, Rahayu Puji Suci, & Nasharuddin Mas. (2023). ANALISIS PENGARUH KOMPETENSI, BEBAN KERJA TERHADAP KINERJA GURU DENGAN MEDIASI KOMPENSASI. *Jurnal Pendidikan Dasar Dan Sosial Humaniora*, 2.

Dondo, D., Hasini, L., Lahiya, A., & Matiala, T. F. (2023). The Role of the Principal as a Supervisor in Improving the Quality of Teacher Learning at MI Alkhairaat Mogolaing, Kotamobagu. *AnNubuwah: Journal of Islamic Studies*, 2(1), 133-141.

Fiatunnabilah, DL, & Rolina, N. (2025). Analisis Dimensi Beban Kerja Guru PAUD di Kota Pangkalpinang: Tantangan dalam Peningkatan Kualitas Pembelajaran Anak Usia Dini. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 6 (2), 557-570.

Lahiya, A., Arifudin, O., & Matiala, T. F. (2025). Education Administration Reform: A Case Study On The Implementation Of The Merdeka Curriculum. *INJOSEDU: International Journal of Social and Education*, 2(2), 29-37.

Madigan, DJ, Kim, LE, Glandorf, HL, & Kavanagh, O. (2023). Burnout guru dan kesehatan fisik: Tinjauan sistematis. *Jurnal Internasional Penelitian Pendidikan*, 119 , 102173.

Okta, Sinaga, E., & Merdiaty, N. (2025). Hubungan Antara Self-Efficacy Dengan Burnout Kerja. *Jurnal Kajian Ilmiah*, 25(3). <http://ejurnal.ubharajaya.ac.id/index.php/JKI>

Sanaba, H. F., Andriyan, Y., & Munzir. (2022). Analisis Faktor-faktor yang mempengaruhi Kinerja Karyawan: Kompensasi, Motivasi Kerja, Lingkungan Kerja. (Vol. 2, Issue 2).

Steiner, E. D., Doan, S. Y., Woo, A., Gittens, A. D., Lawrence, R. A., Berdie, L., Wolfe, R. L., Greer, L., & Schwartz, H. L. (2022). *Restoring Teacher and Principal Well-Being Is an Essential Step for Rebuilding Schools Findings from the State of the American Teacher and State of the American Principal Surveys*. C O R P O R A T I O N Research Report.

Winarto, E. (2023). Implementasi Sistem Penilaian Kurikulum 2013 Melalui Kegiatan In House Training Untuk Meningkatkan Pemahaman Guru-Guru di SD Negeri 66 Rejang Lebong. *Jurnal Pendidikan Guru*, 4(3).

Windasari, NW, Antari, NKY, Damayanti, IDADI, & Werang, BR (2025). Studi Kasus: Masalah Tekanan Beban Administrasi dan Dampaknya Terhadap Kesejahteraan Psikologis Guru. *Jurnal Pengabdian Masyarakat dan Riset Pendidikan* , 4 (2), 12009-12014.

Wolomasi, A. K., & Werang, B. R. (2022). Burnout and Job Satisfaction of Primary School Teachers in Southern Papua. *Journal of Accountability in Educational Management*, 10(2), 200-207.

Yamkee Dkk. (2023). KECERDASAN ROHANI DAN KESEJAHTERAAN MENTAL DALAM KALANGAN GURU PELATIH PENDIDIKAN ISLAM. *JURNAL KEPIMPINAN PENDIDIKAN*.