ISLAMIC BOARDING SCHOOL ENGLISH TEACHERS' WORKLOAD AND THEIR TEACHING PERFORMANCE: A PHENOMENOLOGICAL STUDY

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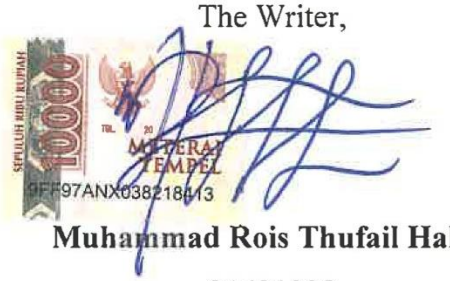
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Rangkasbitung, 29th of August 2025

The Writer,



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MOTTO

"Work hard beats talent when talent doesn't work hard."

-Lidzikri A.S Rabbani-

"Just do it."

-Hamdani (Dani)-

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to:

1. My eternal love, ALLAH SWT, who gives me the breath of life till this time and always protects me with all Greatness.
2. My beloved parents: my father Mr. Hasyim Halim and my mother Mrs. Susilawati, thank you for your advice, love, prayer, support, and always encourages me in finishing my study.
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Lastly, I realize this thesis is far from perfect. However, I hope it can provide meaningful insights into the workload and teaching performance of English teachers in Islamic boarding schools. I sincerely welcome any constructive criticism and suggestions for the improvement of this work.

Rangkasbitung, 29th of August 2025

Muhammad Rois Thufail Halim

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ISLAMIC BOARDING SCHOOL ENGLISH TEACHERS' WORKLOAD AND THEIR TEACHING PERFORMANCE: A PHENOMENOLOGICAL STUDY

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ABSTRACT

This study examined how English teachers experience workload and teaching performance in an Islamic boarding school in Indonesia. A phenomenological design was used with three teachers through interviews, reflective journals, and supporting documents, analyzed with thematic analysis. The findings highlight four main points. First, heavy workload came from non-teaching tasks and many school or government programs, which took time, created urgent pressures, and disrupted lesson planning. Second, the most demanding workload was teaching and professional duties, as long hours, substitute teaching, and school management left little energy for lesson preparation. Third, teachers managed workload through stress and time management, such as staying positive, taking breaks, seeking support, and making schedules. Fourth, lesson planning was the aspect most affected, as heavy duties forced teachers to prepare last-minute or reuse simple materials, lowering lesson quality and student interest. Overall, extra non-teaching duties and long working hours made workload heavier, while coping strategies helped teachers keep teaching, though planning remained the weakest point. The findings suggest that school leaders should lessen non-teaching duties, give time for lesson planning, and support stress management so teachers can prepare better lessons and make students more interested in learning.

Keyword: Teacher workload, Teaching Performance, Pesantren, Phenomenology.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education in Indonesia consists of various types of institutions, one of which is Islamic Boarding Schools. These schools have long held an important role in the journey of delivering Islamic education and shaping students' character and moral values through experienced control and support. According to Musaddad (2023), *Pesantren* are Islamic educational institutions that have grown over time to meet modern educational needs while keeping their unique traditions. They are categorized into three types: *salaf* (traditional), *khalaf* (modern), and combined models, where students live in the *Pesantren* but attend general schools outside during the day, each with specific characteristics and teaching methods. Over time, many *Pesantren* have adapted their curricula to include not only religious studies but also general subjects, including English.

English is an important language in education since it is widely used in worldwide communication, research, and technology. For instance, Agustina et al. (2023) report that many *Pesantren* have adapted their curriculum to include English instruction so students can compete academically and professionally in modern contexts. However, teaching English in *Pesantren* comes with specific problems, especially regarding teachers' workload. English teachers at *Pesantren* have more difficult duties compared to teachers in regular schools. In fact, one study explained that English teachers at Islamic boarding schools are not only responsible for

teaching in the classroom, but they also act as motivators, participants, controllers, supporters, facilitators, correctors, advisors, and assessors throughout the whole learning process (Hardianti, 2020). Besides teaching in the classroom, they are also responsible for extracurricular activities, student guidance, management duties, and even monitoring students' daily life in the boarding school setting. Because of these added duties, the workload of English teachers in *Pesantren* tends to be higher, which gives different experiences in how they carry out their teaching duties and keep their well-being.

Workload is viewed by teachers as a collection of professional tasks that impact their daily teaching experiences. It includes any jobs, responsibilities, or duties assigned to someone, whether at school, work, or in any other organization. Various kinds of workloads are experienced differently by each teacher, adjusting the way they describe their daily experiences in managing teaching and other responsibilities. There are some previous studies related to teachers' workload. Based on Susanto & Abadi (2021) research, they found that teachers may describe experiences of stress and tiredness as part of their daily work when managing high workloads. Another study by Fakhrudin & Andriyanti (2021) showed that English teachers in modern Islamic boarding schools felt their heavy workload weakened their teaching effectiveness and made them emotionally tired. Similarly, a more recent study by Fakhrudin et al. (2024) found that the teachers had to manage various obligations, including teaching, managing hostels, and managing extracurricular activities. These various activities left them with not enough time for class preparation and self-reflection, causing a decrease in teaching quality.

These studies suggest that teacher workload in *Pesantren* may severely impact both teaching quality and teacher well-being.

Another challenge faced by English teachers in *Pesantren* is the lack of teaching resources. Many *Pesantren* still use traditional methods, such as reading from textbooks or repeating after the teacher, without using modern tools like projectors, language labs, or digital media. This makes it harder for students to stay focused and interested during English lessons. To solve this problem, teachers need to be more creative in the classroom. Fitria (2023) emphasized that English teachers in *Pesantren* often use bilingual techniques, pictures, or real objects to help students understand better. Some teachers also try to create an English-speaking environment outside the class, such as in dormitories or during daily activities. However, these creative ideas are not always easy to apply because the facilities are limited and teachers may also have many other duties. The lack of teaching resources continues to be a basic challenge that affects how well teachers can help students improve their English skills.

Several prior studies above are in line with the researcher's pre-observation during teaching at one of the Islamic boarding school in Indonesia. The researcher found that there were many English teachers at Islamic boarding school who work and have other occupations besides teaching, such administrative teaching, counseling, and other duties (like homeroom teachers, extracurricular instructors, etc.) are all part of the workload for teachers in Islamic boarding schools. In addition, there are unique tasks that come with teaching *Tahfidz* or becoming a picket teacher. Teachers are also involved in student guidance, assessment, learning

implementation, and planning. This happens to almost every teacher, including senior teachers, semi-senior teachers and new service teachers. As senior teacher urged that he has additional work like managing organizational duties and balancing family responsibilities. This situation makes some teachers feel mentally tired and less motivated because of too many responsibilities. For example, semi-senior teachers emphazied they must balance their duties as university students with their main job as teachers, which is very tiring. One junior teacher also shared that he finds it difficult to manage the classroom and to prepare good teaching materials because of a lack of experience and resources.

The description above hightlight an unusual phenomenon occuring in Islamic boarding school namely teaching workload. Hence, understanding the phenomenon through teachers' experiences in managing their workload and exploring how it affects their teaching performance is important. As Purnamasari et al. (2023) demonstrated by using this similar method to study the career performance of millennial teachers in Islamic educational settings, showing how factors such as workload, motivation, and leadership are experienced and understood in shaping their professional journeys. Based on the problems mentioned above, this research aimed to explore the English Teachers' Workload and performance experience in *Pesantren*, investigate how they manage these challenges, and identify the insights that can be learned from their experiences. Using a phenomenological study, this research expect to give a better understanding of teachers' workload and give ideas for *Pesantren* administrators and educators to have a better understanding of the work habits of English teachers in *Pesantren* and share experiences that can help

improve both the quality of English learning and the well-being of teachers in the *Pesantren* environment.

1.2 Identification of the Problem

Islamic boarding schools (*Pesantren*) play an important role in combining religious education with general subjects, including English. However, English teachers in *Pesantren* face multiple challenges that they experience in their performance and well-being. These challenges mainly come from their heavy workload, many roles, and limited resources. The main problems can be described as follows:

1. English teachers in the Islamic boarding school have to manage many responsibilities both inside and outside the classroom.
2. Teachers often struggle to balance their religious and academic roles.
3. The lack of suitable teaching tools demands teachers to be more creative and innovative.
4. Teachers sometimes face difficulties in keeping student motivation and managing classrooms.

1.3 Limitation of the Problem

This study focused on exploring the experiences of English teachers in Islamic Boarding Schools (*Pesantren*) about their workload, their teaching performance and their solutions while teaching English.

1.4 Formulation of the Problem

Based on the background and identification of the problem, this study formulates the following research problems:

1. How do the English teachers' workload experience at Islamic boarding schools?
2. How do the English teaching performance's experience when they are overworked?
3. How the English teachers' solution experience in overcoming their workload?

1.5 Objectives of the Study

The main purpose of this study is to understand the experiences of English teachers in Islamic boarding schools related to their workload and teaching performance. More specifically, this study aims:

1. To explore English teachers' workload experiences at Islamic boarding school.
2. To explore the English teachers' performance experiences while having an overworked at an Islamic boarding school.
3. To reveal teachers' solution experience in overcoming their workload.

1.6 Significance of the Study

This study expected to give the benefits in the field of English language teaching, especially in the setting of Islamic boarding schools (*Pesantren*). The

significance of the study is described as follows:

1. For School or *Pesantren*

   This research uses a phenomenological method to help the school or *Pesantren* understand the real problems that English teachers face every day. It also gives simple ideas to help improve how English is taught in *Pesantren*.

2. For English Teachers

   This study may help teachers understand their problems and develop improved ways to cope. By reading about the experiences of other teachers, they may feel more supported and learn new methods to manage their teaching workload.

3. For Future Researchers

   The study may be used as a guide for additional research on teacher workload, performance, and well-being at *Pesantren* or similar educational institutions. Future researchers might use this work to improve knowledge, compare results, or apply alternative methods and conditions.

CHAPTER II

LITERATURE REVIEW

2.1 The Nature of Islamic Boarding School

2.1.1 Concept of Islamic Boarding School

Islamic boarding school, commonly known as *Pesantren* in Indonesia, is a traditional Islamic educational institution that has played an important role in the religious and educational environment of the country. The name '*Pesantren'* comes from the word '*santri',* which refers to students who learn Islamic knowledge under the guidance of a religious teacher, usually called a *kyai*. These schools are not only places to study religion, but also places where students live together in dormitories. As stated by Saputra & Fatimah (2024), *Pesantren* is an Islamic educational institution that plays a crucial role in educating the younger generation in Indonesia. The daily activities at *Pesantren* usually include prayers, Qur'an recitation, classical Islamic books, and sometimes general subjects like Math or English. Over time, many *Pesantren* have started to combine traditional learning with modern education to help students succeed both in religious and academic life.

In order to understand what makes a *Pesantren* unique, it is important to know the key elements that form its structure. These elements work together like building blocks, creating a special environment that is different from regular schools. According to Zuhriy (2011), a *Pesantren* (Islamic boarding school) is characterized by five fundamental elements: (1) the *kyai* (Islamic religious teacher), (2) the *santri* (students), (3) the *pondok* (dormitory), (4) the

mosque, and (5) the study of classical Islamic texts known as kitab kuning. These components combined shape a setting suitable to religious learning and character development. Historically, *Pesantren* have been important in spreading Islamic teachings and values in Indonesia. They serve not just as centers for religious instruction but also as institutions that support moral values and inspire community participation among students. The original *Pesantren* method promotes simplicity, honesty, and community life, creating a strong feeling of discipline and spiritual growth among the *santri* (Isbah, 2020). This historical function shows the way *Pesantren* has a place in the culture and religious life of Indonesian communities.

In recent years, *Pesantren* have experienced significant transformations to adapt to the changing educational needs of society. Many have included general education subjects in their curriculum, matching with national education standards while keeping their religious foundation. This growth shows the changing character of *Pesantren* as they try to blend tradition with modernity (Musaddad, 2023). These changes suggest that *Pesantren* are ready to grow and meet current educational demands without losing their originality. The Indonesian government has recognized the importance of *Pesantren* in the national education system. *Pesantren* are not only centers for religious learning, but also play a role in shaping students' character and community values. To support this, the government passed Law No. 18/2019 about Islamic Boarding Schools *(Undang-Undang Pesantren),* which gives a clear legal structure to protect and support them. This law recognizes the educational, religious, and social functions of *Pesantren* and aims to improve their role in

national development. As stated by Samudera (2023) the law helps ensure that *Pesantren* can continue to grow and survive in the modern era. This legal support also shows the government's serious commitment to strengthening *Pesantren* as part of Indonesia's educational and cultural identity.

Hence, Islamic boarding school is an institution that build Indonesian society's character and spiritual intelligence which are distinctive and significant Islamic educational establishments. The teaching and learning method at Islamic Boarding Schools shows a commitment to providing complete education that balances religious and general knowledge.

2.1.2 Teaching and Learning at Islamic Boarding School

Islamic boarding schools, or *Pesantren*, have historically been centers for Islamic education in Indonesia. Over time, several *Pesantren* have added general education subjects into their program to meet present educational needs. This combination results in a dual curriculum system that combines religion and general education. The teaching and learning system at Islamic boarding school contains:

1. Dual Curriculum System

   The dual curriculum system in *Pesantren* usually consist of:

   a. Religious Curriculum: Focuses on Islamic studies, including Qur'anic studies, Hadith, Fiqh (Islamic jurisprudence), and Arabic language.

   b. General Curriculum: Includes subjects needed by the national education system, such as mathematics, science, and social studies.

This combination seeks to provide students with both religious and general educational experiences in both religious knowledge and general education, preparing them for various roles in society (Kusumawati & Nurfuadi, 2024). This system helps prepare students for both spiritual life and active participation in the larger world.

2. Implementation in Modern *Pesantren*

Modern *Pesantren* have taken various approaches to implement this dual curriculum effectively. For example, the Nurul Fikri Islamic Boarding School in Bandung combines general and religious learning experiences, managing various developmental areas (Hanun, 2019). Similarly, the Nurul Ummah Modern Islamic Boarding School in Mojokerto combines the national curriculum with the Egyptian Al-Azhar standard Madrasah Diniyah curriculum, along with extracurricular activities to support general development (Ramadhani et al., 2024). These situations show how *Pesantren* respond to educational processes while keeping religious traditions.

3. Curriculum Development and Challenges

Developing a combined curriculum in *Pesantren* includes several challenges, including matching religious teachings with national education standards and making sure the curriculum remains relevant to present problems. Research shows that curriculum creation in Islamic boarding schools has to be flexible to changing situations, mixing traditional Islamic education with modern educational approaches (Ramadhani et al., 2024). Thus, curriculum development in *Pesantren*

has to be both adjustable and flexible.

In summary, the teaching and learning approach in Islamic boarding schools shows a dedication to giving complete education that balances religious and general knowledge. Through the dual curriculum approach, *Pesantren* aim to educate students with diverse backgrounds who can contribute positively to society.

2.1.3 Teaching and Learning English at Islamic Boarding School

The combination of English language instruction within Islamic boarding schools (*Pesantren*) in Indonesia has become of growing importance. The teaching and learning of English at these institutions include varied methods, problems, and concepts adjusted to their unique educational settings. The teaching and learning english at Islamic Boarding School contains:

1. Curriculum and Instructional Strategies

   Islamic boarding schools in Indonesia have adopted various approaches to improve English language instruction. One approach is modular teaching, where English lessons are divided into focused components such as grammar, reading, and speaking. This allows for more personalized education and helps improve certain language abilities. According to Asrianti & Rosadi (2022), *Pesantren* combine the national curriculum with their own English programs usually show different kinds of student participation and growth in English ability. These approaches also fit with the Merdeka Curriculum, which supports student-centered learning. This flexible approach can be adjusted based

on each school's setting and student needs.

Institutions like Assalafiyah Islamic Junior High School in Yogyakarta have combined the Cambridge International Curriculum with the national curriculum, also aiming to improve students' global skills while keeping the main values of Islamic education (Nazizah et al., 2016). Such a combination creates a balanced development of language skills and religious values. Innovative teaching strategies are used as well to improve English learning. Saputra & Fatimah (2024) defines three main strategies used by English teachers at Nurmanisy Hikmatusallam Islamic Boarding School: inquiry learning, role play, and direct instruction. These strategies try to create active participation by students.

2. Challenges in English Language Teaching

Despite various instructional innovations, English language teaching in Islamic boarding schools still faces ongoing challenges that affect both teachers and students. These challenges include students who have little or no background in learning English, teachers who have not received enough training, and the lack of teaching materials and school facilities. These problems make it harder for teachers to teach effectively and for students to follow the lessons well. As a result, teachers feel the need to keep improving their skills and knowledge through professional development. Another important challenge is the need to combine Islamic values with English learning. Teachers often find it difficult to explain English texts in ways that match the Islamic environment, and they need methods that are sensitive to both culture and religion (Saputra

& Fatimah, 2024). These difficulties highlight the need for better planning, support, and changes in how English is taught in *Pesantren*.

3. Extracurricular and Immersive Programs

To support formal instruction, many Islamic boarding schools implement extracurricular programs aimed at improving students' English skills. These programs are important because they give students more chances to practice English in real-life situations. At Darunnajah Islamic Boarding School in Jakarta, for example, English learning continues outside the classroom through activities that help students improve listening, speaking, reading, and writing. These activities are included in students' daily routines, such as conversations, public speaking, and vocabulary drills, which create an active and supportive language environment (Hardianti, 2020). This method helps students practice English regularly in a natural way and increases their confidence. By combining classroom learning with everyday practice, the school gives students a more complete and enjoyable language learning experience.

Similarly, bilingual programs at Islamic boarding schools in Indonesia focus on developing speaking skills through daily and monthly language activities, including English days, vocabulary enrichment, and public speaking exercises. These programs aim to create an ideal environment for real language use (Asrianti & Rosadi, 2022). These strategies support students in using English successfully in real-life settings.

In conclusion, the teaching and learning of English at Islamic boarding schools in Indonesia show an active interaction between traditional Islamic

education and modern language training. Thus, how English is learned in Islamic boarding schools, where language learning is strongly supported by English programs and clubs such as public speaking, vocabulary enrichment and other language programs.

2.2 The Nature of Workload

2.2.1 Concept of Workload

Workload, as perceived by individuals, includes the subjective experiences of responsibilities and tasks expected to be completed within a specific time. In academic settings, workload refers to the general amount of academic activities and responsibilities that students or educators are needed to manage, which might include teachings, assignments, projects, and tests.

The concept of workload refers to the amount of work and pressure that teachers face in their jobs. Çelik & Köse (2022) explain that just like stress, workload must be managed properly to avoid negative effects on teachers and the organization. They also highlight the importance of identifying both the physical and psychological aspects of workload, as this helps prevent future problems. Because workload is closely related to stress, it is necessary to clearly understand what causes both. This shows that workload is not only about the tasks themselves, but also about how the body and mind react to them.

Teachers need enough time not only to teach but also to think about their work, plan lessons, improve their knowledge, and communicate with other teachers. The concept of workload, as explained by Bubb & Earley (2004), refers to the growing responsibilities that teachers face in their profession. In

recent years, there has been increasing concern about how heavy workloads are affecting teachers' health, wellbeing, and their willingness to stay in the profession. Teachers are expected to do much more than just teach—they also need time to think about their teaching, prepare lessons, improve their skills and knowledge, and work together with other teachers. All of these tasks are important parts of their workload, and if not managed well, they can lead to stress and burnout.

To better understand what teaching workload means, it is helpful to look at how experts define it. Other definition mentioned by Zydziunaite et al. (2020), the teaching workload is confined to regular teaching activities like delivering classes, preparing lesson plans, assessing students' homework, etc. Hereby, teachers have to involve themselves in different non-teaching activities like counseling and organizing meetings with students' parents, etc. Teacher workloads are excessive and intensive, and the negative effects associated with an unrealistic workload are having a considerable impact on teaching quality, the quality of teachers' work life, and on students' learning achievements and experiences.

It can be emphasized that teacher workload means time spent in teaching, administrative or additional and extracurricular activities, and performing co-curricular responsibilities. Overall, teaching workload is a teacher's teaching burden or the amount of work besides that they are expected to perform, including lesson planning, instruction, grading, and other administrative duties. This workload can be influenced by the number of classes taught, the number of pupils, and the amount of time dedicated to each task.

2.2.2 Factors Causing Teaching Workload

There are many things that make teachers busy, but not all of them are counted in official workload records. Sometimes, teaching activities look simple on the outside, but they actually take a lot of time and energy. Many things can increase a teacher's workload. The factors that cause teaching workload are explained clearly by Bubb & Earley (2004), who describe findings from a pilot project that investigated why teachers often feel overwhelmed. According to the study, there are five main reasons:

1. Teachers are frequently required to do many non-teaching tasks such as photocopying, filing, collecting money, and paperwork, which take time away from teaching.
2. Teachers are burdened by responsibilities related to monitoring, assessment, recording, reporting, and accountability (MARRA).
3. Having to cover classes for absent colleagues adds extra pressure.
4. The large number of school or government initiatives often creates confusion and increases workload.
5. Poor planning, whether at the school or departmental level, makes it difficult for teachers to manage their time and responsibilities effectively.

These factors show that teacher workload is more than just teaching in the classroom. Many tasks also take a lot of time and attention. According to Çelik & Köse (2022), they are explained another several important factors that can cause an teaching workload. These include: 1) Inadequate working conditions. 2) Inability to determine roles, and. 3) Excessive or low workload trigger stress. They also point out that: 4) Personal problems outside the

workplace can increase an teachers' stress and workload levels. All of these factors can lead to stress, which may grow into larger problems within the organization. These important factors can be explained in more detail as follows:

1. Inadequate working conditions

   Poor working conditions can cause a lot of stress for teachers. When the workplace is noisy, too hot or cold, unsafe, or lacks basic tools, it becomes hard to focus and feel motivated. Over time, this stress grows and affects how people feel about their job. They may become unhappy, tired, and even sick. This can also reduce teamwork and trust in the school. To improve this, institutions should create a safe, clean, and comfortable work environment where teachers feel respected and supported. This will help reduce stress and improve overall performance.

2. Inability to determine roles

   When teachers do not understand their job roles clearly, they often feel confused and stressed. They may not know what is expected of them, or who they should report to. This causes mistakes, tension with coworkers, and a feeling of failure. Over time, this confusion can lead to job dissatisfaction and even quitting. That is why school must clearly explain each person's responsibilities and provide regular guidance. When people know their role well, they feel more confident, work better with others, and feel more connected to institution.

3. Excessive or low workload trigger stress

   Having either too much work or too little work can also cause stress.

Too much work makes teachers feel tired, rushed, and overwhelmed. Too little work makes them feel bored and unimportant. Both situations can cause a lack of motivation and emotional stress. Over time, this leads to poor job performance and workplace unhappiness. To fix this, school managers should check workloads often and make sure tasks are shared fairly. Giving support and training can also help teachers feel more in control of their teaching.

4. Personal Problems Outside the Workplace

Personal problems, like family issues or financial troubles, can affect how teachers feel and perform at work. These problems come with the person and increase stress and workload levels. This is why organizations need to care about both work and life outside of work. They can offer support such as counseling, flexible hours, or simply being understanding. When teachers feel supported in all areas of life, they are more likely to be focused, happy, and productive at work. This helps both the teachers and the organization succeed.

Therefore, organizations should pay attention to both internal and external factors that might affect how much work a teacher can manage. If schools and leaders do not count these extra responsibilities, teachers may feel stressed and unrecognized. Understanding and counting all of these tasks will help support teachers better and improve education quality for students. To support their idea, several factors also mentioned by Dalail et al. (2018), which outlines five significant factors that cause teachers' workload capacity: teacher belief, teaching and learning, motivating students, support group and team, and

professional development. These factors are:

1. Teacher Belief

   The study's participating teachers ought to be more cognizant of the policy's evolving requirements. The majority of them were content and complacent with their prior knowledge, but they neglected to recognize that some of it was outdated because of how society and technology were evolving. Teachers must also change their perspectives on using new materials and trying out novel techniques if they want to be successful in the implementation process.

2. Teaching and Learning

   Teachers have a lot of work to do when implementing this new teaching and learning paradigm. In this study, reorganizing their existing knowledge to incorporate new knowledge practice was one of the teachers' workload capacities. In addition to a number of aspects related to teaching and learning, such as developing a lesson plan, instructional materials, strategies, and approaches utilized in the classroom, class management, instructional resources, instructional aids, and instructional assessment and evaluation, the challenge was to gain a thorough and significant understanding of the new idea of classroom management.

3. Motivating Students

   Indeed, there is no denying that teachers are greatly impacted by student motivation. High levels of student motivation will facilitate learning for teachers, foster a more lively and upbeat learning environment, and enhance the caliber of learning results for students.

There are several motivation's Significance for Teachers in facilitating the teaching and learning Process: Students that are motivated will: 1) Participate in the teaching and learning process with greater vigor and excitement. 2) Establish a Positive Classroom Environment: A more engaging and supportive learning environment will result from highly motivated students. 3) Boost Teacher Effectiveness: Teachers will be more able to control the classroom, offer directions, and give comments if their pupils are motivated. Overcoming these conditions can be done by several strategies like: 1) Create a Positive Learning Environment. 2) Use a variety of learning methods, provide challenges appropriate to students' abilities. 3) Provide positive and constructive feedback, and. 4) Build good relationships with Students.

4. Support Group and Team

By allocating responsibilities, supporting one another, and offering moral support, groups and teams at work can assist minimize workload, resulting in more efficient work and less stress. Support from groups and teams at work can help reduce the workload by dividing tasks, helping each other, and providing moral support, so that work can be completed more efficiently and minimizing stress. There are alternatives ways to maintain group/team support: 1) Division of Tasks: In an effective team, tasks can be divided based on the expertise and interests of each member, so that the workload is not centered on one person. 2) Helping Each Other: Team members can help each other in completing difficult tasks or requiring assistance, so that the workload can be reduced. 3) Moral

Support: Support from coworkers can provide additional enthusiasm and motivation to complete work well, reduce stress, and increase productivity. 4) Collaboration: Effective team collaboration allows tasks to be completed more quickly and efficiently, and helps reduce individual workloads. 5) Workload Management: The team can jointly plan and manage the workload effectively, including setting task priorities, setting deadlines, and communicating problems that may arise. 6) Effective Communication: Good communication within the team allows each member to understand their duties, share information, and support each other. 7) Improved Performance: A supportive team and good work environment can improve overall teacher performance as they feel more comfortable, motivated, and supported in getting the job done.

5. Professional Development

It is true that pursuing professional growth while employed may result in an increase in workload. This might occur for a number of reasons, including new duties, time-consuming training, or higher performance expectations following certification or education. The following are some considerations for why professional advancement may result in more work. 1) Increased Responsibilities: it is a common component of professional development at work. This may entail managing increasingly challenging projects or taking on additional work. 2) Training and Certification: teachers must invest time in studying and participating in training programs in order to obtain new certifications or training. This may temporarily increase their burden and need time away

from their main employment. 3) Increased Performance Requirements: Teacher may be expected to meet increased performance requirements following certification or acquisition of new information. Their workload may grow and they may experience more stress as a result, 4) Work Culture Shifts: Occasionally, changes in the way work is done are brought about by professional development. For instance, it could take some time to become used to new technology or more complicated work processes, which could temporarily increase their workload.

Besides some factors mentioned above, there are other factors that cause teachers' workload from previous studies:

1. Time Pressure and Deadlines

   Time limits are an important aspect of workload. Tasks with tight deadlines may grow feelings of stress and lower the quality of productivity. Strategies such as time preparing and managing are commonly used to manage these limits to minimize the negative effects of limited time (Maquidato & Bayani, 2024). Right task management strategies can be important to support both productivity and well-being.

2. Role Ambiguity

   When job roles are not clearly explained or when there are multiple obligations, people may experience higher stress. Role ambiguity may bring confusion, lower job pleasure, and raised stress levels (Yadewani et al., 2021). Clear job descriptions and communication may help minimize these challenges and improve relationships at work.

3. Workload Change

   Workload is not always consistent; it may change because of various factors such as weather conditions, organizational changes, or unexpected events. High unpredictability in workload can make it difficult for individuals to plan and manage their tasks correctly, leading to higher stress and lower performance (Werang, 2018). Adaptation and careful preparation become important for managing changing workloads correctly.

4. Experienced Control and Support

   The experience of the workload and the support from other people and leaders can shape how the workload feels. Experiences of better control and support are usually connected with things like more manageable workloads. But when individuals have little control and poor support, it can cause more stress and even burnout (Yadewani et al., 2021). Supportive places of work are important to developing teacher performance.

From several description above, it can be emphasized that there are many factors that cause teachers' workload in teaching, including teacher belief, teaching and learning, motivating students, support group and team, and professional development. These five are the main theory used to understand what increases teachers' work. Other factors like time pressure and deadlines, role ambiguity, workload change, and experienced control and support are also mentioned from other studies, but they are only used as supporting theories to make the explanation more complete.

2.2.3 Categories/Types of Teaching Workload

Teaching workload refers to the different obligations that teachers manage because of their professional duties. Understanding the different kinds of teaching workloads is important for teaching activities. The categories of teaching workload are described by Bubb & Earley (2004), they explain that a teacher's job is made up of several key parts. These include: 1) Teaching. 2) Lesson preparation, marking. Teachers also have responsibilities outside the classroom, such as: 3) Non-teaching contact with pupils and parents. 4) School/staff management. 5) Administrative tasks. and 6) Individual/professional development. Each of these categories will be explained in more detail below:

1. Teaching

   Teaching refers to the time teachers spend in the classroom delivering lessons to their students. This is the most visible part of their role, where they interact directly with learners, explain concepts, and guide activities. It also includes situations where teachers take over lessons for absent colleagues or lead learning activities outside the regular schedule. Teaching is not only about speaking in front of the class but also about engaging students, asking questions, and creating an environment that supports learning.

2. Lesson preparation and marking

   This part of the workload includes all the activities teachers do to get ready for their lessons and to assess students' work afterwards. Lesson preparation involves thinking about what to teach, finding resources, and

planning how the lesson will be delivered. Marking is about reviewing student work, providing feedback, and sometimes writing reports. These tasks ensure that lessons are effective and that students know how they are progressing.

3. Non-teaching contact with pupils and parents

   Teachers also have responsibilities outside of delivering lessons that involve direct contact with students and their families. This may include meeting with pupils to provide extra help, offering guidance, or discussing behavioural matters. Contact with parents can happen through formal meetings, phone calls, or informal conversations, and often focuses on student progress, wellbeing, and support at home. These interactions help build strong relationships between school and home.

4. School and staff management

   Beyond teaching, many teachers are involved in activities that support the organisation of the school and the coordination of staff. This can include attending meetings, helping to plan school events, or contributing to policy decisions. Some teachers take on leadership roles within departments or year groups, ensuring that work is shared fairly and that school goals are met. These tasks are important for keeping the school running smoothly.

5. Administrative tasks

   Administrative work is a regular part of a teacher's role and can take many forms. It includes handling paperwork, maintaining records, completing forms, and keeping track of student data. Teachers also

prepare documents for school inspections or reports for the school leadership. While these tasks are not directly related to teaching, they are necessary to support the overall functioning of the school.

6. Individual and professional development

   Teachers are expected to keep improving their knowledge and skills through professional development. This might involve attending training courses, participating in workshops, or engaging in self-study. Professional development helps teachers stay up to date with new teaching methods, subject knowledge, and educational technology. It also supports their growth as professionals and ensures they can provide the best learning experience for their students.

These tasks help teachers manage their time, responsibilities, and interactions both inside and outside the classroom. In addition, Syring et al. (2015) mention another several types of teaching workload contain:

1. Instructional Workload

   Instructional workload includes main teaching activities, including:

   a. Teaching Delivery: Preparing and delivering lectures or classroom sessions.
   b. Teaching Preparation: Developing syllabi, lesson plans, and teaching tools.
   c. Assessment: Designing, administering, and grading examinations and assignments.

   The quantity and kind of teaching and related tasks that an instructor is assigned, such as lesson planning, grading, and other responsibilities,

are referred to as their instructional workload. Ensuring fairness and equitable allocation of tasks is a challenging topic that institutions frequently struggle with.

2. Administrative Workload

   Teachers are often take part in administrative duties, such as:

   a. Committee Participation: Serving on departmental or school committees.
   b. Curriculum Development: Helping design and update school or program curricula.
   c. Accreditation Processes: Preparing reports and documents for school evaluation and accreditation.

   One part of administrative workload is the time teachers spend planning material and managing classroom needs beyond teaching. When school administrators help by giving teachers enough time to prepare teaching materials and give help when needed, this can lower the pressure from administrative tasks. As Kelly (2024) explains, when administrators take an acbtive strategy by giving teachers enoug time to prepare classrooms materials, giving them freedom, and giving them help when asked, it can lower the levels of stress and exhaustion that build teachers' workload. This will result in lower levels of teachers' burnout. This shows that lowering administrative workload, even in small ways, can help lower teacher stress.

3. Student Support Workload

   Teachers give support to students outside of formal teaching, including:

a. Advising: Guiding students on academic and skilled problems.
b. Mentoring: Providing personal and professional development support.
c. Office Hours: Being available for individual consultations.

These activities are trully related to student support workload. Honson et al. (2024) emphasized, administrative time during the term was spent continually reviewing Moodle activity reports manually, such as logs for seeing pre-recorded content, the completion of quizzes if given, and weekly case study participation. and that these reports were used to identify students who might need help. This means that checking logs, looking for students who missed activities, and sending emails were not just administrative workload, they were important parts of supporting students. So, this can be understood as a student support workload because the aim was to help students stay succeed in their studies.

4. Extracurricular and Community Participation Workload

Educators often participate in activities besides classroom teaching, such as:

a. Organizing Events: Planning academic or social events.
b. Community Service: Engaging in volunteer programs.
c. Professional Development: Attending workshops and conferences.

These activities, although enjoyable, add to the different aspects of the teaching workload. According to Javed & Srivastava (2024), extracurricular activities are important for supporting general development and improving personal growth. Besides the limits of

academics, these activities give high support for people to grow important skills such as leadership, collaboration, and time management.

In conclusion, teaching workload includes many different responsibilities that teachers must handle, such as teaching in class, doing administrative work, helping students, doing research, and joining school or community activities. Each type of workload adds to the overall pressure teachers feel in their jobs. If schools understand and manage these tasks better, by giving support, time, and fair job sharing, it can help reduce teacher stress and burnout. This shows that taking care of teacher workload is very important for their well-being and for improving the quality of education.

2.2.4 Components of Teaching Workload

Teacher workload is not only about teaching in the classroom, but also includes many other important tasks that support the learning process. Zydziunaite et al. (2020) urged that teacher workload consist of the following components: 1) Feedback: writing feedback about understanding of the progress of students' learning and planning of subsequent lesson(s). 2) Curriculum planning: considering running a curriculum plan and resources. 3) Data management and interventions: reflecting on what the teaching and learning purpose is, what the most efficient and proportionate teaching and learning processes are, and ensuring that the data collected are reliable and valid. 4) Communication: using various communication channels with students, parents, teachers, and staff. 5) Managing and communicating change: involving all school community members in understanding proposed changes.

In summary, teaching workload includes many different kinds of obligations besides classroom instruction. These many duties show the different role of teachers, especially in Islamic boarding institutions, where teachers usually balance many obligations. Understanding different components of workload like instruction workload, administrative workload and other teaching workload mention above is important for planning correct duty rules and giving teachers performance in finishing their educational goal.

2.2.5 Strategies for Teaching Workload

Workload is unavoidable for teachers because the teaching profession involves many different tasks. Managing workload effectively is important for both teacher wellbeing and teaching quality. Çelik & Köse (2022) suggest several strategies to help teachers cope with workload and stress. These strategies are explained in detail below.

1. Individual Stress Management and Workload

   This strategy focuses on how each teacher can personally manage stress and workload. People have different ways of reacting to pressure, so they need to find coping methods that suit them. Physical activities like exercise, stretching, or yoga can help release tension and improve overall health. Mental activities such as meditation, deep breathing, and positive thinking can calm the mind and build resilience. Social activities, such as spending time with friends or colleagues, provide emotional support and reduce feelings of isolation. Teachers can also develop new skills to handle challenges more confidently. By taking care of both their

body and mind, they are better prepared to face the daily demands of their job.

2. Organizational Stress Management and Workload

   Workload problems often come from the way the school is managed. A positive and supportive work environment can reduce stress and increase motivation. This means having fair rules, open communication, and respect for teachers' opinions. Schools can make work more meaningful by giving teachers responsibilities that match their skills and by offering variety in tasks, such as job rotation. Clear job descriptions are also important so teachers know exactly what is expected of them. When roles are unclear, confusion and extra work can increase stress. By creating a healthy organizational culture, schools can make teachers feel valued and supported, which helps them manage their workload more effectively.

3. Training and Development Programs

   Teachers who receive proper training feel more competent and confident in their work. Professional development programs can improve their teaching skills, classroom management, and subject knowledge. This reduces stress because teachers are better prepared to handle challenges. Training can also help teachers adapt to new teaching methods, technologies, or curriculum changes. When teachers are equipped with the right knowledge and skills, they can work more efficiently and feel more satisfied with their job.

4. Time Management

   Poor time management is a major cause of stress for teachers. Good time management involves planning lessons and tasks in advance, setting realistic goals, and avoiding unnecessary work. Teachers can prioritize tasks, make schedules, and use time-saving strategies to work more effectively. Managing time well helps teachers complete their responsibilities without last-minute panic, leaving them more energy for creative and engaging teaching.

5. Social Supports

   Having strong relationships with colleagues can make a big difference in coping with workload. Support from coworkers can come in many forms, such as sharing teaching resources, covering classes, or simply listening to each other's problems. Friendships at work increase motivation and job satisfaction, making it easier to handle stress. A culture of cooperation, rather than competition, helps teachers feel they are part of a team, which strengthens their ability to manage challenges.

6. Establishing Consultations

   Consultation means having access to help and guidance when needed. Schools can provide counselling services, peer mentoring, or support hotlines for teachers. Teachers can also talk to school leaders about problems they face, so solutions can be found together. Regular check-ins, feedback sessions, and professional coaching can help teachers address issues before they become overwhelming. Having someone to consult not only solves problems but also makes teachers feel supported.

7. Humour

    Humour can be a powerful way to reduce stress in the workplace. Sharing a laugh with colleagues can lighten the mood, build stronger team spirit, and make difficult situations feel less overwhelming. A positive and friendly atmosphere encourages teachers to stay motivated even in busy times. However, humour should be used respectfully, so it does not offend anyone. When used appropriately, humour can help teachers maintain emotional balance and enjoy their work despite heavy workloads.

These strategies not only reduce stress but also improve both the work and personal life of teachers. Together, these steps help teachers handle their workload in a healthier and more productive way. In addition to teaching, teachers frequently have administrative and other responsibilities, but too much work can also impair their ability to teach, cause them to become distracted, and get them out both mentally and physically. To help teachers manage their workload better, strategies for managing teaching workload are clearly outlined by Bubb & Earley (2004), who suggest practical ways to help reduce the pressure teachers face. One important strategy is to: 1) Clarify what is really expected from teachers, so they do not waste time on unnecessary tasks. Another is to: 2) Simplify administrative work and improve the way planning is done, making it more efficient. 3) Encouraging teachers to work together and share responsibilities is also helpful. 4) In addition, they mention a process called”remodelling,”which is a way for schools to rethink and reorganize roles and tasks among staff. The goal is to reduce the burden on teachers and let them

focus more on teaching, planning, and helping students succeed. These strategies can make a big difference in creating a healthier and more effective working environment for teachers.

Therefore, methods to reduce the workload are crucial. To support and extend these, some strategies propose by Robinson et al. (2023) hopefully can be an alternative solution for teacher. 1) Using technology effectively, 2) Having Feedback and marking, 3) Using effective and integrated curriculum and lesson planning, 4) Communications and consultation, 5) Managing change, 6) Performance management, 7) Managing behaviour, 8) Fit for purpose routine, 9) Maintaining order and diciplines, 10) Addressing mental health and well-being, 11) Well-organized staff issues.

There are many ways schools can help reduce the workload of teachers. These steps are important because teachers who are overwhelmed may find it hard to focus, stay motivated, or manage their time well. Besides some strategies above, Robinson et al. (2023) also suggest some additional solutions that schools can use to reduce the workload of teachers are: 1) Use Technology Effectively, to save teachers time and effort, take advantage of the excellent tools available to automate repetitive chores. 2) Streamline Feedback and Assessment Processes, to reduce teacher in giving feedback, assessment platforms that provide automated monitoring and grading can be implemented by schools, saving teachers a ton of time when it comes to reporting and student assessments. 3) Collaborate and Share Responsibilities. 4) Prioritise Tasks and Time Management. 5) Review Performance Management Processes. 6) Review staffing structures. 7) Embrace AI Tools.

One urgent issue that must be addressed is reducing the burden of teachers. Inability to do so may have a serious negative effect on students, faculty, and administrators. The aforementioned strategies should be implemented by schools in an effort to reduce the strain of teachers and foster a supportive work environment that supports the workplace's well-being.

2.2.6 Teaching Workload at Islamic Boarding School

In Islamic boarding schools, teachers often feel many duties that develop besides normal teaching responsibilities. These duties contain:

1. Instructional Duties

   Educators in Islamic boarding schools are responsible for delivering both religious and general education curricula. This includes preparing lesson plans, conducting classes, assessing student performance, and integrating Islamic values into different subjects. The dual curriculum method includes much effort and time from teachers to give effective teaching (Fakhrudin & Andriyanti, 2021). Because of this, teachers usually face workloads that need good time management and dedication. In summary, teaching at Islamic boarding schools has many duties that might be challenging but are important for students' entire growth.

2. Administrative Responsibilities

   Beyond classroom teaching, teachers often have administrative responsibilities such as curriculum development, student assessment documentation, and participation in school organizations. These activities are important for the successful administration of the school but

may add to the total workload, which limits the time needed for lesson planning. Research shows that teachers' administrative workload is bringing out classroom activities, highlighting the importance of combining administrative obligations with teaching responsibilities (Embodo & Villanueva, 2024). Therefore, lowering unimportant administrative responsibilities might improve teaching quality.

3. Dormitory Supervision

   A unique aspect of Islamic boarding schools is the residence component, where teachers can serve as dormitory supervisors. In this role, they monitor students' daily routines, guidance, and manage personal or academic problems. This constant contribution, usually widening into nights and weekends, needs teachers to be present and pay attention to students' needs, adding another aspect to their daily obligations (Habiburrahim et al., 2022). This position includes emotional strength and a real dedication to student care.

4. Extracurricular Activities

   Teachers usually participate in organizing and supervising extracurricular activities, including religious events, language clubs, and social service programs. These activities are important to students' general development but need more time and organization from teachers, adding to their total workload. Research performed at Al Falah Islamic Boarding School indicates that extracurricular activities, such as scouting, martial arts, and calligraphy, have an important role in building abilities such as discipline, leadership, and empathy among students.

However, these efforts also need plenty of support from teachers, adding to their obligations outside classroom teaching (Huda et al., 2024). Teachers must thus combine these activities with their basic teaching responsibilities.

5. Experiences Related to Teaching Performance

   Participants in the study found that the collection of teaching, administrative, and supervisory roles often changed their instructional strategies and emotional resilience. Teachers describe experiences of tiredness and limited preparation time, which shape the way teaching is carried out. For example, teachers may turn to the same lesson plans for different classes because of time limitations, which limits the flexibility and responsiveness of teaching to unique student needs (Fakhrudin & Andriyanti, 2021). This example shows how workload may directly impact teaching methods and effectiveness.

In summary, It is inevitable that, based on a number of activities conducted by the teachers at the aforementioned boarding school, it is true that teachers at the boarding school perform a variety of other duties in addition to their primary responsibilities as teachers. For some teachers at the Islamic boarding school, this workload may have an adverse effect on the quality of their teaching. these different duties need large amounts of time, energy, and mental contributions from teachers.

2.3 The Nature of Performance

2.3.1 Concept of Performance

In today's education system, teachers often face pressure not only from their workload but also from how their performance is judged. Instead of focusing on support and growth, some evaluation systems tend to create more stress for teachers. According to Carter and Lochte (2017), teacher performance assessments are being used as a way to reduce the professional status of teachers. These assessments are also designed to control how teachers work by assuming that teachers are the reason for students' poor performance. Instead of supporting teachers, the system puts the blame on them, making it harder for teachers to teach freely and effectively.

Teacher performance, as experienced by educators, plays an important role in shaping students' learning journeys in educational settings. According to Wahyu et al. (2021), teacher performance includes how teachers carry out their instructional responsibilities in daily practices, shaping students' learning experiences and engagement. This approach agrees with the argument of Özgenel (2019) that teacher performance is an important factor in getting school effectiveness, highlighting the role of teachers in finishing educational goals with their professional actions. According to Wahyu et al. (2021), teacher performance includes the planning, implementation, and evaluation of learning activities. This complete viewpoint shows that teacher success is not just about presenting knowledge but also about connecting with students and responding to the educational environment to facilitate meaningful learning experiences. Teachers usually describe their performance as mirrored with their everyday

practices: from lesson preparation to classroom teaching and assessment, all of which they view as part of efforts to improve student learning.

In summary, Teacher performance encompasses how educators fulfill their teaching duties in day-to-day activities, influencing students' involvement and learning experiences. Planning, carrying out, and assessing learning activities are all part of a teacher's performance. This comprehensive perspective demonstrates that effective teaching involves more than just imparting knowledge; it also entails building relationships with students and adapting to the classroom environment to support learning opportunities.

2.3.2 Factors Affecting Teaching Performance

One of the main factors affecting teaching performance is the pressure that comes from outside the classroom. Carter and Lochte (2017) explain that poverty and other problems outside of school make it very hard for students to succeed. When students face these challenges, teachers are often unfairly blamed. As a result, many teachers feel afraid of losing their jobs and are forced to follow strict lesson plans and focus only on test preparation. This fear limits their ability to teach creatively and effectively. Therefore, both social conditions and job insecurity are major factors that influence how well teachers can perform.

In addition, teacher performance is influenced by various internal and external factors. These factors shape how teachers carry out their tasks and how they contribute to the teaching and learning process in schools. These factors contain:

1. Competence and Personal Qualities as Influencing Aspects

   A teacher’s skills and personal character are key elements in delivering good education and managing a classroom successfully. According to Mustikasari et al. (2024), teacher performance includes competence and personal qualities. Competence refers to the teacher's ability to give educational material effectively, while personal qualities contain aspects such as motivation, adaptability, and commitment to the teaching profession. Their research shows that both competency and personal qualities are often viewed as factors that impact how teachers manage their profession.

2. Transformational Leadership and Positive Influence

   Leadership from school principals and administrators can encourage teachers to improve their work and feel more responsible in their roles. According to a study by Sanjaya (2024), transformational leadership has a large positive impact on teacher performance. The research shows that transformational leadership directly impacts teacher performance without the need for support by organizational commitment. This shows when school leaders give transformational leadership behaviors, it is connected with how teachers experience their professional duties and responsibilities.

3. The Role of Self-Efficacy and Job Satisfaction

   How confident teachers feel in their abilities, and how satisfied they are in their jobs, often affects their level of engagement and performance in teaching. Puspitasari et al. (2024) describe self-efficacy and job

satisfaction as personal factors that teachers experience in connection with their performance. Their study shows that teachers who report better self-efficacy usually show more involvement in their teaching activities, showing the importance of psychological well-being in the school environment.

4. Emotional Intelligence and Educational Ability as Supporting Factors

   Teachers who are emotionally aware and have strong teaching abilities are often better at managing classroom challenges and creating a good learning atmosphere. Ahmad (2021) discusses the impact of emotional intelligence and educational ability on teacher performance. They suggest that teachers who show high emotional intelligence and excellent educational abilities are better suited to manage classroom conditions and create positive learning settings, also supporting positive classroom interactions and learning environments.

It can be summed that teaching performance can be affected by many factors like competence and personal attributes which become components of teacher performance. While personal attributes include things like motivation, flexibility, and dedication to the teaching profession, competence relates to the teacher's capacity to deliver instructional materials in an effective manner.

2.3.3 Types of Teaching Performance

Understanding what makes good teaching performance is important in order to improve the quality of education. Teachers need to do more than just deliver lessons, they must also plan well, teach effectively, and check their

students’ progress. According to Carter and Lochte (2017), teaching performance can be understood through three important parts. These include planning, pedagogy, and assessment. 1) Planning means how a teacher prepares lessons before teaching. 2) Pedagogy is about how the teacher teaches in the classroom, including how they talk, explain, and interact with students. 3) Assessment refers to how the teacher checks and evaluates students' learning. The details of three important parts are explained below:

1. Planning means how a teacher prepares lessons before teaching. Good planning is very important because it shows how the teacher understands what students need to learn. It includes choosing the right activities, materials, and goals for the lesson. Teachers also need to explain why they choose certain methods, and how the lesson will help students understand the topic better.
2. Pedagogy is about how the teacher teaches in the classroom, including how they talk, explain, and interact with students. In this part, it is important to see how the teacher gives clear explanations, asks good questions, and helps students stay engaged. A teacher must also show how they create a good learning environment, treat students with respect, and make sure everyone has a chance to participate in the learning process.
3. Assessment refers to how the teacher checks and evaluates students' learning. This part helps the teacher know if students understand the lesson or not. A good teacher does not only give grades, but also gives helpful feedback. The teacher should explain how the feedback will help

students improve, and what changes they might make in the next lesson.

These three parts show different types of teaching performance that are all important for successful teaching. Teaching performance includes various aspects that show the multiple roles of teachers in supporting student learning. In addtition, there are three dimensions of teaching performance according to Xin et al. (2022), teaching performance can be defined considering three dimensions: 1) Teaching effectiveness, 2) Teaching behavioral performance, and 3) Teaching competence. In addition to this, there are also several other researchers have contributed further dimensions to expand the understanding of teaching performance: 4) Pedagogical Performance, 5) Professional Performance, 6) Social Performance, and 7) Personal Performance.

1. Teaching Effectiveness Performance

   Teaching effectiveness evaluation is a summary evaluation of the teaching effect of a particular course. The evaluation content is mainly based on the teacher's influence on students, it has several indicators: innovation and achievement motivation, information literacy, communication, teamwork, social participation, and self-planning.

2. Teaching Behavior Performance

   Teaching behavior performance is a process evaluation of teachers' teaching behavior based on a present-day perspective to correct deviations promptly. We can draw on the KBI (Key Behavior Indicator) to conduct assessments of teaching behavior performance. KBI evaluates performance on predetermined key behaviors. Process includes: evaluation of teachers' competencies, focusing on the professional

knowledge skills, concepts, attitudes, and motivations.

3. Teaching Competency Performance

   Competency teaching performance is a developmental assessment of teachers' competences, performance evaluation focuses on the professional knowledge, abilities, concepts, attitudes, and motivations that educators must have in order to provide high-quality instruction. Besides three types of teaching performance above, several findings relate to types of teaching performance are revealed by previous studies.

4. Pedagogical Performance

   Pedagogical performance refers to a teacher's ability to plan and give effective lessons, engage students, and assess learning results. A study by Hariansyah et al. (2021). The research found that both educational and professional abilities are usually connected with how teachers experience their instructional practices. Teachers who successfully recognize student characteristics, master learning theories, and design educational activities likely to do better in their professions. This research shows the importance of continual professional development to improve every aspect of teaching effectiveness.

5. Professional Performance

   Professional performance includes obedience to ethical standards, continuous professional development, and commitment to the teaching profession. Teachers demonstrating professional performance show responsibility, quickness, and a commitment to participate in lifelong learning. Research by Mahulae et al. (2020) shows the role of

professional competence in improving whole teacher effectiveness. The study found that both professionalism and competence have a positive and large impact on teacher performance, which in turn shapes the setting in which students interact with learning.

6. Social Performance

Social performance refers to the teacher's ability to interact effectively with students, fellow teachers, parents, and the wider community. Effective communication, empathy, and collaboration are important aspects of social performance. A study by Lapita & Connie (2020) showed that social competency strongly impacts teacher performance in managing classrooms. Teachers with higher social competence described their classroom management experiences as smoother and more collaborative, showing the importance of social skills in educational relationships.

7. Personal Performance

Personal performance means to a teacher's individual qualities, such as motivation, adaptability, and resilience. Teachers with strong personal performance show a positive attitude, self-confidence, and the ability to manage challenges. Research by Mangalindung & Sastrodiharjo (2024) indicates that personal competency greatly impacts teacher performance. The study shows that teachers with high personal competency are more successful in performing their tasks, showing enthusiasm, and reaching professional responsibilities with more enthusiasm and resilience.

In conclusion, teaching performance includes many different areas that

show how well a teacher does their job. It covers how effective their teaching is, how they behave in the classroom, and their overall teaching skills. It also includes how they plan lessons, act professionally, interact with others, and handle personal challenges. Good teaching performance means being skilled, responsible, social, and motivated. By improving these areas, it helps students learn better and creates a more positive and effective learning environment.

2.3.4 Teaching Performance at Islamic Boarding School

Teaching performance in Islamic boarding schools (*Pesantren*) includes a unique combination of religious and general education, needing educators to fulfill multiple roles. Teachers are not only responsible for presenting academic knowledge but also for building moral and spiritual values related to Islamic teachings. A study by Siregar et al. (2023) shows that leadership in Islamic boarding schools and the work environment strongly impact teacher performance. The study showed that teachers viewed leadership and work environment as important factors impacting their professional experiences. This shows the importance of effective leadership and proper working environments in improving educational performance in *Pesantren* settings.

Teachers at Islamic boarding schools often experience leadership as an important aspect that shapes their teaching practices and daily professional lives. Research by Siregar et al. (2023) shows that strong leadership and a supportive work environment are important in improving teacher effectiveness. The research showed that leadership was seen as a more important factor impacting teachers' everyday activities compared to other characteristics,

showing that creative and supportive leaders may build settings suitable.

The combination of Islamic work ethics into the educational system has been shown to shape how teachers experience their performance. Rahmah et al. (2020) observed that Islamic work ethics, in combination with job motivation, support teachers in feeling an improved connection between their beliefs and work practices at Sabilillah Islamic Boarding School. This shows the importance of matching school culture with religious values to help motivate teachers in a meaningful way. Teachers at *Pesantren* with bilingual programs often describe facing strong workload pressures, which they experience as major challenges to keeping optimal teaching performance. A study by Fakhrudin & Andriyanti (2021) at a private Islamic boarding school showed that heavy workloads made it difficult for teachers to prepare and deliver lessons properly, and they found a reduction in overall teaching quality.

Overall, teaching performance at Islamic boarding schools is determined by a combination of personal characteristics, leadership, organizational culture, and workload. Teachers' tales show how personal, organizational, and cultural elements combine to impact their daily teaching experiences in Islamic boarding schools. It also can be emphasized that teacher performance takes on more aspects, given the specific educational and religious aims of these institutions. Teachers are needed to combine religious teachings with academic education, planning a performance that shows both educational and spiritual ability.

2.4 Review of Relevant Studies

In this section, the researcher shows several previous studies that are closely related to the variables in this research, namely workload and performance of English teachers in Islamic boarding schools. These studies are explored to understand the different experiences and viewpoints connected to teacher workload and performance, especially within the Islamic boarding school environment.

The first research was conducted by Hardianto et al. (2022) entitled"*Management of Teacher Performance Improvement in Islamic Boarding Schools.'*'Their study aimed to describe how teacher performance is managed and improved within Islamic boarding schools. Specifically, the research focused on four key areas: planning for performance improvement, managing the improvement process, monitoring and evaluating the management of performance improvement, and identifying challenges faced in this management process. The participants in this study were principals and teachers from Islamic boarding schools. Using a descriptive qualitative method, data were collected through semi-structured interviews, observations, and documentation to gain a comprehensive understanding of the practices in place. The data analysis involved thematic analysis to extract meaningful patterns and insights from the collected information. The main findings revealed that the planning, monitoring, and evaluation aspects of managing teacher performance improvement were effective. However, the implementation phase faced several challenges, categorized as internal and external problems. Internal challenges included factors such as limited teacher motivation and inadequate professional development opportunities, while external challenges covered challenges like insufficient institutional support and resource constraints.

This study gives useful strategies that can be applied to support teachers, including English teachers, in Islamic boarding schools (*Pesantren*), by showing potential challenges in performance improvement efforts.

The second research was conducted by Wicke and Nelson (2021) entitled"*The Intersection of Personal and Professional Stress in the Lives of Public Middle School Teachers: A Qualitative Case Study."*This study aimed to explore how stress from both professional and personal life affects the daily experiences and work performance of public middle school teachers, which in the United States refers to the junior high school level. Specifically, it examined stress factors such as workload and time pressure, classroom management, student learning needs, administrative expectations, and personal responsibilities outside of school. The participants were ten public middle school teachers from Central Florida, selected using purposive sampling to represent a range of teaching subjects and years of experience. Using a qualitative case study design, data were collected through individual interviews, a focus group discussion, and written letters from the teachers describing their experiences. Data were analyzed through open coding, which allowed themes and patterns to emerge directly from the participants' own words. The findings revealed that heavy workload and limited time were the most common stressors, often leading to symptoms of burnout such as emotional exhaustion, loss of motivation, and reduced effectiveness in teaching. Teachers also reported that balancing school duties with personal and family responsibilities added to their overall stress. Despite these challenges, some teachers developed coping strategies, including seeking peer support, prioritizing tasks, and maintaining a strong sense of professional purpose. The study recommends that schools take active steps to

reduce unnecessary workload and create stronger support systems to help teachers maintain their well-being, job satisfaction, and performance over time.

The third research was conducted by Joe & Mtsi (2024) entitled"*Impact of Teacher Workload on Academic Excellence and Learners' Metacognition: A Case Study of Two High Schools in Chris Hani District."*This study aimed to investigate how teacher workload affects students' academic success and their ability to reflect and think about their own learning (metacognition). The study focused on two high schools in the Eastern Cape province of South Africa. The researchers explored how heavy administrative duties, lack of preparation time, and teaching subjects outside of specialization negatively impacted teachers' performance and students' learning outcomes. The participants were four teachers and two principals selected through purposive sampling. Using a qualitative approach with an interpretivist paradigm and case study design, data were collected through semi-structured individual interviews. The data were analyzed thematically to find common issues and key findings. The results showed that excessive workload caused teachers to feel overwhelmed, which led to less time for planning, giving feedback, and engaging students in reflective activities. Overcrowded classrooms and a shortage of teachers added to the problem, making it harder for teachers to give individual attention to students. This study offers clear evidence that too much workload affects both teaching quality and student learning, and it suggests that reducing teacher workload and improving teacher-student ratios could help solve the issue.

The fourth research was conducted by Fakhrudin et al. (2024) entitled"*Modern Islamic Boarding School English Teachers' Workload and Their Performance: A Phenomenological Analysis.*"This study aimed to understand the workload of

English teachers at modern Islamic boarding schools and how it impacts their performance. The research involved five English teachers from three modern Islamic boarding schools in East Java, Indonesia. The researcher used a qualitative method with a phenomenological approach. Data were collected through semi-structured interviews, observations, and documentation. To analyze the data, the researcher used thematic analysis following his steps, such as organizing the data, reading it, coding it, finding themes and interprets the meaning. The study found that English teachers had many responsibilities, including teaching, administrative work, extracurricular activities, and special tasks related to the *Pesantren* environment. Even though the workload was heavy, the teachers still showed good performance because they were motivated from within, had strong spiritual values, and received support from the school culture. The study shows that there is a strong relationship between workload and performance and that teacher commitment and a good support system help teachers do their best despite their busy schedules.

The fifth research conducted by Longmuir & McKay (2024) entitled"*Teachers' Workload Strain: Considering the Density as well as the Quantity of Teachers' Work."*The study aimed to understand how teachers in Australia feel about their workload, especially looking at both how much work they have (quantity) and how intense or complicated the work is (density). They used a qualitative method by analyzing open-ended answers from a national survey in 2022, which involved over 5,000 teachers from different school levels. The data was studied using thematic analysis to find common ideas related to workload, curriculum, and teacher well-being. The findings showed that teachers not only work long hours, but also deal with very complex and demanding tasks that must be done quickly. These tasks

include making fast decisions, managing many responsibilities at once, and meeting the needs of many different students. Teachers also emphasized that the curriculum is too full and keeps changing, which makes it harder for them to adjust lessons for students. Many teachers feel that their job takes away from their personal life, causes stress and exhaustion, and even makes them think about quitting teaching. The study suggests that new policies should look at both the amount and intensity of teacher workload to improve their well-being and keep them in the profession.

In summary, the five previous studies all relate to this research because they discuss teacher workload and performance. Most of them used a qualitative method, with tools like interviews and thematic analysis, and involved teachers as participants, especially those working in Islamic boarding schools or high schools. The similarities between these studies and the current research are seen in the topics discussed, the research methods used, and the choice of participants. The differences, however, are in the focus. While the past studies mostly talked about the causes of workload or how teacher performance is managed, this research looks deeper into the real experiences of English teachers in Islamic boarding schools. It explores how they feel about their workload, how it affects their teaching, and how they deal with it. The new value or novelty of this research is its clear focus on English teachers in *Pesantren*, using a phenomenological approach to describe their personal experiences. This makes the study more meaningful in understanding the challenges of teaching in religious-based schools.

2.5 Theoretical Frameworks

A theoretical framework is a guide that explains the theories and ideas that

support a study. It shows the foundation of the research and helps the researcher stay focused. A theoretical framework also improves the study by connecting it to trusted information. The theoretical framework defines this study by showing how the researcher analyzes and examines the workload and teaching performance of English teachers in Islamic boarding schools. The theory used in this research supports the concept that teachers' obligations are not just about teaching in the classroom but also include many other tasks, such as managing administrative work, leading extracurricular activities, and taking care of their well-being.

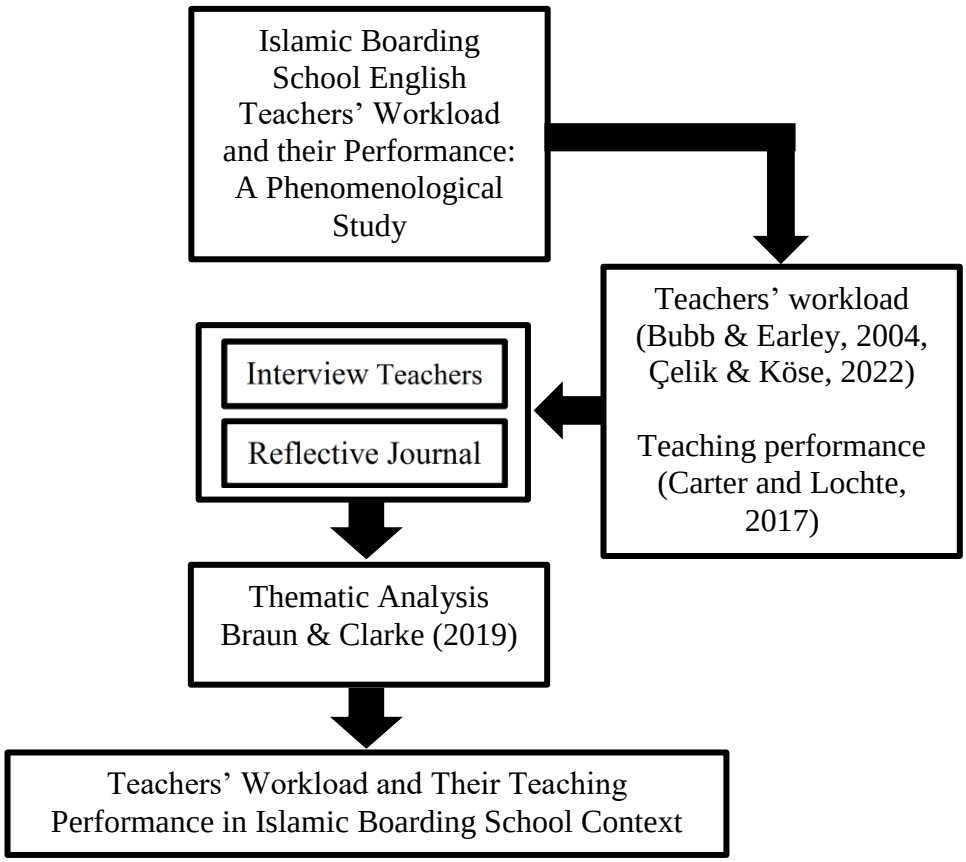


Figure 2.1 Theoretical Framework of the Study

Figure 2.1 shows the theoretical framework of the study, which centers on the experiences of English teachers in Islamic boarding schools (*Pesantren*), especially related to their workload and teaching performance. This research was

conducted at selected *Pesantren* where English teachers often manage multiple responsibilities beyond classroom teaching. The researcher focuses on understanding how the teachers experience, respond to, and manage their workload, and how it affects their teaching performance in real classroom settings by collecting data through semi-structured interviews, reflective journals, and documentation, the researcher gathers data to explore these experiences deeply and personally. Two aspects are being researched in this study: the teachers' workload and their teaching performance in the *Pesantren* context. This study uses the theory of teaching workload by Bubb & Earley (2004) and Çelik & Köse (2022), and also teaching performance by Carter and Lochte (2017), with thematic analysis by Braun & Clarke (2019) to identify common themes and patterns from the teachers' experiences. Although several previous studies have discussed teacher workload or performance separately, very few studies focus on both aspects together, especially in the unique setting of *Pesantren*. Most past research focuses on formal schools or general contexts, while this study explores the lived experiences of English teachers who work in religious boarding schools with special roles and challenges. This research filled the gap by combining both workload and teaching performance in a religious-based educational institution, giving a deeper understanding of the teachers' real situations in *Pesantren*.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used a qualitative phenomenological design, which is suitable for exploring the real-life experiences of individuals in depth. Specifically, it aimed to understand how English teachers at an Islamic boarding school experience their workload and teaching performance. According to Creswell and Creswell (2023), phenomenology is a qualitative research approach that focuses on exploring and understanding the lived experiences of individuals. Phenomenology aims to describe what all participants have in common as they experience a certain phenomenon. The goal is to reduce individual experiences to a universal essence or meaning of that experience. Phenomenology focuses on capturing how humans perceive, understand, and make meaning of their experiences. In this context, it explains how everyday teaching tasks, additional activities, and the *Pesantren* environment impact teachers' opinions of their performance.

To better understand how this method works, it is important to know how researchers usually apply it in practice. Creswell and Creswell (2023) also explain that phenomenological research usually involves studying a small number of participants to gain rich and detailed descriptions of their experiences. This approach requires the researcher to put aside personal opinions and focus fully on the participants' perspectives. This process is called"bracketing"and is used to reduce researcher bias. In this study, the researcher aims to understand the shared

experiences of English teachers in the *Pesantren* by listening carefully to their personal stories. This helps reveal not only what the teachers do but also how they feel and how they find meaning in their daily professional lives.

To collect rich and meaningful data, this study employed two main techniques: semi-structured interviews and reflective journals. These strategies enable participants to communicate their own stories and observations, giving important insights into their lived experiences as English teachers in Islamic boarding schools. The use of a qualitative phenomenological design with semi-structured interviews and reflective journal techniques makes this study suitable for discovering the deep, personal, and complex experiences of English teachers in Islamic boarding schools.

3.2 Setting and Participants

This research was conducted at the Islamic Boarding School in Indonesia, a well-known Islamic educational institution that combines religious studies with formal academic subjects. The school gives both traditional Islamic education (such as Qur'an memorization and Arabic studies) and modern subjects (such as English and science). Islamic Boarding School was chosen as the setting of this research because it represents a typical *Pesantren* (Islamic boarding school) where teachers have many responsibilities. These tasks include teaching in the classroom, monitoring student activities, leading religious practices, and engaging in community initiatives. The school is an ideal environment to study how teacher workload is experienced, particularly by English teachers.

The participants in this research were three English teachers at the Islamic Boarding School. These participants were chosen on purpose (Purposive sampling) because they have different backgrounds and levels of experience. Not to mention the participant were asked to sign their willingness to be participants of this study through"*participant consent form"*in gaining permission to study that will enable the easy collection of data (Creswell and Creswell, 2023). Three participants were chosen based on various criteria.

1. Voluntary Teacher (Non-university graduate): This teacher is 19 years old and has not yet entered university and is fully dedicated to teaching and serving the *Pesantren*. His duties represent the traditional *Pesantren* culture, where young person commit themselves to the institution as a duty and religious dedication.
2. University Student Teacher: This teacher is 22 years old and currently completing his university education and teaching at the school. He has the problem of combining academic obligations with teaching responsibilities.
3. Senior Teacher: This participant is a married teacher who is 43 years old and has worked at the school for several years. He has a secure family life and a good teaching background. His performance displays both personal obedience and professional improvement over time.

The variety of these participants gaved a rich spread of perspectives on how workload and teaching performance are experienced and shaped by differing backgrounds, responsibilities, and life stages. Each teacher contributes a unique perspective to the research, which will improve the analysis and interpretation of the data.

3.3 Data Collection Techniques

To collect the data needed for this study, the researcher used three main techniques: semi-structured interviews, reflective journals and documentation. However, documentation was used only as a supporting method to complement the main data gathered from semi-structured interviews and reflective journals. These methods were chosen because they are effective for exploring teachers' personal experiences, thoughts, and feelings deeply. Since this study focused on understanding how English teachers describe workload and how they experience their performance and ways to overcome it, these methodologies help gather precise information directly from the participants.

1. Semi-structured Interview

   The researcher conducts semi-structured interviews with three English teachers at the Islamic Boarding School. These interviews are used to collect important data about the teachers' experiences. The interview questions focus on four main points: what kinds of workload they face, how they feel about the workload, how it affects their teaching performance, and what strategies they use to manage or reduce their workload. Semi-structured interviews are flexible, allowing the researcher to prepare questions in advance but also ask follow-up questions based on the participants' answers (Creswell and Creswell, 2023). This method helps the researcher get deeper and clearer information. Each interview is conducted in a quiet place so that the participants feel comfortable. With their permission, the interviews are recorded and later written down (transcribed) for analysis. This technique fits well with

qualitative research, as Pathak & Intratat (2012) explain that semi-structured interviews are useful for small studies and allow researchers to fully understand participants' personal views.

2. Reflective Journal

In addition to semi-structured interviews, this study also used reflective journals as a supporting method to collect data. These reflective journals allow participants to write about their daily teaching activities, workload, and how they see their teaching performance. Reflective journals help participants share their thoughts more openly and in more detail, especially when they may feel more comfortable writing than speaking. Using both interviews and reflective journals gives a clearer and deeper understanding of the teachers' experiences. Although interviews are commonly used in phenomenological studies, Creswell (2007) explains that researchers may also collect other types of data, such as observations, creative writings, or journals, to better understand participants' lived experiences. This means that using reflective journals is acceptable in phenomenology as long as the goal is to explore and describe what the participants have experienced in their own words. In this study, the reflective journal writing would be carried out through direct interaction between the researcher and the participants. The researcher provided the first prompt orally, observe and wait while the participant writes their response, and then give the next prompt once the first is complete. This process continued step-by-step until all prompts have been answered, ensuring that the writing process happens in real time with the researcher guiding each stage.

3. Documentation

Documentation was used in this study as a supporting method only. It includes photos taken during the semi-structured interviews and the process of collecting reflective journals. These photos were not used as the main source of data, but they helped show the real situation during data collection. The pictures were placed in the final part of the thesis to give visual support and help readers understand how the research was carried out.

Both the semi-structured interview and reflective journal strategies were used to gather rich, relevant data from the participants, supporting the study's purpose to analyze the true experiences of English teachers at an Islamic boarding school about their workload and teaching performance. In addition, documentation in the form of photos is included as a supporting method to visually describe the data collection process and provide additional context for the study

3.4 Data Analysis Techniques

In this study, the data was collected through semi-structured interviews, reflective journals, and documentation. For the reflective journals, the teachers wrote their reflections by themselves, and these written reflections were then included in the analysis. Based on the model developed by Braun & Clarke (2019), they explain that thematic analysis is a method used to identify, analyze, and report patterns or themes within data. It organizes and describes the data in detail and also understands different aspects of the research topic. They emphasized that thematic analysis is flexible and can be used with different theoretical frameworks. They also

feel shate a theme captures something important about the data in connection with the research question and shows a pattern of meaning within the data collection. They also add that researchers must carefully decide what is important in the data, showing that the themes do not naturally shape themselves.

According to Braun & Clarke (2019), thematic analysis includes six phases, which are used carefully in this research:

1. Familiarization with the Data

   After collecting the interview data, the researcher listened to the recordings several times and carefully transcribed them. The researcher also read through the notes of istruction and reflective journals repeatedly. This helped me truly understand what the participants were saying and how they felt about their experiences.

2. Generating Initial Codes

   Next, the researcher started coding the data. The researcher highlighted important parts of the transcripts and labeled them with short descriptions, called codes. For example, when a participant talked about handling too many classes, the researcher coded it as ”factors causing teaching workload”. This step helped me organize the information into meaningful pieces.

3. Searching for Themes

   Then, the researcher checked whether each theme truly matched the data. Some themes were merged, while others were adjusted or removed if they didn’t fit well. This step made sure the themes represented the participants’ actual experiences accurately.

4. Reviewing Themes

The researcher found that the themes fit well with the coded data and the complete data set. Some themes may be combined, changed, or removed if they do not match the data. This step makes sure the themes are true and fully represent the participants' viewpoints.

5. Defining and Naming Themes

Once the themes were clear, the researcher gave each theme a specific name and explained what it meant in relation to my research questions. For example, a theme called "Non-Teaching Task" showed how teachers felt stressed, tired, or overwhelmed because of their responsibilities.

6. Writing the Report

Finally, the researcher wrote the findings in my report. The researcher included direct quotes from the participants to support each theme and connected my findings to previous studies and literature. This made my analysis clear, detailed, and supported by evidence. Therefore, coding is a technique that allows you to classify and group similarly coded data into"families"or groups because they have a trait in common—the start of a pattern (Saldaña, 2019). After coding, the researcher interprets the meaning of the data from interview and reflective journal, and connects it to the research questions. This helps the researcher understand the deeper meaning behind the participants' experiences and write a report that clearly presents the findings of the study.

Hence, thematic analysis was used for this study because it lets the researcher

learn about the true feelings and ideas of the participants in a full and meaningful way. Using thematic analysis allowed the researcher to deeply understand the participants' real experiences. It helped the researcher organize a large amount of qualitative data into meaningful themes that clearly answered research questions of this study.

3.5 Trustworthiness

In qualitative research, keeping trustworthiness helps to make sure that the study's findings are accurate, reliable, and meaningful. According to Creswell and Creswell (2023), trustworthiness in qualitative research means making sure that the findings are honest, believable, and based on real experiences. To obtain trustworthiness, researchers must prove that their work is true and accurate. He uses terms like credibility, transferability, confirmability, and reliability to explain this concept. To check the validity and accuracy of the findings in this qualitative research, the researcher took three criteria of trustworthiness: credibility, transferability, and confirmability. These three criteria are commonly used in qualitative research to make sure that the findings are true, understandable, and based on real data from participants.

3.5.1 Credibility

Credibility means the accuracy and validity of research findings. credibility can be done through data triangulation, member checking, and prolonged engagement. According to Creswell and Creswell (2023), credibility in qualitative research means that the results of the study are believable and can

be trusted from the point of view of the participants. This means that the people who take part in the study should feel that the research truly shows their real experiences and thoughts. It shows that researchers might create credibility by picking three important techniques. One technique is spending a long time in the field of study, which is called extended engagement. This helps the researcher understand the place and the individuals better.

Another technique is triangulation, where the researcher uses multiple types of data, such as semi-structured interviews, reflective journal, and documents, to verify and validate the findings. He also suggests member verification, which includes showing the study findings to the participants and asking them whether the results are accurate and reflect what they meant. The researcher should fully identify any possible bias that may be identified. Based on the description above, this study uses member checking in examining the accuracy and validity of the data, by following these procedures, the researcher may make sure and come to the participant that the results are honest, accurate, and accurately represent the true experiences of the participants.

3.5.2 Transferability

Transferability refers to the extent to which the findings of a study can be used in other similar situations or places. Although this research was conducted in a single Islamic boarding school, the researcher gives a detailed description of the research context, including information about the setting, participants, and school environment. According to Creswell and Creswell (2023), transferability in qualitative research refers to how the findings of a

study can be transferred or used in other situations or settings. They notes that transferability is not the duty of the researcher alone, but of the reader or user of the research who would like to use the findings elsewhere. These detailed stories help people understand how closely the study results match their conditions. Therefore, even though qualitative research is generally specific and not meant to be spread widely, This study used a thick description of the context and participants that careful documentation and deep description which support the possibility for transferability.

3.5.3 Confirmability

Confirmability is one of the ways to know the accurate data. According to Creswell and Creswell (2023), confirmability in qualitative research refers to how the results of a question could be confirmed or supported by other researchers. The procedure is created to make sure that findings are shaped by the participants and not the researcher's bias, motivations, or interests. They suggests that confirmability may be improved by keeping detailed documentation, such as an audit trail, which includes the raw data, notes, and papers used in the study. This trail helps other researchers to follow the procedure and choices made during the study to check the accuracy of the data.

For better confirmability, the researchers use strategies such as managing a detailed audit trail, which includes complete documentation of all research decisions and activities. This helps others follow the research process and check that the findings are based on the data collected.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

In this finding, the researchers focused on understanding the experiences of English teachers in Islamic boarding schools related to their workload and teaching performance. The study aimed to explore teachers' workload experiences, their performance while being overworked, and the solutions they used to overcome these challenges. This study focused on exploring the factors causing and also the categories or types of teaching workload adopted by Bubb & Earley (2004), strategies for managing workload adopted by the theory of Çelik & Köse (2022), and the types of teaching performance adopted from Carter and Lochte (2017). A more descriptive explanation of the student experience narrated as follows:

4.1.1 Factors Causing Teaching Workload

Factors causing teaching workload are the main reasons teachers become overburdened with tasks beyond classroom teaching. According to Bubb & Earley (2004), these include many non-teaching tasks, MARRA duties (monitoring, assessing, recording, reporting and accountability), covering classes for absent colleagues, many school or government programs, and poor planning at the school or department program. This also affects teaching performance because when teachers are too busy, they cannot focus fully on preparing good lessons. As a result, their teaching may become less effective and less engaging for students. Based on the findings, these five factors clearly

increase teachers' workload and make it harder for them to prepare lessons and teach effectively experienced by teachers are described as follows:

a. Non-Teaching Tasks

All teachers reported frequently receiving tasks outside their teaching duties. T1 said he often had to photocopy exam papers, pick up items from the principal's office, sweep the office, deliver invitation letters for events, and prepare the hall before events. T2 similarly was asked to photocopy exam papers, write invitation letters for parents, and collect money for school activities. T3, as an activity coordinator, managed event schedules and documents, signed official letters, checked other teachers' work, and even supervised event preparations while racing to meet report deadlines. These extra clerical and logistical tasks cut into their teaching time and personal rest:

> *"Yes, very often. I was asked to do things like **photocopy exam papers**, **pick up items from the principal's office**, **sweep the office** before it was used, and sometimes **deliver invitation letters to other schools** when there was a big event. I also helped prepare the hall before events.". (I/T1-F1)*

> *"Yes, very often. I was asked to **photocopy exam papers**, **write invitation letters for parents**, **and collect money** for activities.". (I/T2-F1)*

> *"Yes, very often, especially as an activity coordinator. I **manage schedules**, **check document completeness**, and **sign official letters**. Sometimes, I also check other teachers' work. Once, during a big event, I had to **chase the report deadline** while also **supervising the field preparations**.". (I/T3-F1)*

And these interview results were also supported by their reflective journal, they said:

> *"There are also other* ***responsibilities outside the classroom*** *that quietly take much of my energy.''(R/T1-F1)*
>
> *''Most of my days were already full with teaching, yet* ***many times I was also expected to stay involved in different Pesantren tasks that had nothing to do with the classroom."****(R/T2-F1)*
>
> ***"Much of my time was taken by responsibilities outside the classroom, such as arranging logistics for school events or coordinating with staff."****(R/T3-F1)*

Putting the interview and journal evidence together, non-teaching duties are frequent and varied, and they increase both the amount of work and the difficulty (or density) of working time. Administrative and coordination tasks do not only add more items to a teacher's to-do list, they make work hours"denser"because those duties are often urgent, interrupt regular classroom tasks, and require extra cognitive and emotional effort. This idea, that teacher workload should be seen as both quantity (how much) and density (how demanding and complex the hours are), is exactly the point made by Longmuir & McKay (2024). They argues that increases in administrative and complex tasks make teachers' working hours heavier and more taxing, which can reduce time for planning and classroom interaction and contribute to workload strain. In conclusion, non-teaching tasks such as photocopying, preparing events, and administration take too much time and energy. These duties reduce the focus teachers should give to planning and teaching their lessons.

b. MARRA duties (monitoring, assessing, recording, reporting and accountability)

All three teachers emphasized that monitoring and reporting tasks

(MARRA activities) added significantly to their workload. These activities were closely connected to teaching task because teachers had to observe students' progress, record their performance, and make reports for the school and parents. T1 helped record student scores and write report books for progress reports, even working overtime when scores were incomplete. T2 had to prepare monthly progress reports, recap scores, and fill report books, sometimes staying up late to finish. T3 explained that routine progress reporting took extra time, as he needed to check and ensure teachers submitted grades on time, once staying almost until midnight just to verify report book data.

> "*I usually helped **record scores** or **write report books** for student progress reports. I even worked overtime once because the scores were not complete.*"*(I/T1-F2)*

> "*Yes, every month I must make **student progress reports**, **recap scores**, and **fill report books**. Once, because of so many reports, I had to stay up late to finish them.*"*(I/T2-F2)*

> "*Yes, **student progress reports** are routine. I spend more time checking and ensuring teachers submit grades on time. Once, I stayed almost until midnight just to **check report book data**..*"*(I/T3-F2)*

And these interview results were also supported by their reflective journal, they said:

> *"There are also other **responsibilities outside the classroom** that quietly take much of my energy, such as **keeping track of students and preparing different kinds of notes."**(R/T1-F2)*

> *"There were nights when **the duties connected to the Pesantren's security and order kept me awake long after the lessons were over."**(R/T2-F2)*

> *"At the same time, **I still had to keep track of students'***

progress, making sure their work was monitored."*(R/T3-F2)*

Putting the interview evidence together: MARRA duties are regular, require careful checking and coordination, and often force teachers to do extra hours (overtime) or join long meetings to make sure reports are correct. This pattern matches research on how assessment systems increase teachers' workload. Dalail et al. (2018) found that implementing standard-based assessment raised teachers' workload because teachers need more time for monitoring, recording, and reporting, and problems appear when teachers lack support or capacity; these pressures can hinder effective assessment work and lead to longer working hours. This supports the data that the teachers' monthly reports, recaps, and checks explain why they sometimes stay late and ask seniors for help. In summary, MARRA duties create extra workload. They make teachers spend more hours on paperwork instead of preparing better learning activities.

c. Covering Absent Colleagues' Classes

Each teacher regularly covered for absent colleagues. T1 said he was often asked to supervise a class if a teacher was absent, sometimes overseeing self-study or teaching subjects he knew, and even had to cover three different classes in one day. T2 also frequently replaced absent teachers, once teaching six hours in a single day with no rest to ensure classes were not left empty. T3 noted that while he usually delegates substitutes, he steps in personally if needed – for example, when a

substitute suddenly was absent, he took over the class to keep students supervised.

> *"Yes, very often. If a teacher was absent, I was asked to look after the class. Sometimes I only supervised students while they studied by themselves, and sometimes I taught subjects that I understood. Once, I had to* ***replace three different classes in one day****."(I/T1-F3)*

> *"Yes, often, especially when teachers ask for sudden leave. Once, I had to* ***teach for six hours in one day*** *because I* ***replaced another teacher****."(I/T2-F3)*

> *"Yes, if a teacher is absent, I sometimes step in myself. One time, the substitute teacher was suddenly absent, so I* ***entered the class to make sure students weren't left unattended.****"(I/T3-F3)*

And these interview results were also supported by their reflective journal, they said:

> *"I also need to* ***step into someone else's place*** *when they cannot be present, even though my own schedule is already full."(R/T1-F3)*

> *"On top of that,* ***if another teacher could not attend, I had to step in and take over the class, even when my own schedule was already packed."****(R/T2-F3)*

> *"When no substitute teachers were available,* ***I often stepped in to handle extra classes, when teacher was suddenly absent."****(R/T3-F3)*

Putting these answers together that covering absent colleagues' classes happens often and creates extra physical and mental load. It can cause very long teaching days, reduce recovery time, and reduce time for lesson planning. Research about teacher workload shows covering lessons for absent colleagues is a clear source of extra work and loss of non-class time, and it adds to teachers' stress and tiredness. Bubb &

Earley (2004) explain that covering absent colleagues and the resulting loss of planning or non-class contact time increases workload and harms teachers' wellbeing; schools should manage this to keep teachers effective and healthy. Hence, when teachers must cover classes for absent colleagues, their schedule becomes too heavy. This leaves them tired and with less time to prepare their own lessons.

d. Too Many School Programs

All teachers found that extra programs and events from the school or government increased their workload. T1 often helped prepare for competitions, seminars, or government visits by arranging venues, managing students, or even serving as MC, once staying late at night at an event. T2 mentioned mandatory seminars, inter-school competitions, and big religious events that required attending meetings and preparing students, which added to his workload. T3 noted that new programs come almost every month, and as the person in charge he coordinated events and prepared final reports; for example, during a government visit he had to ensure all school departments were ready, which was stressful but rewarding when successful.

> *"Yes, I often joined preparations for competitions, seminars, or government visits. My tasks included **preparing the venue**, **managing the students**, or even being the MC. Once, I had to stay at the location until late at night."(I/T1-F4)*

> *"Yes, there are many, like mandatory seminars, inter-Pesantren competitions, and big religious events. Usually, teachers must **attend meetings** and **prepare students**, so it adds to the workload.."(I/T2-F4)*

> *"Almost every month, there is a new program. Usually, I am the person in charge, from **coordinating the event** to **preparing the final report**. Once, during a government visit, I had to make sure all departments in the school were ready."(I/T3-F4)*

And these interview results were also supported by their reflective journal, they said:

> *"There are **many additional programs and activities** that we are expected to follow"(R/T1-F4)*

> *"The load became even heavier when **outside invitations, such as programs or competitions, were added to the routine, and the support for these was not always clear."**(R/T2-F4)*

> *"The pressure grew heavier when **several school and government programs came together in the same period, leaving very little space to rest."**(R/T3-F4)*

Putting the evidence together that external programs are frequent and often urgent, so they add both time and stress to teachers' jobs. The extra duties (travel, venue preparation, long meetings, and acting as MC) lengthen workdays and reduce the time left for planning and marking. This pattern fits what Bubb & Earley (2004) describe about initiative overload and the effects of many external demands on teachers' workload and wellbeing. They explain that too many initiatives and events cause"initiative fatigue"and raise workload, which harms teachers' work–life balance and can increase stress. Therefore, frequent school or government programs add pressure and reduce teaching time. Teachers often have to adjust or rush their lessons to follow these programs.

e. Poor School/Departmental Planning

Poor planning and late information were common issues for all

teachers. T1 said he often received news of activities too late, forcing his to rush to prepare test papers – once even asking a colleague to help print because time was short. T2 gave a similar example: exam schedules announced only a day before meant he had to quickly prepare exam papers, and he once needed help printing under tight time constraints. T3 explained that external information often arrives at the last minute, requiring urgent meetings and task redistribution; he recalled a case when an exam had to be postponed because its schedule clashed with another event.

> *"Yes, sometimes information is given too late, so I have to **rush to prepare test papers**. Once, I even asked another teacher to help me print because the time was too short.". (I/T1-F5)*

> *"Yes, very often. For example, exam information is sometimes given only one day before, so I had to **prepare examination papers quickly**. Once, I even asked another teacher to help me print because the time was so tight."(I/T2-F5)*

> *"Yes, many times. For example, **external information often comes at the last minute.** I then have to call an urgent meeting and distribute tasks to other teachers. Once, exams had to be postponed because **the schedule clashed with a boarding school activity.**"(I/T3-F5)*

And these interview results were also supported by their reflective journal, they said:

> *"The way things are arranged is not always smooth, so **sudden changes often force us to adjust quickly** without enough preparation". (R/T1-F5)*

> *"Sometimes it felt as if **the plans made at the higher level did not fully consider how much time teachers actually had to carry everything out."**(R/T2-F5)*

> *"In moments like that, **it sometimes felt the plans were not***

arranged well enough, so the burden was carried more by a few people."*(R/T3-F5)*

Together, these answers show that poor planning creates frequent last-minute work, rushed exam preparation, urgent meetings, and requests for help from colleagues. This pattern increases workload density (how demanding each work hour is) and reduces time for careful lesson planning and recovery. Longmuir & McKay (2024) explain that teacher workload should be seen not only as the amount of tasks but also as the density of those tasks, for example, late changes and urgent administrative demands make working hours more stressful and harder to manage. This idea fits the data: last-minute notices and rushed exam preparation make teachers' work heavier and more stressful. To conclude, poor planning at the school or department level creates confusion and sudden tasks. This situation forces teachers to work at the last minute and lowers the quality of teaching.

f. The Main Causes of Teaching Workload

These findings come from outside the main indicators used in the study. They show extra insights about how teachers experience workload in their daily roles. Each teacher identified a combination of duties as the main cause of workload. T1 said his heaviest workload occurs when teaching, cleaning duties, and *Pesantren* (boarding school) events all happen at once. T2 agreed that a mix of heavy teaching hours, school administration tasks, and dormitory duties together made it hard to know what to focus on first. T3 described the biggest burden as managing

multiple responsibilities simultaneously: he had to juggle administration, organizing activities, and teacher development, often finding that urgent issues automatically fell to him.

> *"I think the most difficult part is a combination of* ***teaching, cleaning duties, and Pesantren events****. Sometimes* ***all of them happen at the same time****, so I don't know which one to finish first". (I/T1-F4)*

> *"For me, the biggest cause is the combination of* ***heavy teaching hours, school administration, and dormitory duties****.* ***Everything mixes together****, so sometimes I don't know which one to focus on first."(I/T2-F4)*

> *"The biggest burden is managing* ***multiple responsibilities*** *at the same time. I have to think about* ***administration, activities, and teacher development.*** *Whenever there is an urgent issue, it always comes to me."(I/T3-F4)*

And these interview results were also supported by their reflective journal, they said:

> *"There are* ***many additional programs and activities*** *that we are expected to follow"(R/T1-F4)*

> *"The load became even heavier when* ***outside invitations, such as programs or competitions, were added to the routine, and the support for these was not always clear."****(R/T2-F4)*

> *"The bigger part of my role is* ***leading meetings, preparing schedules, and monitoring staff so the school programs can run well."****(R/T3-F4)*

The findings show that each teacher experienced workload in different ways. For T1 and T2, the factor that had the biggest affect was non-teaching tasks, because they had to handle cleaning duties, school administration, and dormitory responsibilities in addition to their main teaching roles. These extra duties often happened at the same time as

teaching, leaving them unsure of what to prioritize. For T3, the strongest factor was too many school or government programs, since he was responsible for administration, organizing activities, and teacher development. He explained that urgent issues from programs or activities always fell to him, which made his workload even heavier. Overall, the findings suggest that while non-teaching tasks mainly increased workload for T1 and T2, the large number of school and government programs placed the most pressure on T3. Together, these results highlight how different kinds of extra responsibilities beyond classroom teaching were the main cause of workload for all teachers.

4.1.2 Categories/Types of Teaching Workload

Categories or types of teaching workload are the different duties that teachers must handle as part of their profession, including both classroom and non-classroom responsibilities. According to Bubb & Earley (2004), these categories include teaching, lesson preparation and marking, non-teaching contact with pupils and parents, school or staff management, administrative tasks, and individual or professional development. The goal of identifying these categories is to give a clear picture of the many roles teachers must balance in their daily work. This also has a strong connection with teaching performance, because every role affects how well lessons are delivered. When teachers cannot balance these roles, the quality of learning may decrease. Based on the findings, teachers experience all of these workload categories, which

often reduce their time for lesson preparation and affect their overall teaching performance experienced by teachers are described as follows:

a. Teaching

Teaching duties for T1, T2, and T3 are heavy and often combine with many other tasks. From the interviews and journals, T1 and T2 frequently had to cover other classes, sometimes for many hours in a day (T1 once covered three classes; T2 once taught six hours). Covering classes can be only supervising or full teaching of subjects outside their normal load. Reflective journals show that T1 and T2 often face a full day of teaching plus *Pesantren* duties (office cleaning, event practice, night duty), so they become very tired and have little rest or time to prepare. T3 often manages and coordinates multiple responsibilities (teaching, meetings, supervising events, administration) and sometimes must rearrange schedules when substitutes are not available. Overall, teaching work is not only the classroom hours but a mix of long teaching days, extra duties, and unexpected events that reduce time for planning, rest, and careful teaching preparation.

> *"I have experienced many types of workload, such as **teaching full lessons**, **replacing absent teachers**"(I/T1-C1)*

> *"I teach according to the **schedule, replace other teachers who are absent**, prepare school events, and also write the event reports."(I/T2-C2)*

> *"The biggest burden is managing **multiple responsibilities** at the same time. I have to think about **administration, activities, and teacher development**. Whenever there is an urgent issue, it always comes to me."(I/T3-C3)*

And these interview results were also supported by their reflective journal, they said:

> *"I often had long days at the Pesantren because **besides my regular lessons, I was also asked to take extra classes when other teachers could not come.**"(R/T1-C1)*

> *"In a single week, my role could stretch in many directions. **Besides completing my own teaching schedule, I often had to step in when other teachers were absent, which made the load even heavier."**(R/T2-C1)*

> *"Even though most of my time is managerial now, **I still keep teaching hours in the classroom, making sure students see me not only as a leader but also as their teacher."**(R/T3-C1)*

Putting the interview and journal evidence together shows a clear pattern: intensification that teachers being required to do many roles (substitute teaching, supervisor, event manager, night duty) creates overload and reduces the time and energy teachers can use for lesson planning and instructional quality. This matches findings in the literature: Fakhrudin & Andriyanti (2021) studied English teachers in modern Islamic boarding schools and reported that teachers' intensification (multiple duties beyond classroom teaching) had a negative effect on teaching performance. In conclusion, teaching is not only about classroom hours but also includes covering absent colleagues, supervising students, and night duties. These extra roles make teachers very tired and reduce their time for lesson preparation.

b. Lesson Preparation & Marking

The teachers described challenges in preparing lessons due to their

workloads. T1 said he usually prepares lesson materials late at night after finishing other activities, sometimes doing this in the dormitory or outside. However, he sometimes could not prepare at all if he was on night watch duty. T2 also prepared materials at night after dormitory duty, but because he was tired and short on time he often reused old lesson plans with minor changes, feeling unsatisfied but having no choice. T3, a senior teacher who now teaches less often, said when he does teach he still creates his own materials, finding time between meetings or at night, and sometimes even preparing lessons while taking care of his children at home.

> *"Once, there was a sudden competition, and I had to* ***train the students until late at night****,* ***then teach again the next morning.****"(I/T1-C2)*

> *"I usually divide my time into three parts: morning for teaching, afternoon for administrative tasks, and* ***night for lesson preparation****."(I/T2-C2)*

> *"Now I don't teach as much as before, but when I do, I* ***still prepare my own materials.*** *Usually, I find time between meetings or at night. Sometimes, I prepare lessons while also taking care of my children at home.."(I/T3-C2)*

And these interview results were also supported by their reflective journal, they said:

> *"Even though I wanted to prepare lessons carefully,* ***sometimes I only had a short time to review materials or check students' work because other duties came first.****"(R/T1-C2)*

> *"At the same time,* ***my lesson preparation and checking of student work were often rushed, as other duties ate up most of my energy."****(R/T2-C2)*

> *"However,* ***my lesson preparation is often kept simple, and***

marking assignments is usually done late at night after meetings."*(R/T3-C2)*

Putting the interview and journal evidence together shows a pattern that late and rushed preparation plus same-day marking reduce the time T1–T3 can use for careful lesson planning and reliable assessment. This can lower teaching quality and increase stress. This finding is supported by recent research showing that poor instructional workload management harms teaching efficacy and that teachers who cannot manage preparation and marking time proactively report lower instructional effectiveness. For example, Embodo & Villanueva (2024) recommend proactive instructional workload management because heavy instructional duties (preparing, supervising, marking under time pressure) negatively affect teaching efficacy. In summary, lesson preparation and marking are often done late at night or in a hurry because of other duties. This makes lessons less effective and lowers teaching quality.

c. Contact with Pupils & Parents

All teachers agreed that interacting with students and parents was part of their workload. T1 said this usually happens when parents come to take report books or ask about their children's progress, and he was also asked to accompany students when parents wanted to discipline them. T2 said he often met with parents to discuss their children's progress, especially issues of discipline. T3 said he handled especially serious cases, such as holding a long discussion with a student's family when the

student wanted to transfer schools.

> *"Yes, usually when parents come to the Pesantren to **take report books** or ask about their children's progress. I was also asked to **accompany students** when their parents wanted to discipline them."(I/T1-C3)*

> *"Yes, I often had to meet parents to **discuss their children's progress**, especially about discipline."(I/T2-C3)*

> *"Yes, especially when serious cases happen. I am usually the one asked to talk directly with parents. Once, a student wanted to transfer schools, and I had a **long discussion with the family** about it."(I/T3-C3)*

And these interview results were also supported by their reflective journal, they said:

> *"Outside the classroom, **students and even parents would sometimes come to me for small talks or advice, which also needed patience and attention."**(R/T1-C3)*

> *"There were also moments when **students or even parents would approach me with their concerns, and I had to listen carefully despite being tired."**(R/T2-C3)*

> *"Beyond lessons, **I sometimes have to meet parents or spend extra moments with students outside class to discuss their concerns."**(R/T3-C3)*

Putting the interview evidence together shows that parental contact is a regular and sometimes demanding part of T1–T3's work. These meetings take time, can be emotionally draining, and add to teachers' other duties (like teaching and supervision). This matches findings about student management in *Pesantren*: Hardianto et al. (2022) explain that student management in Islamic boarding schools includes report-card evaluation and close community relationships that require staff to interact frequently with families and guardians are the factor that increases staff

responsibility beyond classroom instruction. Hence, contact with pupils and parents, such as meetings or discipline issues, takes extra time and energy. These tasks add to teachers' workload and can be emotionally draining.

d. School/staff management

T1 explained that sometimes he helped in the office by photocopying documents, arranging chairs before events, or staying in the room when guests visited the *Pesantren*. T2 shared that he was once a coordinator of a *Pesantren* committee, which required regular meetings, managing schedules, and signing proposals, all of which clearly added to his workload. T3 said that management duties are now a big part of his job, including leading meetings, drafting policies, ensuring departments run well, and even attending three meetings in one day. These examples from T1, T2, and T3 show that administrative and management responsibilities add significant pressure beyond classroom teaching.

> *"Yes, sometimes I helped in the office by* ***photocopying documents*** *and* ***arranging chairs*** *before events, or staying in the room when guests visited the Pesantren."(I/T1-C4)*

> *"Yes, I was once a* ***coordinator of a Pesantren committee. The work included regular meetings, managing schedules, and signing proposals.*** *It clearly added to my workload."(I/T2-C4)*

> *"Yes, this is now a big part of my job.* ***I often lead meetings, draft policies, and ensure all departments run well.*** *Once, I had to attend three meetings in one day, from morning to evening."(I/T3-C4)*

And these interview results were also supported by their reflective journal, they said:

> *"There were also moments when **I had to join meetings or follow plans made by senior staff, so I learned to adjust myself to their decisions.**"(R/T1-C4)*
>
> *"In addition, **I was expected to follow meetings or support decisions made by the school leaders, which sometimes required long discussions."**(R/T2-C4)*
>
> *"The bigger part of my role is **leading meetings, preparing schedules, and monitoring staff so the school programs can run well". (R/T3-C4)***

Putting the interview and journal evidence together shows that management duties increase workload density for T2 and T3: time spent on meetings, policy drafting, supervision, and admin reduces time for lesson planning and rest, and raises stress. This also connects with findings in the literature that leadership roles and school management responsibilities can strengthen teacher performance and improve the work environment when supported well. For example, Siregar et al. (2023) emphasize that boarding-school leadership and a positive organizational climate can help teachers perform more effectively, because managerial duties give them opportunities to develop coordination skills, leadership abilities, and teamwork. Therefore, even though school or staff management responsibilities like meetings, policy-making, and supervision add extra hours, they can also build teachers' capacity and contribute positively to their professional growth.

e. Administrative Tasks

They also took on various administrative roles. T1 sometimes helped in the office by photocopying documents, arranging chairs for events, or

sitting in the office when guests visited the *Pesantren*. T2 served as a coordinator of a *Pesantren* committee, which involved regular meetings, managing schedules, and signing proposals. T3 frequently led meetings, prepared schedules, monitored events, and checked reports.

> *"Yes, sometimes I helped in the office by* ***photocopying documents*** *and* ***arranging chairs*** *before events, or staying in the room when guests visited the Pesantren."(I/T1-C5)*

> *"Yes, I was once a coordinator of a Pesantren committee. The work included* ***regular meetings, managing schedules, and signing proposals****."(I/T2-C5)*

> *"I often* ***lead meetings****,* ***prepare schedules****,* ***monitor events****, and* ***check reports****."(I/T3-C5)*

And these interview results were also supported by their reflective journal, they said:

> *"At the same time,* ***tasks such as making exam papers took many hours****"(R/T1-C5)*

> *"On top of that,* ***administrative work like preparing test papers, and handling exam duties could take an entire day by itself".*** *(R/T2-C5)*

> *"At the same time,* ***administrative work like signing documents, checking reports, or approving plans takes a large portion of my day."****(R/T3-C5)*

Putting interviews and journals together shows a clear pattern: routine administrative duties take significant time from T1–T3's teaching-related work (planning, preparation, marking). This increases work density and reduces time for lesson quality and rest, which can raise stress and lower teaching effectiveness. This idea is supported by research on instructional workload management which explains that heavy administrative loads

and poor workload distribution reduce teaching efficacy and teacher well-being; effective workload management is recommended to protect instructional quality. For example, Embodo & Villanueva (2024) discuss how instructional and administrative workload affect teaching efficacy and recommend proactive workload management strategies. Their findings are directly related to this study, because they confirm that without proper workload management, administrative tasks such as photocopying, preparing documents, and exam duties can reduce teachers' rest and lesson planning time, ultimately affecting teaching performance.

f. Individual/Professional Development

Professional development activities could also add to their workload. T1 joined internal trainings on teaching methods, such as how to teach new students or make simple learning media, and he found these useful and motivating. T2 attended an English training on using technology, which was helpful but added extra work because he had to complete a training project alongside his teaching duties. T3 often acted as a speaker or mentor in teacher trainings and sometimes attended external courses; for example, he took a school management training that helped improve his work style.

> *"Yes, I once joined a simple **training** from the Pesantren, such as **how to teach new students** or make learning media from simple materials."(I/T1-C6)*

> *"Yes, I once joined an **English training using technology.** It was useful, but it became extra work because, while teaching, I also*

had to complete the training project."(I/T2-C6)

"Now, I am often a speaker or mentor in teacher training. Sometimes I also ***attend external training to stay updated****"(I/T3-C6)*

And these interview results were also supported by their reflective journal, they said:

"Still, I tried to grow by ***reading teaching guides, watching examples from other teachers, and reflecting on how I could improve my own way of teaching."****(R/T1-C6)*

"Even with all these pressures, ***I tried to grow by observing senior teachers, learning new methods from them, and reflecting on how to handle my tasks more wisely."****(R/T2-C6)*

"I tried to grow by ***reading teaching guides, watching examples from other teachers, and reflecting on how I could improve my own way of teaching."****(R/T3-C6)*

Putting interviews together shows that professional development gives new skills and can improve T1–T3's work (for example, leadership training helped T3 to delegate). However, some training (like T2's project-based course) can add extra tasks and increase workload if the training requires extra projects during work hours. Research in your references supports this double effect: professional development and mentoring improve teacher skills and well-being, but training that adds tasks without time or workload support can raise stress. For example, Kutsyuruba et al. (2019) highlight the positive role of mentoring and organized professional support for teacher well-being and competence. Finally, professional development helps teachers improve skills, but it also adds workload if training projects is not supported with proper time.

g. The Main Teaching Workload

When asked which workload was the hardest, T1 and T2 both pointed to night duties. They said working night watch and then having to teach in the morning was most difficult because they got very little sleep yet still had to be alert in class. T3 described the hardest situation as when two major events happened at the same time (such as exams and a boarding school program) which required him to delegate tasks wisely to keep everything running smoothly.

> *"For me, the hardest is when I have **night duty** and still have to teach in the morning."(I/T1-C1)*

> *"The hardest one for me is **night duty**. I sleep less, but in the morning I still have to teach."(I/T2-C1)*

> *"The heaviest was when **two major events happened at the same time,** such as exams and a boarding school program. I really had to delegate tasks wisely to make sure everything ran smoothly."(I/T3-C4)*

And these interview results were also supported by their reflective journal, they said:

> *"I often had long days at the Pesantren because **besides my regular lessons, I was also asked to take extra classes when other teachers could not come.**"(R/T1-C1)*

> *"In a single week, my role could stretch in many directions. **Besides completing my own teaching schedule, I often had to step in when other teachers were absent, which made the load even heavier."**(R/T2-C1)*

> *"The bigger part of my role is **leading meetings, preparing schedules, and monitoring staff so the school programs can run well". (R/T3-C4)***

The findings show that each teacher faced different challenges in their

workload. For Teacher 1 and Teacher 2, the most difficult category was teaching, because night duties left them with very little sleep, yet they still had to teach in the morning and remain focused in class. In addition, both often had to cover extra lessons when other teachers were absent, which made their teaching hours even longer and heavier. For Teacher 3, the strongest factor was school or staff management, since he was responsible for leading meetings, preparing schedules, and monitoring staff while also ensuring that big events, such as exams and programs, ran smoothly. These management responsibilities added great pressure, especially when multiple activities happened at the same time. Overall, the results show that while teaching was the hardest part of workload for Teachers 1 and 2, school and staff management duties were the biggest burden for Teacher 3, highlighting how different responsibilities created heavy pressures for all teachers in their daily roles.

4.1.3 Strategies for Teaching Workload

Strategies for teaching workload are the ways teachers use to manage the many tasks and responsibilities they face in their job. According to Çelik & Köse (2022), these strategies include individual stress management, organizational support, training and development programs, time management, social supports, establishing consultations, and humour. The goal of identifying these strategies is to help teachers reduce stress, improve wellbeing, and maintain the quality of their teaching. Based on the findings, teachers used

several of these strategies, such as getting support from colleagues, joining training, consulting senior teachers, managing time better, and even using humour to stay positive when their workload was heavy experienced by teachers are described as follows:

a. Individual Stress Management and Workload

The teachers each had ways to cope with stress and tiredness. T1 and T2 both said they would take breaks by walking around the *Pesantren* yard, drinking warm tea, or reading light books to relax, and they often chatted with other teachers to lighten their mood. T3 said he usually took a short coffee break or had a casual chat with other senior teachers, and sometimes he even went home briefly to see his family in order to refresh his mind.

> *"If I feel tired or dizzy, I usually rest for a while in the dorm,* ***drink coffee, or have a conversation****. Sometimes we* ***joke around*** *to relax the situation."(I/T1-S1)*

> *"When I feel stressed, I usually* ***walk around the Pesantren yard, drink warm tea, or read light books*** *to relax. Sometimes, I also talk with other teachers to make my mind lighter."(I/T2-S1)*

> *"When I'm tired, I usually* ***take a short break for coffee or have a casual chat*** *with other senior teachers. Sometimes, I go home briefly to* ***meet my family*** *so I can refresh my mind."(I/T3-S1)*

And these interview results were also supported by their reflective journal, they said:

> *"****When I feel the work is too heavy, I try to calm myself by taking things step by step so it does not make me too stressed.****"(R/T1-S1)*

> *"In busy weeks,* ***I tried to keep my stress under control by breaking down big duties into small pieces, so the pressure felt lighter."****(R/T2-S1)*
>
> ***"When I feel the work is too heavy, I try to calm myself by taking things step by step so it does not make me too stressed."****(R/T3-S1)*

Putting these interview answers together shows that T1–T3 rely on small, reachable coping strategies (rest, brief social support, light activity) to reduce immediate stress and continue their duties. This matches the individual stress-management approaches recommended in the literature: Çelik & Köse (2022) explain that personal strategies: physical activities, mental relaxation techniques, social support, and brief restorative breaks, help teachers manage workload and protect wellbeing when organizational support is limited. In conclusion, individual stress management like taking breaks, chatting, or light activities helps teachers reduce pressure quickly and stay refreshed for teaching.

b. Organizational Stress Management and Workload

Each teacher had received support from others to manage workload. T1 said the *Pesantren* management sometimes reduced his teaching hours when there were many events. T2 said the school once relieved him of dormitory duty before final exams so he could focus on preparing exam papers and teaching. T3, as a member of the management team, said support usually came in the form of providing additional staff or substitute teachers, and sometimes creating a special division to handle administrative tasks.

> *“Yes, sometimes the* ***Pesantren management reduced my teaching hours*** *when there were too many events.”(I/T1-S2)*
>
> *“Yes, once the* ***school reduced my dormitory duty*** *before the final exam so I could focus on preparing exam papers and teaching.”(I/T2-S2)*
>
> *"Because I am in the management team, support usually comes in the form of* ***additional staff*** *or* ***substitute teachers****.”(I/T3-S2)*

And these interview results were also supported by their reflective journal, they said:

> *“At the Pesantren,* ***sometimes the leaders arrange the schedule or move duties around so teachers can share the load more fairly.”****(R/T1-S2)*
>
> *“At the Pesantren,* ***sometimes the leaders adjusted schedules or shared out responsibilities, which also helped balance the load.”****(R/T2-S2)*
>
> *“At school,* ***I manage the workload by delegating duties and organizing the team, which makes big tasks lighter for everyone.”****(R/T3-S2)*

Putting the interviews and journal together shows that organizational support (reduced hours, reassigning duties, adding staff, creating divisions) can lower immediate workload and protect teachers’ time for lesson planning and assessment. This fits with recommended organizational strategies in the literature: Çelik & Köse (2022) explain that organizational stress management: clear role distribution, fair workload policies, staff support, and job redesign, helps reduce teacher stress and improve job performance. Schools that use these strategies make it easier for teachers to manage heavy periods and maintain teaching quality. In summary, organizational support such as reducing

hours, delegating tasks, or adding staff makes workload lighter and gives teachers more time to focus on lesson planning.

c. Training and Development Programs

All teachers participated in programs aimed at managing workload. T1 joined training on easy teaching methods for students, which he said increased his motivation to teach. T2 (as mentioned earlier) joined a training on technology use in English teaching. T3 participated in a leadership training organized by the school, which he said taught him how to manage tasks more effectively.

> *"Yes, I joined a training with other teachers about **easy teaching methods for students**. It really gave me more motivation to teach."(I/T1-S3)*
>
> *"Yes, I joined a **time management workshop** from the Pesantren."(I/T2-S3)*
>
> *"Yes, I once joined a **leadership training** organized by the school."(I/T3-S3)*

And these interview results were also supported by their reflective journal, they said:

> *"I also remember moments when **we were asked to join short training sessions or listen to advice that helped us understand better ways to handle teaching and other tasks."**(R/T1-S3)*
>
> *"There were occasions when **we joined short sessions or discussions that gave us new ideas on how to manage tasks more effectively."**(R/T2-S3)*
>
> *"From time to time, **I also join short training sessions or discussions to refresh my skills and keep learning."**(R/T3-S3)*

Putting the interviews together shows that training and development increase motivation, practical skills, and organization for T1–T3, helping

them work more effectively. However, training should be supported with time and workload adjustments, because some programs with extra projects can add to teachers' tasks. This fits with findings on mentoring and professional support: Kutsyuruba et al. (2019) show that mentoring and structured professional support improve early-career teachers' well-being and capacity to manage classroom and professional demands, so well-designed training and mentoring can reduce stress. Hence, training and development programs increase teachers' skills and motivation, but they work best when supported with enough time and fair workload.

d. Time Management

They also described their own time-management strategies. T1 said he follows the regular schedule of the *Pesantren* and uses any free time to prepare materials or finish other tasks. T2 said he divides his day into parts – teaching in the morning, administrative work in the afternoon, and lesson preparation at night – and he tries not to delay tasks, although sudden events can disrupt this plan. T3 makes a detailed daily schedule that includes teaching, meetings, and family time, and if there are sudden changes he immediately revises his plan and reassigns tasks to other teachers as needed.

> *"I usually follow the Pesantren schedule. If there is* ***free time, I use it to prepare materials or finish other tasks.****"(I/T1-S4)*

> *"I usually* ***divide my time into three parts****: morning for teaching, afternoon for administrative tasks, and night for lesson preparation."(I/T2-S4)*

> *"I* ***make a detailed daily schedule****, including teaching,*

> *meetings, and family time. If there are sudden changes, I immediately revise and reassign tasks to other teachers."(I/T2-S4)*

And these interview results were also supported by their reflective journal, they said:

> *"Of course,* ***I learned to use every small break to complete something important, so I didn't let unfinished work pile up.****"(R/T1-S4)*
> *"Still,* ***I depended a lot on careful daily planning, making sure every task had its place and no work piled up at the last moment."****(R/T2-S4)*

> *"To stay on track,* ***I prepare flexible weekly schedules and break large tasks into smaller parts, checking progress daily.****"(R/T3-S4)*

Putting these interviews and journals together shows that T1–T3 try to manage time carefully, but sudden events often disturb their routines. Good time management, such as making schedules, dividing tasks, and quickly adjusting to changes, helps them reduce stress and complete responsibilities. This is supported by Embodo & Villanueva (2024), who explain that effective workload and time management are key to maintaining teaching efficacy. When teachers plan tasks well and adjust flexibly to sudden changes, they can manage heavy responsibilities without losing teaching quality. Therefore, good time management through schedules and dividing tasks helps teachers finish responsibilities on time, even when sudden changes happen.

e. Social Supports

Support from colleagues and family helped reduce workload. T1 stated his fellow teachers often helped by checking students' assignments

to speed up work when he was busy. T2 said colleagues would exchange teaching materials or cover schedules if sudden tasks arose; once a colleague even made a teaching aid for him when he didn't have time. T3 noted that his family helped with home matters and his teacher colleagues covered for him when he needed to go out.

> *"Yes, my **fellow teachers** often helped me when I was busy. They even **helped me check students' assignments** to finish faster."(I/T1-S5)*

> *"Yes, my **fellow teachers** often helped by **exchanging teaching materials or schedules** if I had sudden events. Once, a colleague even made a teaching aid for me because I had no time to make it myself."(I/T2-S5)*

> *"Yes, my **family** is very understanding when I'm busy, and they often **help with home matters.** My teacher colleagues also cover for me when I need to go out of the school."(I/T3-S5)*

And these interview results were also supported by their reflective journal, they said:

> *"It also helped that **other teachers were willing to support me, and we often exchanged duties when things got too much.**"(R/T1-S4)*

> *"What made it easier was that **other teachers were often ready to share tasks or lend a hand, so I didn't face the burden alone."**(R/T2-S4)*

> *"In addition, **support from other teacher, whether through sharing duties or simple encouragement, helps me feel less burdened."**(R/T3-S4)*

Putting these interviews and journal together shows that both peer support at school and family support at home reduce workload pressure for T1–T3. Sharing tasks, exchanging materials, or covering schedules helps teachers save time and energy, while family understanding reduces

stress from home responsibilities. This is supported by Kutsyuruba et al. (2019), who emphasize that mentoring, collaboration, and supportive relationships play a strong role in protecting teacher well-being and helping them manage professional challenges. Strong social support systems make teachers feel less isolated and more capable of handling workload. To sum up, social support from colleagues and family reduces stress, saves time, and helps teachers feel they are not facing the workload alone.

f. Establishing Consultations

All three teachers sought advice to handle workload challenges. T1 said he asked senior teachers for help when he was unsure about teaching methods, for example, a senior suggested using games to keep students engaged. T2 also sought advice from a senior teacher; he asked for tips on organizing class time better and received useful strategies. T3, despite being a senior, still consulted his school leader on major decisions; for example, he once asked for guidance on assigning roles to new teachers.

> *"Yes, if I was confused about teaching methods, I asked **senior teachers**. One of them **suggested using games** so students wouldn't get bored."(I/T1-S6)*

> *"Yes, I once shared my problem with a **senior teacher** about students who were hard to control. He **gave me tips on more interactive teaching**."(I/T2-S6)*

> *"Although I am a senior, I still consult the school leader for big decisions. Once, I asked for **guidance on assigning roles for new teachers.**"(I/T3-S6)*

And these interview results were also supported by their reflective

journal, they said:

> *"Sometimes* ***I looked for guidance from more experienced teachers by asking simple questions, and their answers gave me direction"****(R/T1-S6)*

> *"When I felt uncertain,* ***I usually turned to senior teachers for advice, and their guidance gave me clearer direction."****(R/T2-S6)*

> *"When needed,* ***I consult with senior leaders or peers to find better solutions for challenges."****(R/T3-S6)*

Putting these interviews together shows consultations give T1–T3 quick solutions, emotional support, and better confidence in handling problems. Research on induction and mentoring finds that regular mentoring and guided support help teachers improve classroom practice, stay more satisfied, and manage professional demands better. This idea agrees with Puspitasari et al. (2024) findings that professional support, leadership, and clear guidance improve teacher competence and well-being; well-structured support helps teachers manage workload and perform better. Finally, consultations with senior teachers or leaders give guidance, confidence, and better solutions, making teachers feel supported in handling challenges.

g. Humour

Some teachers used humor to stay positive. T1 said that when a class became too quiet, he would tell jokes or funny stories to make students laugh, which made them more active. T3 said he liked to add jokes during meetings to ease tension; for example, he turned a very serious meeting into a more relaxed one by sharing a funny classroom experience.

> *“Yes, sometimes when the class was quiet, I made **small jokes or funny stories** to make the students laugh.”(I/T1-S7)*
>
> *"Yes, when the class atmosphere became tense, I added **funny stories** related to the lesson.”(I/T2-S7)*
>
> *“Yes, I like to **add jokes during meetings** to ease the tension.”(I/T3-S7)*

And these interview results were also supported by their reflective journal, they said:

> *“And in busy days, **a little laughter with friends made the pressure feel lighter.”**(R/T1-S7)*
>
> *“And in the middle of long exam duties, **a bit of light conversation and laughter with friends in the pavilion made less heavy.”**(R/T2-S7)*
>
> *“And even during busy times, **sharing light jokes with staff often makes more relaxed and easier to handle.”**(R/T3-S7)*

Putting the interviews together shows that humour acts as a simple but effective consultation or coping tool: it gives quick emotional relief, improves group mood, and can increase student engagement. This idea is consistent with research Susanto & Abadi (2021) on the influence of emotional intelligence and workload on teacher performance, that links emotional skills and teacher well-being: emotional regulation strategies (including light, respectful humour) help teachers manage stress and keep classrooms positive, which supports better teaching performance. Overall, humour helps teachers and students relax, creates a positive atmosphere, and reduces stress during heavy workload.

h. The Main Strategies of Teaching Workload

These are also findings outside the main indicators of the study.

They give additional information about the teachers' personal strategies in handling their workload. Each teacher also described personal habits to deal with challenges. T1 keeps a list of daily tasks on his phone so he knows what he has done and what still needs to be done, and he sometimes asks other teachers for their opinions. T2 makes notes about what worked and what did not in each class, reflecting on the teaching process to identify improvements for the future. T3 keeps evaluation notes after every big event to identify what needs improvement, and he also asks younger teachers for feedback on his teaching.

> *"I usually **write daily tasks on my phone**, so I know what I have done and what I haven't."(I/T1-S1)*

> *"I like to make a **daily note** about what worked and what didn't in the class."(I/T2-S1)*

> *"I like to make **evaluation notes after every big event**. From there, I can see what needs improvement."(I/T3-S1)*

And these interview results were also supported by their reflective journal, they said:

> ***"When I feel the work is too heavy, I try to calm myself by taking things step by step so it does not make me too stressed."**(R/T1-S1)*

> *"In busy weeks, **I tried to keep my stress under control by breaking down big duties into small pieces, so the pressure felt lighter."**(R/T2-S1)*

> ***"**In facing heavy responsibilities, **I try to stay calm by not carrying problems home, keeping clear boundaries so my family time reduces stress."**(R/T3-S1)*

The findings also reveal that each teacher developed personal strategies to manage their workload. For Teacher 1 and Teacher 2, the

most influential strategy was individual stress management and workload, because both tried to reduce pressure by calming themselves, breaking down big tasks into smaller steps, and reflecting on what worked in their teaching. These habits helped them stay positive and avoid being overwhelmed when duties became too heavy. For Teacher 3, the most important strategy was time management, as he focused on making evaluation notes after big events and setting clear boundaries between school and family time. This allowed him to manage responsibilities effectively while keeping his stress under control. Overall, the results show that while T1 and T2 relied more on stress management to stay motivated, T3 emphasized time management to balance his many duties, highlighting how teachers used different personal strategies to cope with heavy workload.

4.1.4 Types of Teaching Performance

Types of teaching performance refer to three main parts: planning, pedagogy, and assessment. According to Carter and Lochte (2017), planning is how a teacher prepares lessons before teaching, pedagogy is how the teacher teaches and interacts with students in the classroom, and assessment is how the teacher checks and evaluates students' learning. The goal of examining these types is to improve teaching quality by making sure lessons are well prepared, instruction is effective, and student progress is measured clearly. Based on the findings, lesson planning was most affected by heavy workload, so teachers

often used simple or repeated materials and had less time to make varied, engaging lessons experienced by teachers are described as follows:

a. Planning

All teachers agreed that lesson planning was influenced by their workload in different ways. T1 explained that because her schedule was still not too crowded, she usually had enough time to prepare lesson outlines before class, though they were often simple. T2 said that balancing *Pesantren* duties with college work made planning more difficult, so he usually only prepared the main points instead of full details. T3 noted that heavy responsibilities at school and at home often forced him to plan lessons at the last moment, which limited his chance to add new ideas to his teaching materials.

> *"*Since my daily schedule is not too crowded, **I usually have enough time to prepare simple lesson outlines before class.***"(I/T1-Ty1)*

> *"Balancing Pesantren duties and college tasks makes things harder, so **I often only prepare the main points of the lesson instead of full details.**"(I/T2-Ty1)*

> *"With so many responsibilities both in school and outside, **lesson planning is often done at the last moment, and I cannot always add new ideas to my materials.**"(I/T3-Ty1)*

And these interview results were also supported by their reflective journal, they said:

> *"**Sometimes, when my energy was already drained, I could only make very simple plans for the next day's lesson.**"(R/T1-Ty1)*

> ***"When the schedule became too full, I could only make simple plans for the next lessons, often without adding new ideas or activities."**(R/T2-Ty1)*

‘

‘‘The biggest impact is on lesson material development. Because of management duties, I have less time to update my teaching materials. Even so, ***I still try to make simple plans by adjusting old lessons to fit the current class situation.”****(R/T3-Ty1)*

Putting the interviews and journals together shows that lesson planning is the most affected part of teaching performance when workloads are heavy. Teachers often only prepare simple or last-minute materials because other *Pesantren* duties take much of their time. This supports Fakhrudin & Andriyanti (2021), who explained that teachers in Islamic boarding schools struggle with planning since non-teaching responsibilities and tight schedules reduce their chance to develop good lesson materials. In conclusion, lesson planning is the most affected by heavy workload, as teachers often prepare only simple or last-minute materials, leaving little chance to create varied and engaging lessons.

b. Pedagogy

All teachers shared how their pedagogy was shaped by their situation. T1 stated that in teaching, she could still focus on explaining clearly and keeping students active through questions or short discussions. T2 explained that he tried to make learning engaging, but when time was limited, he often relied on direct and practical methods. T3 mentioned that his main concern in class was to keep the session running smoothly, since his energy was already divided, which left little room to explore new teaching approaches.

"In teaching, **I can focus on explaining clearly and keeping students active with questions or short discussions.***”(I/T1-Ty2)*

> *"In class, **I try to make learning engaging, but sometimes I just use direct and practical methods when I am short on time.**"(I/T2-Ty2)*

> *"In the classroom, **my focus is more on keeping the session running smoothly rather than exploring new approaches, because my energy is divided.**"(I/T3-Ty2)*

And these interview results were also supported by their reflective journal, they said:

> *"In the classroom, **this lack of planning made me rely on old ways of teaching that did not really help students stay active or enjoy the subject.**"(R/T1-Ty2)*

> *"**This made me fall back on very basic ways of teaching, which sometimes left the students less engaged."**(R/T2-Ty2)*

> *"**I focus more on interactive discussions and guiding students to share their ideas, rather than only delivering content."**(R/T3-Ty2)*

Putting the interviews and journals together shows that heavy workload made teachers use simple or old teaching methods, with less time to try creative approaches. This supports Wahyu et al. (2021), who explained that teacher performance in the classroom is reduced when workload limits their ability to use varied and engaging pedagogy. In summary, pedagogy is also influenced, with teachers relying on old or simple methods because of limited time and energy, which reduces creativity in the classroom.

c. Assessment

Teachers also shared their experiences with assessment. T1 explained that he still managed to review students' exercises carefully, though

sometimes only with short comments, and since his workload was lighter, his teaching felt smoother. T2 stated that checking students' work was the most affected part, because he often only had time to give brief feedback without deeper attention to each student. T3 added that he usually relied on quick checks or short notes, as detailed assessment required more time than he could manage, and for him, lesson preparation felt the most affected overall.

> "For checking their work, **I still manage to review their exercises carefully, though sometimes I just give short comments.** I feel the workload is not too heavy, so my teaching runs quite smoothly*"(I/T1-Ty3)*

> *"For students' work,* ***I usually check quickly and give brief feedback, but I cannot always give deeper attention to every student.****"(I/T2-Ty3)*

> *"When it comes to checking students' work,* ***I usually rely on quick checks or short notes, since detailed assessment takes more time than I have.*** *This makes me feel that preparation is the part most affected"(I/T3-Ty3)*

And these interview results were also supported by their reflective journal, they said:

> *"After the class,* ***I also noticed that my checking of students' work became rushed, and I could not give the kind of feedback that would truly help them improve.****"(R/T1-Ty3)*

> *"****My review of their work also became quite brief, so I could not always give them detailed feedback.****"(R/T2-Ty3)*

> *"****I usually give short tasks or ask reflective questions to check their understanding and see what needs more attention.****"(R/T3-Ty3)*

Putting the interviews and journals together shows that assessment was often rushed, with teachers giving only brief comments or quick

checks because heavy duties left little time for detailed feedback. This supports Jomuad et al. (2021), who found that when teachers face high workload, their ability to assess students carefully is reduced, leading to more surface-level evaluations instead of deeper support for learning. Hence, assessment is often rushed, with teachers giving only brief feedback or quick checks instead of detailed comments, so students get less support for improvement.

d. The Main Teaching Performance

Based on the findings, the type of teaching performance most affected by heavy workload is planning. This is because lesson preparation requires more time, focus, and creativity compared to pedagogy and assessment, while teachers are often already busy with many *Pesantren* and school duties. As a result, they usually only prepare simple or last-minute lesson plans, which limits the variety and quality of their teaching materials. From all of these types of teaching performance, planning stands out as the most vulnerable, since without enough time to prepare lessons well, both pedagogy and assessment are also indirectly impacted.

4.2 Discussion

This discussion uses four main theories to understand teacher workload and performance. Bubb & Earley (2004) explain the main causes and categories of workload, while Çelik & Köse (2022) show that workload affects planning,

pedagogy, and assessment. Together, these theories give a clear framework for seeing what creates workload, how to manage it, and which parts of teaching are most affected.

The findings show that the main factor causing heavy workload was non-teaching tasks and too many school and government programs. The teachers said that non-teaching duties, such as administrative and logistical work, took extra time, created urgent pressures, and often interrupted lesson planning, forcing them to work overtime. In addition, the many school and government programs added new activities and responsibilities that teachers had to complete quickly, which made their workload even heavier and more difficult to manage. This pattern aligns with key prior studies, for example, Bubb & Earley (2004) who show that excessive administrative work distracts teachers from instructional tasks and harms work life balance, Dalail et al. (2018) who found that assessment related duties increase teacher workload and require extra time for monitoring and reporting, and Fakhrudin & Andriyanti (2021) who report that teachers intensification in modern Islamic boarding schools negatively affects teaching preparation and performance, all of which support the claim that non-teaching administrative burdens and last minute demands are major drivers of workload in this study.

The findings also show that classroom teaching duties and school or staff management were the heaviest part of workload for all three teachers. Long teaching hours, covering absent colleagues, and night duties often left them with little time to prepare lessons, so they relied on simple or recycled materials, which lowered lesson quality and caused fatigue. In addition, school or staff management

responsibilities, such as organizing activities, supervising students, and helping with daily operations, added extra stress and reduced the energy teachers had for teaching tasks. This finding aligns with Nwoko et al. (2024), who emphasize that workload strongly affects teacher wellbeing, and with Wahab et al. (2024), who report that teachers work an average of 43 hours per week. It also supports Hulme et al. (2024) who show that excessive work hours reduce teacher wellbeing. Together, these studies show that heavy teaching duties, cover work, and extra tasks leave little time for careful planning and marking, which hurts lesson quality and teacher wellbeing.

All three teachers explained that the main way they coped with workload was Individual Stress Management and Workload. They made schedules, divided tasks, used free moments to finish work, and prepared backup plans to keep their workload under control. At the same time, they managed stress by taking short breaks, seeking support from peers or family, and keeping a positive mindset. These strategies helped them protect lesson preparation time, stay motivated, and reduce pressure from heavy duties. Skaalvik & Skaalvik (2021) report that teachers use a mix of approaches, from working hard and recovering, to reducing workload and seeking help, to keep control of their work; Gul et al. (2021) emphasise concrete time-management practices such as scheduling, planning, handling interruptions, and setting priorities; and Nwoko et al. (2024) show that setting clear boundaries, for example, protecting personal time and prioritising tasks, plus using peer and leadership support are everyday strategies that help teachers protect preparation time and reduce stress. Together, these studies show that time management, social

support, and clear boundaries are the most effective ways for teachers to reduce stress and keep lesson preparation on track.

In this study, planning was the part of teaching most affected by workload. All three teachers said that heavy duties made them prepare lessons at the last minute or reuse simple materials, which lowered lesson quality and student enthusiasm. For instance, Embodo & Villanueva (2024) reported that managing the workload of preparing instructional materials influenced not only assessment tasks but also classroom management. Gudelos and Mabitad (2025) emphasized that excessive workload and ongoing stress negatively impacted teachers' performance. Moreover, Jomuad et al. (2021) highlighted that long teaching hours and heavy workloads make teachers prone to burnout. Together these studies support the idea that heavy, overlapping duties force teachers to shorten or reuse lesson materials and to prepare at the last minute, which lowers lesson quality and student enthusiasm.

The study shows that teachers carry heavy workloads, especially from non-teaching tasks and intensive classroom duties. To cope, they mostly relied on time management and support from colleagues or family. Among teaching performance areas, planning was the most affected, as teachers often prepared lessons at the last minute or reused simple materials, which lowered lesson quality and student enthusiasm. Overall, heavy administrative and supervisory duties increase workload density, rob teachers of preparation time, push them to use coping strategies focused on time management and social support, and most directly impair lesson planning. These experiences were found in the context of an Islamic

boarding school (*Pesantren*), where teachers often take on extra non-teaching responsibilities that add to their workload.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Teachers in the studied Islamic boarding school face heavy, varied workloads that come mostly from non-teaching duties like photocopying, event preparation, paperwork, monitoring and reporting tasks, covering absent colleagues, frequent programs, and poor planning. These duties appear across six main categories which includes teaching, lesson preparation and marking, contact with pupils and parents; school/staff management, administrative tasks, and professional development, but intensive classroom duties, long teaching days, substitute teaching, night duties, and event supervision, were especially frequent and burdensome. To cope, teachers rely mainly on time-management such as daily schedules, dividing tasks, using spare moments, delegating, short restorative breaks, peer and family support, consultations and training, and occasional humour.

These heavy and dense duties most directly harm lesson planning: all three participants reported preparing lessons at the last minute, reusing simple materials, and entering class underprepared, which lowered lesson quality and student enthusiasm. Overall, heavy administrative and supervisory duties reduce teachers' available preparation time, push them to use coping strategies focused on time management and social support, and therefore most visibly impair the planning aspect of teaching performance. This study highlights how in Islamic boarding schools, non-teaching and managerial duties have a stronger negative impact on

lesson planning than has been shown in previous studies, which often focused more on classroom teaching hours. This shows a new gap, that teaching performance is not only shaped by teaching workload, but also by the hidden weight of administrative and boarding responsibilities. Hence, it can be emphasized that reducing non-teaching duties is very important to give teachers more time and energy for lesson planning and the better workload management will not only improve teaching performance but also support student learning outcomes.

5.2 Recommendation

Based on the conclusion above, the researcher would give the suggestion for:

1. For School or *Pesantren*

   This research shows the real problems English teachers face every day and gives clear, simple ideas to improve teaching at the *Pesantren*. School leaders can use these findings to plan better support, protect teachers' planning time, and reduce routine tasks so teachers can focus on quality teaching.

2. For English Teachers

   The study helps teachers understand common workload problems and learn practical ways to cope. By reading other teachers' experiences, they can feel less alone, try time-saving habits, share materials with colleagues, and ask for help when tasks become too heavy.

3. For Future Researchers

   This work can be a starting point for more studies about teacher

workload, teaching performance, and teacher well-being in *Pesantren* or similar schools. Future researchers can expand the sample, test support programs, and compare results to build stronger evidence.

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APPENDICES

Appendix 1.
Thematizing and Coding of
Teachers' Interview and Reflective Journal Result
(Braun and Clark, 2019)

No	Theory/Aspects	Indicators	Code	Total
1	Factors Causing Teaching Workload (Adopted from Bubb & Earley, 2004)		F	
		1. Non-teaching tasks	I/R-F1	3
		2. MARRA duties (monitoring, assessing, recording, reporting and accountability)	I/R-F2	3
		3. Covering absent colleagues' classes	I/R-F3	3
		4. Too many school/ government programs	I/R-F4	3
		5. Poor school or departmental planning	I/R-F5	3
		6. The main causes of teaching workload		3
2	Categories/Types of Teaching Workload (Adopted from Bubb & Earley, 2004)		C	
		1. Teaching	I/R-C1	3
		2. Lesson preparation & marking	I/R-C2	3
		3. Contact with pupils & parents	I/R-C3	3
		4. School/staff management	I/R-C4	3
		5. Administrative tasks	I/R-C5	3
		6. Individual/professional development	I/R-C6	3
		7. The main teaching workload		3
3	Strategies for Managing Workload (Adopted from Çelik & Köse, 2022)		S	
		1. Individual Stress Management and Workload	I/R-S1	3
		2. Organizational Stress Management and Workload	I/R-S2	3
		3. Training and Development Programs	I/R-S3	3
		4. Time Management	I/R-S4	3
		5. Social Supports	I/R-S5	3
		6. Establishing Consultations	I/R-S6	3

		7. Humour 8. The main strategies of teaching workload	I/R-S6	3 3
4	Types of Teaching Performance (Adopted from Carter and Lochte, 2017)	1. Planning 2. Pedagogy 3. Assessment 4. The main teaching performance	Ty I/R-Ty1 I/R-Ty2 I/R-Ty3	 3 3 3 3

Appendix 2.

Interview Guidelines

To explore English teachers' workload experiences at Islamic boarding school

Theory/Aspects	Indicators	Questions
Bubb & Earley (2004) Factors Causing Teaching Workload	1. Non-teaching tasks 2. MARRA duties (monitoring, assessing, recording, reporting and Accountability) 3. Covering absent colleagues' classes 4. Too many School programs 5. Poor school or departmental planning	1. Have you had a Non-Teaching tasks duties (like paperwork, photocopying, collecting money) that causes of your teaching workload? Mention and describe your experience! 2. Were monitoring, assessing, recording, reporting, or accountability (MARRA) became your causes of teaching workload? Please explain more detail. 3. Did you often have an experience to take over classes for absent teachers? If yes, tell me more detail! 4. Were too many school or government programs (like new rules or seminar, organization etc.) becomes the causes of your teaching workload? Please describe it! 5. Have you ever had an experience relate to poor planning (unclear schedules or late information) that causes your teaching workload? Please narrate it more detail! 6. What was the main causes of your teaching workload base on your experiences? Please explain it!
Bubb & Earley (2004) Categories/Types of Teaching Workload	1. Teaching 2. Lesson preparation, marking 3. Non-teaching contact with pupils and parents 4. School/staff management	7. How is your teaching and lesson preparation workload experiences? 8. Did you think having contact with pupils and parents become one of your teaching workload? Please explain it!

	5. Administrative tasks 6. Individual/professional development.	9. Have you ever been a school/administrative staff management? Did it become one of your teaching workload? Tell your experiences! 10. Did you think that developing individual/professional development become one of your teaching workload? Please describe it! 11. Which teaching workload was the most burdensome base on your experiences? Please narrate it!
Çelik & Köse (2022) Strategies for Teaching Workload	1. Individual Stress Management and Workload 2. Organizational Stress Management and Workload 3. Training and Development Programs 4. Time Management 5. Social Supports 6. Establishing Consultations 7. Humour	12. When you felt tired or stressed because of teaching workload, what personal stress management did you do? Please describe it! 13. Has your school or *Pesantren* ever done something to help you manage your workload better? Please explain it! 14. Have you ever joined any training or program that helped you handle your teaching workload more easily? Please describe your experience! 15. What is your usual strategy for managing your time between teaching, preparing lessons, and other your teaching workload? Please explain it! 16. Have you ever received support from friends, family, or colleagues that helped you deal with your workload? Please describe your experience! 17. Have you ever asked for advice or consultation from someone (like a senior teacher or leader) to help you manage

		your workload? Please describe what happened! 18. Have you ever used humour to help yourself stay positive or reduce the stress from your teaching workload? Please describe how you used it! 19. Do you have any other personal ways or experiences that helped you manage the challenges of teaching in this *Pesantren*? Please explain them!
Carter and Lochte (2017) Types of Teaching Performance	1. Planning 2. Pedagogy 3. Assessment	20. Among teaching workloads that you have experienced, how was your teaching performance (planning, pedagogy, and assessment) and which teaching performances were the most affected?

Appendix 3.

INTERVIEW SHEET

Pre setting

The previously researchers asked teachers' permission to collect data and asked teachers' willingness to be participants and interviewed about their experiences while managing their workload and teaching English in Islamic boarding schools. After teachers confirm their willingness researchers try to set the date and time for interviews.

Day/ Date : Saturday, 16th of August 2025

Place : Islamic Boarding School

Time : 14.30 – 15.00

Interviewer : Researcher

Interviewee : Teacher 1

Teacher & Reseacher Code	Statement (Raw Data)	Preliminary code	Final code
R	1. Have you had a Non-Teaching tasks duties (like paperwork, photocopying, collectin\8 money) that causes of your teaching workload? Mention and describe your experience!		
T-1	*Yes, very often. I was asked to do things like **photocopy exam papers**, **pick up items from the principal's office**, **sweep the office** before it was used, and sometimes **deliver invitation letters to other schools** when there was a big event. I also*	**Photocopy exam papers, pick up items from the principal's office, sweep the office**	I/R-F1

	helped prepare the hall before events.	**Deliver invitation letters to other schools**	
R	2. Were monitoring, assessing, recording, reporting, or accountability (MARRA) became your causes of teaching workload? Please explain more detail.		
T-1	*I usually helped record scores or **write report books** for student progress reports. I even worked overtime once because the scores were not complete.*	**Record scores** **Write report books**	I/R-F2
R	3. Did you often have an experience to take over classes for absent teachers? If yes, tell me more detail!		
T-1	*Yes, very often. If a teacher was absent, I was asked to look after the class. Sometimes I only supervised students while they studied by themselves, and sometimes I taught subjects that I understood. Once, I had to **replace three different classes in one day**.*	**Replace three different classes in one day**.	I/R-F3
R	4. Were too many school or government programs (like new rules or seminar, organization etc.) becomes the causes of your teaching workload? Please describe it!		
T-1	*Yes, I often joined preparations for competitions, seminars, or government visits. My tasks included **preparing the venue**, **managing the students**, or even being the MC. Once, I had to stay at the location until late at night.*	**Preparing the venue**, **managing the students**	I/R-F4
R	5. Have you ever had an experience relate to poor planning (unclear schedules or late information) that causes your teaching workload? Please narrate it more detail!		I/R-F5

T-1	*Yes, sometimes information is given too late, so I have to **rush to prepare test papers**. Once, I even asked another teacher to help me print because the time was too short.*	**Rush to prepare test papers**	
R	6. What was the main causes of your teaching workload base on your experiences? Please explain it!		
T-1	*I think the most difficult part is a combination of **teaching, cleaning duties, and Pesantren events**. Sometimes **all of them happen at the same time**, so I don't know which one to finish first.*	**Teaching, cleaning duties, and *Pesantren* events all of them happen at the same time**	I/R-F4
R	7. How is your teaching and lesson preparation workload experiences?		
T-1	*I have experienced many types of workload, such as **teaching full lessons**, **replacing absent teachers**.*	**Teaching full lessons**, **replacing absent teachers**.	I/R-C1
R	8. Did you think having contact with pupils and parents become one of your teaching workload? Please explain it!		
T-1	*Yes, usually when parents come to the Pesantren to **take report books** or ask about their children's progress. I was also asked to **accompany students** when their parents wanted to discipline them.*	**Take report books** **Accompany students**	I/R-C3
R	9. Have you ever been a school/administrative staff management? Did it become one of your teaching workload? Tell your experiences!		
T-1	*Yes, sometimes I helped in the office by **photocopying documents** and **arranging chairs** before events, or staying in the room when guests visited the Pesantren.*	**Photocopying documents and arranging chairs**	I/R-C4

R	10. Did you think that developing individual/professional development become one of your teaching workload? Please describe it!		
T-1	*Yes, I once joined a simple **training** from the Pesantren, such as **how to teach new students** or make learning media from simple materials.*	**Training how to teach new students**	I/R-C6
R	11. Which teaching workload was the most burdensome base on your experiences? Please narrate it!		
T-1	*For me, the hardest is when I have **night duty** and still have to teach in the morning.*	**Night duty**	I/R-C1
R	12. When you felt tired or stressed because of teaching workload, what personal stress management did you do? Please describe it!		
T-1	*If I feel tired or dizzy, I usually **rest for a while** in the dorm, **drink coffee, or have a conversation**. Sometimes we **joke around** to relax the situation.*	**Rest for a while, drink coffee, or have a conversation.** **Joke around**	I/R-S1
R	13. Has your school or *Pesantren* ever done something to help you manage your workload better? Please explain it!		
T-1	*Yes, sometimes the **Pesantren management reduced my teaching hours** when there were too many events.*	***Pesantren* management reduced my teaching hours**	I/R-S2
R	14. Have you ever joined any training or program that helped you handle your teaching workload more easily? Please describe your experience!		
T-1	*Yes, I joined a training with other teachers about **easy teaching methods for students**. It really gave me more motivation to teach.*	**Easy teaching methods for students**.	I/R-S3

R	15. What is your usual strategy for managing your time between teaching, preparing lessons, and other your teaching workload? Please explain it!		
T-1	*I usually follow the Pesantren schedule. If there is **free time, I use it to prepare materials or finish other tasks.***	**Free time, I use it to prepare materials or finish other tasks.**	I/R-S4
R	16. Have you ever received support from friends, family, or colleagues that helped you deal with your workload? Please describe your experience!		
T-1	*Yes, my **fellow teachers** often helped me when I was busy. They even **helped me check students' assignments** to finish faster.*	**Fellow teachers helped me check students' assignments**	I/R-S5
R	17. Have you ever asked for advice or consultation from someone (like a senior teacher or leader) to help you manage your workload? Please describe what happened!		
T-1	*Yes, if I was confused about teaching methods, I asked **senior teachers**. One of them **suggested using games** so students wouldn't get bored.*	**Senior teachers suggested using games**	I/R-S6
R	18. Have you ever used humour to help yourself stay positive or reduce the stress from your teaching workload? Please describe how you used it!		
T-1	*Yes, sometimes when the class was quiet, I made **small jokes or funny stories** to make the students laugh.*	**Small jokes or funny stories**	I/R-S7
R	19. Do you have any other personal ways or experiences that helped you manage the challenges of teaching in this *Pesantren*? Please explain them!		

T-1	*I usually **write daily tasks on my phone**, so I know what I have done and what I haven't.*	**Write daily tasks on my phone**	I/R-S1
R	20. Among teaching workloads that have you experienced, which of teaching performance that hinder you most?		
T-1	Since my daily schedule is not too crowded, **I usually have enough time to prepare simple lesson outlines before class.** In teaching, **I can focus on explaining clearly and keeping students active with questions or short discussions.** For checking their work, **I still manage to review their exercises carefully, though sometimes I just give short comments.** Overall, I feel the workload is not too heavy, so my teaching runs quite smoothly	**I usually have enough time to prepare simple lesson outlines before class.** **I can focus on explaining clearly and keeping students active with questions or short discussions.** **I still manage to review their exercises carefully, though sometimes I just give short comments.**	I/R-Ty1

INTERVIEW SHEET

Pre setting

The previously researchers asked teachers' permission to collect data and asked teachers' willingness to be participants and interviewed about their experiences while managing their workload and teaching English in Islamic boarding schools. After teachers confirm their willingness researchers try to set the date and time for interviews.

Day/ Date : Saturday, 16th of August 2025

Place : Islamic Boarding School

Time : 17.00 – 17.30

Interviewer : Researcher

Interviewee : Teacher 2

Teacher & Reseacher Code	Statement (Raw Data)	Preliminary code	Final code
R	1. Have you had a Non-Teaching tasks duties (like paperwork, photocopying, collecting money) that causes of your teaching workload? Mention and describe your experience!		
T-2	*Yes, very often. I was asked to **photocopy exam papers**, **write invitation letters for parents**, **and collect money** for activities.*	**Photocopy exam papers, write invitation letters for parents, and collect money**	I/R-F1
R	2. Were monitoring, assessing, recording, reporting, or accountability (MARRA) became your causes of		

	teaching workload? Please explain more detail.		
T-2	*Yes, every month I must make **student progress reports**, **recap scores**, and **fill report books**. Once, because of so many reports, I had to stay up late to finish them.*	**Student progress reports, recap scores** **Fill report books**.	I/R-F2
R	3. Did you often have an experience to take over classes for absent teachers? If yes, tell me more detail!		
T-2	*Yes, often, especially when teachers ask for sudden leave. Once, I had to **teach for six hours in one day** because I **replaced another teacher.***	**Teach for six hours in one day replaced another teacher.**	I/R-F3
R	4. Were too many school or government programs (like new rules or seminar, organization etc.) becomes the causes of your teaching workload? Please describe it!		
T-2	*Yes, there are many, like mandatory seminars, inter-Pesantren competitions, and big religious events. Usually, teachers must **attend meetings** and **prepare students**, so it adds to the workload.*	**Attend meetings and prepare students**	I/R-F4
R	5. Have you ever had an experience relate to poor planning (unclear schedules or late information) that causes your teaching workload? Please narrate it more detail!		
T-2	*Yes, very often. For example, exam information is sometimes given only one day before, so I had to **prepare examination papers quickly**. Once, I even asked another teacher to help me print because the time was so tight.*	**Prepare examination papers quickly**	I/R-F5

R	6. What was the main causes of your teaching workload base on your experiences? Please explain it!		
T-2	*For me, the biggest cause is the combination of **heavy teaching hours, school administration, and dormitory duties**. **Everything mixes together**, so sometimes I don't know which one to focus on first.*	**Heavy teaching hours, school administration, and dormitory duties everything mixes together**	I/R-F4
R	7. How is your teaching and lesson preparation workload experiences?		
T-2	*I teach according to the **schedule, replace other teachers who are absent**, prepare school events, and also write the event reports.*	**Schedule, replace other teachers who are absent**	I/R-C1
R	8. Did you think having contact with pupils and parents become one of your teaching workload? Please explain it!		
T-2	*Yes, I often had to meet parents to **discuss their children's progress**, especially about discipline.*	**Discuss their children's progress**	I/R-C3
R	9. Have you ever been a school/administrative staff management? Did it become one of your teaching workload? Tell your experiences!		
T-2	*Yes, I was once a coordinator of a Pesantren committee. The work included **regular meetings, managing schedules, and signing proposals**.*	**Regular meetings, managing schedules, and signing proposals**	I/R-C4
R	10. Did you think that developing individual/professional development become one of your teaching workload? Please describe it!		
T-2	*Yes, I once joined an **English training using technology.** It was useful, but it became extra work because, while teaching, I*	**English training using technology.**	I/R-C6

	also had to complete the training project.		
R	11. Which teaching workload was the most burdensome base on your experiences? Please narrate it!		
T-2	*The hardest one for me is **night duty**. I sleep less, but in the morning I still have to teach.*	**Night duty**	I/R-C1
R	12. When you felt tired or stressed because of teaching workload, what personal stress management did you do? Please describe it!		
T-2	*When I feel stressed, I usually **walk around the Pesantren yard, drink warm tea, or read light books** to relax. Sometimes, I also talk with other teachers to make my mind lighter.*	**Walk around the *Pesantren* yard, drink warm tea, or read light books**	I/R-S1
R	13. Has your school or *Pesantren* ever done something to help you manage your workload better? Please explain it!		
T-2	*Yes, once the **school reduced my dormitory duty** before the final exam so I could focus on preparing exam papers and teaching.*	**School reduced my dormitory duty**	I/R-S2
R	14. Have you ever joined any training or program that helped you handle your teaching workload more easily? Please describe your experience!		
T-2	*Yes, I joined a **time management workshop** from the Pesantren.*	**Time management workshop**	I/R-S3
R	15. What is your usual strategy for managing your time between teaching, preparing lessons, and other your teaching workload? Please explain it!		
T-2	*I usually **divide my time into three parts**: morning for teaching, afternoon for*	**Divide my time into three parts**	I/R-S4

	administrative tasks, and night for lesson preparation.		
R	16. Have you ever received support from friends, family, or colleagues that helped you deal with your workload? Please describe your experience!		
T-2	*Yes, my **fellow teachers** often helped by **exchanging teaching materials or schedules** if I had sudden events. Once, a colleague even made a teaching aid for me because I had no time to make it myself.*	**Fellow teachers exchanging teaching materials or schedules**	I/R-S5
R	17. Have you ever asked for advice or consultation from someone (like a senior teacher or leader) to help you manage your workload? Please describe what happened!		
T-2	*Yes, I once shared my problem with a **senior teacher** about students who were hard to control. He **gave me tips on more interactive teaching**.*	**Senior teacher gave me tips on more interactive teaching**	I/R-S6
R	18. Have you ever used humour to help yourself stay positive or reduce the stress from your teaching workload? Please describe how you used it!		
T-2	*Yes, when the class atmosphere became tense, I added **funny stories** related to the lesson.*	**Funny stories**	I/R-S7
R	19. Do you have any other personal ways or experiences that helped you manage the challenges of teaching in this *Pesantren*? Please explain them!		
T-2	*I like to make a **daily note** about what worked and what didn't in the class.*	**Daily note**	I/R-S1
R	20. Among teaching workloads that have you experienced,		

	which of teaching performance that hinder you most?		
T-2	*Balancing Pesantren duties and college tasks makes things harder, so* ***I often only prepare the main points of the lesson instead of full details.*** *In class,* ***I try to make learning engaging, but sometimes I just use direct and practical methods when I am short on time.*** *For students' work,* ***I usually check quickly and give brief feedback, but I cannot always give deeper attention to every student.*** *This part is the most affected for me.*	**I often only prepare the main points of the lesson instead of full details** **, I try to make learning engaging, but sometimes I just use direct and practical methods when I am short on time.** **I usually check quickly and give brief feedback, but I cannot always give deeper attention to every student.**	I/R-Ty1

INTERVIEW SHEET

Pre setting

The previously researchers asked teachers' permission to collect data and asked teachers' willingness to be participants and interviewed about their experiences while managing their workload and teaching English in Islamic boarding schools. After teachers confirm their willingness researchers try to set the date and time for interviews.

Day/ Date : Monday, 18th of August 2025

Place : Islamic Boarding School

Time : 22.00 – 22.30

Interviewer : Researcher

Interviewee : Teacher 3

Teacher & Reseacher Code	Statement (Raw Data)	Preliminary code	Final code
R	1. Have you had a Non-Teaching tasks duties (like paperwork, photocopying, collecting money) that causes of your teaching workload? Mention and describe your experience!		
T-3	*Yes, very often, especially as an activity coordinator. I **manage schedules**, **check document completeness**, and **sign official letters**. Sometimes, I also check other teachers' work. Once, during a big event, I had to **chase the report deadline** while also*	**Manage schedules**, **check document completeness**, **and sign official letters**. **Chase the report deadline**	I/R-F1

	supervising the field preparations.	**Supervising the field preparations**. **Supervise final exams, and guide teachers**	
R	2. Were monitoring, assessing, recording, reporting, or accountability (MARRA) became your causes of teaching workload? Please explain more detail.		
T-3	*Yes,* ***student progress reports*** *are routine. I spend more time checking and ensuring teachers submit grades on time. Once, I stayed almost until midnight just to* ***check report book data***.	**Student progress reports** **Check report book data**.	I/R-F2
R	3. Did you often have an experience to take over classes for absent teachers? If yes, tell me more detail!		
T-3	*Yes, if a teacher is absent, I sometimes step in myself. One time, the substitute teacher was suddenly absent, so I* ***entered the class to make sure students weren't left unattended.***	**Entered the class to make sure students weren't left unattended**	I/R-F3
R	4. Were too many school or government programs (like new rules or seminar, organization etc.) becomes the causes of your teaching workload? Please describe it!		
T-3	*Almost every month, there is a new program. Usually, I am the person in charge, from* ***coordinating the event*** *to* ***preparing the final report****. Once, during a government visit, I had to make sure all departments in the school were ready.*	**Coordinating the event** to **preparing the final report**	I/R-F4
R	5. Have you ever had an experience relate to poor planning (unclear schedules		

	or late information) that causes your teaching workload? Please narrate it more detail!		
T-3	*Yes, many times. For example,* ***external information often comes at the last minute.*** *I then have to call an urgent meeting and distribute tasks to other teachers. Once, exams had to be postponed because* ***the schedule clashed with a boarding school activity.***	**External information often comes at the last minute.** **The schedule clashed with a boarding school activity.**	I/R-F5
R	6. What was the main causes of your teaching workload base on your experiences? Please explain it!		
T-3	*The biggest burden is managing* ***multiple responsibilities*** *at the same time. I have to think about administration, activities, and teacher development. Whenever there is an urgent issue, it always comes to me.*	**Multiple responsibilities**	I/R-F4
R	7. How is your teaching and lesson preparation workload experiences?		
T-3	*Now I don't teach as much as before, but when I do, I* ***still prepare my own materials.*** *Usually, I find time between meetings or at night. Sometimes, I prepare lessons while also taking care of my children at home.*	**Still prepare my own materials**	I/R-C1
R	8. Did you think having contact with pupils and parents become one of your teaching workload? Please explain it!		
T-3	*Yes, especially when serious cases happen. I am usually the one asked to talk directly with parents. Once, a student wanted to transfer schools, and I had a* ***long discussion with the family*** *about it.*	**Long discussion with the family**	I/R-C3

R	9. Have you ever been a school/administrative staff management? Did it become one of your teaching workload? Tell your experiences!		
T-3	*I often **lead meetings**, **prepare schedules**, **monitor events**, and **check reports***	**Lead meetings, prepare schedules, monitor events, and check reports**	I/R-C4
R	10. Did you think that developing individual/professional development become one of your teaching workload? Please describe it!		
T-3	*Now, I am often a speaker or mentor in teacher training. Sometimes I also **attend external training to stay updated***	**Attend external training to stay updated.**	I/R-C6
R	11. Which teaching workload was the most burdensome base on your experiences? Please narrate it!		
T-3	*The heaviest was when **two major events happened at the same time,** such as exams and a boarding school program. I really had to delegate tasks wisely to make sure everything ran smoothly.*	**Two major events happened at the same time**	I/R-C4
R	12. When you felt tired or stressed because of teaching workload, what personal stress management did you do? Please describe it!		
T-3	*When I'm tired, I usually **take a short break for coffee or have a casual chat** with other senior teachers. Sometimes, I go home briefly to **meet my family** so I can refresh my mind.*	**Take a short break for coffee or have a casual chat** **Meet my family**	I/R-S1
R	13. Has your school or *Pesantren* ever done something to help		

	you manage your workload better? Please explain it!		
T-3	*Because I am in the management team, support usually comes in the form of **additional staff** or **substitute teachers**. Sometimes, a special division is assigned to handle administrative tasks.*	**Additional staff** or **substitute teachers**	I/R-S2
R	14. Have you ever joined any training or program that helped you handle your teaching workload more easily? Please describe your experience!		
T-3	*Yes, I once joined a **leadership training** organized by the school.*	**Leadership training**	I/R-S3
R	15. What is your usual strategy for managing your time between teaching, preparing lessons, and other your teaching workload? Please explain it!		
T-3	*I **make a detailed daily schedule**, including teaching, meetings, and family time. If there are sudden changes, I immediately revise and reassign tasks to other teachers.*	**Make a detailed daily schedule**,	I/R-S4
R	16. Have you ever received support from friends, family, or colleagues that helped you deal with your workload? Please describe your experience!		
T-3	*Yes, my **family** is very understanding when I'm busy, and they often **help with home matters.** My teacher colleagues also cover for me when I need to go out of the school.*	**Family help with home matters**	I/R-S5
R	17. Have you ever asked for advice or consultation from someone (like a senior teacher or leader) to help you manage your workload? Please describe what happened!		

T-3	*Although I am a senior, I still consult the school leader for big decisions. Once, I asked for* ***guidance on assigning roles for new teachers.***	**Guidance on assigning roles for new teachers**	I/R-S6
R	18. Have you ever used humour to help yourself stay positive or reduce the stress from your teaching workload? Please describe how you used it!		
T-3	*Yes, I like to* ***add jokes during meetings*** *to ease the tension.*	**Add jokes during meetings**	I/R-S7
R	19. Do you have any other personal ways or experiences that helped you manage the challenges of teaching in this *Pesantren*? Please explain them!		
T-3	*I like to make* ***evaluation notes after every big event****. From there, I can see what needs improvement.*	**Evaluation notes after every big event**	I/R-S1
R	20. Among teaching workloads that have you experienced, which of teaching performance that hinder you most?		
T-3	*With so many responsibilities both in school and outside,* ***lesson planning is often done at the last moment, and I cannot always add new ideas to my materials.*** *In the classroom,* ***my focus is more on keeping the session running smoothly rather than exploring new approaches, because my energy is divided.*** *When it comes to checking students' work,* ***I usually rely on quick checks or short notes, since detailed assessment takes more time than I have.*** *This makes me feel that preparation is the part most affected*	**lesson planning is often done at the last moment, and I cannot always add new ideas to my materials.** **my focus is more on keeping the session running smoothly rather than exploring new approaches, because my energy is divided.**	I/R-Ty1

		I usually rely on quick checks or short notes, since detailed assessment takes more time than I have.	

Appendix 4.

Reflective Journal Guideline

To explore English teachers' workload experiences at Islamic boarding school

Theory/Aspects	Indicators	Questions
Bubb & Earley (2004) Factors Causing Teaching Workload	1. Non-teaching tasks 2. MARRA duties (monitoring, assessing, recording, reporting, and accountability) 3. Covering absent colleagues' classes 4. Too many school/ government programs/ activities 5. Poor school or departmental planning	1. Reflect your experiences which factors that become the most causes of your teaching workload! Please tell it more detail!
Bubb & Earley (2004) Categories/Types Workload	1. Teaching 2. Lesson preparation, marking 3. Non-teaching contact with pupils and parents 4. School/staff management 5. Administrative tasks 6. Individual/professional development.	2. Among those types of teaching workload, reflect and describe several teaching workloads that you have experienced? Please explain it!
Çelik & Köse (2022) Strategies for Teaching Workload	1. Individual Stress Management and Workload 2. Organizational Stress Management and Workload 3. Training and Development Programs 4. Time Management 5. Social Supports 6. Establishing Consultations 7. Humour	3. Reflect which strategies that you experienced to manage your teaching workload? Please describe it!
Carter and Lochte (2017) Types of Teaching Performance	1. Planning 2. Pedagogy 3. Assessment	4. Based on your experience, reflect teaching performances that is most impacted by your teaching workload? Please explain it!

Appendix 5.

REFLECTIVE JOURNAL SHEET

This reflective journal was created to find out teachers' experiences while managing their workload and teaching English in Islamic boarding schools. Reflect your experience in the column below:

Participant: Teacher 1	**Date: Saturday**	**16th of August 2025**	
Teacher & Reseacher Code	**Statement (Raw Data)**	**Preliminary code**	**Final code**
R	1. Reflect your experiences which factors that become the most causes of your teaching workload! Please tell it more detail!		
T-1	*There are also other **responsibilities outside the classroom** that quietly take much of my energy, such as **keeping track of students and preparing different kinds of notes.** I also need to **step into someone else's place** when they cannot be present, even though my own schedule is already full. There are **many additional programs and activities** that we are expected to follow, The way things are arranged is not always smooth, so **sudden changes often force us to adjust quickly***	**Non-teaching tasks** **MARRA duties** **Covering absent colleagues' classes** **Too many school/ government programs/ activities** **Poor school or departmental planning**	I/R-F1 I/R-F2 I/R-F3 I/R-F4 I/R-F5

	without enough preparation		
R	2. Among those types of teaching workload, reflect and describe several teaching workloads that you have experienced? Please explain it!		
T-1	*I often had long days at the Pesantren because* ***besides my regular lessons, I was also asked to take extra classes when other teachers could not come.*** *Even though I wanted to prepare lessons carefully,* ***sometimes I only had a short time to review materials or check students' work because other duties came first.*** *Outside the classroom,* ***students and even parents would sometimes come to me for small talks or advice, which also needed patience and attention.*** *There were also moments when* ***I had to join meetings or follow plans made by senior staff, so I learned to adjust myself to their decisions.*** *At the same time,* ***tasks such as writing student reports, making exam papers, or recording scores took many hours.*** *Still, I tried to grow by* ***reading teaching guides, watching examples***	**Teaching** **Lesson preparation, marking** **Non-teaching contact with pupils and parents** **School/staff management** **Administrative tasks** **Individual/professional development**	I/R-C1 I/R-C2 I/R-C3 I/R-C4 I/R-C5 I/R-C6

	from other teachers, and reflecting on how I could improve my own way of teaching.		
R	3. Reflect which strategies that you experienced to manage your teaching workload? Please describe it!		
T-1	***When I feel the work is too heavy, I try to calm myself by taking things step by step so it does not make me too stressed.*** *At the Pesantren,* ***sometimes the leaders arrange the schedule or move duties around so teachers can share the load more fairly.*** *I also remember moments when* ***we were asked to join short training sessions or listen to advice that helped us understand better ways to handle teaching and other tasks.*** *Of course,* ***I learned to use every small break to complete something important, so I didn't let unfinished work pile up.*** *It also helped that* ***other teachers were willing to support me, and we often exchanged duties when things got too much.*** *Sometimes* ***I looked for guidance from more experienced teachers by asking simple questions, and their***	**Individual Stress Management and Workload** **Organizational Stress Management and Workload** **Training and Development Programs** **Time Management** **Social Supports** **Establishing Consultations** **Humour**	I/R-S1 I/R-S2 I/R-S3 I/R-S4 I/R-S5 I/R-S6 I/R-S7

	answers gave me direction. *And in busy days,* ***a little laughter with friends made the pressure feel lighter.***		
R	4. Based on your experience, reflect teaching performances that is most impacted by your teaching workload? Please explain it!		
T-1	***Sometimes, when my energy was already drained, I could only make very simple plans for the next day's lesson.*** *In the classroom,* ***this lack of planning made me rely on old ways of teaching that did not really help students stay active or enjoy the subject.*** *After the class,* ***I also noticed that my checking of students' work became rushed, and I could not give the kind of feedback that would truly help them improve.***	**Planning** **Pedagogy** **Assessment**	I/R-Ty1 I/R-Ty2 I/R-Ty3

REFLECTIVE JOURNAL SHEET

This reflective journal was created to find out teachers' experiences while managing their workload and teaching English in Islamic boarding schools. Reflect your experience in the column below:

Participant: Teacher 2	**Date: Saturday**	**16th of August 2025**	
Teacher & Reseacher Code	**Statement (Raw Data)**	**Preliminary code**	**Final code**
R	1. Reflect your experiences which factors that become the most causes of your teaching workload! Please tell it more detail!		
T-2	*Most of my days were already full with teaching, yet* ***many times I was also expected to stay involved in different Pesantren tasks that had nothing to do with the classroom.*** *There were nights when* ***the duties connected to the Pesantren's security and order kept me awake long after the lessons were over.*** *On top of that,* ***if another teacher could not attend, I had to step in and take over the class, even when my own schedule was already packed.*** *The load became even heavier when* ***outside invitations, such as***	**Non-teaching tasks** **MARRA duties** **Covering absent colleagues' classes** **Too many school/ government programs/ activities** **Poor school or departmental planning**	I/R-F1 I/R-F2 I/R-F3 I/R-F4 I/R-F5

	programs or competitions, were added to the routine, and the support for these was not always clear. *Sometimes it felt as if* ***the plans made at the higher level did not fully consider how much time teachers actually had to carry everything out.***		
R	2. Among those types of teaching workload, reflect and describe several teaching workloads that you have experienced? Please explain it!		
T-2	*In a single week, my role could stretch in many directions.* ***Besides completing my own teaching schedule, I often had to step in when other teachers were absent, which made the load even heavier.*** *At the same time,* ***my lesson preparation and checking of student work were often rushed, as other duties ate up most of my energy.*** *There were also moments when* ***students or even parents would approach me with their concerns, and I had to listen carefully despite being tired.*** *In addition,* ***I was expected to follow meetings or support decisions made by the school leaders, which***	**Teaching** **Lesson preparation, marking** **Non-teaching contact with pupils and parents** **School/staff management** **Administrative tasks** **Individual/professional development**	I/R-C1 I/R-C2 I/R-C3 I/R-C4 I/R-C5 I/R-C6

	sometimes required long discussions. *On top of that,* ***administrative work like preparing test papers, recording scores, and handling exam duties could take an entire day by itself.*** *Even with all these pressures,* ***I tried to grow by observing senior teachers, learning new methods from them, and reflecting on how to handle my tasks more wisely.***		
R	3. Reflect which strategies that you experienced to manage your teaching workload? Please describe it!		
T-2	*In busy weeks,* ***I tried to keep my stress under control by breaking down big duties into small pieces, so the pressure felt lighter.*** *At the Pesantren,* ***sometimes the leaders adjusted schedules or shared out responsibilities, which also helped balance the load.*** *There were occasions when* ***we joined short sessions or discussions that gave us new ideas on how to manage tasks more effectively.*** *Still,* ***I depended a lot on careful daily planning, making sure every task***	**Individual Stress Management and Workload** **Organizational Stress Management and Workload** **Training and Development Programs** **Time Management** **Social Supports** **Establishing Consultations** **Humour**	I/R-S1 I/R-S2 I/R-S3 I/R-S4 I/R-S5 I/R-S6 I/R-S7

	had its place and no work piled up at the last moment. *What made it easier was that* ***other teachers were often ready to share tasks or lend a hand, so I didn't face the burden alone.*** *When I felt uncertain,* ***I usually turned to senior teachers for advice, and their guidance gave me clearer direction.*** *And in the middle of long exam duties,* ***a bit of light conversation and laughter with friends in the pavilion made less heavy.***		
R	4. Based on your experience, reflect teaching performances that is most impacted by your teaching workload? Please explain it!		
T-2	***When the schedule became too full, I could only make simple plans for the next lessons, often without adding new ideas or activities.*** *In class,* ***this made me fall back on very basic ways of teaching, which sometimes left the students less engaged.*** *Afterward,* ***my review of their work also became quite brief, so I could not always give them detailed feedback.***	**Planning** **Pedagogy** **Assessment**	I/R-Ty1 I/R-Ty2 I/R-Ty3

REFLECTIVE JOURNAL SHEET

This reflective journal was created to find out teachers' experiences while managing their workload and teaching English in Islamic boarding schools. Reflect your experience in the column below:

Participant: Teacher 3	**Date: Saturday**	**16th of August 2025**	
Teacher & Reseacher Code	**Statement (Raw Data)**	**Preliminary code**	**Final code**
R	1. Reflect your experiences which factors that become the most causes of your teaching workload! Please tell it more detail!		
T-3	***Much of my time was taken by responsibilities outside the classroom, such as arranging logistics for school events or coordinating with staff.*** *At the same time,* ***I still had to keep track of students' progress, making sure their work was monitored and reports were prepared on time.*** *When no substitute teachers were available,* ***I often stepped in to handle extra classes, even on very short notice.*** *The pressure grew heavier when* ***several school and government programs came together in the same period, leaving very***	**Non-teaching tasks** **MARRA duties** **Covering absent colleagues' classes** **Too many school/ government programs/ activities** **Poor school or departmental planning**	I/R-F1 I/R-F2 I/R-F3 I/R-F4 I/R-F5

	little space to rest. *In moments like that,* ***it sometimes felt the plans were not arranged well enough, so the burden was carried more by a few people.***		
R	2. Among those types of teaching workload, reflect and describe several teaching workloads that you have experienced? Please explain it!		
T-3	*Even though most of my time is managerial now,* ***I still keep teaching hours in the classroom, making sure students see me not only as a leader but also as their teacher.*** *However,* ***my lesson preparation is often kept simple, and marking assignments is usually done late at night after meetings.*** *Beyond lessons,* ***I sometimes have to meet parents or spend extra moments with students outside class to discuss their concerns.*** *The bigger part of my role is* ***leading meetings, preparing schedules, and monitoring staff so the school programs can run well.*** *At the same time,* ***administrative work like signing documents, checking reports, or approving plans takes a large portion of my day.*** *Despite the heavy load,*	**Teaching** **Lesson preparation, marking** **Non-teaching contact with pupils and parents** **School/staff management** **Administrative tasks** **Individual/professional development**	I/R-C1 I/R-C2 I/R-C3 I/R-C4 I/R-C5 I/R-C6

	I try to keep learning by joining training sessions or reading materials that help me grow as a teacher and leader.		
R	3. Reflect which strategies that you experienced to manage your teaching workload? Please describe it!		
T-3	*In facing heavy responsibilities,* ***I try to stay calm by not carrying problems home, keeping clear boundaries so my family time reduces stress.*** *At school,* ***I manage the workload by delegating duties and organizing the team, which makes big tasks lighter for everyone.*** *From time to time,* ***I also join short training sessions or discussions to refresh my skills and keep learning.*** *To stay on track,* ***I prepare flexible weekly schedules and break large tasks into smaller parts, checking progress daily.*** *In addition,* ***support from colleagues, whether through sharing duties or simple encouragement, helps me feel less burdened.*** *When needed,* ***I consult with senior leaders or peers to find better solutions for***	**Individual Stress Management and Workload** **Organizational Stress Management and Workload** **Training and Development Programs** **Time Management** **Social Supports** **Establishing Consultations** **Humour**	I/R-S1 I/R-S2 I/R-S3 I/R-S4 I/R-S5 I/R-S6 I/R-S7

	challenges. *And even during busy times,* ***sharing light jokes with staff often makes the atmosphere more relaxed and easier to handle.***		
R	4. Based on your experience, reflect teaching performances that is most impacted by your teaching workload? Please explain it!		
T-3	*The biggest impact is on lesson material development. Because of management duties, I have less time to update my teaching materials. Even so,* ***I still try to make simple plans by adjusting old lessons to fit the current class situation.*** *In the classroom,* ***I focus more on interactive discussions and guiding students to share their ideas, rather than only delivering content.*** *Afterward,* ***I usually give short tasks or ask reflective questions to check their understanding and see what needs more attention.***	**Planning** **Pedagogy** **Assessment**	I/R-Ty1 I/R-Ty2 I/R-Ty3

Appendix 6.

Documentations of the research




Interview Teacher 1




Reflective Journal Teacher 1




Interview Teacher 2




Reflective Journal Teacher 2




Interview Teacher 3




Reflective Journal Teacher 3