Digital Resiliency, Administrative Burden, and Organizational Support as Determinants of Performance of SMA Negeri 12 Medan Teachers

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Abstract

The fast-moving digital transformation has changed the face of the world of education, requiring teachers to not only be good at managing learning in the classroom, but also be able to adapt to technology while facing a pile of administrative tasks and relying on support from their work environment. This study aims to analyze the influence of digital readiness, administrative burden, and organizational support on teacher performance at SMA Negeri 12 Medan. This study uses a quantitative approach with an associative-causal type of research. The population in this study is all teachers who teach at SMA Negeri 12 Medan which is 42 people, the sampling technique used is saturated sampling (total sampling). The data analysis technique used was multiple linear regression analysis with the help of SPSS statistical software. The results showed that digital readiness, administrative burden, and organizational support simultaneously or partially had a positive and significant effect on teacher performance, with digital readiness recorded as the most dominant contributing factor, followed by organizational support, and administrative burden. These three variables together have been proven to be able to explain most of the variation in teacher performance, indicating that improving digital competence, managing a proportionate administrative burden, and strengthening organizational support are key strategies that schools need to prioritize in an effort to improve teacher performance in the current digital education era.

***Keywords**: Digital readiness, administrative burden, organizational support, teacher performance*

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Introduction

Digital transformation has become a strategic agenda for national education, marked by the policy of the Directorate General of Teachers and Education Personnel Number 7607/B.B1/HK.03/2023 which encourages the integration of technology in learning (Nashrullah et al., 2025). Therefore, teachers are required to have digital readiness, namely the ability to use technology to teach, so that the Independent Curriculum and the Independent Teaching Platform can run well. The success of education is highly determined by the quality of the learning process carried out by teachers (Usnan et al., 2025). Unfortunately, research shows that teachers' digital skills are still uneven. Many teachers are still weak in creating digital content and incorporating technology into their teaching methods, with the most prominent weaknesses in digital content creation and pedagogical integration (Zhang et al., 2026). (Hämäläinen et al., 2020) also found that teachers' technology skills in various countries are still uneven, based on PIAAC (Programme for the International Assessment of Adult Competencies) and TALIS (Teaching and Learning International Survey) data reveals that the technology skills gap across countries, older educators tend to have lower digital skills, but they are also more aware of the need for professional development in use of digital technology. (Nguyen et al., 2019) even coined the term "digital readiness" to describe how prepared a person or school is for these technological changes.

On the other hand, the digitization of education administration starting from filling out e-reports, Dapodik, to various online reports actually raises new problems in the form of administrative burdens for teachers. The President of the Republic of Indonesia openly stated that the administrative burden makes teachers not focus on teaching (Antaranews, 2025). Research (Altariusta & Zuripal, 2025) found that workload and administration affect the performance of high school teachers, and this problem can be reduced if teachers are good at managing time and maintaining work-life balance; while (Hafidhah & Martono, 2019) also proves that stress due to administrative tasks can reduce teacher performance. This condition is also seen at the elementary and secondary school levels, where teachers spend their time on the preparation of teaching tools and administrative reporting that should be allocated for learning preparation (Khrisfison, 2023). So, there is a kind of contradiction: teachers are required to be more sophisticated digitally, but on the other hand they are increasingly burdened by the main digital-based administrative tasks of the post-pandemic teaching profession.

The third factor that is no less important is organizational support, namely the extent to which schools are considered to appreciate contributions and pay attention to the welfare of their teachers. Many studies prove that this support greatly affects teacher performance, (Li et al., 2025) proving that organizational support affects performance directly or indirectly through job satisfaction and self-efficacy. Similar findings were presented (Ateş & Ünal, 2021) and (Abdulaziz et al., 2022), showing that strong organizational support can help teachers stay committed despite heavy workloads. (Kurt & Duyar, 2023) found that schools with a comfortable and safe working atmosphere made organizational support more beneficial for teachers, while (Sudibjo & Manihuruk, 2022) also found that organizational support helped maintain teachers' mental health during online learning. In Indonesia, (Purwanto, 2020) and (Wula et al., 2020) prove the same thing: the more teachers feel supported by schools, the better their performance will be.

SMA Negeri 12 Medan, as one of the public high schools in the city of Medan, also experienced similar conditions. This school must follow the education digitalization policy, so that its teachers are required to master learning technology. But at the same time, they also have to complete many administrative tasks based on digital systems that consume time and effort. In addition, the level of support that teachers receive from school principals, colleagues, and school facilities also vary. The combination of these three things, uneven digital readiness, growing administrative burden, and varied organizational support—is suspected to have influenced the ups and downs of teacher performance, both in planning, implementing, and

evaluating learning. Unfortunately, previous studies have usually only discussed one or two factors separately, and it is still rare to discuss all three at once, especially in public high schools in the North Sumatra region (Dewi et al., 2025; Nasution et al., 2024).

Based on this description, this study aims to analyze the extent to which digital readiness, administrative burden, and organizational support together determine teacher performance at SMA Negeri 12 Medan.

Literature Review

2.1 Digital Readiness

Digital readiness refers to the extent to which individuals and organizations have the knowledge, attitudes, and skills to adopt and utilize technology effectively in carrying out their duties (Nguyen et al., 2019). Teachers' digital readiness is reflected in the ability to design, implement, and evaluate technology-based learning, which includes the dimensions of technological knowledge, attitudes towards digital innovation, and self-efficacy in using digital devices (Hämäläinen et al., 2020). (Zhang et al., 2026) added that teachers' digital competencies are multidimensional and develop through continuous training and practical teaching experience, so digital readiness is not static but can be improved through institutional interventions.

2.2 Administrative Beban

Administrative burden is defined as the accumulation of non-teaching tasks that teachers must complete, such as the preparation of teaching tools, filling in basic educational data, performance reporting, and curriculum administration, which takes up time and cognitive resources that should be allocated to core learning activities (Khrisfison, 2023). Based on the perspective of resource conservation, excessive work demands, including administrative burdens can drain individual energy and attention, potentially reducing the quality of the implementation of key tasks (Ibrahim et al., 2021). (Altariusta & Zuripal, 2025) emphasized that high administrative burdens tend to have a negative impact on teacher performance, unless balanced with a good time management strategy and work-life balance.

2.3 Organizational Support

Perceived organizational support is an employee's perception of the extent to which the organization values their contributions and cares about their well-being, which in turn forms a reciprocal relationship between individuals and institutions (Li et al., 2025). Organizational support can be in the form of principal support, work facilities, professional development opportunities, or recognition of teacher performance. (Ateş & Ünal, 2021) and (Kurt & Duyar, 2023) show that a supportive and psychologically safe school climate reinforces the perception of organizational support, which further drives teacher commitment, job satisfaction, and readiness to face complex job demands. The organization's support reflects the extent to which the company values employees' contributions and cares about their well-being. When employees feel supported, appreciated, and well facilitated, their motivation as well as work commitments will increase, which ultimately impacts improved performance (Inayati et al., 2025).

2.4 Teacher Performance

Teacher performance is very influential in the teaching and learning process at school, as well as the way teachers teach can be seen from how the material is delivered to students so that students can understand the material provided (Darmilisani et al., 2024). Performance is the result of work shown through behavior and achievements in carrying out their professional duties, including planning, implementing, and evaluating learning, as a form of achieving educational goals (Mangkunegara, 2017). Performance is not only determined by individual competencies, but also influenced by situational factors such as organizational support, workload, and readiness for technological change (Robbins & Judge, 2022). (Wula et al., 2020) and (Purwanto, 2020) prove that teacher performance increases significantly when supporting

factors such as job satisfaction and institutional support are met, while inhibiting factors such as excessive workload and low readiness actually reduce teacher work effectiveness. Some important factors that can improve teacher performance include digital readiness, administrative burden, and organizational support within the school environment (Darmilisani, 2025).

Research Methodology

This study uses a quantitative approach with the type of associative-causal research, because according to (Rusiadi et al., 2016), associative/quantitative research is research that aims to find out the relationship between two or more variables, with which a theory can be built to explain, predict, and control a symptom. This approach was chosen because the study aims to examine the influence of digital readiness, administrative burden, and organizational support on teacher performance, both partially and simultaneously. The population in this study is all teachers who teach at SMA Negeri 12 Medan which totals 42 people, and because the population is relatively small, the sampling technique used is saturated sampling (total sampling), so that all members of the population are used as research samples, in line with opinions (Sugiyono, 2019) that saturated sampling is appropriate to use if the population is relatively small, namely less than 100 people. The research variables consisted of three independent variables, namely digital readiness (X1), administrative burden (X2), and organizational support (X3), as well as one dependent variable, namely teacher performance (Y). Data collection was carried out through a closed-ended questionnaire on a Likert scale of 1–5, which was previously tested for validity and reliability to ensure the feasibility of the instrument. The data analysis technique used was multiple linear regression analysis with the help of statistical software (such as SPSS), which was preceded by a classical assumption test (normality, multicollinearity, and heteroscedasticity test) to ensure that the regression model met the BLUE (Best Linear Unbiased Estimator) qualifications, then continued with a hypothesis test through a t-test (partial), an F test (simultaneous), and a determination coefficient (R^2).

Results

4.1 Descriptive Statistics of Variables

Variable descriptive statistics were used to describe the state of digital readiness, administrative burden, organizational support, and teacher performance based on respondents' responses through mean grades, standard deviations, minimum grades, and maximum grades.

Table 1. Descriptive Statistical Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Digital Resilience	42	22	30	27.00	2.198
Administrative Burden	42	37	50	45.14	3.538
Organizational Support	42	16	20	17.71	1.686
Teacher Performance	42	38	50	44.81	3.556
Valid N (listwise)	42				

Based on the results of descriptive statistical analysis in table 1 of 42 respondents, the Digital Resilience variable has a minimum value of 22, a maximum of 30, and a mean of 27.00 with a standard deviation of 2.198, which shows that the level of teachers' digital readiness tends to be high and relatively homogeneous. The Administrative Burden variable has a mean of 45.14 with a minimum value of 37 and a maximum of 50 and a standard deviation of 3.538, which indicates that the administrative burden of teachers is quite high. Meanwhile, Organizational Support had a mean of 17.71 from a score range of 16–20 with a standard deviation of 1.686, indicating that the organizational support felt by teachers was relatively high and uniform. The Teacher Performance had a mean of 44.81 with a minimum score of 38 and a maximum of 50 and a standard deviation of 3.556, which shows that the performance of teachers of SMA Negeri 12 Medan is descriptively at a relatively high level.

4.2 Classical Assumption Test Results

Classical assumption tests are used to ensure that the regression model meets the basic assumptions so as to produce valid estimates, through normality tests, multicollinearity tests, and heteroscedasticity tests.

a. Normality Test

The normality test is used to determine whether the residual data is normally distributed using the Kolmogorov–Smirnov or Shapiro–Wilk test, where the data is declared to be normally distributed if the significance value (Sig.) > 0.05.

Table 2. Kolmogorov–Smirnov Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			42
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		.57608505
Most Extreme Differences	Absolute		.121
	Positive		.083
	Negative		-.121
Test Statistic			.121
Asymp. Sig. (2-tailed)[c]			.131
Monte Carlo Sig. (2-tailed)[d]	Sig.		.119
	99% Confidence Interval	Lower Bound	.110
		Upper Bound	.127

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.

Based on the Kolmogorov–Smirnov test in table 2, the value of Asymp. Sig. (2-tailed) of 0.131 > 0.05, so that the residual is normally distributed and the assumption of normality in the regression model is met.

b. Multicollinearity Test

The multicollinearity test was used to determine the correlation between independent variables, where the model was declared free of multicollinearity if the Tolerance value was > 0.10 and VIF < 10.

Table 3. Multicollinearity Test

Coefficients[a]

Model	Collinearity Statistics	
	Tolerance	VIF

1	Digital Resilience	.187	5.345
	Administrative Burden	.151	6.627
	Organizational Support	.590	1.694

a. Dependent Variable: Teacher Performance

Based on the multicollinearity test in table 3, the variables Digital Resilience, Administrative Burden, and Organizational Support have a Tolerance value of 0.187 each; 0,151; and 0.590 and VIF of 5.345; 6,627; and 1.694, so that the model does not experience serious multicollinearity because the entire Tolerance value is > 0.10 and VIF < 10.

c. Heteroscedasticity Test

The heteroscedasticity test is used to determine the presence of residual variance inequality by looking at the Scatterplot graph, where the model is declared free of heteroscedasticity if the points are randomly spread and do not form a specific pattern.

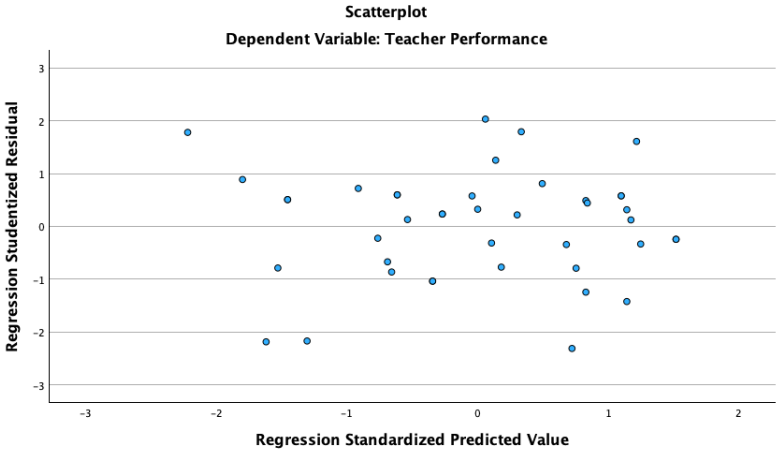


Figure 1. Scatterplot

Based on Figure 1, the scatterplot shows that the observation points tend to spread around the regression line and do not form a definite systematic pattern, so visually no evidence of heteroscedasticity symptoms and residual variance can be considered relatively constant.

4.3 Multiple Linear Regression Analysis

Multiple linear regression analysis was used to determine the influence of digital readiness, administrative burden, and organizational support on teacher performance, both partially and simultaneously.

Table 4. Multiple linear regression analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-2.019	1.259		-1.604	.117
	Digital Resilience	.949	.098	.587	9.656	<.001
	Administrative Burden	.262	.068	.260	3.847	<.001
	Organizational Support	.530	.072	.251	7.347	<.001

a. Dependent Variable: Teacher Performance

Based on the results of multiple linear regression analysis in Table 4, the following regression equations are obtained:

Teacher Performance = -2,019 + 0,949 Digital Resilience + 0,262 Administrative Burden + 0,530 Organizational Support

The Digital Resilience regression coefficient of 0.949 indicates that every one unit increase in Digital Resilience will increase Teacher Performance by 0.949 units, assuming the other variables are constant. The Administrative Burden Coefficient of 0.262 indicates that every one unit increase in Administrative Burden will increase Teacher Performance by 0.262 units, assuming the other variables are constant. Meanwhile, the Organizational Support coefficient of 0.530 indicates that every increase of one unit of Organizational Support will increase Teacher Performance by 0.530 units, assuming the other variables are constant. The constant value of -2.019 indicates the value of Teacher Performance when all independent variables are valued. Based on the Standardized Beta value, Digital Resilience has the largest coefficient ($\beta = 0.587$) compared to Administrative Burden ($\beta = 0.260$) and Organizational Support ($\beta = 0.251$), so that relatively Digital Resilience is the variable that has the most dominant contribution in the regression model.

4.4 Hypothesis Test Results

a. Coefficient of Determination (R^2)

The coefficient of determination (R^2) is used to determine the extent of the ability of independent variables to explain the variation of dependent variables, where the greater the value of R^2, the greater the contribution of independent variables to the dependent variable.

Table 5. Coefficient of determination (R^2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.987[a]	.974	.972	.598

a. Predictors: (Constant), Organizational Support , Digital Resilience, Administrative Burden

b. Dependent Variable: Teacher Performance

Based on Table 5, an R Square value of 0.974 was obtained, which shows that Digital Resilience, Administrative Burden, and Organizational Support together were able to explain 97.4% of the variation in Teacher Performance, while the remaining 2.6% was explained by other factors outside the research model; Meanwhile, the Adjusted R Square value of 0.972 showed that after adjusting for the number of variables and research samples, the model's ability to explain the variation in teacher performance remained very high, which was 97.2%.

b. F Test (Simultaneous)

The F test is used to determine whether the independent variable simultaneously has a significant effect on the dependent variable, where the hypothesis is accepted if the significance value (Sig.) < 0.05.

Tabel 6. Uji F (Simultan)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	504.869	3	168.290	469.985	<.001[b]
	Residual	13.607	38	.358		
	Total	518.476	41			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Organizational Support , Digital Resilience, Administrative Burden

Based on Table 6, the results of the F test showed a Fcal value of 469.985 with a significance value of < 0.001. In the study with a sample of 42 respondents, the number of independent variables as many as 3, and the significance level of 5% (α = 0.05), Ftabel was obtained of 2.852 with df1 = 3 and df2 = 38. Since Fcount is 469.985 > Ftable 2.852 and the Sig. value < 0.001 < 0.05, H_0 is rejected and Ha is accepted. Thus, Digital Resilience, Administrative Burden, and Organizational Support simultaneously have a significant effect on the Teacher Performance of SMA Negeri 12 Medan teachers.

c. T test (Partial)

The t-test is used to determine the influence of each independent variable partially on the dependent variable, where the hypothesis is accepted if the significance value (Sig.) < 0.05.

Table 7. T test (Partial)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-2.019	1.259		-1.604	.117
	Digital Resilience	.949	.098	.587	9.656	<.001
	Administrative Burden	.262	.068	.260	3.847	<.001
	Organizational Support	.530	.072	.251	7.347	<.001

a. Dependent Variable: Teacher Performance

Based on Table 7, the results of the t-test (partial) with a sample of 42 respondents and df = n-k-1 = 42-3-1 = 38, at a significance level of 5% obtained t-table of 2.024. The Digital Resilience variable has a t-count value of 9.656 > 2.024 with a significance of < 0.001 < 0.05, so that Digital Resilience partially has a positive and significant effect on Teacher Performance. The Administrative Burden variable has a t-count value of 3.847 > 2.024 with a significance of < 0.001 < 0.05, so that Administrative Burden partially has a positive and significant effect on Teacher Performance. Furthermore, Organizational Support has a t-count value of 7.347 > 2.024 with a significance of < 0.001 < 0.05, so that Organizational Support partially has a positive and significant effect on Teacher Performance. Thus, the three partially independent variables were proven to have a positive and significant effect on Teacher Performance.

Hypothesis Test Results

The results of multiple linear regression analysis in this study show that digital readiness, administrative burden, and organizational support together have a very strong role in determining teacher performance at SMA Negeri 12 Medan. Based on the results of the determination coefficient test, an R Square value of 0.974 was obtained, which means that 97.4% of the variation in teacher performance can be explained by these three variables, while the remaining 2.6% was influenced by other factors outside the research model, such as compensation, intrinsic motivation, or work climate that were not studied in this study. The

Adjusted R Square value of 0.972 further strengthens that the regression model built has excellent predictive capabilities even though it has been adjusted for the number of variables and research samples. This figure is classified as very high for research in the social and educational fields, which indicates that digital readiness, administrative workload, and institutional support are indeed the main determinants that are directly felt by teachers in carrying out their daily professional duties, both in the learning process and school administrative reporting.

The results of the F test showed a Fcal value of 469.985 which was much greater than the Ftable of 2.852 with a significance value of < 0.001, so H0 was rejected and Ha was accepted. Thus, it can be concluded that Digital Resilience, Administrative Burden, and Organizational Support simultaneously have a significant effect on the performance of SMA Negeri 12 Medan teachers. These findings confirm that teacher performance is not determined by a single factor, but rather is the result of an interaction between individual readiness to face technological demands, the pressure of administrative tasks that must be completed, and the extent to which schools provide real support to teachers in carrying out their duties.

Partially, the results of the t-test showed that the three independent variables had a positive and significant influence on teacher performance. The Digital Resilience variable had the most dominant influence with a t-count value of 9.656 and a significance of < 0.001, as well as the highest Beta value of 0.587. This shows that the more skilled and adaptive teachers are in using learning technologies, such as e-learning applications, online assessment platforms, and school digital devices, the higher the performance will be. This finding is in line with the field conditions after the digitization of education, where teachers are required to be technologically proficient in order to support the teaching and learning process effectively and efficiently. The Administrative Burden variable was also proven to have a positive and significant effect with a t-count value of 3.847 and a significance of < 0.001. This finding is quite interesting because in theory administrative burden is often considered an obstacle to performance, but in the context of SMA Negeri 12 Medan, it actually shows a positive relationship. This condition can be interpreted as structured administrative demands, such as curriculum reporting, assessment, and documentation of learning activities, encourage teachers to be more disciplined, orderly, and responsible in carrying out their duties, so that the burden actually spurs work productivity as long as it is within reasonable limits and supported by a clear work system. Furthermore, the Organizational Support variable also showed a positive and significant influence on teacher performance with a t-count value of 7.347 and a significance of < 0.001. This proves that school support in the form of training, provision of facilities, work appreciation, and policies that support teachers also strengthen their performance, so that school leadership and a supportive work environment are important factors that cannot be ignored in efforts to improve the quality of teacher performance.

Based on the overall results of the analysis, it can be concluded that the performance of SMA Negeri 12 Medan teachers is most strongly influenced by digital readiness, followed by organizational support, and then administrative burden. This finding implies that schools need to prioritize strengthening teachers' digital literacy through continuous training, simplifying the administrative system to remain efficient without overburdening teachers, and maintaining and improving forms of organizational support that have been proven effective in encouraging the improvement of teacher performance in the school environment.

Conclusion

Based on the results of the research and discussion that has been described, it can be concluded that Digital Readiness, Administrative Burden, and Organizational Support both simultaneously and partially have a positive and significant effect on the Performance of

Teachers of SMA Negeri 12 Medan, with these three variables able to explain 97.4% of the variation in teacher performance as shown by the R Square value of 0.974, while the remaining 2.6% is influenced by other factors outside the research model; The results of the F test prove a significant simultaneous influence, while the results of the t-test show that Digital Resilience is the variable with the most dominant influence, followed by Organizational Support, and Administrative Burden, so it can be stated that increasing teachers' digital readiness, managing structured administrative burdens, and strengthening organizational support together are key factors in improving teacher performance at SMA Negeri 12 Medan. Overall, the performance of SMA Negeri 12 Medan teachers is most strongly determined by digital readiness, followed by organizational support, and administrative burden. The implication is that schools need to prioritize strengthening teachers' digital literacy through continuous training, simplifying the administrative system to remain efficient without overloading it, and maintaining a form of organizational support that has been proven to be effective in improving teacher performance.

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