

Teacher Performance As Assessed in Terms of Workload, Emotional Intelligence, Training and Use Of Technology

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ABSTRACT

This study aims to examine and analyze the influence of workload, emotional intelligence, training, and technology utilization on teacher performance at Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Elementary School under the auspices of the Ta'mirul Masjid Tegalsari Surakarta Foundation. The research method used is quantitative with a survey approach to 87 respondents through an online questionnaire (Google Form). The data analysis technique uses multiple linear regression analysis to test the relationship and influence between variables. The results of the study indicate that workload, emotional intelligence, training, and technology utilization partially and simultaneously have a positive and significant effect on teacher performance. The conclusion of this study confirms that proportional workload management, increasing emotional intelligence, implementing continuous training, and optimizing technology utilization are key factors in improving teacher performance at the Ta'mirul Masjid Tegalsari Surakarta Foundation.

Keywords: Teacher Performance, Workload, Emotional Intelligence, Training, Technology Utilization.

INTRODUCTION

Education plays a crucial role in educating the nation. Improving the quality of education requires qualified and professional educators, as teachers are the spearhead of the teaching and learning process. Various efforts have been undertaken by both the government and education stakeholders to improve the quality of national education, including through various training programs and teacher qualification enhancements, textbook procurement, Information and Communication Technology (ICT) equipment, improved technology proficiency, and enhanced school management.

The increasingly rapid development of the times demands high-quality, adaptive, and highly competitive human resources. In this regard, education plays a crucial role in shaping the character, knowledge, and skills of students. Schools, as formal institutions, are the primary hub in this process. Not only public educational institutions, but private educational institutions, including religious-based ones, also bear a significant responsibility in providing quality educational services. At the elementary level, the role of schools is increasingly strategic because they form the initial foundation of students' intellectual and moral abilities. In the city of Surakarta, there are several religious-based elementary schools that contribute to producing a generation of knowledgeable and moral students. One such institution is the Ta'mirul Masjid Tegalsari Surakarta Foundation. As an Islamic educational institution, this foundation is expected to be able to provide quality educational services through the

support of professional teaching staff. In this regard, teacher performance is a crucial aspect that determines the success of education in this environment.

Teachers are the main actors and the front line who directly interact with students, parents, and other stakeholders. Based on Law No. 14 of 2005 concerning teachers and lecturers, article 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, basic education, and secondary education. The law also states that teachers are required to have four teacher competencies, namely pedagogical, professional, personality, and social competencies. Article 20 point a explains that in carrying out their professional duties, teachers are obliged to plan learning, implement quality learning processes, and assess and evaluate learning outcomes. The learning process designed by teachers is the starting point in achieving national education goals. This means that teacher performance plays a very important role in the success of education.

Performance is a measure of whether an organization is running well or not. Teacher performance is calculated based on the work results that have been obtained or achieved by an individual in a group or organization based on standards adjusted to the type of work and norms set to achieve goals (Perkasa & Mulyanto, 2023). A teacher's performance can be considered the result of the teacher's hard work carried out based on ability, sincerity, and good use of time (Nurdin & Samudi, 2024). Teacher performance is the result of carrying out the tasks carried out by the teacher based on ability, experience, sincerity, and time used, the results of which can be seen in both quantitative and qualitative aspects (Dewi, Harapan & Rohana, 2022).

However, in practice, teacher performance is influenced by various internal and external factors. One prominent external factor is teacher workload. Ministerial Regulation No. 11 of 2025 stipulates that teachers are required to teach between 24 and 40 hours per week, in addition to additional duties such as administrative management, being a homeroom teacher, or supervising extracurricular activities. Teachers are also required to continuously develop themselves through training, workshops, seminars, and further study to improve their professional competence. Workload is another factor that influences teacher performance. A high workload can lead to fatigue and decreased productivity. Workload refers to the amount of work they must complete within a certain timeframe. Given the current workload, educational institutions must carefully consider the capacity of their teachers to ensure that the work they receive matches their abilities (Nurdin & Samudi, 2024). The effectiveness of the teaching and learning process is closely related to teacher workload. For teachers, workload encompasses all their responsibilities (Solania et al., 2023).

The results of a study conducted by Perkasa & Mulyanto (2023) indicated that workload had a positive and significant effect on teacher performance. Similar results were also found in a study by Ifansyah (2023), which showed that workload had a partial positive and significant effect on teacher performance at SDIT Al-Fahmi Palu. However, a different finding was presented by Zibran (2023), who stated that

workload had a positive but insignificant effect on teacher performance at the Baiti Jannati Islamic Education Foundation. These differences in results indicate that the influence of workload on teacher performance still requires further study.

Furthermore, emotional intelligence is also a crucial factor in supporting teacher performance. Teachers are required to have the ability to manage emotions, cope with work pressure, and establish positive social relationships with students and colleagues. Emotional intelligence is a set of non-cognitive abilities that enhance a person's ability to cope with environmental demands and the resulting pressures (Julita et al., 2019). Emotional intelligence, as is known, is the ability to control oneself and have resilience when facing challenges, the ability to control impulses and resist being easily satisfied, regulate moods and manage anxiety so that it does not interfere with thinking skills, and the ability to empathize (Dewi et al., 2022).

In line with the workload received by a teacher, emotional intelligence also has a direct positive influence on teacher performance. The results of research by Julita et al., (2019) stated that emotional intelligence contributes significantly to improving the performance of mathematics teachers in Bengkulu high schools. The results of research conducted by Dewi et al. (2022) also showed that teacher emotional intelligence has a positive and significant influence on the performance of public high school teachers in Mesuji Makmur District. In research by Ifansyah (2023) also stated that emotional intelligence partially has a positive and significant influence on the performance of teachers at SDIT Al-Fahmi Palu. The results of research by Framsiska et al. (2024) stated that emotional intelligence has a positive and significant influence partially on teacher performance. However, Lie et al. (2021) found that emotional intelligence does not have a significant influence on teacher performance, especially when studied together with intellectual and spiritual intelligence. This inconsistency of results reinforces the urgency of further research.

Teachers in Indonesia are expected to possess four competencies: pedagogical competency (a), professional competency (b), personality competency (c), and social competency (d). These competencies will improve teacher performance. In an effort to improve teacher performance, both in terms of competency and skills in the learning process, both schools and other stakeholders such as the education office and the ministry of education need to pay attention to factors that can improve teacher performance in developing all their potential. One way is by participating in training activities. Therefore, it is necessary to implement new training programs for teachers to gain new knowledge and skills and support teacher professional development. The existence of training attended by teachers, it is hoped that teachers will better understand the world of work, can develop their competencies and personalities, individual work performance, develop careers, so that teachers will become more competent.

The influence of teacher training on the performance of Madrasah Ibtidaiyah teachers in Batu City has a positive and significant impact, this is stated in research (Risdiantoro, 2021). Training has a positive and significant effect on teacher performance at SMK Wachid Hasyim 1 Surabaya (Novianti & Atmajawati, 2022). The

influence of training on teacher performance at SMK Bina Mandiri Sukabumi Regency has a strong and positive influence (Pambreni et al., 2023).

Teachers' use of information technology in teaching activities is one of the factors determining teacher performance. The government has supported educational institutions in utilizing technology by providing ICT equipment to 80,479 educational institutions at all levels. Other support includes strengthening human resources through ICT training for teachers.

The influence of technology mastery on the performance of elementary school teachers in West Bacukiki District, Pare-Pare City, as studied by Amri, Hidayat, & Arfan (2021), stated that there was a positive and significant influence of partial technology mastery on teacher performance. The use of information technology by teachers was also studied by (Hidayah, Egar, & Abdullah, 2022), who concluded that it had a significant effect on teacher performance at junior high schools/Islamic junior high schools in Bawang District, Batang Regency. The use of technology is one of the supports in improving teacher performance, this is in line with research conducted by Rahmadhani, Azainil, & Mulawarman (2024) which revealed that one of the uses of technology in the form of the use of Artificial Intelligence Platforms has a positive and significant impact on teacher performance at SDN Tenggara.

Teacher performance is a single determinant that significantly influences the quality of educational output. One of the competencies teachers must possess is pedagogical competence, which includes the ability to critically and creatively integrate information and communication technology into learning to expand access, deepen understanding, and support students' digital literacy, as well as the ability to manage emotional dynamics in the classroom. However, maintaining stable professional performance often faces challenges due to the complexity of the workload and limited organizational support.

This phenomenon is evident at Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Elementary School, both under the Tegalsari Ta'mirul Masjid Foundation. As private institutions, teachers here face the dual pressure of fulfilling both moral and academic roles with limited human resources. Amidst this workload, emotional intelligence emerges as a crucial factor supporting performance. Teachers are expected to possess personality competencies, one of which is displaying ethical behavior and exemplary behavior that reflects spiritual, moral, and emotional maturity based on the One Almighty God and the values of diversity. On the other hand, access to training, which relies on government quotas, and the unequal distribution of ICT facilities and infrastructure in each classroom, are obstacles to learning innovation.

Based on the results of the educational report card for Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Elementary School in 2025, although the general grades received a GOOD predicate, there were several indicators whose grades decreased compared to the previous year, including the learning quality indicator for Ta'mirul Islam Elementary School, which fell by 6.4 from the previous year, and for Ta'mirul Islam Inovatif Elementary School, which fell by 7.9. reflection

and improvement of learning by teachers for Ta'mirul Islam Elementary School, which fell by 5.95 from the previous year, and for Ta'mirul Islam Inovatif Elementary School, which fell by 4.82, the security climate of the educational unit in the aspect of psychological well-being (teacher well-being) for Ta'mirul Islam Elementary School, which fell by 6.69 from the previous year, and for Ta'mirul Islam Inovatif Elementary School, which fell by 2.4.

The empirical data indicates a problem with teacher performance effectiveness, likely stemming from work pressure and limited facilities. In addition to field issues, the influence of workload, emotional intelligence, training, and technology utilization on teacher performance has been partially studied, with inconsistencies in previous research findings (a research gap). These discrepancies in findings indicate that the influence of these variables is contextual.

RESEARCH METHODS

This study uses a quantitative descriptive approach. The author chose to use a quantitative descriptive method to determine the magnitude of the influence and significance between the variables of workload, emotional intelligence, training and monitoring of technology in learning on teacher performance. This study was conducted at the Ta'mirul Masjid Tegalsari Foundation located at Jalan Dr. Wahidin No. 36, Bumi, Laweyan District, Surakarta City, Central Java Province. The study was conducted for 3 months. The population in this study were teachers who work under the auspices of the Ta'mirul Masjid Tegalsari Surakarta Foundation, especially Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Elementary School, totaling 87 people. The number of samples to be taken in this study is a saturated sample or census, namely where all populations are sampled as many as 87 people or respondents. The sampling technique used in this study is the census technique. The variables used in this study consist of 2 variables, namely the independent variable (X) and the dependent variable (Y). The independent variables consist of workload (X1), emotional intelligence (X2), training (X3), use of technology (X4) and the dependent variable is teacher performance (Y). After the data tabulation was carried out, the data was processed using multiple linear regression analysis tools with the help of SPSS 27 software.

RESULTS AND DISCUSSION

Multiple Linear Regression

The multiple linear regression equation is as follows:

$$Y = -0.623 + 0.351X_1 + 0.425X_2 + 0.091X_3 + 0.177X_4.$$

The equation can be explained as follows:

- 1). $a = -0.623$, this means, if the Work Load factor (X_1), Emotional Intelligence (X_2), Training (X_3) and Utilization of Technology (X_4) are considered constant, then it will result in Teacher Performance at the Ta'mirul Foundation in particular Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Surakarta Elementary School (Y) decreased by 0.623.

- 2) $b_1 = 0.351$, this means, if the Work Load factor (X_1) increases by 1 unit and the variables Emotional Intelligence (X_2), Training (X_3), and Utilization of Technology (X_4) are considered constant, this will be able to improve Teacher Performance at the Ta'mirul Foundation in particular Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Surakarta Elementary School (Y) amounted to 0.351.
- 3) $b_2 = 0.425$, this means that the Emotional Intelligence factor (X_2) increases by 1 unit, and the variables Workload (X_1), Training (X_3) and Technology Utilization (X_4) are constant, then Teacher Performance at the Ta'mirul Foundation in particular Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Surakarta Elementary School (Y) increased by 0.425.
- 4) $b_3 = 0.091$ this means, if the Training factor (X_3) increases by 1 unit, and the variables Workload (X_1), Emotional Intelligence (X_2), and Utilization of Technology (X_4) are constant, then Teacher Performance at the Ta'mirul Foundation in particular Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Surakarta Elementary School (Y) increased by 0.091.
- 5) $b_3 = 0.177$, this means that if the Technology Utilization factor (X_4) increases by 1 unit, and the variables Workload (X_1), Emotional Intelligence (X_2), and Training (X_3) are constant, then Teacher Performance at the Ta'mirul Foundation in particular Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Surakarta Elementary School (Y) increased by 0.177.

For further details, please see the SPSS data processing results table as follows:

Table 1 Multiple Linear Regression Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-,623	,825		-,755	,452
Workload	,351	,037	,476	9,589	,000
Emotional Intelligence	,425	,060	,460	7,145	,000
Training	,091	,030	,127	3,050	,003
Utilization of Technology	,177	,041	,258	4,359	,000

Source: SPSS Data Processing, 2026

T-TEST

The t-test is a hypothesis test to determine whether there is a partial effect between the independent variable and the dependent variable. The results of this analysis are as follows:

- 1) The t test relates to Workload (X_1) on Teacher Performance (Y).

From the results of the calculation, the results obtained were $t \text{ count} = 9.589 > t \text{ table} = 1.989$ with a significant value of $0.000 < 0.05$, so H_0 was rejected, meaning there was a positive and significant influence between Workload (X_1) on Teacher Performance at the Ta'mirul Foundation in particular Ta'mirul Islam Elementary School and Ta'mirul Islam Innovative Elementary School, Surakarta (Y)

- 2) The t-test relating to Emotional Intelligence (X₂) on Teacher Performance at the Ta'mirul Foundation in particular Ta'mirul Islam Elementary School and Ta'mirul Islam Innovative Elementary School Surakarta (Y).

From the results of the calculation, the results obtained were t count = 7.145 > t table = 1.989 with a significant value of 0.000 < 0.05, so H₀ was rejected, meaning there was a positive and significant influence between Emotional Intelligence (X₂) on Teacher Performance at the Ta'mirul Foundation in particular Ta'mirul Islam Elementary School and Ta'mirul Islam Innovative Elementary School, Surakarta (Y)

- 3) The t-test related to Training (X₃) on Teacher Performance at the Ta'mirul Foundation in particular Ta'mirul Islam Elementary School and Ta'mirul Islam Innovative Elementary School Surakarta (Y).

From the results of the calculation, the results obtained were t count = 3.050 > t table = 1.989 with a significant value of 0.003 < 0.05, so H₀ was rejected, meaning there was a positive and significant influence between Training (X₃) on Teacher Performance at the Ta'mirul Foundation in particular Ta'mirul Islam Elementary School and Ta'mirul Islam Innovative Elementary School, Surakarta (Y)

- 4) T-test related to Technology Utilization (X₄) on Teacher Performance at the Ta'mirul Foundation in particular Ta'mirul Islam Elementary School and Ta'mirul Islam Innovative Elementary School Surakarta (Y).

From the results of the calculation, the calculated t result for Technology Utilization (X₄) was = 4.359 > t table = 1.989 with a significant value of 0.000 < 0.05, so H₀ was rejected, meaning there was a positive and significant influence between Technology Utilization (X₄) on Teacher Performance at the Ta'mirul Foundation in particular Ta'mirul Islam Elementary School and Ta'mirul Islam Innovative Elementary School Surakarta (Y).

From the results above, it can be summarized as follows:

Table 2 t-Test Results

Hypothesis	t-count	t-table	Sig	Standard	Information
H1	9,589	>1,989	0,000	0.05	H0 Rejected
H2	7,145	>1,989	0,000	0.05	H0 Rejected
H3	3,050	>1,989	0.003	0.05	H0 Rejected
H4	4,359	>1,989	0,000	0.05	H0 Rejected

Source: SPSS Data Processing, 2026

Model Feasibility Test

Table 3. F Test

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	284,957	4	71,239	127,096	,000b
	Residual	45,962	82	,561		

Total	330,920	86			
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Source: SPSS data, 2026

From the results of SPSS data processing, the F-count value was obtained at 127.096 with a significance level of 0.000. Because $F = \text{count } 127.096 > F\text{-table } 2.48$, and the significance value was $0.000 < 0.05$, then together the independent variables, namely Workload (X1), Emotional Intelligence (X2), Training (X3) and Technology Utilization (X4) had a significant effect on Teacher Performance at the Ta'mirul Foundation, especially Ta'mirul Islam Elementary School and Ta'mirul Islam Innovative Elementary School Surakarta (Y).

Analysis of the Coefficient of Determination (R²)

Table 4. Model Feasibility Test

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	,928a	,861	,854	,749

Source: SPSS Data Processing, 2026

By using the SPSS program, an R² of 0.854 or 85.4% can be obtained, meaning that together there is an influence between the independent variables, namely Workload (X1), Emotional Intelligence (X2), Training (X3) and Utilization of Technology (X4) on Teacher Performance at the Ta'mirul Foundation, especially in Surakarta. SD Ta'mirul Islam and SD Ta'mirul Islam Inovatif Surakarta (Y) were 85.4%, while the remaining 14.6% were influenced by other factors, which were not studied, such as incentives, facilities and infrastructure, rewards, organizational culture and others.

DISCUSSION

1. The Effect of Workload on Teacher Performance

Based on the test results presented in table 3, it shows that $t \text{ count} = 9.589 > t \text{ table} = 1.989$ with a significant value of $0.000 < 0.05$, which shows that workload has a positive and significant effect on Teacher Performance at the Ta'mirul Foundations specifically Ta'mirul Islam Elementary School and Ta'mirul Islam Innovative Elementary School Surakarta. This is in accordance with research Ali Nurdin & Samudi (2024), that Workload has a positive and significant effect on teacher performance, supported by research Perkasa & Mulyanto (2023) stated that workload affects performance.

The results of this study indicate that the level of workload experienced by teachers plays a significant role in determining their performance. This workload encompasses various activities such as teaching, developing learning materials, assessing learning outcomes, and other additional tasks within the school environment. Empirically, the results of this study indicate that the higher the

workload received by teachers, the more likely it is to result in decreased performance. This is due to increased physical and mental fatigue experienced by teachers, which affects concentration, accuracy, and effectiveness in carrying out the learning process. Teachers who experience excessive workloads are also at risk of experiencing work stress, which ultimately reduces the quality of their performance.

However, a workload that is at a proportional or optimal level can actually improve teacher performance. An appropriate workload will encourage teachers to be more productive, disciplined, and responsible in completing their tasks. In this environment, teachers are able to manage their time and work effectively, resulting in optimal performance.

In the context of the Ta'mirul Surakarta Foundation, the results of this study illustrate that managing teacher workload is crucial. The foundation needs to pay attention to fair and proportional task distribution to prevent overloading of certain teachers. Furthermore, good time management and organizational support are needed to enable teachers to perform their duties optimally. Therefore, it can be concluded that workload significantly influences teacher performance at the Ta'mirul Foundation, particularly at Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Elementary School in Surakarta. Therefore, proper workload management is key to improving teacher performance.

2. The Influence of Emotional Intelligence on Teacher Performance

Based on the test results presented in table 3 the results obtained were $t_{count} = 7.145 > t_{table} = 1.989$ showing that Emotional Intelligence has an influence on Teacher Performance at the Ta'mirul Foundation in particular Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Elementary School in Surakarta. This is supported by research by Ifansyah (2023) and Rohana (2022), who stated that emotional intelligence has a positive and significant effect on teacher performance. Therefore, the hypothesis was proven correct.

Emotional intelligence in this study encompasses teachers' abilities to recognize their own emotions, manage them, motivate themselves, understand the emotions of others (empathy), and foster good social relationships. These abilities are crucial in the teaching profession, which not only serves as a teacher but also as an educator and mentor for students. The results of the study indicate that the higher a teacher's emotional intelligence, the higher their performance. Teachers with good emotional intelligence tend to be able to control their emotions in learning situations, deal with various student characteristics, and resolve problems wisely. This impacts the creation of a conducive and effective learning environment, thereby improving the quality of teacher performance.

Conversely, teachers with low emotional intelligence tend to experience stress more easily, are less able to manage conflict, and have difficulty establishing good interpersonal relationships with students and colleagues. This condition can hinder the learning process and impact teacher performance. This finding aligns with the theory put forward by Daniel Goleman, who states that emotional intelligence is a

crucial factor influencing one's success at work, including improving performance. Individuals with high emotional intelligence are better able to adapt, collaborate, and cope with work pressure.

Furthermore, the results of this study are also supported by previous research which states that emotional intelligence has a positive and significant influence on performance. This shows that the emotional aspect has a role that is no less important than intellectual ability in determining a person's work success. In the context of the Ta'mirul Surakarta Foundation, teacher emotional intelligence is one of the important factors that needs to be considered by the foundation. Efforts to improve emotional intelligence can be done through training, coaching, and soft skills development for teachers, so as to improve performance optimally. Thus, it can be concluded that emotional intelligence has a significant influence on teacher performance at the Ta'mirul Foundation, especially at Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Surakarta Elementary School. Thus, the higher the teacher's emotional intelligence, the better the resulting performance.

3. The Effect of Training on Teacher Performance

Based on the tests presented in table 3 The results obtained were $t_{\text{count}} = 3.050 > t_{\text{table}} = 1.989$ with a significant value of $0.003 < 0.05$, meaning that training has a positive and significant effect on teacher performance at the Ta'mirul Foundation, especially Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Elementary School in Surakarta. This is supported by research by Risdiantoro (2021) and Novianti & Atmajawati (2022), which states that training influences teacher performance.

The training in this study encompasses various activities aimed at improving teacher competency, including pedagogical, professional, social, and personal aspects. This training can take the form of workshops, seminars, training, or other development activities relevant to the teacher's duties. The research results indicate that effective training can improve teacher performance. Teachers who participate in training tend to have better knowledge and skills in planning, implementing, and evaluating learning. Furthermore, training can also increase teacher confidence and ability to navigate the dynamics of the teaching and learning process.

Ongoing training also helps teachers keep up with evolving learning methods, educational technology, and the ever-changing curriculum. This allows teachers to become more adaptive and innovative in carrying out their duties, which ultimately has a positive impact on improving performance. Conversely, a lack of training can leave teachers with limited mastery of both material and teaching methods. This can lead to a suboptimal learning process and a decline in the quality of teacher performance.

In the context of the Ta'mirul Surakarta Foundation, training is a strategic factor in improving teacher quality. Therefore, the foundation needs to regularly organize training programs that are tailored to teacher needs and developments in the educational world. Therefore, it can be concluded that training has a significant

impact on teacher performance at the Ta'mirul Foundation, particularly at Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Surakarta Elementary School. Therefore, improving the quality of training is a crucial effort in improving teacher performance.

4. The Influence of Technology Utilization on Teacher Performance

Based on the test results presented in table 3 dThe results of the t count for Technology Utilization (X4) were $= 4.359 > t \text{ table} = 1.989$ with a significant value of $0.000 < 0.05$, which shows that the utilization of technology has a positive and significant effect on Teacher Performance at the Ta'mirul Foundation in particularTa'mirul Islam Elementary School and Ta'mirul Islam Inovatif Elementary School Surakarta (Y). This is in accordance with research by Rahmadhani, Azainil, & Mulawarman (2024) and also Amri, Hidayat, & Arfan (2021) that the use of technology has an impact on teacher performance.

The use of technology in this study includes the use of various digital devices and applications in the learning process, such as computers/laptops, digital-based learning media, e-learning platforms, and other learning support applications. The use of this technology is becoming increasingly important in the digital era, where the educational process is required to be more innovative and adaptive to current developments. The results of the study indicate that the more optimal the use of technology by teachers, the higher the resulting performance. Teachers who are able to utilize technology well tend to be more effective in delivering learning materials, are able to create an interesting learning atmosphere, and increase student engagement in the teaching and learning process.

Furthermore, the use of technology also simplifies teacher learning administration, such as creating teaching materials, assessing learning outcomes, and managing student data. This can improve teacher efficiency, leading to optimal performance. Conversely, low technology utilization can hinder the learning process and reduce teacher performance. Teachers who lack technological expertise tend to have difficulty delivering material in an engaging manner and are less able to keep up with developments in modern learning methods.

The results of this study align with the theory that information technology plays a crucial role in improving work effectiveness and efficiency. In the educational context, technology utilization is a key contributing factor in improving the quality of learning and teacher performance. Furthermore, these findings are supported by previous research that indicates that technology utilization has a positive and significant impact on performance. This means that the higher the level of technology utilization, the better the performance.

In the context of the Ta'mirul Surakarta Foundation, the use of technology needs to be continuously improved through the provision of adequate facilities and training for teachers. This way, teachers can more optimally utilize technology to support the learning process. It can be concluded that the use of technology has a significant impact on teacher performance at the Ta'mirul Foundation, especially at

Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Surakarta Elementary School. Therefore, improving technology skills and utilization is an important factor in improving teacher performance.

CONCLUSION AND SUGGESTIONS

Based on the research results, teacher performance at the Ta'mirul Surakarta Foundation, specifically Ta'mirul Islam Elementary School and Ta'mirul Islam Inovatif Surakarta Elementary School, is significantly influenced by workload, emotional intelligence, training, and technology utilization. The regression results show an R^2 value of 85.4%, meaning that these four factors contribute 85.4% to teacher performance, while 14.6% is influenced by other factors outside the research.

Suggestions include: Foundations need to maintain technological facilities, training, and a work environment that supports teachers' emotional intelligence. Furthermore, regular workload evaluations are necessary to ensure they remain proportionate. Teacher training and competency development programs should also be implemented routinely as needed. Foundations and teachers are expected to continuously improve digital literacy and utilize learning technology. Developing emotional intelligence through soft skills development is also crucial for maintaining teachers' psychological resilience and interpersonal relationships. For further research, it is recommended to add other variables such as work motivation, job satisfaction, and leadership, use more diverse research methods, and expand the research objects and samples to make the results more generalizable.

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