

Benchmarking Educational Policies to Reduce Teachers' Administrative Workload

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ABSTRACT

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This article aims to analyze the administrative workload experienced by teachers in Indonesia and identify solutions to alleviate this workload through a benchmarking approach from countries that have successfully addressed similar issues. The methodology employed is a systematic literature review, gathering and analyzing data from scholarly articles published between 2022 and 2024, focusing on policies aimed at reducing teachers' administrative workload. The findings indicate that identifying specific aspects of administrative workload, applying best practices from other countries, and evaluating the potential adaptation of foreign policy models can open opportunities for relevant policy reform. Furthermore, the implementation of sustainable solutions, such as reducing administrative tasks, utilizing technology, and enhancing administrative support, is expected to create a better working environment for teachers. The significance of this research lies in its effort to provide new insights for policymakers in formulating educational policies that are more responsive to the needs of teachers and students.

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INTRODUCTION

The teaching profession in the modern education era has experienced the development of increasingly broad responsibilities. The main responsibility of teachers is to carry out learning and support the academic development of students. However, in practice, teachers are also often workload with administrative tasks that continue to increase in number (Padalulu & Malyo, 2024; Flores, 2023). These tasks include preparing reports, filling out documents, and lesson planning which often focuses more on meeting policies than on real needs in the classroom. In addition, some are required to fill out Basic Education Data (Dapodik), prepare annual and semester reports, and prepare school accreditation documents. In fact, in some cases, teachers also hold the responsibility of being the treasurer of School Operational Assistance (BOS). Although this administrative task is necessary for the sake of the orderliness of the education system, ideally administrative responsibility does not workload teachers' time and attention to the point of reducing their focus on the main role as a teacher. When the time that is ideally allocated for teaching preparation and providing feedback to students decreases, the effectiveness of learning in the classroom can also decrease (Suranto & Pramitasari, 2024; Jing et al., 2022).

Limited technical support and infrastructure add to the workload that teachers have to bear, especially in remote areas, where they have to struggle harder to ensure the smooth operation of schools (Kristiawan, 2021; Selong & Nur Cahyoko, 2022). Without adequate support, many teachers are forced to put aside their role as educators to meet less relevant administrative demands. Inefficient division of tasks is also a problem that exacerbates this situation. Many teachers, especially women, experience prolonged burnout due to a combination of school responsibilities and the workload of household chores (Francisco et al., 2024; T. Abenoja & Ventura-Escote, 2024). This hurts their social participation and competence in managing the teaching and learning process (Călin et al., 2022; Zhang et al., 2023). The inconsistency between education policies and practices on the ground is also a factor that exacerbates the situation. Teachers feel overwhelmed by reporting and administrative requirements that are often irrelevant to classroom learning needs. This heavy administrative workload causes increased stress and reduces job satisfaction due to the lack of administrative support and existing bureaucratic inefficiencies (Hermawan & Olayiwola, 2024; Wicaksono et al., 2023; Alonso et al., 2022). The evaluation and remanagement of these administrative responsibilities is essential to create a work environment that supports teachers in carrying out their primary role as educators, ultimately improving the overall quality of education (Macalisang, 2023; Made & Sviri, 2023).

This article aims to analyze the administrative workload experienced by teachers in the context of education in Indonesia and identify solutions to reduce this workload through a benchmarking approach from countries that have successfully addressed similar problems. This research will identify policy models implemented in other countries and evaluate their adaptation potential in Indonesia. The novelty of this study lies in its systematic efforts to develop and analyze various policy models that have been proven effective in other countries and how they can be contextually adapted in Indonesia. It is hoped that by adopting appropriate policies, teachers in Indonesia can refocus on their main role as teachers and supervisors, supporting student development optimally, by educational goals. This research not only offers practical solutions but also provides valuable new insights for decision-makers in formulating education policies that are more oriented to the needs of teachers and students.

LITERATURE REVIEW

Excessive administrative workload on teachers has become an important issue in education systems in various countries due to its significant impact on teaching quality, teacher welfare, and student learning outcomes. Research by Chounta et al. (2022) It shows that teachers face a large number of administrative tasks, which can lead to stress and decreased job satisfaction. In line A study involving 113,210 teachers in 46 countries found that time spent on administrative tasks correlated with increased work stress, which negatively impacted performance (Tiggelaar & George, 2023). This has the potential to reduce the effectiveness of teachers in delivering material and guiding students, which can ultimately affect student learning motivation and the overall learning experience (Kenny & Fluck, 2023). Many countries have developed special policies to reduce the administrative workload on teachers to improve the effectiveness of teaching and their welfare. One example is Finland, which implements a policy of decentralization in education management, as explained by Federick (2020). This policy gives schools greater autonomy in managing administration, thus allowing each school to simplify the administrative process according to their individual needs. Thus, teachers can devote more time and energy to teaching and learning activities, which are creative and substantive. Research by Blazeski (2022) supporting such decentralization policies by showing that teachers who work in decentralized systems report lower levels of stress and higher job satisfaction. This policy has proven to be beneficial in terms of balancing administrative duties and teaching responsibilities, which contributes positively to teachers' mental health and well-being.

Policy implementation to reduce administrative workload in the educational environment requires careful planning and strategies so that it can run effectively and efficiently. A technology-based school management system, which is specifically designed to automate various administrative tasks that often take up teachers' time and energy (Misar, 2024). By utilizing this technology, schools can optimize the use of existing human resources, so that teachers have more time to focus on the teaching process and interaction with students. One of the key components of this school management system is classroom management software designed to handle various administrative aspects, from student attendance management to assessment and reporting of learning outcomes. According to a study by Nadifa et al. (2025), The implementation of this software has proven to be significant in reducing the time spent by teachers on administrative tasks. Furthermore, research conducted by Ajuwon et al. (2024) shows that the integration of technology in classroom management not only reduces administrative workload but also contributes to improving student learning outcomes. Technology allows teachers to conduct more in-depth data analysis regarding student progress, so they can tailor their teaching approach according to individual needs. For example, by leveraging data from management software, teachers can identify areas where students are struggling and provide more timely and effective interventions. In addition, the use of technology-based management systems can also improve communication between teachers, students, and parents (Ramadani et al., 2023). With a platform that allows access to information in real-time, parents can be more actively involved in their child's educational process, which in turn can encourage student motivation and independence in learning.

The impact of the administrative workload reduction policy is not only felt by teachers but also has a significant effect on students. A study conducted by Kanwal et al. (2023) shows that when teachers have more time to focus on teaching, student learning outcomes improve significantly. The study found that teachers who were given freedom from heavy administrative workloads were able to focus their attention on the learning process, develop more effective teaching methods, and interact more intensively with students. Students who are taught by teachers with a lower administrative workload show an increase in learning engagement and motivation. With teachers more available to give personal attention, students feel more supported and valued, which in turn encourages them to participate more actively in the learning process. It also creates a more positive learning environment, where students feel more comfortable to argue and ask questions. In addition, the reduction of administrative workload also contributes to the overall improvement of the quality of education (Ajuwon et al., 2024). By reducing the time spent on unnecessary administrative tasks, teachers can spend more time designing engaging curricula, crafting innovative learning materials, and conducting more thorough evaluations of student progress. On the other hand, heavy administrative workloads, exacerbated by bureaucratic

inefficiencies and lack of administrative support, can increase stress levels among educators (Zawacki-Richter & Jung, 2023). When teachers are stuck in grueling administrative routines, they tend to feel depressed and dissatisfied with their jobs. This high stress not only has an impact on teachers' well-being but can also be contagious to students, creating a less conducive learning atmosphere.

METHODS

This research was conducted through a systematic literature review, which involved collecting and analyzing data from various scientific articles on education policy aimed at reducing the administrative workload on teachers. This research was carried out on October 20, 2024, using literature sources obtained from global databases with the Publish or Perish (PoP) application for articles published between 2022 and 2024. This study reviews articles that address some key research questions: What policies have been implemented to reduce teachers' administrative workload? How does this policy affect the effectiveness and job satisfaction of teachers? What lessons can be learned from successful international practice on this issue?

This systematic review follows PRISMA's guidelines, which include several key stages: identifying articles through relevant keywords, applying inclusion and exclusion criteria to screen these articles, and conducting an in-depth analysis of articles that meet the eligibility criteria. The collected data is processed using Microsoft Excel to categorize, organize, and present information in the form of tables, narratives, and diagrams. Through this systematic approach to data analysis, conclusions are drawn to offer a comprehensive understanding of education policies that can effectively ease the administrative workload on teachers.

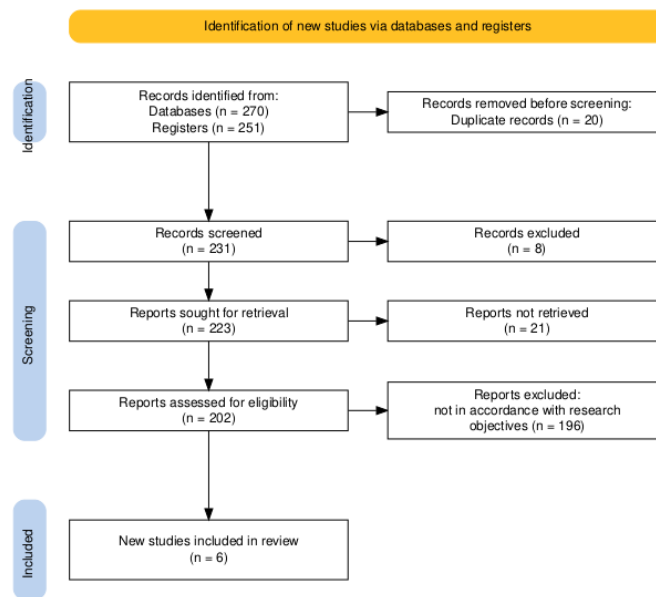


Figure 1. PRISMA Systematic Literature Review

Figure 1 illustrates the flow of systematic literature reviews conducted by PRISMA guidelines. This review starts with a total of 270 Articles that cover a wide range of topics regarding education policy to reduce the administrative workload on teachers. Keywords used in literature searches include "Reducing teacher administrative workload," "Education policies for teachers," "Teacher workload reduction strategies," "International best practices in education policy," "Support systems for teachers," "Work-life balance for educators," "Simplification of administrative tasks," "Teacher training on administrative efficiency," and "Impact of policies on teacher retention."

The article selection process involves applying certain inclusion and exclusion criteria to ensure relevance and quality. The inclusion criteria emphasize research that is in line with the study's objectives, specifically targeting articles published in accredited journals (Sinta 1-3 and Scopus Q1-Q4) as well as relevant conference proceedings. On the other hand, the exclusion criteria discard irrelevant articles, that do not meet methodological standards, or that are not written in English or Indonesian, and that are outside the research with the Indonesian location.

RESULTS AND DISCUSSIONS

The results of this study show that several policies can be implemented to reduce the workload of teachers, which directly have an impact on improving teaching effectiveness and the welfare of educators. These policies are designed to address the challenges teachers face in carrying out their administrative duties. With the implementation of the right policies, it is hoped that teachers' workload can be minimized, so that they have more time and energy to focus on quality teaching activities and professional development. Furthermore, the following is a table summarizing the key findings of the policies that have been analyzed.

Table 1. Educational Policies to Reduce Teachers' Administrative Workload

Author and Year	Findings	Journal Classification
(Ahmad et al., 2022)	The application of AI in academic and administrative fields, which can include policies on the use of technology to ease teachers' administrative tasks	Q1
(Chen et al., 2023)	Four key elements to address: 1) communication and coordination between faculties, 2) incorporation of active learning strategies, 3) effective use of technology, and 4) easing teachers' workload by simplifying the reporting process or reducing non-essential tasks	Q1
(Parycek et al., 2024)	The integration of AI in administrative procedures can inspire the design of new policies that reduce administrative workloads through automation and process efficiency.	Q2
(Chounta et al., 2022)	AI as a tool to support teachers in accessing, adapting, and using multilingual content.	Q1
(Kenny & Fluck, 2023)	The focus of this research is on this research focusing on the estimated time of teaching, research, and academic service assignments in Australia using AWET. This tool allows academics to record tasks, allocate time appropriately, and negotiate "trade-offs" if the service role is more dominant. AWET also provides standard allocations for often overlooked but time-consuming daily tasks, such as email handling.	Q1
(Tiggelaar & George, 2023)	Studies on third-sector organisations such as 'Debt Aid Buddy' show the potential to actively reduce administrative workloads through their role as policy drivers and partners, creating new solutions, and collaborating with governments to streamline processes. In education, this approach can inspire policies to reduce teachers' administrative tasks, for example by automating systems, providing specialized staff, or other direct support.	Q1

Based on research that has been conducted in various countries, innovative technology solutions and education policies have begun to be implemented to ease this administrative workload. In this context, four important points need to be considered to reduce the administrative workload of teachers:

1. **Direct Reduction of Administrative Tasks:** Research shows that a high administrative workload reduces the time teachers can allocate for instructional preparation and provide feedback on student assignments. By reducing administrative tasks directly, as identified by Chen et al. (2023), teachers can allocate more time to activities that have a direct impact on the quality of learning. This is in line with benchmarking efforts carried out in countries with efficient education systems, where the reduction of administrative paperwork is a priority in education policy.

2. **Application of Technology for Efficiency:** Information and communication technology (ICT) has proven to be effective in helping teachers reduce their workload. Teachers who use ICT report a reduction in workload and increased productivity. The application of technology, as discovered by Kenny & Fluck (2023), allows access to digital tools that make it easier to administer and manage educational resources. Furthermore, the application of artificial intelligence (AI) in the academic and administrative fields also has great potential to ease teachers' administrative tasks. According to Ahmad et al. (2022) policies on the use of technology, including AI, can be designed to support teachers in managing administrative tasks more efficiently. AI can be used to automate various processes, reducing the time required to complete routine tasks that often distract teachers. In addition, AI also serves as a tool to support teachers in accessing, adapting, and using multilingual content, as explained by Chounta et al. (2022). With this technology, teachers can more easily provide learning materials that suit the diverse needs of students, without adding to their workload. Benchmarking with countries that have successfully implemented ICT effectively shows that the integration of digital tools in administrative activities contributes significantly to teachers' work efficiency. Countries that have implemented AI and ICT in their education systems are reporting significant increases in teacher productivity, which in turn can improve the overall quality of education. Therefore, the adoption of this technology is a strategic step in easing administrative workloads and increasing the effectiveness of the learning process.
3. **Restructuring Administrative Tasks:** To ensure that teachers can focus more on hands-on teaching tasks, it is important to restructure administrative tasks. This includes reducing administrative paperwork and allocating human resources more effectively. The research of Parycek et al. (2024) underlines that designing new policies that give schools autonomy to choose appropriate technological solutions can accelerate this process. Countries that have implemented a similar approach have shown that restructuring administrative tasks can improve operational efficiency in education.
4. **The Role of Administrative Support:** Good administrative support can improve teacher well-being and retention. As Tiggelaar & George (2023) highlight, the provision of specialized staff and task automation can create opportunities to reduce teacher workload. Countries with strong administrative support have shown improved teacher welfare, which in turn contributes to their retention in the profession. Benchmarking shows that an integrated administrative support model can be key in creating a healthy work environment for teachers.
5. Overall, the integration of innovative technologies and policies designed to reduce teachers' administrative workload not only improves efficiency but also enriches the learning experience. Through the implementation of technology-based solutions and task restructuring, it can be expected that teachers will have more time and resources to focus on quality teaching, which will ultimately have a positive impact on student learning outcomes.

CONCLUSION

Based on the results of the analysis, several steps can be taken to overcome the problem of teacher workload. First, a clear identification of various aspects of administrative workloads, such as reporting and time management, is key in formulating effective solutions. Second, the application of benchmarking approaches from successful countries in managing administrative workloads shows that best practices can be adapted to the educational context in Indonesia. Third, evaluation of the potential for adaptation of foreign policy models can open up opportunities for relevant and targeted policy reforms. Finally, the implementation of sustainable solutions that include the direct reduction of administrative tasks, the application of technology, the restructuring of administrative tasks, and the improvement of administrative support are expected to create a better work environment for teachers.

This research has several weaknesses and limitations that need to be observed. One of them is that this study does not fully cover all variables that can affect the administrative workload of teachers, including social and cultural factors that are typical in Indonesia. Therefore, readers are expected to be mindful of these limitations when evaluating the proposed results and recommendations.

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