

The Influence of Workload, Work Motivation, and Creativity on Lecturer Performance in the Management Department of UPN Veteran Yogyakarta in the Digital Era

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DOI: [10.59631/sijosi.v2i2.426](https://doi.org/10.59631/sijosi.v2i2.426)

Abstract

In response to the challenges of digital transformation in higher education, this study examines the influence of workload, work motivation, and creativity on lecturer performance in the Management Department of Universitas Pembangunan Nasional "Veteran" Yogyakarta. Amid increasing demands on academic staff to fulfill the Tri Dharma of Higher Education – teaching, research, and community service – understanding key performance drivers becomes crucial. Using a quantitative approach, data were collected from all 55 lecturers via a census sampling method. Primary data sources included questionnaires, interviews, and observations, while secondary data were drawn from institutional records. The variables were operationalized using validated indicators and measured on a five-point Likert scale. Validity and reliability tests confirmed acceptable psychometric properties. Multiple linear regression analysis revealed that workload, motivation, and creativity each exert a significant positive effect on lecturer performance ($p < 0.05$). Notably, the task-related workload indicator received the lowest average score, indicating challenges in balancing academic responsibilities. These findings highlight the importance of institutional interventions such as proportional task distribution, administrative support, and time management training to improve faculty outcomes. The study underscores the necessity for strategic human capital development that supports innovation, engagement, and sustainable academic performance in the digital era.

Keywords : Creativity, lecturer performance, motivation, workload.

1. Introduction

Higher education plays a critical role in shaping professional competencies that meet the demands of the digital era, which is increasingly driven by technological advancements and global competition (Bates, 2015). In Indonesia, universities are required to transform in line with Industry 4.0 by developing human capital capable of mastering artificial intelligence (AI), digital literacy, and data-driven decision-making processes. The role of lecturers (dosen), as mandated by Law No. 14 of 2005, is pivotal in this transformation, encompassing responsibilities in teaching, research, and community service. As strategic actors in achieving national educational goals, lecturers are expected to continuously innovate and maintain high performance standards to produce quality graduates.

Lecturer performance is influenced by various internal and external factors. Workload is one of the most pressing challenges, particularly in the context of digital transformation. In accordance with Government Regulation No. 37 of 2009, lecturers are required to fulfill a workload of 12–16 credit units (SKS) per semester. However, recent reports suggest that the actual workload significantly exceeds this standard. A 2025 *Kompas* investigation revealed that lecturers in Indonesia work an average of 56.7 hours per week – far beyond the regulated 34 hours – due to increasing demands in teaching, research, community service, and administrative duties (Rosalina, Judith J, & Krisna, 2025). These excessive demands have led to role conflicts, especially for those in structural positions, and have been linked to burnout, reduced teaching effectiveness, and lowered well-being (Ridwan, Suwarsi, & Alamsyah, 2024).

In addition to workload, work motivation has been widely acknowledged as a crucial factor affecting academic performance. Robbins, S. P., & Judge (2019) defines motivation as a process that determines the intensity, direction, and persistence of effort toward work goals. Yet, structural and institutional issues, such as limited recognition and compensation, have contributed to declining motivation among Indonesian lecturers. This discrepancy is further underscored by low hourly earnings, disproportionate to the workload and responsibilities shouldered. While intrinsic motivation, such as recognition and professional development, has been shown to enhance performance (Manzoor, Wei, & Asif, 2021; Sulistamtama, Setiawan, & Yuniawan, 2024), extrinsic factors often show inconsistent results in influencing lecturer productivity (Yunarti, 2017).

Creativity is another key component in enhancing lecturer performance, especially in the digital age. The abundance of data, AI-driven learning environments, and the evolving expectations of Generation Z students require lecturers to adopt innovative teaching methods and engage in original research. However, excessive administrative burdens and a rigid performance assessment system centered on publications limit creative endeavors. Although Indonesia has seen a surge in publication volume – from 8,651 documents in 2015 to 64,596 in 2024 – the citation rate has dropped significantly, from 15.9 to 0.5 per document. This trend suggests a compliance-driven publication culture, undermining meaningful scientific contribution. Moreover, the lack of technological competence and bureaucratic constraints further hinder innovation (Pasrani Mendrofa, Supriadi, Happy Yustiari, Fahmi Lubis, & Khairunnisa, 2025).

Despite growing attention to the relevance of workload, motivation, and creativity in improving lecturer performance, empirical findings remain inconsistent. Some studies suggest that workload has a negative impact (Herdiana & Sary, 2023; Johari, Yean Tan, & Tjik Zulkarnain, 2018; Pangabean, Junita, & Miraza, 2024), while others find it insignificant. Similar contradictions appear in research on motivation and

creativity. These inconsistencies highlight the need for further investigation, particularly in the context of higher education institutions adapting to digital transformation. This study, therefore, aims to examine the effects of workload, work motivation, and creativity on lecturer performance at the Management Department of UPN "Veteran" Yogyakarta in the digital era.

2. Research Method

This study employed a quantitative research design aimed at analyzing the effects of workload, work motivation, and creativity on lecturers' performance within the Management Department of Universitas Pembangunan Nasional Veteran Yogyakarta. The population consisted of 55 lecturers, all of whom were included as respondents using a census sampling technique, thus representing the total population. Data were collected from September 2023 to July 2024 using primary sources such as questionnaires, interviews, and direct observation, alongside secondary data from institutional documentation. Variables were measured using Likert scales, and operational definitions were based on established references including (Robbins & Judge, 2008), the Indonesian Ministry of Research and Higher Education Regulation No. 20/2017, and the Indonesian Dictionary.

The independent variables comprised workload (X1), work motivation (X2), and creativity (X3), while the dependent variable was lecturers' performance (Y). Each variable was operationalized into multiple indicators and measured quantitatively using a 5-point Likert scale. Validity testing was conducted using the Pearson product-moment correlation method, with a minimum acceptance threshold of $r > 0.260$. Reliability was assessed through Cronbach's Alpha, with all variables achieving values greater than 0.6, indicating acceptable internal consistency: Workload (0.859), Motivation (0.889), Creativity (0.937), and Performance (0.946). These results confirm that the instrument was both valid and reliable for data collection.

Data analysis included both descriptive and inferential statistics, utilizing SPSS for processing. Descriptive analysis explained respondents' characteristics and mean values of each variable. Inferential analysis applied multiple linear regression, with the F-test used to examine simultaneous effects of independent variables on the dependent variable, and t-tests used for partial analysis. Additionally, the coefficient of determination (R^2) was employed to quantify the proportion of variance in lecturer performance explained by the predictors. Statistical significance was determined at $p \leq 0.05$.

3. Results and Discussion

3.1 Respondent Characteristics

Table 1. Respondent Characteristics

| Variable | Category | Frequency | Percentage (%) |
|------------------|-----------------|-----------|----------------|
| Gender | Male | 31 | 56.4 |
| | Female | 24 | 43.6 |
| Age | 21-30 years | 1 | 1.8 |
| | 31-40 years | 5 | 9.1 |
| | 41-50 years | 6 | 10.9 |
| | 51-60 years | 25 | 45.5 |
| | 61-70 years | 18 | 32.7 |
| Years of Service | 1-5 years | 5 | 9.1 |
| | 11-20 years | 7 | 12.7 |
| | 21-30 years | 26 | 47.3 |
| | 31-40 years | 17 | 30.9 |
| Education Level | Master's Degree | 32 | 58.2 |
| | Doctoral Degree | 23 | 41.8 |
| Total | | 55 | 100.0 |

As shown in Table 1, the majority of respondents were male (31 respondents or 56.4%), while female respondents accounted for 24 individuals (43.6%). This relatively balanced gender distribution suggests that there is no significant gender dominance among the lecturers in the Department of Management, reflecting an equitable academic participation between male and female lecturers at UPN Veteran Yogyakarta.

Based on age distribution, most respondents were in the 51-60 years age group (25 respondents or 45.5%), followed by those aged 61-70 years (18 respondents or 32.7%). Respondents aged 41-50 years accounted for 10.9%, those aged 31-40 years made up 9.1%, and only one respondent (1.8%) was aged 21-30. These findings indicate that the majority of lecturers are in the advanced stages of their careers or approaching retirement, suggesting strong expertise and experience. However, this also highlights the need for lecturer regeneration to ensure the sustainability and quality of education amid the aging academic workforce.

Regarding years of service, most respondents had worked for 21-30 years (47.3%), followed by those with 31-40 years of service (30.9%), 11-20 years (12.7%), and only a few had 1-5 years of experience (9.1%). This indicates that the lecturer workforce in the Management Department is largely composed of long-serving academics. Educational background analysis shows that most respondents held a Master's degree (58.2%), while the remainder held a Doctoral degree (41.8%). This demonstrates the importance of continuously enhancing academic qualifications to support lecturer competency development and improve the overall quality of education at UPN Veteran Yogyakarta.

3.2 Quantitative Analysis Results

3.2.1 Multiple Linear Regression Results

Table 2. Multiple Linear Regression Results of the Effect of Workload, Work Motivation, and Creativity on Lecturer Performance

| Model | | Coefficients ^a | | | T | Sig. |
|-------|-----------------|-----------------------------|------------|---------------------------|-------|------|
| | | Unstandardized Coefficients | | Standardized Coefficients | | |
| | | B | Std. Error | | | |
| 1 | (Constant) | 4.180 | 8.408 | | .497 | .621 |
| | Workload | .696 | .156 | .463 | 4.455 | .000 |
| | Work Motivation | .415 | .202 | .242 | 2.058 | .045 |
| | Creativity | .355 | .160 | .245 | 2.220 | .031 |

a. Dependent Variable: Performance

Based on the results presented in Table 2, The results of the multiple linear regression analysis indicate that Workload, Work Motivation, and Creativity all have a positive and significant effect on Lecturer Performance. The regression equation obtained is $Y = 4.180 + 0.696X_1 + 0.415X_2 + 0.355X_3$, suggesting that when all independent variables are equal to zero, the baseline level of lecturer performance is 4.180. The Workload variable has the strongest influence, with a regression coefficient of 0.696, meaning that an increase in workload by one unit is associated with an increase in lecturer performance by 0.696 units, assuming other variables remain constant. Work Motivation and Creativity also contribute positively to performance, with regression coefficients of 0.415 and 0.355, respectively. These findings imply that improving workload management, enhancing motivational factors, and fostering creativity among lecturers are all important strategies for increasing their overall performance.

3.2.2 F-Test Results

Table 3. F-Test Result: The Effect of Workload, Work Motivation, and Creativity on Lecturer Performance

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 2210.940 | 3 | 736.980 | 34.829 | .000 ^b |
| | Residual | 1079.170 | 51 | 21.160 | | |
| | Total | 3290.109 | 54 | | | |

a. Dependent Variable: Lecturer Performance

b. Predictors: (Constant), Creativity, Workload, Work Motivation

Based on the ANOVA table in Table 3, the calculated F-value is 34.829, with a significance value (p-value) of 0.000. This test was conducted to determine whether

the independent variables—Workload, Work Motivation, and Creativity—collectively influence the dependent variable, Lecturer Performance. The calculated F-value (34.829) is compared with the F-table value at a significance level of 0.05, with degrees of freedom $df_1 = 3$ and $df_2 = 51$. According to the F-distribution, the F-table value is 2.79. Since F-calculated (34.829) > F-table (2.79) and the significance value (0.000) < 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Therefore, it can be concluded that Workload, Work Motivation, and Creativity simultaneously have a significant effect on Lecturer Performance. These findings highlight that, within the context of the Management Department at UPN "Veteran" Yogyakarta in the digital era, improvements in lecturer performance are not solely driven by one factor but are the result of a combined contribution from appropriate workload management, high work motivation, and creativity in fulfilling the university's Three Pillars of Higher Education (Tri Dharma Perguruan Tinggi).

3.2.3 T-Test Results

Table 4. T-Test Results: The Effect of Workload, Work Motivation, and Creativity on Lecturer Performance

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|-----------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| | | | | | | |
| 1 | (Constant) | 4.180 | 8.408 | | .497 | .621 |
| | Workload | .696 | .156 | .463 | 4.455 | .000 |
| | Work Motivation | .415 | .202 | .242 | 2.058 | .045 |
| | Creativity | .355 | .160 | .245 | 2.220 | .031 |

a. Dependent Variable: Performance

Based on Table 4, Based on the table, workload is shown to significantly affect lecturer performance. This is evidenced by the p-value (sig. t) < 0.05, which is 0.000 < 0.050, and t-count t-table, which is 4.455 > 1.675. Thus, H_a is accepted and H_0 is rejected, indicating that workload, work motivation and creativity all have a significant influence on lecturer performance.

3.3 Coefficient of Determination (R Square)

Table 5. R-Square Values

| Model | Model Summary ^b | | | |
|-------|----------------------------|----------|-------------------|----------------------------|
| | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .820 ^a | .672 | .653 | 4.60002 |

a. Predictors: (Constant), Creativity, Workload, Work Motivation

b. Dependent Variable: Performance

The Table 5 shows that the R Square value of 0.672 indicates the level of influence of Workload, Work Motivation, and Creativity collectively on Performance. This means that 67.2% of the variance in lecturers' performance can be explained by these three independent variables, while the remaining 32.8% is influenced by other variables not examined in this study.

3.4 Discussion

3.4.1 The Influence of Workload, Work Motivation, and Creativity on Lecturer Performance

Based on the F-test results, it was found that workload, work motivation, and creativity simultaneously have a significant positive effect on the performance of lecturers in the Management Department of UPN Veteran Yogyakarta in the digital era. Together, these variables account for 67.2% of the variance in lecturer performance, while the remaining 32.8% is explained by other factors not included in this study. These findings suggest that the three variables play a crucial role in enhancing lecturers' performance, especially in carrying out the *Tri Dharma* of Higher Education. A balanced workload allows lecturers to perform optimally, while excessive tasks without adequate support tend to reduce their effectiveness. Work motivation acts as an internal driver, encouraging lecturers to perform at their best with enthusiasm, responsibility, and perseverance. Creativity, on the other hand, plays a vital role in fostering innovation in teaching, research, and community service. Creative lecturers are generally more adaptive to change, able to design engaging learning methods, and contribute original ideas that enhance academic activities. This reinforces the conclusion that the integration of effective workload management, high work motivation, and creative thinking forms a strong foundation for enhancing lecturer productivity and performance quality in the ever-evolving digital era. Therefore, higher education institutions should fairly allocate lecturers' workloads, provide consistent motivational support, and foster an environment conducive to creativity to ensure sustainable performance improvements.

3.4.2 The Influence of Workload on Lecturer Performance

The results of the partial t-test revealed that the workload variable significantly influences lecturer performance, with a p-value of 0.000, which is below the 0.05 significance level. This result supports the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0), indicating a clear and measurable effect of workload on performance. When tasks are assigned in accordance with lecturers' responsibilities, time availability, and workload volume, they tend to perform more effectively and efficiently in fulfilling their *Tri Dharma* responsibilities.

Furthermore, adequate support, such as relevant training and sufficient resources, enhances their competence and innovation capacity. In contrast, excessive workloads without proper support can lead to fatigue, stress, and performance decline. Hence, institutions must manage workload distribution fairly and align it with each lecturer's capabilities and expertise. These findings are aligned with research by (Samsudin, Rijal, Pranoto, Rahayu, & Zarkasi, 2023; Yuliani, Harun, & Yusrizal, 2022).

3.4.3 The Influence of Work Motivation on Lecturer Performance

According to the partial t-test results, work motivation has a significant positive effect on lecturer performance, with a p-value of 0.045, which is less than 0.05. This indicates that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, confirming that work motivation plays a vital role in improving lecturers' performance. High levels of motivation encourage lecturers to work more optimally. Factors such as pride in achievement, recognition, job satisfaction, and a strong sense of responsibility enhance lecturers' enthusiasm, discipline, and commitment to performing *Tri Dharma* duties. When motivation is low – due to a lack of recognition, unclear roles, or uninspiring tasks – lecturers may feel unappreciated or overwhelmed, leading to decreased performance and job satisfaction.

These findings indicate that both intrinsic motivation (e.g., personal satisfaction, academic commitment, and sense of responsibility) and extrinsic motivation (e.g., institutional rewards, recognition, and incentives) positively influence the quality of lecturers' performance in higher education. Supporting this, a study by (Guterres & Pereira, 2025; Setiawan, Zulhawati, & Sutopo, 2019) found that work motivation significantly contributes to improved lecturer performance, particularly in teaching and research. Lecturers who feel valued and recognized for their achievements are more likely to demonstrate higher performance.

3.4.4 The Influence of Creativity on Lecturer Performance

Based on the results of the partial t-test, the creativity variable was found to have a significant influence on lecturer performance, as indicated by the p-value of 0.031, which is less than 0.05. This means that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. The findings indicate that creativity plays a crucial role in enhancing the quality of lecturers' performance, particularly in carrying out the *Tri Dharma* of Higher Education.

Lecturers with a high level of creativity tend to demonstrate fluency – the ability to generate numerous ideas to support teaching, research, and community service. In addition, they possess flexibility, the capacity to adapt teaching methods, approaches, and strategies according to student needs and situational demands. Creativity also includes originality – the ability to produce new and innovative ideas – and

elaboration, the skill to develop those ideas into more structured, applicable, and impactful concepts.

Conversely, low levels of creativity among lecturers may lead to limited ideas, rigid teaching approaches, a lack of innovation, and an inability to respond effectively to challenges. The inability to elaborate on ideas also hinders innovation in teaching, research, and community engagement. Ultimately, this condition may reduce the quality of implementing the Tri Dharma of Higher Education and negatively impact lecturer performance.

Therefore, it is essential for higher education institutions to promote and facilitate the development of lecturers' creativity by providing an open work environment, professional development training, and spaces for experimentation and innovation, so that lecturer performance can continually improve in line with evolving challenges. This finding is supported by Wati, Fitria, & Fitriani (2024), who found that lecturer creativity significantly influences lecture performance. Lecturers who can generate innovative ideas and adapt their teaching methods to student characteristics tend to achieve higher performance levels. Similarly, Ferawati & Purba (2024) also found that creativity influenced teacher performance positively and significantly.

4. Conclusion

This study concludes that workload, work motivation, and creativity each have a positive and significant influence on the performance of lecturers in the Management Department of UPN "Veteran" Yogyakarta. Among these variables, each contributes meaningfully, indicating that improvements in any of these areas can enhance lecturers' overall performance, particularly in fulfilling their roles within the Tri Dharma of Higher Education.

Based on the findings, the task indicator within the workload variable shows the lowest average score, suggesting difficulties in managing academic responsibilities due to volume, complexity, or timeliness. It is recommended that the department re-evaluate task distribution to ensure it aligns with each lecturer's expertise and capacity. Providing adequate administrative support, implementing efficient reporting systems, offering time management training, and setting realistic schedules are also necessary to optimize lecturers' performance.

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