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How Do Competence and Workload Affect the Performance of Educators During the Pandemic in Indonesia?

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Abstract. The impact of the pandemic has greatly affected the learning process in Indonesia. So that it forces teaching staff and students to transform in carrying out the distance learning process. This study aims to analyse the effect of competence and workload on the performance of teaching staff during the Covid pandemic in Indonesia. This study uses quantitative research methods and obtains data from the results of distributing questionnaires and interviews. The total respondents in this study were 41 people consisting of civil servant and honorary teachers. The results show that there is a positive and significant influence between competency variables on the performance of teaching staff during the Covid-19 Pandemic. Then there is a positive and significant influence between workload variables on the performance of teaching staff. And there is a positive and significant influence together between the variables of competence and workload on the performance of teaching staff during the Covid-19 Pandemic at the State Senior High School 20 Palembang. This research can be a lesson learned in the future if at any time a similar disaster occurs in the future so that actors in the world of education can be more prepared and quick to make positive changes.

Keywords: Covid-19, Education, Employee, Performance Management.

1. INTRODUCTION

The Covid-19 pandemic has profoundly affected numerous industries, particularly the education sector (Intania & Sutama, 2020). The limitations of face-to-face activities and the implementation of online learning force educators to adapt to new and challenging conditions (Singh et al., 2021; Turnbull et al., 2021). In this context, educators' competence and workload are key factors that influence the quality of learning and their overall performance (Jomuad et al., 2021; Nadeem et al., 2011). Competence, which includes knowledge, skills and the ability to utilise technology, is critical in supporting effective learning during the pandemic (Akram et al., 2021; Núñez-Canal et al., 2022). On the other hand, the increase in workload due to the demands of distance learning and the various adaptations that need to be made can potentially reduce the performance of educators.

Previous research has highlighted the importance of educators' competencies in the context of technological change and online education, and linked them to optimal performance (Carrillo & Flores, 2020; Ertmer & Ottenbreit-Leftwich, 2010; Leidner & Jarvenpaa, 1995). The increased workload due to adjustments in teaching methods during the pandemic is also widely discussed in the literature (Mishra et al., 2020; Yang et al., 2021), which shows that educators are under more pressure to maintain the quality of learning (Dabrowski, 2021; Oliveira et al., 2021a; Praharsini, 2018; Setyawan, 2001). However, most of the existing studies focus more on the implementation aspect of technology or methodological adjustments to learning (Bustamante et al., 2022; Peñarrubia-Lozano et al., 2021), While studies that specifically examine the relationship between competence, workload, and performance of teaching staff are still limited, especially in the context of the Covid-19 pandemic in Indonesia (Bustamante et al., 2022; Riastri, 2020).

This study fills a gap in the literature by integrating two key factors, namely competence and workload, in analysing the performance of educators during the Covid-19 pandemic. Most previous studies emphasise one aspect, such as technological competence or workload individually. This study presents a comprehensive perspective by analysing how both factors simultaneously affect the performance of educators during the pandemic, especially in Indonesia.

The uniqueness of this study lies in examining the combined influence of competence and workload on educator performance during the pandemic, an unprecedented condition. This study makes a novel contribution by presenting an in-depth analysis of how educators should manage their technological competencies while simultaneously handling a drastic increase in workload during a global health crisis. The results of this study are expected to provide insights for policy makers and educational institutions in developing strategies to support the performance of educators in the future. The research question is how do competence and workload affect the performance of educators during the covid-19 pandemic, a case study at State Senior High School 20 Palembang??

This research makes an important contribution both theoretically and practically in understanding the performance of educators during the Covid-19 pandemic. Theoretically, this study enriches the literature linking educators' competencies and workload to their performance, particularly in crisis situations. By studying the effect of these two factors simultaneously, this research offers a new approach that can be used as a foundation for future research in similar contexts. From an empirical perspective, this research offers specific and relevant data

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to the Indonesian situation, which has rarely been explored in previous studies, thus enriching the understanding of the dynamics of educator performance in developing countries. In addition, practically, the results of this study provide insights for policymakers and stakeholders in the education sector in formulating more effective strategies and policies to support educators in facing similar challenges in the future, particularly in terms of competency improvement and workload management.

2. MATERIALS AND METHODS

This research uses a survey method, using quantitative research type (Creswell, 2016). Then in analysing the data using descriptive statistics. Descriptive statistics are employed to examine data by outlining or summarizing the gathered information as it stands, without aiming to draw broader conclusions or generalizations. The hypotheses in this study are:

Ho: It is suspected that there is no Effect of Competence and Workload on the Performance of Educators during the Covid 19 Pandemic Study at State Senior High School 20 Palembang.

Ha: It is suspected that there is an Effect of Competence and Workload on the Performance of Educators during the Covid 19 Pandemic Study at State Senior High School 20 Palembang.

This study involves independent and dependent variables. Independent variables are factors that influence or cause changes in the dependent variable. In this study, the independent variables are Employee Competence (X_1) and Employee Workload (X_2). The dependent variable, on the other hand, is the factor affected by the independent variables. Here, the dependent variable is Employee Performance (Y) (Ridha, 2017).
The following is an understanding of the variables studied:

2.1. Competence (X_1)

Being competent means you have the knowledge, abilities, and work ethic to do a good job at what you're hired to do (Škrinjarić, 2022). Competence, then, exemplifies the knowledge and abilities that define professionalism in a certain subject and serve as its hallmark. The indicators consist of 5 dimensions, namely motives which have 6 indicators, knowledge, understanding, abilities / skills, values, attitudes and interests.

2.2. Workload as an Independent Variable (X_2)

The load developed by Tarwaka (2014) which consists of 3 dimensions, namely time burden which has 2 indicators, mental effort burden which has 2 indicators, and psychological pressure burden which has 2 indicators.

2.3. Performance as Dependent Variable (Y)

Performance developed by Robbins et al., (2016) which consists of 5 dimensions, namely quality which has 3 indicators, quantity which has 2 indicators, timeliness which has 3 indicators, work effectiveness which has 2 indicators and independence which has 2 indicators.

This study aims to determine and analyse the effect of competence and workload on the performance of teaching staff during the covid 19 pandemic. The sample withdrawal method used is simple random sampling method or simple random sampling.

In this study the population was teaching staff in the environment of State Senior High School 20 Palembang as many as 41 people. Because the population in this study was only 41 people (less than 100), the entire population was also used as a research sample.

Then the data collection in this study uses the following techniques:

a) Kuesioner

Questionnaires are pre-formulated lists of written questions that respondents will answer (Buschle et al., 2022). Using the same answer alternative for various questions allows respondents to provide answers to various questions in a relatively short time. The distribution of questionnaires is an efficient data collection mechanism, because questionnaires can be distributed directly, mailed, or distributed via email to respondents.

b) Interview

The interview is a method of gathering information for research that involves asking and answering questions in a face-to-face setting with the use of a tool called an interview guide (Oltmann, 2016). While interviews are a conversational process that takes the form of face-to-face questions and answers, they are the data collection process for research.

3. RESULTS AND DISCUSSION

Based on the results of distributing questionnaires to 41 educators in the environment of State Senior High School 20 Palembang, all respondents have filled out the questionnaire correctly and returned the questionnaire completely to find out the description of the respondents. The characteristics of the participants in the study are categorized by gender, age, highest level of education, and duration of service. These respondent characteristics are presented in Table 1.

Table 1: Characteristics of Respondents Based on Gender.

Respondentt	Number (Person)	Percentage %
Gender		
Male	7	17.07
Female	34	82.93
Total	41	100

Based on Table 1 Characteristics of respondents based on gender, namely there are 7 (17.07%) male respondents and 34 (82.93%) female respondents, it can be concluded that the majority of respondents are female. Then the respondents consisted of civil servants, namely there were 33 (80.49%), and 8 (19.51%) respondents were regional honorarium employees. it can be concluded that the majority of respondents are civil servants.

3.1. Descriptive Analysis

In this section, the results of the study will be discussed in the form of a description of the data from each variable, testing the requirements of the analysis, namely hypothesis testing which examines the effect of competence and workload on the performance of teaching staff at State Senior High School 20 Palembang Scale assessment using the following criteria:

Minimum score: 1 x number of respondents' answers
Maximum score : 5 x number of respondents' answers
Criteria category : 1 – 5
Range of values: $\frac{\text{Maximum Score-Minimum Score}}{\text{Category Criteria}}$

Respondents' answers to statements were not given a number 0, but started with numbers 1 to 5. The presentation of data descriptions is presented for each of the variables consecutively starting from the independent variable as follows:

Table 2: Frequency Distribution of Competency Variables (X_1).

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Weight	Average
X1.1	0	2	11	22	6	156	3.80
	0.0%	4.87%	26.82%	53.65%	14.63%		
X1.2	0	3	15	20	3	146	3.56
	0.0%	7.31%	36.58%	48.78%	7.31%		
X1.3	0	1	11	24	5	156	3.80
	0.0%	2.43%	26.82%	58.53%	12.19%		
X1.4	0	1	11	23	6	157	3.82
	0.0%	2.43%	26.82%	56.09%	14.63%		
X1.5	0	1	10	25	5	157	3.82
	0.0%	2.43%	24.39%	60.97%	12.19%		
X1.6	0	1	17	15	8	153	3.73
	0.0%	2.43%	26.82%	36.58%	19.51%		
X1.7	0	0	11	21	9	162	3.95

Based on the data processing presented in the table above, it can be seen that the average scale of answers to the Competency variable statement (X1) statement number 1 is 3.80, statement number 2 is 3.56 (the average value of the lowest statement), statement number 3 is 3.80, statement number 4 is 3.82, statement number 5 is 3.82 statement number 6 is 3.73 and statement number 7 is 3.95 (the average value of the highest statement). This shows that the majority of respondents have an Agree opinion on the Competency variable statement (X1). However, what needs attention and improvement is statement number 2 because it has the lowest average value (mean).

Based on the results of the questionnaire on the competency variable (X1), there is 1 (one) highest average statement value at number 7 of 3.95, this shows that the majority of respondents agree with the statement I feel forced to carry out this online learning. This agrees with what was conveyed by Arini & Wiguna (2021) that the consequences of covid-19 force the learning process to use an online system which of course has obstacles and constraints because teachers are not used to this method. Even students also experience problems in implementing this online learning because they are constrained by mobile phone facilities and networks (Mila et al., 2022). The same thing was also conveyed by Chiu et al., (2021) that students and teachers are forced to switch from traditional classrooms to emergency online/distance learning. Therefore, based on the results of the questionnaire and various opinions from previous studies, it can be stated that the impact of covid-19 indirectly forces educators and students to transform in the use of technology to conduct distance learning. However, this also indirectly provides significant obstacles including the lack of facilities that can be used by students and educators such as adequate infrastructure and good networks.

Table 3. Frequency Distribution of Workload Variables (X2).

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Weight	Average
X2.1	0	3	4	25	9	163	3.97
	0.0%	7.31%	9.70%	60.80%	21.95%		
X2.2	0	3	9	19	10	159	3.87
	0.0%	7.31%	21.95%	46.34%	24.39%		
X2.3	0	4	4	22	11	163	3.97
	0.0%	9.75%	9.75%	53.65%	26.82%		
X2.4	0	2	11	19	9	158	3.85
	0.0%	4.87%	26.82%	46.34%	21.95%		

Based on the data processing presented in Table 3 above, it can be seen that the average scale of answers to the Workload variable statement (X2) statement number 1 is 3.97 (the average value of the highest statement), statement number 2 is 3.87, statement number 3 is 3.97, statement number 4 is 3.85 (the average value of the lowest statement). This shows that the majority of respondents have an Agree opinion on the Workload variable statement (X2). However, what needs attention and improvement is statement number 1 because it has the lowest average value (mean).

Based on the results of the questionnaire on the workload variable (X2), there are 2 (two) highest average statement values at number 1 of 3.97, this shows that the majority of respondents agree with the statement I feel that my job demands are getting heavier during the covid-19 pandemic, and at number 3 of 3.97. This shows that the majority of respondents agree with the statement that even during the covid-19 pandemic I always achieve my work targets. Oliveira et al., (2021b) It is argued that distance education between teachers and students has a mixed impact on the education process. However, research conducted in the United States is precisely the existence of Covid-19. This was revealed by Guillen et al., (2021) that teachers experienced an increased workload during covid-19 due to an increase in dropout rates. In addition, this sudden change in the learning process from face-to-face to virtual has an impact on the reorganisation of work, family. While research from Hendriani et al., (2023) also said that teachers complained about their workload during the covid-19 pandemic in Indonesia. This proves that there are workload dynamics experienced by teaching staff during the covid 19 pandemic.

Table 4: Frequency Distribution of Performance Variables (Y).

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Weight	Average
Y.1	0	0	11	21	9	162	3.95
	0.0%	0.0%	26.82%	26.82%	21.95%		
Y.2	0	0	6	26	9	167	4.07
	0.0%	0.0%	14.63%	63.41%	21.95%		
Y.3	0	1	11	17	12	163	3.97
	0.0%	2.43%	26.82%	26.82%	29.26%		
Y.4	0	0	6	23	12	170	4.14

Based on the data processing presented in the table above, it can be seen that the average scale of answers to the Performance variable statement (Y) statement number 1 is 3.95 (average value of the lowest statement), statement number 2 is 4.07, statement number 3 is 3.97, statement number 4 is 4.14 (average value of the highest statement). This shows that the majority of respondents have an Agree opinion on the Performance variable statement (Y). However, what needs attention and improvement is statement number 1 because it has the lowest average value (mean).

3.2. Instrument Test

- **Validity Test**

A valid instrument means that the instrument can be used to measure what should be measured (Sugiyono, 2016:48). This study uses measurement by looking at the Pearson Correlation output (r_{Count}). The basis for the decision in the validity test is:

1. If the calculated value of $r_{count} > r_{table}$, the statements in the questionnaire are significantly correlated to the total score (meaning that the questionnaire items are declared valid).
2. If the value of $r_{count} < r_{table}$, then the statement items in the questionnaire are not significantly correlated to the total score (meaning that the questionnaire items are declared invalid).

Testing uses a two-sided test with a significance level of 0.05. According to the formula that we will use, namely df = n-2, (41-2 = 39) then obtained r table of 0.316 After testing the validity of the data on the competency variable (X1), workload (X2), and performance (Y) the results of the validity test for each research variable can be seen in the table below:

Table 5: Validity Test Results.

No.	Statement Variable (X_1)	Pearson Correlation (r_{count})	r_{table}	Description
Competency				
1	X1.1	0.705	0.316	Valid
2	X1.2	0.629	0.316	Valid
3	X1.3	0.742	0.316	Valid
4	X1.4	0.576	0.316	Valid
5	X1.5	0.676	0.316	Valid
6	X1.6	0.660	0.316	Valid
7	X1.7	0.697	0.316	Valid
Workload (X_2)				
8	X2.8	0.906	0.316	Valid
9	X2.9	0.923	0.316	Valid
10	X2.10	0.888	0.316	Valid
11	X2.11	0.883	0.316	Valid
Performance (Y)				
12	Y.12	0.834	0.316	Valid
13	Y.13	0.794	0.316	Valid
14	Y.14	0.859	0.316	Valid
15	Y.15	0.813	0.316	Valid

Of the 15 statements submitted to 41 respondents in the environment of State Senior High School 20 Palembang, it turns out that the independent variable, namely Competence (X1), Workload (X2) and the dependent variable, namely Performance (Y) there are no invalid items (statements), this is because the Pearson Correlation value (rcount) is greater than rtable.

All valid items prove in this test, that the statement items given to respondents in the environment of State Senior High School 20 Palembang can be responded to and understood properly because of the linkage of items per statement item regarding Competence (X1), Workload (X2) and Performance (Y).

- **Reliability Test**

The reliability test aims to assess the consistency of measurement tools, particularly questionnaires. It evaluates whether the tool produces consistent results when measurements are repeated. A lower measurement error indicates a higher level of reliability for the instrument, and conversely, greater measurement error reflects lower reliability (Sugiyono, 2016:125 To determine whether the instrument is reliable or not using the value limits Cronbach's Alpha > 0,6.

Table 6: Competency Variable Reliability Test Results (X1).

Reliability Statistics	
Cronbach's Alpha	**N of Items**
0.897	7

From the results of the analysis above, the Cronbach's Alpha value of the Competency variable (X1) is 0.897 with 7 valid statements. The instrument is declared reliable because the Cronbach's Alpa value> 0.6, it can be concluded that the items of the Competency variable instrument (X1) are reliable.

Table 7: Results of Workload Variable Reliability Test (X_2).

Reliability Statistics	
Cronbach's Alpha	**N of Items**
0.921	4

From the results of the analysis above, the Cronbach's Alpha value of the Workload variable (X2) is 0.921 with a total of 4 valid statements. The instrument is declared reliable because the Cronbach's Alpa value> 0.6, it can be concluded that the items of the Workload variable instrument (X2) are reliable.

Table 8: Performance Variable Reliability Test Results (Y).

Reliability Statistics	
Cronbach's Alpha	**N of Items**
0.840	4

From the results of the analysis above, the *Cronbach's Alpha* value of the Performance variable (Y) is 0.840 with 4 valid statements. The instrument is declared reliable because the *Cronbach's Alpa* value> 0.6, it can be concluded that the items of the Performance variable instrument (Y) are reliable.

3.3. Classical Assumption Test

- **Normality Test**

The normality test is used to determine whether the regression model, including both the dependent and independent variables, follows a normal distribution. An ideal regression model has residuals that are normally distributed. Normality can be assessed visually using the graph method, specifically by examining the data distribution along the diagonal line in the Normal P-P Plot of regression standardized residuals. If the points are scattered close to and follow the diagonal line, the residuals can be considered normal. Additionally, using the Kolmogorov-Smirnov test, if the significance value exceeds 0.05, the data is deemed to be normally distributed. The following is a normality test, which is as follows:

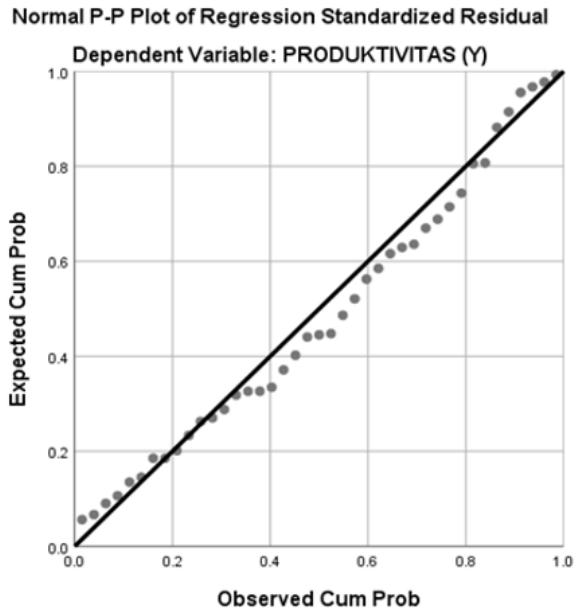


Figure 1: Normal P-P Plot Graph.

Based on Figure 1, the Normal P-Plot graph demonstrates that the data distribution aligns closely with the straight diagonal line, forming a sloping pattern from the bottom left to the top right. This alignment indicates that the data is normally distributed.

Table 9: Normality Test Results.

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		41
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.83450526
Most Extreme Differences	Absolute	.090
	Positive	.090
	Negative	-.057
Test Statistic		.090
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

In the table above, it can be seen that the Kolmogorov-Smirnov results show a significant value of 0.200 which means greater than 0.05 (0.200 <0.005). So it can be concluded that the residual data is normally distributed.

- **Heteroscedasticity Test**

A heteroscedasticity test is conducted to determine if there is a variation in residual variance across different observations in a regression model. A well-functioning regression should not display this heteroscedasticity. In this analysis, the Glejser test is employed to assess heteroscedasticity. If the p-value between the independent variable and the absolute residual is greater than 0.05, it suggests that there are no concerns regarding heteroscedasticity. Additionally, heteroscedasticity can be assessed by examining the plot graph between the predicted values of the dependent variable (ZPRED) and the residuals (SRESID). If the points are randomly scattered above and below the Y-axis at 0 without forming a distinct pattern, it suggests the absence of

heteroscedasticity.

Table 10: Heteroscedasticity Test Results.

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	1.163	1.561		0.745	0.461
	Competency (X1)	0.040	0.055	0.121	0.735	0.467
	Workload (X2)	-0.051	0.060	-0.140	-0.850	0.400

a. Dependent Variable: RESS

Based on the table above, it can be seen that the significant value of the Competency variable is 0.467> 0.05 and the Workload variable is 0.400> 0.05. From these results it can be concluded that there is no heteroscedasticity problem.

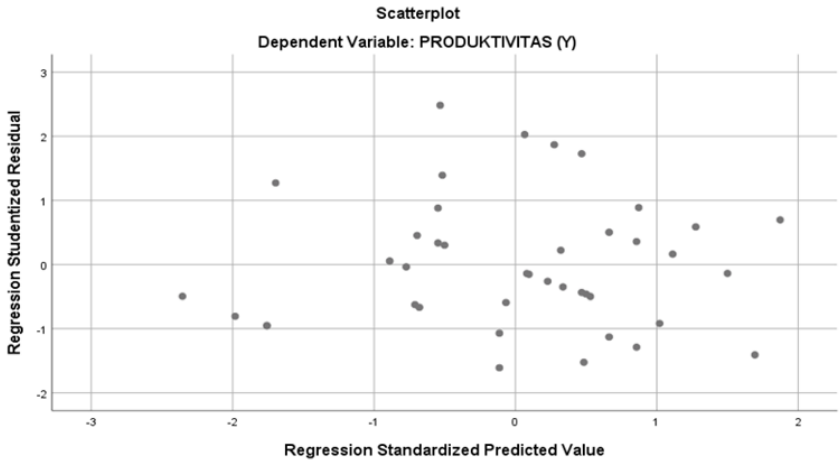


Figure 2: Scatterplot graph.

Based on the figure, it can show that the points spread randomly and do not form a certain pattern. From these results it can be concluded that there is no heteroscedasticity problem.

- **Autocorrelation Test**

The purpose of the autocorrelation test is to determine if there exists a correlation in the linear regression model between errors at time t and errors at time t-1, or the prior period. In this research, the Durbin Watson test is employed for the autocorrelation assessment. Below are the findings from the autocorrelation test.

Table 11: Autocorrelation test results.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.607[a]	0.368	0.335	1.882	2.551

a. Predictors: (Constant), Workload (X2), Competency (X1)
b. Dependent Variable: Performance (Y)

Based on the table above, it is known for the DW value = 2.551, compared to the significant table value of 0.05 with a sample size of 41 and the number of independent variables 2 (K = 2), the dU result from the DW table = 1.603. So it can be concluded that there is negative autocorrelation

3.4. Multiple Linear Regression Analysis

The statistical test analysis used to answer the research objectives, namely to determine the effect of Competence and workload on the Performance of educators at State Senior High School 20 Palembang is a multiple linear regression test. The results of multiple linear regression can be seen in the table below:

Table 12: Multiple Linear Regression Test Results.

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	4.229	2.646		1.599	0.118
	COMPETENCY (X1)	0.272	0.093	0.388	2.928	0.006
	WORKLOAD (X2)	0.293	0.101	0.385	2.903	0.006

a. Dependent Variable: PERFORMANCE (Y)

$$Y = a + b1X1 + b2X2 + e$$

Y = 4.229 + 0.272 X1 + 0.293 X2 + e

The results of the above research can be implemented as follows:

1) The constant of 4.299 states that if there is no increase in the competency variable (X1) then the performance (Y) remains at 4.229, while by looking at the magnitude of the regression coefficient that the competency variable (X1) is 0.272, which means it shows that any change or increase in the competency variable (X1) by 100% will result in an increase in the performance variable (Y) by 27%.
2) The constant of 4.229 states that if there is no increase in the workload variable (X2) then the performance (Y) remains at 4.229, while by looking at the magnitude of the regression coefficient that the workload variable (X2) is 0.293, which means it shows that any change or increase in the workload variable (X2) by 100% will result in an increase in the performance variable (Y) by 29%.

3.5. Hypothesis Testing

- **Test t (Partial)**

The t test is intended to test the independent variables partially/individually on the dependent variable, with the following steps

Table 13: Results of the t-test.

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	0.788	1.632		0.483	0.633
	T.X1	0.346	0.057	0.558	6.114	0.000
	T.X2	0.367	0.057	0.591	6.479	0.000
a. Dependent Variable: T.Y						

Based on the table above, it can be seen as follows:

a) The value of t_{count} (6.114) > t_{table} (1.684), with a sig.t level of 0.000 <0.05 (significant), then H_o is rejected and H_a is accepted, meaning that there is a positive and significant influence between competency variables on the performance of teaching staff at State Senior High School 20 Palembang.
b) The value of tcount (6.479) > ttable (1.684), with a sig.t level of 0.000 <0.05 (significant), then Ho is rejected and Ha is accepted, meaning that there is a positive and significant influence between workload variables on the performance of teaching staff at State Senior High School 20 Palembang.

- **F Test (Simultaneous)**

This F test is intended to test the independent variables simultaneously / together on the dependent variable, with the following steps:

Table 14: F Test Results.

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	101.223	2	50.612	47.851	.000[b]
	Residual	29.615	28	1.058		
	Total	130.839	30			
a. Dependent Variable: T.Y						
b. Predictors: (Constant), T.X2, T.X1						

Based on the table above, it can be seen that from the Fcount value of (47.851) >Ftable (3.23), with a sig.F level of 0.000 <0.05 (significant), then Ho is rejected and Ha is accepted, meaning that competence and workload together have a positive and significant effect on the performance of teaching staff at State Senior High School 20 Palembang.

- **Determination Coefficient Test (R2)**

The coefficient of determination is used to determine how much influence Competence and Workload have on the Performance of Educators of State Senior High School 20 Palembang. The results of the coefficient of determination analysis can be seen in the table below:

Table 15: Determination Coefficient Test Results.

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error Of The Estimate**
1	.880[a]	0.774	0.757	1.02844
a. Predictors: (Constant), T.X2, T.X1				

From the table above, it is known that the coefficient of determination or R Square is 0.774 or 77.4%. Competency and workload variables can be explained or influence the performance variable while the remaining

33.6% is influenced by other factors not discussed in the study.

4. CONCLUSION

Based on the results of the research conducted, the conclusions in this study are:

1) The Effect of Competence on Educator Performance

The results show that there is a positive and significant influence between the competency variable and educators' performance. This means that improving educators' competencies (e.g. through training or further education) can contribute to improving their performance, particularly in the context of learning during the pandemic. This research underscores the importance of professional development to facilitate adaptation to the challenges posed by Covid-19.

2) The Effect of Workload on Educators' Performance

This finding suggests that appropriate and well-managed workload also has a positive and significant influence on performance. This could mean that when educators are not overburdened, they can perform better. Therefore, good workload management is essential, especially in emergency situations such as a pandemic.

3) Combined Effect of Competence and Workload

The existence of a positive and significant influence jointly between competence and workload variables indicates that these two factors interact with each other in influencing the performance of teaching staff. This confirms that to achieve optimal performance, attention to both aspects is required simultaneously.

Based on the results of this analysis, some recommendations that can be taken are to focus on improving the competence of teaching staff, including the use of learning technology during the pandemic. Then implement a more efficient management system to manage the workload of teaching staff so that it is not excessive. And can conduct further research to identify other variables that affect performance, so as to formulate a more comprehensive strategy.

This analysis provides a better understanding of the factors affecting educators' performance during the pandemic and how improvements in competency and workload management can improve educational outcomes.

The contribution of this research going forward, especially in the face of a potential pandemic or other emergency situations, is significant for the education system. It is necessary to develop more adaptive and flexible learning models, where competency training of educators is key so that they can adapt well to distance teaching. In addition, the importance of efficient workload management should be prioritised so that educators are not overburdened, which can negatively affect their performance. This research also highlights the use of technology and innovation in learning, as well as attention to educators' mental and emotional well-being to maintain motivation and performance during crisis situations.

In addition, this research opens up opportunities for further studies on other factors that affect educators' performance, which can help formulate more comprehensive strategies. Collaboration between the government, educational institutions and non-governmental organisations is essential to develop policies that support resilient education. By developing clear education contingency plans, including protocols for training and distance learning, schools and educators can be better prepared for similar situations in the future. Overall, this research not only enriches the understanding of the influence of competence and workload, but also provides practical recommendations to improve education quality in unexpected situations.

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