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TEACHER HABITS AND WORKLOAD IN THE DIGITALIZATION OF EDUCATION

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Abstrak
Digitalisasi pendidikan telah memberikan perubahan yang signifikan peran dan tanggung jawab guru. Perubahan ini memberikan tantangan dan peluang baru bagi guru dalam mengintegrasikan teknologi untuk menunjang pekerjaan profesional sebagai seorang guru. Digitalisasi pendidikan mengharuskan guru untuk menggunakan teknologi digital dalam segala pekerjaan, sehingga banyak mengubah kebiasaan dan beban kerja guru untuk mendukung pekerjaan profesionalisme guru. Tujuan penelitian ini adalah untuk mengungkap kebiasaan-kebiasaan guru dan beban kerja guru dalam digitalisasi pendidikan. Penelitian ini menggunakan jenis penelitian studi literatur dengan mengidentifikasi topik penelitian berdasarkan penelitian terdahulu yang relavan dengan tujuan penelitian. Hasil dari penelitian ini yaitu menunjukkan digitalisasi pendidikan mampu memberikan perubahan kebiasaan dan beban kerja guru. Kebiasaan ini mencakup digitalisasi dalam pembelajaran, digitalisasi dalam administratif dan pengembangan kompetensi digital guru. Selain itu beban kerja guru lebih diringankan dengan adanya digitalisasi. Hasil penelitian ini diharapkan dapat memberikan kontribusi bagi pengembangan kompetensi guru di era digital.

Kata Kunci: *Digitalisasi Pendidikan; Kebiasaan Guru; Beban Kerja*

Abstract
The digitalization of education has brought about significant changes in the roles and responsibilities of teachers. These changes provide new challenges and opportunities for teachers to integrate technology to support their professional work. The digitalization of education requires teachers to use digital technology in all their work, thus changing many teachers' habits and workloads to support their professional work. Therefore, this study aims to uncover teachers' habits and workload in the digitalization of education. This study employed a literature study type of research by identifying topics based on previous research relevant to the objectives. The results of this study reveal that the digitalization of education can provide changes in the habits and workloads of teachers. These habits encompass digitalization in learning, administration, and the development of teachers' digital competence, which refers to their ability to effectively use digital tools and resources in their teaching practices. In addition, the workload of teachers is lighter with digitalization. The results of this study are expected to contribute to the development of teacher competence in the digital era.

Keyword*: Digitalization of Education; Teacher Habits; Workload*

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INTRODUCTION

The digitalization of education is part of the development of digital technology that changes the learning system in schools, encompassing various aspects such as implementing learning curricula, methods, media, administration, and even school branding. In Indonesia, digitalizing education began several years ago and was significantly expedited by the onset of the COVID-19 pandemic. Teachers were compelled to utilize digital platforms for learning due to the COVID-19 pandemic, leading to a faster adoption of digital technology. (Nikolopoulou et al., 2021). Not only for learning but also due to its constraints, all educational institutions' teacher work is forced to incorporate digital technology to accommodate student needs. (Avcı, 2022; Ma'rufah, 2022).

Digital technology makes it easy for teachers to support their professional work as teachers. Teachers may need to work on designing innovative and captivating educational content to prevent learning from becoming monotonous, therefore facilitating their access to pre-existing learning materials on diverse digital platforms. Administrative duties related to teacher responsibilities, such as planning, implementing, and assessing teaching, are also easily accessible. One further benefit derived from the digitalization of education is the elimination of constraints related to time and location in the learning process. The digitization of education also facilitates the development of 21st-century abilities, such as creativity, critical thinking, communication, and collaboration. (Almazroa, 2023; Ma'rufah, 2022; Thornhill-miller et al., 2023).

Technological advances facilitate widespread access to knowledge around the world. It also motivates educators to innovate in the design of learning experiences. Advances in the digitization of education are closely linked to three regulators: government policy, educators, and learners. (Lestari et al., 2023). Advances in technological instruments, including devices and computers, allow educators to innovate. Technological advances facilitate the transition from traditional educators teaching in front of the classroom, as they are no longer required to be physically present in that capacity. Teachers are no longer the only source of learning. (Nasrullah & Rahman, 2023).

The rapid advancement of educational digitalization has introduced many applications that enable more interactive and engaging digital learning experiences. For these applications to truly benefit learning outcomes, they must be developed with a solid theoretical foundation tailored to pedagogical principles, ensuring they address the actual needs of learners and educators alike. Customizing these digital tools to meet specific educational requirements enhances learning efficacy and maximizes the impact of digitalization. The success of educational digitalization also relies on raising public awareness and fostering a sense of global accountability, as these factors lay the groundwork for responsible and practical innovations. By emphasizing these principles, we can promote the development of impactful and innovative educational tools that contribute meaningfully to the future of education. (Ricky Firmansyaha et al., 2023).

Nevertheless, digitizing education in the field is only sometimes seamless. Not all teachers are prepared to confront the digital age. Teachers' varying proficiency and expertise in effectively utilizing digital technology hinder the implementation of digitalization. Moreover, educational institutions need help when their school culture, including infrastructure, does not promote integrating digital technology into instruction. Several researchers contend that implementing digital transformation in education necessitates corresponding modifications in organizational structures, cultural norms, and administrative practices. (Pettersson, 2021). Therefore, teachers' roles and challenges will become progressively intricate in implementing this transformation and imparting essential abilities for the 21st century. (Ma'rufah, 2022; Saikkonen & Kaarakainen, 2021). One of these challenges is the change in teacher habits as they transition from working conventionally to adopting digital technology.

These changes in teacher work often go hand in hand with increased workload. (Jomuad et al., 2021). A high workload will threaten teacher well-being. (Fadilah & Hanami, 2024). Teacher well-being is, in fact, a common goal of the education profession throughout the world. Teacher well-being will be achieved if teachers can work effectively in the school environment, feel satisfied with their job performance, and have good mental health. (Pan & Chung, 2023). Teacher workload has also become a challenge in the world of work. In Australia, workload is the leading cause of low individual interest in becoming a teacher. (Stacey et al., 2024). Globally, teacher work has changed significantly, and workloads have also increased. (Creagh et al., 2023). This is due to additional tasks; besides making learning and teaching plans, teachers must handle other tasks, such as counseling, parent-teacher conferences, and many administrative tasks. (Munna & Kalam, 2021).

The increase in teacher workload is due to the increasing accountability of the educational environment in adapting to the development of the digital era and the weak boundaries between workload and work intensification. (Creagh et al., 2023; Pan & Chung, 2023; Suherman et al., 2023). Teachers' work has also transformed into digitalization to complete their workload. Hence, this study aims to reveal teacher habits and workload with the digitalization of education in professional work as a teacher.

METHODS

This study used a library research type by collecting secondary data from various previous research libraries relevant to the research objectives. By carrying out a literature study, researchers can better understand the problem being studied. (Habsy et al., 2023). To conduct this literature study research, the following steps were taken: collecting general concepts related to the research, looking for data that supports the research problem, highlighting the focus of the research and collecting relevant data, searching for and finding sources of articles from scientific journals as data sources, rearranging materials and conclusions taken from data sources, reviewing the information examined and discussing research that is relevant to the research objectives, enriching data sources to make data analysis stronger, and writing the research results. (Adlini et al., 2022).

RESULT

Teacher Habits and Workload in the Digital Era. Teachers who can adapt to change have the support to face all existing challenges. (Mardiana, 2020). The development of digital technology is unavoidable. Meanwhile, things that support teachers in adapting include language development, adaptive teaching, collaboration with internal professionals, partnership with parents, learning content, critical knowledge construction, school context, and social processes and disparities. (Metsäpelto et al., 2022).

Teachers face a challenging hurdle when transitioning to digital instruction, as they must adjust to new teaching approaches while also attending to students' experiences and assessing their feelings in an unfamiliar environment. (Arrosyad et al., 2023). Frequently, teachers find themselves having to adjust to the added burden of remote teaching, purchasing software and equipment to teach online, and modifying their lesson plans for the virtual environment. A study has shown that teachers mandated to use digital teaching methods are less enthusiastic than those who teach online. This suggests that voluntariness plays a significant role in fostering personal motivation to teach online. (Szabó et al., 2022). The data in Table 1 and Table 2 that the researchers obtained from various literature.

Table. 1 Digitalization in Learning

No.	Researcher, Year	Title	Results
1.	(Rin et al., 2024)	"The Analysis of Teachers' Digital Habitus during Distance Learning Implementation in the COVID-19 Pandemic Era"	In the digital era, teachers adopt e-learning, adapt methods, and use digital platforms, fostering adaptability, collaboration, and innovative practices.
2.	(Ricky Firmansyaha et al., 2023)	*"Digitalisasi Sekolah Sebagai Metode Pembelajaran Di Era Pendidikan 4.0"* [School Digitalization as a Learning Method in the Era of Education 4.0]	This study shows a strong link between technology-based resources, school IT infrastructure, and improved student engagement in learning.
3.	(Menşan & Ii, 2022)	"Primary School Teachers' Perceptions of Digital Culture"	Most participating teachers had a digital hybrid profile, using digital technologies while relying on traditional teaching methods.

Table 2 is the literature data used to examine the use of digital in educational administration. The literature was chosen because it follows the research objectives.

Table 2 Digitalization in Administration

No.	Researcher, Year	Title	Results
1.	(Nurhidayatullah, 2024)	*"Peran Teknologi Dalam Optimalisasi Manajemen Tenaga Kependidikan Di Era Digital"* [The Role of Technology in Optimizing Educational Personnel Management in the Digital Era]	The study finds technology enhances administrative effectiveness by automating school management tasks like payroll and scheduling.
2.	(Haleem et al., 2022)	"Understanding the role of digital technologies in education: A review"	The study shows a paradigm shift in the education system due to digital technology, enhancing its roles as mentor, assessor, and administrator.
3.	(Muammarulloh & Wiyani, 2023)	*"Analisis SWOT Implementasi Website Rapor Digital Madrasah dalam Meningkatkan Kualitas Lembaga di MA Minat Kesugihan"* [SWOT Analysis of the Implementation of the Digital Madrasah Report Website in Improving the Quality of Institutions at MA Minat Kesugihan]	This study shows teachers should continually adopt digital innovations in planning, results management, and learning.
4.	Anžela Jurane-Br emane, 2023, 48	"Digital Assessment in Technology-Enriched Education: Thematic Review"	These findings underscore the importance of digital assessment, raising awareness and encouraging pedagogical reflection among educators and researchers post-pandemic.

Table 2 is the literature data used to review the Development of Digital Competence along with the research results from each study. The literature was chosen because it follows the research objectives.

Table 3 Development of Digital Competence

No.	Researcher, Year	Title	Results
1.	(Saluky et al., 2022)	"Digital Competence of Post-Pandemic Teachers Based on Gender, Work Period, and Certification Factors"	Digital competence is a pedagogical understanding of teachers' various uses of technology. Teachers can create new knowledge using original digital content when using digital technology.
2.	(Aguirre et al., 2022)	"Challenges for Teachers' and Students' Digital Abilities: A Mixed Methods Design Study"	This study's results indicate that to facilitate online learning, prevent the problem of instructors having to do additional work in similar situations in the future and promote educational innovation, teacher preparation in online education and the provision of electronic resources for students should be a top priority.
3.	(Masoumi & Noroozi, 2023)	"Developing early career teachers' professional digital competence: A systematic literature review."	The study's systematic review findings highlight that early career teachers' digital competence is influenced by institutional culture, leadership, resource access, limited support, and high workload.

DISCUSSION

Digitalizing education involves utilizing technology for multiple objectives within the learning system, including learning methods, curriculum, and education administration. Digital technology has significantly impacted educational innovation. The equalization of education in the 3T (Frontier, Outermost, Disadvantaged) areas is also helped by the digitalization of education. The implementation of digital technology in education is anticipated to significantly enhance the advancement of national education by ensuring equal and optimal learning opportunities. The presence of digitalization in education is intended to achieve the goals of education itself. (Cristiana, 2021)(Afriliandhi et al., 2022).

The application of digitalization in education has three principles: student-centered learning, problem-based learning, and flipped learning. The principle of student-centered learning is that all teaching and learning activities should be centered on students. Furthermore, problem-based learning is a constructivist learning approach involving students analogizing relationships, dialogic interviews, group discussions, field experiences, and questions and answers. Meanwhile, flipped learning is an innovative pedagogical approach focusing on student-centered teaching by reversing the traditional classroom learning system. (Tantri, 2021).

The digitalization of education aligns with government policy that has implemented a policy to utilize digital learning. This policy includes the provision of online teaching materials that anyone can access. In this policy, the government underscores the use of digital devices. This is based on regulations in the Regulation of the Minister of Education and Culture (Permendikbud) Number 31 of 2019 and the Decree of the Minister of Education and Culture Number 320/P/2019 (Maharani & Meynawati, 2024).

Additionally, the development of educational digitalization has found many applications to support enjoyable digital learning. However, the development of these applications must have a clear theoretical basis and be adjusted to pedagogical needs to improve learning effectiveness. That way, the success of educational digitalization can be accomplished. In carrying out innovation, the key to success lies in community concern and global responsibility. With this, creating innovative and effective education will be easy. (Ricky Firmansyaha et al., 2023).

In this case, teachers are at the forefront of the success of the education digitalization program. The primary key lies in the competence of teachers as professionals. Teachers do not only teach but also master various competencies to provide the best for students. If observed, the acceleration of education digitalization is due to the COVID-19 pandemic. In the COVID-19 era, teachers inevitably had to implement digital-based learning. Even because of the COVID-19 pandemic, teachers who were initially incompetent and unfamiliar with digital technology have become capable of processing digital technology.

Digital progress provides many conveniences in accessing knowledge globally. In addition, it encourages teachers to innovate in designing learning. The development of educational digitalization must be connected to three regulators: government policies, teachers, and students. (Lestari et al., 2023). Developing technological tools, such as gadgets and computers, also allows teachers to innovate. Technology development has shifted from teachers who teach in front of the class to teachers who no longer have to be in front of the class. This is because teachers are no longer the only source of learning. (Nasrullah & Rahman, 2023). Implementing educational digitalization often encounters challenges, such as infrastructure limitations, which are one of the main obstacles to integrating technology, specifically in rural and remote areas. This condition makes using technology in the classroom more difficult, from online learning to administration. These infrastructure constraints affect not only internet access but also the accessibility of technology, including PCs and appropriate applications. (Ais Isti'ana, 2024). Zeki Yusuf (2024) states that many teachers and students need to learn to utilize technology appropriately in the learning process. Teachers often prefer traditional teaching methods and are reluctant to adopt technology-based approaches. This is due to their perception that technology contributes to their workload. (Pramudya et al., 2022).

The following are the results of data analysis that the researchers obtained from various sources. The digitalization of education brings new changes to the world of education, and these changes must be oriented toward creativity and innovation in learning. (Putri et al., 2022). Distance learning during the COVID-19 era impacted the implementation of post-COVID-19 education. The existence of actions to overcome learning in the COVID-19 era has given birth to new habits for teachers, and this is both a challenge and an opportunity to manage learning in the digital era. (Qiao et al., 2021). In this case, teachers maintain digital-based and conventional learning. In addition, teacher habits are formed based on the values that apply in the teacher's professional life. The digitalization of education requires teachers to use digital habits and digital competence. (Rin et al., 2024).

Aguirre et al.'s (2022) Research uncovered that increased workload caused complaints among education professionals. There are three perceptions of teachers regarding the changes in the digitalization of the education system: excessive workload, lack of interaction with students, and changes in the learning system. Teachers are overwhelmed with high workloads, and they have to face the consequences of high mental stress. Research by Aguirre et al. (2022) also explains that digital competency training can help teachers adapt to digitalization.

Workload is also a determining factor in teacher job satisfaction. Higher workload is associated with lower levels of job satisfaction and burnout. (Sukma Sahadewa & Durry, 2022). In general, teaching is seen as an increasingly intensive profession, with administrative pressures coming from outside sources such as legislators. Workloads increase as a result of these procedures, particularly for non-teaching jobs. In Hungary, teachers typically report heavy workloads; they teach between 22 and 26 weekly lessons for an average of 652 classes per year. (Aguirre et al., 2022).

According to Zydziunaite et al. (2020), teachers' workload is mainly spent on teaching, administration, and additional tasks such as extracurricular and co-curricular responsibilities. Teachers' workload is teaching and involvement in non-teaching activities, such as counseling and meetings with parents. The high workload of teachers will impact the quality of teaching, teacher welfare, and student quality. Teachers' work components outside of teaching include 1) providing feedback on student achievement for the future, 2) curriculum planning, 3) management related to learning planning, 4) interaction with various parties, and 5) managing education management in schools.

From the research of Zydziunaite et al. (2020), it is reported that teachers spend too many hours at work. Activities other than teaching contribute significantly to teachers' time allocation. One-third of teachers' time is spent teaching and guiding students, 20% on teaching preparation, and more than 10% on evaluation and additional activities, such as supervision, administration, and extracurricular activities. The aspects related to the most burdensome workload are administrative matters with classroom teaching, continuous curriculum reorganization, reports, extracurricular activities, and the bureaucracy of educational institutions. (Gul et al., 2021).

Furthermore, the concept of teacher workload is associated with teacher well-being. In the digital era, it is essential to consider teachers' well-being and support teachers' digital use. In a study by Passey (2021), digital use can support teacher well-being. Common workplace issues for teacher well-being are hefty workload, work-life balance, student behavior, low income, unreasonable demands from managers, rapid change (such as the National Curriculum), problems related to parents, negotiation by colleagues, layoffs or restructuring, limited opportunities for independent work, lack of manager trust, discrimination, and retirement. (Passey, 2021).

According to Wohlfart et al. (2021), there are various perceptions of the presence of digital technology. Most of them gave positive responses. Most teachers consider it as something natural and has become part of everyday life, and they think the existence of technology makes their lives more practical. However, some gave negative responses because of the fear of being unable to use it. Some other teachers were resigned to digitalization. This is also because of their previous negative experiences with technological tools that take a long time.

On the other side, workload is how capable workers are of completing their work, such as the amount of work to be completed, deadlines for completing work, and assessments of the work. (Sabila & Azizah, 2022). Workload, in this case, can also be a physical and mental burden. The high workload will affect the performance of teachers as teachers. Furthermore, it is known that since the COVID-19 pandemic, teachers' workload has become more complex. Teachers are forced to continue the learning process by utilizing technology, and the problem is that not all teachers' competencies can adapt to change. (Wahdiniawati et al., 2023).

Workload, according to Hidayat and Wahyuni (2024), is the volume of work assigned to teachers, both physical and mental, and the delegation of responsibility. According to Handayani, workload indicators comprise work conditions, use of working time, and targets to be achieved. The workload is influenced by two factors, namely internal and external factors. Internal factors come from physical and somatic factors, which are caused by reactions to external loads and can potentially cause stress. Physical factors include perception, motivation, desire, trust, and satisfaction. Somatic factors are related to age, gender, body size, health conditions, etc. Meanwhile, external factors are caused by organizational culture, work environment, and the type of task or job. (Handayani & Andriani, 2023).

As the main educational actors, teachers must be able to complete the workload with digitalization. (Putri et al., 2022). However, teachers often need more competencies and infrastructure. Teachers can attend seminars, workshops, or online training to improve teacher competency. Based on the Decree of the Minister of State Apparatus Empowerment Number 75/7/2004, workload is defined as the number of work targets, results, or outputs that must be obtained and produced within a certain period. These work targets come from work programs converted into workloads for each position. Several stages are required to calculate employee needs, namely evaluating performance analysis, calculating the number of human resources, calculating employee needs, and adjusting the number of employees to the required needs. (Ibrahim & Harahap, 2024).

From the data analysis, it was uncovered that teachers' new habits include the digitalization of learning. In digital learning, students are expected to be able to use technology well. (Putri et al., 2022). According to Rin et al. (2024), several supporting factors play a role in forming a digital habitat for teachers, including teacher motivation to continue teaching during the pandemic, support for school policies, acceptance of changes in education, and the availability of easily accessible digital learning resources. The education system is undergoing many changes, and there is an issue of whether or not it is ready, given the closure of schools. To that end, teachers must learn to accept change because while some people adapt quickly and easily, others find it more difficult and take longer to experience metamorphosis. Embracing change also requires encouraging teachers to pursue lifelong learning and professional development, see every obstacle as an opportunity to grow, and remain open to new information. (Rin et al., 2024).

Although teachers have followed the changes in the digital era, teachers also play a role in shaping digital culture in school learning. According to Rahmawati (2023), digital culture is a phenomenon that changes how people view digital things, including how to communicate, learn, play, and socialize. Current learning preferences include flexibility in the learning environment, collaboration, and digital-based student projects. It is known that digital culture emerged in the mid-20th century to answer digital challenges. However, teachers were still traditional and had not integrated much digital learning. Meanwhile, Menşan and Ii (2022) Revealed that teachers currently have digital habits in the form of digital hybrids, namely adopting digital learning while still using traditional methods. This finding supports the research of Ricky Firmansyaha et al. (2023), which states that the school digitalization learning method is vital to provide convenience for teachers by combining several specific learning methods. Teachers implementing digital learning can improve students' cognitive (Nugrahani et al., 2023; Yusnidah & Taruna, 2021).

Furthermore, it is explained. (Ricky Firmansyaha et al., 2023) Learning using digitalization is flexible, where teachers can combine several learning methods as long as they can adapt to developments and mastery of technology. Meanwhile, other findings (Rin et al., 2024) Elucidate that teachers in the digital era have adopted various practices, including the use of e-learning or distance learning as a teaching method, the modification of digital learning and the alteration of teaching methods, and the utilization of digital space to facilitate interactions between teachers and students. New habits of teachers in the digital era include adaptive attitudes toward change, openness to change, and openness to change. New habits and collaboration are established through digital technology in education. Research by Amri et al., (2022)Digital learning in a virtual classroom can improve students' understanding of the material.

One of the findings in this study is that teachers not only manage digital learning but also have other tasks that must change teacher habits, namely administrative tasks, such as assessment, curriculum management, and evaluation. Educational administration is all the arrangement and

management of learning activities, supervision of teachers and students, and management of data and information related to education (Suyadnya, 2024).

According to Suyadnya (2024)Digitalization in administration allows teachers to carry out administrative processes quickly, efficiently, and accurately. The main findings of his study, Nurhidayatullah (2024) It was stated that the role of technology increases administrative effectiveness in supervising educational personnel. Before implementing digitalization in school information system management, many administrative procedures, such as financing, scheduling, reporting, and human resource data collection, required a lot of time and money. The existence of digitalization makes administrative tasks sufficient by using a computer in a relatively short time and does not take much time. In line with Haleem et al. (2022), this digital technology has brought about a paradigm shift in the entire education system, not only as a provider of knowledge but also as a co-creator of information, mentor, and assessment.

Moreover, according to Muammarulloh and Wiyani (2023), as professionals, teachers are expected to continue to follow the development of digital innovations that can be applied to planning, managing results, and the learning process. When technology changes in software, hardware, and platforms, teachers need to continue developing their competencies in the field of technology to carry out digital-based education management. Then, Hudaa et al. (2023) They highlighted the significance of digital assessment on educational report cards in contemporary education, raising awareness of digital assessment among teachers, administrators, and researchers and encouraging them to think about potential pedagogical concepts. Furthermore, these results can now be compared, and post-pandemic knowledge and insights are needed to complement them.

Digitalization in the current era requires teachers to have more abilities, i.e., digital competence. This competence will help teachers integrate digital technology into learning. According to Fajriyani et al. (2023), human resources face challenges because they must always follow technological developments and have the flexibility to adapt quickly to change. For this reason, educational institutions must provide human resources with the ability to think critically and analyze data. Teachers can develop digital skills in many ways, such as through online training, seeing children's needs, collaborating, and designing digital spaces.

According to Saluky et al. (2022), a teacher must provide opportunities for students to learn digital and technological literacy. Teachers must teach how to integrate technology into everyday life. Here, digital competence will benefit teachers by supporting students' critical, creative, and innovative thinking skills in digital use. Developing digital competence requires a holistic understanding of how to use good digital competence. Meanwhile, according to Aguirre et al. (2022), to facilitate technology learning, it is necessary to prepare teachers in digital education and provide competent human resources so that they can answer future challenges and make students' needs a top priority.

Aguirre et al.'s (2022) Research also revealed that digital competency training can reduce teachers' workload due to excessive workload. Then, in the research of Masoumi and Noroozi (2023), it was found that developing teacher competencies early in their careers makes it difficult for educational institutions to help teachers face challenges when integrating digital technology into learning activities. Developing digital competencies for teachers early in their careers can come from motivation to learn and depends on how they implement, such as institutional culture, accessibility, mentoring, and administrative support. Therefore, a systematic approach to developing teacher competencies early in their careers can help and motivate them to continuously develop their digital competencies.

CONCLUSION

As a result of the digitalization of education, teachers are presented with opportunities and challenges. These challenges and opportunities influence the habits and workload of teachers. Teachers' workloads are alleviated due to the digitalization of all facets of education. Teachers can adapt due to accepting changes in the learning system, changes in school culture, and policies from policymakers. This study has revealed that teachers have adopted new habits in the areas of digitalization in learning, digitalization of administration, and the development or training of digital competencies for teachers, which has significantly altered their habits. Additionally, it is widely recognized that the digitalization of education has reduced teachers' workload. Consequently, this investigation can assist educational institutions in formulating policies consistent with the requirements of teachers and the current era.

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