

The Effect of Workload on Turnover Intention of Teachers at SMA Angkasa Adisutjipto Yogyakarta with Work Stress as a Mediation Variable and Psychological Empowerment as a Moderation Variable

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ABSTRACT

The objective of this study is to determine and analyse the effect of workload on turnover intention in teachers at SMA Angkasa Adisutjipto Yogyakarta, with work stress as a mediating variable and psychological empowerment as a moderating variable. The population of this study consisted of 38 teachers at SMA Angkasa Adisutjipto Yogyakarta. The sample of this study was selected from the population of teachers at SMA Angkasa Adisutjipto Yogyakarta. The analysis method employed in this study was partial least squares (PLS). The findings of this research analysis indicate that workload has a significant positive effect on turnover intention in teachers at SMA Angkasa Adisutjipto Yogyakarta. Furthermore, work stress mediates the effect of workload on turnover intention in teachers at SMA Angkasa Adisutjipto Yogyakarta. However, psychological empowerment does not moderate the effect of workload on turnover intention in teachers at SMA Angkasa Adisutjipto Yogyakarta.

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1. INTRODUCTION

In light of the ongoing influence of globalization in Indonesia, it is imperative for humans to recognize and adapt to the ever-changing times. In the face of such profound and rapid changes, it is evident that all fields and aspects must be updated, including the field of education. Education is a dynamic field that undergoes constant changes,

improvements, and system developments in accordance with the times. The field of education is subject to a number of changes and improvements, which affect various components of the system. These include the competence of teachers and the quality of educators. Educators play an important role in the education system, particularly in schools. The quality of education, curriculum,

facilities and infrastructure, and the quality of education management, including methods of change and innovative learning strategies, are all areas that require attention. Efforts to bring about change and improvement are aimed at enhancing the quality of education in the future. The Indonesian education curriculum frequently undergoes changes in response to evolving societal needs. This requires educators to dedicate additional time and effort to remain abreast of developments and adapt to the frequent alterations. Unsystematic and rapid system changes can result in an increase in the educator's to-do list.

The primary responsibility of educators, specifically teachers, is to facilitate learning, implement learning, assess learning outcomes, guide and train students, and perform other ancillary tasks. The numerous tasks assigned to teachers can result in feelings of burden and a lack of ability to complete these tasks in a timely manner, due to a lack of socialization and adjustment to the new system. Consequently, the various

problems faced by teachers can have an impact on their desire to remain in their current position, which is referred to as turnover intention. Turnover intention is the propensity or level of an employee's willingness to leave the organization, either voluntarily or involuntarily, due to a lack of interest in the current role and the availability of alternative opportunities [1]. Turnover intensity, which, in the event of a teacher leaving the school, will have an impact on the institution. It is evident that turnover, whether voluntary or involuntary, can have a detrimental impact on the school or foundation in terms of financial, temporal, and material resources, as well as the morale of other teachers. In the event of a teacher leaving their position, the school will lose a number of teaching hours. In order to maintain the same level of service, the school must either replace the teacher with another teacher who has the same qualifications or employ a new teacher who has the necessary skills.

Table 1. Teacher Turnover Data of SMA Angkasa Adisutjipto Yogyakarta

No.	Year	Total number of teachers	Teacher turnover	Percentage (%)
1.	2021	49	4	8,16 %
2.	2022	45	7	15,55%
3.	2023	38	-	0%
4.	2024	38	-	0%

Table 1. illustrates that the highest turnover rate was observed in 2022, with a percentage of 15.55% of the total teaching staff, amounting to 45 individuals. In contrast, in 2021, the turnover rate was 8.16%, affecting 49 teaching staff members. The results of the preliminary survey conducted with several permanent foundation teachers at SMA Angkasa Adisutjipto revealed that a significant number of teachers were not adhering to their designated roles or were not utilizing their expertise in the classroom. Additionally, several teachers were engaged in additional responsibilities, such as serving as vice principal staff, homeroom teachers, or increasing their teaching hours. Furthermore, many teachers were involved in various school or foundation activities and provided

additional extracurricular teaching. Conversely, teachers perceive that the remuneration they receive in return for their efforts is not commensurate with the demands of their role. The workload of teachers is considerable, as they are required to fulfil a number of obligations in addition to their core duties. In addition to their role as educators, teachers are expected to utilise administrative tools as a supporting mechanism in the field of education. This can therefore be seen as a contributing factor to the already considerable workload of teachers. As outlined by Gibson and Ivancevich [2], workload is defined as a pressure response that is unalterable and influenced by individual differences or psychological processes. It can be triggered by

external factors such as the environment, situation or event, which place excessive demands on the individual. The presence of excessive workload is indicative of the potential for teachers to experience elevated levels of pressure or high job stress, which may result in a tendency to leave the workplace (turnover intention). Stress is a dynamic condition in which an individual is confronted with demands, opportunities, or resources related to their aspirations and the perceived significance of the resulting outcomes [1]. The findings of Setyawati & Widhy [3], who conducted research on outsourcing employees of PT DVN, indicated that job stress has an impact on turnover intention. This is because job stress is a factor that complements employees' desire to move, which is caused by excessive workload. In essence, employees who are inclined to leave their positions if the perceived workload does not align with the established regulations will exhibit a heightened intention to move when experiencing work-related stress. It can be posited that high levels of work stress and high workload will encourage employees to consider leaving their current position. Previous research has demonstrated that workload is a significant factor influencing turnover intention. Research conducted by Darma [4] on teachers in junior high schools of Buddhist schools in DKI Jakarta revealed a correlation between workload variables and turnover intensity. Furthermore, an increase in workload will also result in an increase in the level of turnover intention among employees. In order to reduce the level of influence of workload on turnover intention, it is necessary to implement measures that will empower employees psychologically. It can be concluded that with this empowerment, it is possible to minimise the level of turnover intensity.

Robbin & Judge [1] define psychological empowerment as the belief of workers in the degree to which they influence their work environment, their competence, the meaning of their work, and the autonomy they value. Research conducted by Wandani & Sunaryo [5] on steakhouse employees in Surakarta indicates that psychological

empowerment has a significant negative effect on turnover intention. This is because, with psychological empowerment, employees feel respected, motivated, and empowered, which minimizes the level of turnover intention in employees. Psychological empowerment can be defined as a process of empowerment or a mental state that can be divided into four subchapters: cognition of meaning, ability, self-determination.

2. LITERATURE REVIEW

2.1. Turnover Intention

Turnover intention is defined by Robbins and Judge [6] as a tendency among employees to leave their current organization, either voluntarily or involuntarily, due to a lack of interest in their current job and the availability of alternative employment opportunities. Turnover intention is defined as the tendency or intention of employees to cease working at their current job voluntarily or to transition to another workplace of their own volition [7]. Turnover intention is defined as the degree of attitude possessed by employees to seek alternative employment or to leave the organisation within a specified time frame [8]. Mobley [7] posits that the factors influencing turnover intention can be categorised into two main groups:

- a. individual factors and job satisfaction. The aforementioned factors are age, gender, length of service, education, and marital status.
- b. Job satisfaction: Job satisfaction encompasses a number of operational aspects, including satisfaction with salary or payment system, satisfaction with supervision, satisfaction with job weight, satisfaction with working conditions, and satisfaction with promotion.
- c. Organizational commitment: the absence of organizational commitment can result in an employee who is satisfied with their job having the intention to leave or go to another workplace.

Mobley et al. [7] propose that there are three indicators that can be used to

measure the high and low desire of employees to leave the organization. The three indicators are as follows:

- a. Thinking of quitting: This indicator reflects the individual's consideration of leaving work or remaining in the work environment. The first indicator is job dissatisfaction, which is the first step in the process of employees considering leaving their current position.
- b. Intention to search for alternative jobs, which reflects the desire of employees to look for work in other organisations. If an employee frequently considers leaving their position, they may seek alternative employment opportunities outside the organization.
- c. Intention to quit: This indicator reflects individuals who intend to leave their position. It can be posited that employees will intend to leave their current position if they have found a more attractive alternative. Ultimately, the decision to stay or leave will be at the discretion of the employee.

2.2. Workload

In the study by Tarwaka [9], the term "workload" is defined as a concept that arises from the interaction between the demands of the work environment, the tasks that are used in the workplace, the skills of the workers, and the perceptions of the workers.

As outlined by Sunyoto [10], an excessive workload can lead to tension among employees, particularly when the required level of expertise is perceived to be excessive, the pace of work is perceived to be too fast, or the volume of work is perceived to be too high.

As outlined by Koesomowidjojo [11], there are a number of indicators that can be used to assess workload. These include:

- a. Work conditions: The condition of the work in question is how an employee understands the job well.
- b. Use of work time: The working time in question is in accordance with the

SOP (standard operating procedure). However, many organisations are inconsistent in implementing the SOP and even do not implement the SOP that has been determined. This results in the use of working time applied to employees being excessive or very narrow.

- c. The narrower the time provided to complete a task or the imbalance between the time required to achieve a target and the volume of work assigned, the greater the workload perceived by employees.

2.3. Work Stress

Robbin & Judge [6] define stress as a dynamic condition in which an individual is confronted with demands, opportunities or resources related to their desired outcomes, which they perceive as uncertain and important. Work stress is a condition of dependence that affects an individual's emotions and thought processes. Those who experience stress often exhibit nervous behavior and may develop chronic conditions [12].

According to Robbins & Judge [13], indicators of Work stress can be observed in three distinct aspects.

- a. Physiological aspects
These can be observed in individuals who are exposed to stress, including the following symptoms: headaches, back pain, muscle stiffness, elevated blood pressure, heart attacks, fatigue or loss of energy.
- b. Psychological aspects
This encompasses depression, irritability, restlessness, anxiety, irritability, anger, confusion, and boredom.
- c. Behavioural aspects
This includes: a tendency to blame others, a tendency to cancel promises or fail to fulfill promises, a tendency to find fault with others, an increase in the frequency of absenteeism, an increase in the use of tranquilizers, an increase in the consumption of alcohol, an irregular sleep pattern.

2.4. Psychological Empowerment

Robbin and Judge [1] define psychological empowerment as a worker's belief in the degree to which they influence their work environment, their competence, the meaning of their work, and the autonomy they value. Psychological empowerment represents one of the structures in the form of motivation that focuses on the cognition of individuals who can be empowered. Psychological empowerment is defined as a situation that provides a person with the power and control to feel capable of performing work and that can increase intrinsic motivation towards tasks [14].

According to Spreitzer [14], the indicators of psychological empowerment are:

- a. Meaning
The meaning of job roles, beliefs, values, and behavior. The meaning in question is the feeling that a person experiences when he has successfully understood the work and activities needed to complete his work. A person will appreciate and understand the meaning of the value of work goals in accordance with the ideals and standards of work that have been set.
- b. Self-determination
The feeling of having the right to own and determine. The state when a person feels that they have control over the choices in starting and organizing their own work. Leads to a reflection of individual autonomy and behavior to start, continue work and go through the work process.
- c. Competence
A person's confidence in their ability to complete tasks. Competence can be analogized as an employee's confidence, personal mastery or effort to do the job in accordance with what is expected.
- d. Impact
The feeling of ability to consider the influence of strategic,

administrative, and operational risks in the organization.

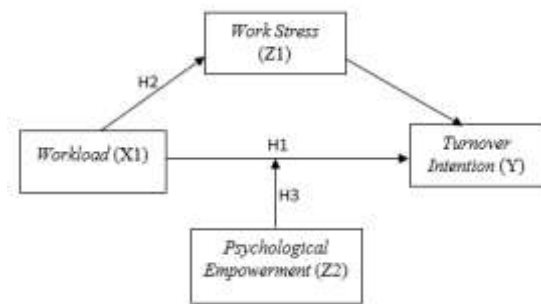


Figure1. Conceptual Framework

3. METHODS

This research is an observational study, which allows the researcher to gain insight into the natural environment of the people being observed. The data collected is analysed quantitatively and descriptively. The study population consisted of 38 teachers at SMA Angkasa Adisutjipto Yogyakarta. The data collection procedures employed in this study comprised questionnaires and literature reviews. The measurement of variables in this study was conducted using a Likert scale. As outlined by Sekaran (2017), the Likert scale is a scale designed to examine the strength of the subject's agreement with a statement. In this study, tests were carried out to assess the validity and reliability of the data. The data processing technique employed in this study utilises a full structural model with the Partial Least Square (PLS) method. As outlined by Ghazali and Latan [15], Partial Least Square (PLS) represents a highly effective analytical approach, frequently referred to as 'soft modelling'. This is due to its ability to circumvent the assumptions inherent to Ordinary Least Square (OLS) regression, including the requirement for multivariate normally distributed case data and the absence of multicollinearity issues in exogenous variables.

4. RESULTS AND DISCUSSION

In this study, researchers employed data derived from questionnaires completed by 38 respondents.

Table 2. Outer Loading

Variable	Indicator	Outer Loading	Information
Workload	X1.1	0.845	Valid
	X1.2	0.756	Valid
	X1.3	0.766	Valid
	X1.4	0.751	Valid
	X1.5	0.802	Valid
	X1.6	0.869	Valid
	X1.7	0.902	Valid
	X1.8	0.823	Valid
	X1.9	0.824	Valid
<i>Turnover Intention</i>	Y1.1	0.868	Valid
	Y1.2	0.836	Valid
	Y1.3	0.728	Valid
	Y1.4	0.869	Valid
	Y1.5	0.798	Valid
	Y1.6	0.857	Valid
	Y1.7	0.816	Valid
Work Stress	Z1.1	0.752	Valid
	Z1.10	0.850	Valid
	Z1.11	0.558	Valid
	Z1.12	0.684	Valid
	Z1.2	0.730	Valid
	Z1.3	0.768	Valid
	Z1.4	0.829	Valid
	Z1.5	0.721	Valid
	Z1.6	0.853	Valid
	Z1.7	0.783	Valid
	Z1.8	0.796	Valid
Z1.9	0.795	Valid	
<i>Psychological Empowerment</i>	Z2.1	0.794	Valid
	Z2.10	0.823	Valid
	Z2.11	0.818	Valid
	Z2.12	0.863	Valid
	Z2.2	0.841	Valid
	Z2.3	0.808	Valid
	Z2.4	0.900	Valid
	Z2.5	0.871	Valid
	Z2.6	0.899	Valid
	Z2.7	0.826	Valid
	Z2.8	0.839	Valid
Z2.9	0.845	Valid	

Source: Primary data processed, 2024

Based on table 2, it can be seen that each indicator of the research variable has outer loading > 0.50. This shows that the outer loading of workload variables, turnover

intention, work stress, and psychological empowerment is valid and reliable because it meets the requirements of convergent validity.

Table 3. Cross Loading

Indicator	Workload	Psychological Empowerment	Work Stress	<i>Turnover Intention</i>
X1.1	0.845	0.734	0.768	0.840
X1.2	0.756	0.686	0.642	0.652
X1.3	0.766	0.715	0.646	0.728
X1.4	0.751	0.698	0.723	0.744
X1.5	0.802	0.764	0.752	0.757
X1.6	0.869	0.767	0.702	0.781
X1.7	0.902	0.841	0.736	0.803
X1.8	0.823	0.692	0.708	0.740
X1.9	0.824	0.780	0.772	0.810
Y1.1	0.824	0.728	0.779	0.868
Y1.2	0.793	0.755	0.789	0.836
Y1.3	0.766	0.715	0.646	0.728
Y1.4	0.778	0.711	0.781	0.869
Y1.5	0.703	0.730	0.803	0.798
Y1.6	0.766	0.767	0.827	0.857
Y1.7	0.778	0.705	0.791	0.816
Z1.1	0.616	0.658	0.752	0.622
Z1.10	0.732	0.790	0.850	0.785
Z1.11	0.503	0.523	0.558	0.527
Z1.12	0.600	0.556	0.684	0.695
Z1.2	0.660	0.650	0.730	0.668
Z1.3	0.613	0.629	0.768	0.721
Z1.4	0.822	0.816	0.829	0.820
Z1.5	0.672	0.578	0.721	0.692
Z1.6	0.671	0.709	0.853	0.756
Z1.7	0.599	0.659	0.783	0.689
Z1.8	0.658	0.648	0.796	0.720
Z1.9	0.831	0.789	0.795	0.830
Z2.1	0.679	0.794	0.664	0.612
Z2.10	0.636	0.823	0.692	0.630
Z2.11	0.666	0.818	0.664	0.645
Z2.12	0.751	0.863	0.736	0.741
Z2.2	0.777	0.841	0.735	0.718
Z2.3	0.822	0.808	0.749	0.777
Z2.4	0.810	0.900	0.774	0.794
Z2.5	0.848	0.871	0.767	0.810
Z2.6	0.847	0.899	0.776	0.820
Z2.7	0.838	0.826	0.78	0.829
Z2.8	0.764	0.839	0.819	0.780
Z2.9	0.721	0.845	0.750	0.731

Source: Primary data processed, 2024.

Based on table 3, it shows that all indicators of workload variables, turnover intention, work stress, and psychological empowerment through the cross loading or discriminant validity test are valid, because

the cross-loading value exceeds the value of 0.50 and is greater than the other loading values.

Table 4. R-Square

Variabel	R Square	Adjusted R Square
Work Stress	0.775	0.769
Turnover Intention	0.939	0.932

Source: Primary data processed, 2024.

Based on table 4, the results of testing using SmartPLS 4.0 obtained an R-Square value on the turnover intention variable of 0.939, which means that the workload variable has an influence on turnover intention of 93.9%, the remaining 6.1% is

influenced by other variables outside this study. Then the R-Square value on the work stress variable is 77.5%, the remaining 22.5% is influenced by other variables outside the study.

Table 5. Results of Hypothesis Test

Variable	Original sample	T Statistik	P Values
Workload -> Turnover intention	0.443	2.432	0.015
Workload -> Stres Kerja -> Turnover Intention	0.398	2.363	0.018
Psychological Empowerment x Workload -> Turnover Intention	-0.039	0.401	0.689

Source: Primary data processed, 2024.

H1: This hypothesis posits that workload has a positive and significant effect on teacher turnover intention at SMA Angkasa Adisutjipto Yogyakarta.

H2: posits that work stress mediates the effect of workload on teacher turnover intention at SMA Angkasa Adisutjipto Yogyakarta.

H3: The hypothesis that psychological empowerment does not moderate the effect of workload on teacher turnover intention at SMA Angkasa Adisutjipto Yogyakarta.

4.1 The Effect of Workload on Teacher Turnover Intention at SMA Angkasa Adisutjipto Yogyakarta

The results of this study indicate that workload has a positive and significant effect on teacher turnover intention at SMA Angkasa Adisutjipto Yogyakarta. The results of the calculations indicate that the value of the original sample is 0.443 with a p-value of 0.015, thereby supporting the hypothesis that the higher the workload, the higher the

turnover intention. This implies that an increase in workload is associated with an elevated turnover intention, while a reduction in workload is linked to a diminished turnover intention.

4.2 The Effect of Workload on Teacher Turnover Intention at SMA Angkasa Adisutjipto Yogyakarta, with Work Stress as a Mediator.

The findings of this study indicate that work stress plays a mediating role in the relationship between workload and teacher turnover intention at SMA Angkasa Adisutjipto Yogyakarta. The results of the calculations indicate that the value of the original sample is 0.398 with a p-value of 0.018, thus supporting the hypothesis that workload affects teacher turnover intention through work stress. These results demonstrate that job stress, as a factor that contributes to turnover intention among teachers at SMA Angkasa Adisutjipto

Yogyakarta, is a consequence of workload. In essence, teachers who exhibit a proclivity for resignation in the event of a high workload and a perception that the workload does not align with applicable rules or standard operating procedures (SOPs) are prone to experiencing elevated levels of work stress.

4.3 The Effect of Workload on Teacher Turnover Intention at SMA Angkasa Adisutjipto Yogyakarta, moderated by Psychological Empowerment.

The findings of this study indicate that psychological empowerment does not moderate the effect of workload on teacher turnover intention at SMA Angkasa Adisutjipto Yogyakarta. The results of the calculations indicate that the value of the original sample is -0.039 with a p-value of 0.689, which rejects hypothesis 3. These results indicate that psychological empowerment is a less effective mediator of the effect of workload on turnover intention in teachers at SMA Angkasa Adisutjipto Yogyakarta. This is due to a lack of meaningfulness in understanding their job roles and the activities needed to complete their duties as teachers at SMA Angkasa Adisutjipto Yogyakarta. Instead of fulfilling their obligations and responsibilities as teachers, teachers only do their duties to receive salaries. This lack of meaningfulness also leads to a lack of self-determination.

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5. CONCLUSION

Based on the results of this study, it can be concluded that:

1. Workload has a significant positive effect on turnover intention in teachers at SMA Angkasa Adisutjipto Yogyakarta.
2. Work stress mediates positively and significantly the effect of workload on turnover intention in teachers at SMA Angkasa Adisutjipto Yogyakarta.
3. Psychological empowerment does not moderate the effect of workload on turnover intention in teachers at SMA Angkasa Adisutjipto Yogyakarta.

LIMITATION

Based on the research results, it is known that psychological empowerment does not moderate the influence of workload on turnover retention among teachers at SMA Angkasa Adisutjipto Yogyakarta so that these results have research gaps that must be followed up for further research by using other indicators regarding psychological empowerment and increasing the number of samples by expanding institutional objects such as the government, BUMN, or company.

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