

The Influence of Workload and Individual Characteristics on Teacher Performance Through Burnout as An Intervening Variable

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ABSTRACT

The purpose of this study is to determine workload affects burnout; to know individual characteristics influence burnout; to find out burnout affects teacher performance; to find out workload affects teacher performance; to know individual characteristics influence teacher performance; to find out workload affects teacher performance through burnout; as well as to determine individual characteristics affecting teacher performance through burnout. The population in this study were teachers at SMA Negeri 1 Bontang using saturated samples as a sampling technique, totaling 48 respondents. Data collection was carried out through distributing questionnaires. The data analysis technique used is PLS-SEM with the help of SmartPLS 3.2.9 software in processing the data. The findings in this study indicate that workload has a positive and significant effect on burnout; individual characteristics have a positive and insignificant influence on burnout; burnout has a positive and significant effect on teacher performance; workload has a negative and insignificant effect on teacher performance; individual characteristics influence positively and significantly on teacher performance; workload has a positive and significant effect on teacher performance through burnout; and individual characteristics influence positively and not significantly on teacher performance through burnout.

Keywords: *Workload; Individual Characteristic; Burnout; and Teacher Performance.*

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I. INTRODUCTION

The development of individual teacher performance (PKG) in Bontang 1 Public High School fluctuates in carrying out teaching and learning activities (KBM) which occurs due to decreased teacher productivity in carrying out their roles and responsibilities as teachers as well as changes in teaching methods and entering a new teaching period after the Covid-19 pandemic. Post-pandemic learning, face-to-face meetings are again held but changes have occurred because teachers continue to conduct online and offline learning to get maximum learning by utilizing information technology in its application to learning approaches, learning methods and curricula. These demands that must be fulfilled are not all teachers can follow properly, and this will reduce the teacher's performance in providing quality teaching to their students or students. The decline in teacher performance is also caused by several factors, one of which is burnout.

Burnout is a physical or emotional fatigue in teachers which usually occurs due to prolonged stress or frustration. Teachers who experience burnout will feel reduced energy and interest in work which of course can feel emotional anxiety; apathetic; disturbed; and bored because they always feel failure in every aspect of the work environment; work pressure; and react negatively to input from others. (Schultz & Schultz, 1998:392). The burnout phenomenon can happen to anyone; anytime; as well as any profession including teachers, if not addressed immediately it can cause a prolonged decline in teacher performance resulting in neglect of teaching and learning activities of students in class. Burnout does not occur suddenly and is unpredictable but develops gradually when work is no longer enjoyable; satisfying; as well as profitable. Teachers who experience burnout are reflected in their behavior such as not understanding the feelings of their students or fellow teachers; not enthusiastic in carrying out their duties and responsibilities as a teacher; does not give appreciation to the tasks done by students; and so forth. If this continues to happen, it will have an impact on problems in the future because the process of interaction between students and teachers is less than optimal and has the potential to reduce the quality of education as a whole, the higher burnout that occurs in teachers has an impact on disrupting the mental health of teachers so that it directly has a negative effect on decreasing teacher performance.

Similar to research conducted by Fajriani & Septiari, (2015) proved that burnout has a negative effect on employee performance. Then, other research from Apriyanti et al., (2021) strengthens that burnout has a negative effect on teacher performance. The existence of this research gap also means that the higher the burnout felt by

someone, especially the teacher, the negative impact on performance degradation is carried out especially in the teaching and learning process for students or students. The high demands of the workload of work that must be fulfilled make teachers feel tired at work; difficult to control emotions; to sometimes become irritable; and offended. Therefore, teachers are needed who are able to meet and adapt to various kinds of demands from the workload they carry out because in general, if they are unable to meet various work demands, individuals will experience pressure or stress which will ultimately have a negative impact on activities, the environment and productivity. work normally.

In the teaching profession, burnout usually occurs due to emotional exhaustion marked by decreased energy which shows negative feelings towards students and colleagues; blaming others for low job performance; lack of achievement; as well as a feeling of cynicism in the work being done. This is caused by the inability to avoid overload and the long and limited time of chasing and changing roles often triggers teacher burnout. If not handled wisely and immediately, teachers can face mental health problems. Besides that, the increasing workload felt by teachers greatly influences the high or low success rate of teacher performance, which indirectly affects burnout on teacher performance.

Similar to research by Fajriani & Septiari (2015) proving that workload has a positive and significant effect on employee performance through burnout. Another study conducted by Kusumaningrum et al., (2016) proved that workload has a positive and significant effect on performance through burnout. Research from Atmaja & Suana, (2019) proves that workload has an effect on burnout and is further strengthened by research conducted by Soelton et al., (2020). Then, research conducted by Putri & Laily (2022) proves the same thing that workload has an indirect effect on employee performance through burnout. This means that an excessive workload can have an impact on individual saturation so that it indirectly causes a decrease in teacher performance which cannot be avoided.

Individual characteristics are basically formed by personality and experience that distinguishes them from other people, when the individual has an excessive workload it will cause burnout at work so that it indirectly affects the performance of the teacher being carried out. In accordance with research conducted by Kusumaningrum et al., (2016) proved that individual characteristics have a positive and significant effect on nurse performance through burnout. Other research conducted by Salehi et al., (2020) proved that personal characteristics have a positive and significant effect on job burnout. Then, another study conducted by Hidayah (2021) proved that individual characteristics affect teacher performance. This means that individual characteristics that differ from one another can result in burnout at work so that it has an impact on decreasing individual performance and burnout as a variable through or mediating or intervening from the influence of individual characteristics on teacher performance.

In this study, investigations were carried out 1) Does workload affect burnout; 2) Do individual characteristics affect burnout; 3) Does burnout affect teacher performance; 4) Does workload affect teacher performance; 5) Do individual characteristics affect teacher performance; 6) Does workload affect teacher performance through burnout; 7) Do individual characteristics affect teacher performance through burnout?.

II. LITERATURE REVIEW

Attribution Theory

Attribution theory was coined by Fritz Heider, attribution theory is a theory that explains how the process of determining the causes and motives of a person's behavior. This theory refers to how one can explain the causes of other people's behavior or oneself that are determined internally or externally. Fritz Heider stated that internal forces (personal attributes such as ability, effort, and fatigue) and external forces (external attributes such as rules and weather) simultaneously influence a person's behavior. Internal and external attributions have been stated to influence individual performance evaluations, for example in determining how superiors treat their subordinates, and affect individual attitudes and satisfaction with work. (Luthan, 2015:182).

Workload

According to Soelton et al., (2020:48), workload can be defined as a difference between the capacity or ability of workers with the demands of work to be faced. And the, according to Gibson et al., (2012:163) in Saputro et al., (2020:264), the workload is pressure in response that can't be adapted to themselves, which is influenced by individual differences or psychological process, which is a consequence of an action ekstim (environment, circumstances, events were too much to hold the demands of psychology or physical) against a person.

Individual Characteristic

According to Stoner (2015: 87), individual characteristics are the interests, attitudes and needs that a person carries in a work situation. These differences are brought into the world of work so that the motivation of each individual varies. According to Ramadhan et al., (2021: 274) reveals that individual characteristics are

interests, attitudes towards oneself, work, and work situations, individual needs, abilities or competencies, knowledge about work and emotions, moods, feelings of beliefs and values mark. Individual characteristics are the whole person has the same physiological needs, but will not be the same in meeting psychological needs, caused by different backgrounds (cognitive, affective, and psychomotor).

Burnout

According to Colquitt et al., (2015:143), burnout is the emotional, mental, and physical exhaustion from coping with stressful demands on a continuing basis. Pines & Anderson in Yulianti et al., (2018:1182), burnout is a form of psychic tension associated with chronic stress, which is experienced every day and characterized by physical, mental and emotional exhaustion. Çetin & Çolak (2020:200), burnout can be defined as a condition caused by the continuous discharge of a person's energy resources, has the characteristics of physical and psychological fatigue, emotional exhaustion, cognitive fatigue, sleep disorders, depression, and anxiety symptoms.

Teacher Performance

According to Erjati (2017: 24), teacher performance is all the activities it carries out in carrying out its mandate and responsibility in educating, teaching, and guiding, directing and guiding students in achieving their level of maturity and maturity. Teacher performance is basically more focused on the behavior of an educator in his work and the effectiveness of educators in carrying out their duties and responsibilities which can influence students to the goals they want. If performance is the quality and quantity of work completed by individuals, then performance is the output of task implementation. Then according to Darmadi (2018: 34), teacher performance is the ability shown by the teacher in carrying out his duties or work. Performance is said to be good and satisfactory if the goals achieved are in accordance with predetermined standards. Teacher performance can be seen and measured based on the competency specifications that must be owned by each teacher.

Hypothesis

The Effect of Workload on Burnout

Each employee carries out work tasks that are entrusted to be carried out and accounted for by an organizational unit or a particular employee in accordance with their abilities and abilities so that work effectiveness will work well, excessive workload pressure can increase or lead to an increase in burnout. (Luthan, 2015: 243). Similar to the research conducted by Atmaja & Suana, (2019) proving that workload has an effect on burnout and further strengthened by research conducted by Soelton et al., (2020) which explains workload has a positive and significant effect on burnout. This means that the high workload can have a significant positive effect on burnout. Therefore, the first hypothesis is.

H1: Workload has a positive and significant effect on burnout.

The Effect of Individual Characteristics on Burnout

Individual characteristics are the elaboration of attitudes, interests and needs brought by individuals in carrying out work. Even though the teacher teaches according to ability, is carried out with pleasure, shows enthusiasm for work and is balanced with improvements in individual characteristics but is not supported by a conducive situation, it can affect the emergence of burnout in the form of fatigue. (Sarwoto, 2012:138). In line with research conducted by Kusumaningrum et al., (2016) proved that individual characteristics have a positive and significant effect on burnout. Then, another study conducted by Salehi et al., (2020) proved that personal characteristics have a positive and significant effect on job burnout. This means that the better the individual characteristics, the lower the burnout level of a person. Therefore, the second hypothesis is.

H2: Individual characteristics have a positive and significant effect on burnout.

The Effect of Burnout on Teacher Performance

Burnout is a physical or emotional exhaustion in workers (teachers) which usually occurs due to prolonged stress or frustration. Teachers who experience burnout will feel reduced energy and interest in their work. Teachers will feel emotional anxiety, apathy, distracted and bored and always feel a failure in every aspect of the work environment, work pressure and react negatively to input from others. (Schultz & Schultz, 1998:392). In accordance with research conducted by Fajriani & Septiari, (2015) proving that burnout has a negative effect on employee performance. Then, research from Ainun et al., (2021), proved burnout had a positive and significant effect on employee performance. From Apriana et al., (2021) also found burnout has a positive and significant effect on performance. However, different research by Apriyanti et al., (2021) proves that burnout has a negative effect on teacher performance. The existence of this research gap determines that burnout can affect both positively and negatively because when there is burnout a person can be motivated to do their best. But when there is burnout it can also cause boredom; tired; etc. thereby reducing productivity at work. For this reason,

burnout has a negative and significant impact on teacher performance. Therefore the third hypothesis in this research is.

H3: Burnout has a negative and significant effect on teacher performance.

The Effect of Workload on Teacher Performance

Workload is something that arises from the interaction between job demands in a work environment which can be used as a workplace, behavior, skills, and perceptions of workers. Too much workload can cause tension in a worker. This will lead to a decrease in employee performance due to the level of expertise demanded is too high. Loading levels that are too high, excessive use of energy can cause overstress from an employee, while loading intensity that is too low will cause boredom or understress. The more responsibility for carrying out these tasks, the performance of an employee will decrease. (Hart & Staveland, 1988 in Putri & Laily, 2022). Pressure or workload will be positive if it leads to the level of performance carried out by a teacher. The existence of the application of the workload makes the teacher required to release all the potential they have. If the individual has a positive perception, the teacher will perceive the workload as a challenge at work so that they are more serious at work and produce something useful. Similar research conducted by Kusumaningrum et al., (2016) proved that workload has a positive and significant effect on nurse performance. Then, research conducted by Putri & Laily (2022) strengthens that workload has a positive and significant effect on employee performance. This means that the higher the workload carried out by an individual, the more challenging it will be to solve it so that it can have a positive impact on improving performance, especially for teachers. Therefore the third hypothesis in this research is.

H4: Workload has a positive and significant effect on teacher performance.

The Effect of Individual Characteristics on Teacher Performance

The individual brings into the organizational setting his abilities, personal beliefs, needs expectations, and past experiences. This is included in the characteristics possessed by individuals and these characteristics will be carried over to the new organization, namely the organization or company. With the characteristics of highly capable individuals in the company's operations, it will affect the performance of employees in the organization where he works so that it can be said that high employee performance is influenced by individual characteristics. (Miftah, 2012:10). Similar research conducted by Kusumaningrum et al., (2016) proved that individual characteristics have a positive and significant effect on nurse performance. Then, research conducted by Grace et al., (2021) strengthens that individual characteristics have a positive and significant effect on teacher performance. This means that a positive individual character will form a good image of the individual in carrying out their duties and obligations so that it can directly have an impact on improving the performance made. Therefore, the fifth hypothesis is.

H5: Individual characteristics have a positive and significant effect on teacher performance.

The Effect of Workload on Teacher Performance Through Burnout

Pressure or workload can be positive, this leads to increased performance. The existence of the implementation of the workload makes employees required to release all the potential they have. The demands of a teacher at school to understand in teaching his students under any circumstances make the teacher able to continue to improve the abilities they have so that they can improve teacher performance. Increased fatigue of workers in completing work that is not in accordance with their physical and mental abilities can lead to reduced work capacity and endurance so that it will have an impact on decreasing employee performance. (Koesomowidjojo, 2017:19). In accordance with research conducted by Fajriani & Septiari (2015) proved that workload has a positive and significant effect on employee performance through burnout. Then another study, Kusumaningrum et al., (2016) proved that workload also has a positive and significant effect on performance through burnout. And another study from Putri & Laily (2022) proves the same thing that workload has an indirect effect on employee performance through burnout. This means that a high workload will improve teacher performance if there is a change in burnout in a more positive or better direction. Therefore, the sixth hypothesis is.

H6: Workload has a positive and significant effect on teacher performance through burnout.

The Effect of Individual Characteristics on Teacher Performance Through Burnout

Every human being has individual characteristics that differ from one another. Individuals bring into the organizational setting their abilities, personal beliefs, needs expectations, and past experiences. Individual factors or individual characteristics influence performance. (Ivancevich et al., 2014:11). Individual characteristics are basically shaped by personality and experiences that differentiate them from other people, when the individual has an excessive workload it will cause burnout which indirectly affects the teacher's performance. In accordance with research conducted by Kusumaningrum et al., (2016) proved that individual characteristics have a positive and significant effect on nurse performance through burnout. Then, another research was conducted by Hidayah

(2021) which proved that individual characteristics affect teacher performance. This means that the individual characteristics of teachers who are different from one another can result in burnout levels that impact teacher performance. Therefore, the seventh hypothesis is.

H7: Individual characteristics have a positive and significant effect on teacher performance through burnout.

Research Conceptual Model

Based on the background and the formulation of the problems that have been put forward, the research conceptual model to prove the relationship or influence can be seen in Figure 1.

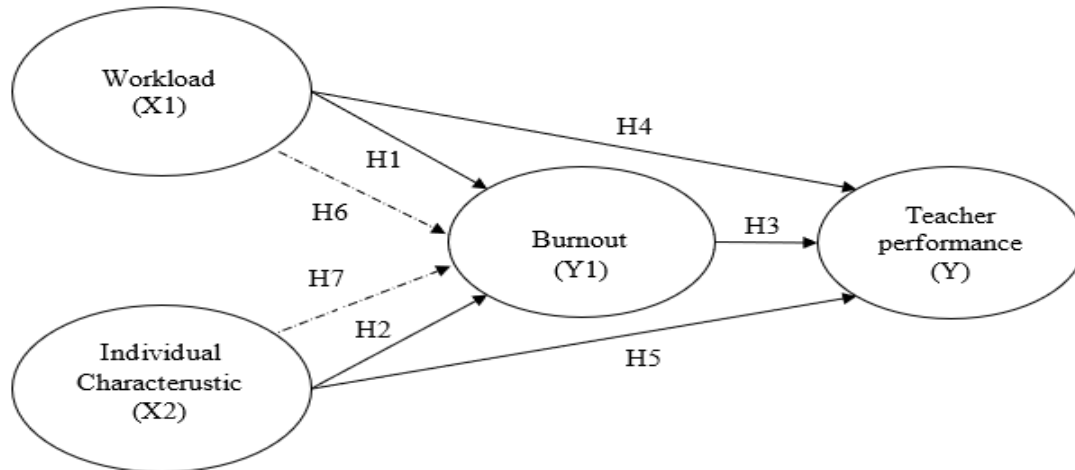


Figure 1. Research Conceptual Model

III. RESEACH METHOD

Operationalization Variable

a. Workload (X1) is an activity that must be completed and is the responsibility of the work given to the teacher at SMA Negeri 1 Bontang. The indicators or parameters used to measure workload, namely.

- 1) Time load is the allocation of available time in planning, implementing, and monitoring SMA Negeri 1 Bontang teacher assignments that must be completed within a certain period of time.
- 2) The mental effort load is the amount of mental effort or thinking when carrying out a job carried out by the teacher at SMA Negeri 1 Bontang.
- 3) Psychological burden is a condition related to difficulties in carrying out tasks and work performed by teachers at SMA Negeri 1 Bontang.

b. Individual characteristics (X2) are certain characteristics attached to individual teachers at SMA Negeri 1 Bontang to be distinguished from one another both in terms of attitude and behavior. The indicators or parameters used to measure individual characteristics, namely.

- 1) Ability is the capacity of a Bontang 1 Public High School teacher to be able to do a job given by a superior.
- 2) Value is the value of the benefits provided by a Bontang 1 Public High School teacher in developing his intellectuality for school progress.
- 3) Attitude is an evaluative statement of Bontang 1 Public High School teachers in their work which can provide positive values and benefits for the school.
- 4) Interest is a feeling from Bontang 1 Public High School teachers in teaching according to their field and expertise.

c. Burnout (Y1) is a condition where individual teachers at SMA Negeri 1 Bontang experience prolonged emotional exhaustion and cause changes in negative attitudes and behavior. The indicators or parameters used to measure burnout are.

- 1) Exhaustion is an excessive emotional feeling characterized by loss of feelings and attention, trust, interest, and enthusiasm that can no longer cope with the demands of teaching at SMA Negeri 1 Bontang.
- 2) Cynicism is a cynical feeling that is carried out by Bontang 1 Public High School teachers in their work environment.
- 3) Ineffectiveness is a feeling of inability to carry out all the tasks assigned to individual teachers at SMA Negeri 1 Bontang.

d. Teacher performance (Y) is the result of a teacher's real work in carrying out their duties and obligations at SMA Negeri 1 Bontang. The indicators or parameters used to measure teacher performance are.

- 1) Planning a learning program is the ability of a teacher at SMA Negeri 1 Bontang in drafting the teaching and learning process that is carried out.
- 2) The implementation of learning activities is a method or action that is carried out when carrying out the teaching and learning process that the teacher at SMAN 1 Bontang wants to achieve for students.
- 3) Evaluation of learning is the result achieved in carrying out teaching and learning activities carried out by teachers at SMA Negeri 1 Bontang.

Population & Sampling

The population used in this study were all 48 teachers at SMA Negeri 1 Bontang consisting of civil servant teachers and honorary teachers. Given the limited population in this study, the entire population was sampled in this study. According to Arikunto (2016: 109) reveals that for general guidelines it can be implemented that if the population is below 100 people then a 50% sample can be used and if above 100 people a 15% sample is used. However, given the limited population in this study, the entire population was used as a sample (which used a saturated sample) in this study, namely 48 teachers. Then, according to Silaen (2018: 104) explains that saturation sampling is a technique used when the number of sub-populations is small, generally not more than 100. If all members of the sub-population are sampled, this sampling technique is called saturation sampling. If the number of samples is $\geq 50\%$ of the subpopulation, this sampling technique is called a solid sample. If the number of samples is $\leq 30\%$ of the subpopulation, this sampling technique is called a small sample.

Data Analysis Method

Analysis Evaluation of the Measurement

Model The measurement model is used to describe the relationship between indicator blocks and their latent variables. There are three measurement criteria for assessing the outer model, namely convergent validity, discriminant validity, and composite reliability.

Structural Model Evaluation

In evaluating a structural model with PLS, there are several criteria used to measure model predictions, namely.

- 1) The coefficient of determination (R^2 or R-square)

Evaluation structural models begin with a look at the coefficient of determination (R^2 or R-square). The R-squares value for each endogenous latent variable as the predictive strength of the structural model. The interpretation is the same as for OLS regression. According to Chin (1998) (Ghozali and Latan, 2015: 81) reveals the role of thumb evaluation of structural models for Rvalues² or R-square, namely 0.66, 0.50, and 0.25, it can be concluded that the model is strong, moderate, and weak.

- 2) Effect size (f^2 or f-square)

According to (Ghozali and Latan, 2015: 79) explains that the changes in the value of R^2 can be used to assess the effect of latent variables exogenous to the endogenous variables do influence the substantive measured by effect size (f^2) and expressed in the formulation form, namely.

$$f^2 = \frac{R^2_{\text{included}} - R^2_{\text{excluded}}}{1 - R^2_{\text{included}}}$$

Where:

R^2_{included} : Rated R^2 of latent variables endogenous obtained when the exogenous variables entered into the model; R^2_{excluded} : Rated R^2 of latent variables endogenous obtained when Exogenous variables are excluded from the model.

Effect size (f^2 or f-square) is the same recommended value of 0.02 has little effect; 0.15 has a moderate effect, and 0.35 has a big influence on the structural level. (Chin, 1998 in Ghozali and Latan, 2015: 81).

- 3) Predictive relevance (Q^2 or Q-square)

According to (Ghozali and Latan, 2015: 79) explains that in addition to seeing the magnitude of the R^2 (R square) value above, evaluation of the structural model in PLS is carried out using Q^2 predictive relevance or predictive sample reuse developed by Stone (1974) and Geisser (1975). Value Q^2 is useful for validation capabilities in which the models predict that this model is only suitable for use in the endogenous constructs that have reflective indicators. The following is the approach used with the procedure blindfolding with the formula, namely.

$$Q^2 = 1 - \frac{\sum_D E_D}{\sum_D O_D}$$

Where: D: Omission distance E: The sum of squares of prediction errors

O: The sum of squares errors using the mean for prediction

The value of $Q^2 > 0$ indicates that the model is predictive relevance while the value of $Q^2 < 0$ indicates that the model lacks predictive relevance.

- 4) Model feasibility test (goodness of fit)

To validate the overall model, the goodness of fit (GoF) index introduced by Tenenhaus, et al (2004) is called the

GoF index. For this reason, the GoF index is calculated from the square root of the values average communality index and average R-Square, as follows.

$$GoF = \sqrt{\overline{com} - \overline{R^2}}$$

Where:

\overline{com} : Average communalities
 $\overline{R^2}$: Average model R²

GoF value is between 0 and 1, with values of communality recommended is 0.50 and value R-square then the interpretation of the value of 0.10 is included in the rate of small Gof, 0.25 medium Gof value, 0.36 large Gof value. (Cohen, 1988, Ghazali and Latan, 2015:79).

5) Hypothesis Testing

Hypothesis testing between constructs, namely exogenous constructs against endogenous constructs and endogenous constructs against endogenous constructs is carried out by the method bootstrap resampling developed by Geisser. (Ghozali, 2015: 25). Further explanation of Hair, et al (2012) in Ghazali & Latan, (2015: 81) reveals the role of thumb evaluation of the structural model regarding the significant test two-tailed, which is the significance t-value > 1.96 with a significance level of 5% or 0.05, it is concluded that it is significant. The following is the basis for decision making, namely as follows: a. If the t-value is smaller than the t-table or the value <1.96 then Ho is accepted and Ha is rejected b. If the t-value is greater than or equal to the t-table or t-value > 1.96 then Ho is rejected and Ha is accepted.

ANALYSIS & DISCUSSION

Analysis

Outer Model Evaluation

Outer model was used to know the results of testing the validity and reliability of the instrument. The validity test was conducted to determine the ability of the research instrument or the results of the respondents' answers. Meanwhile, the reliability test is used to measure the consistency of measuring instruments from the results of respondents' answers in answering questionnaire statement items or research instruments. Besides, this measurement model is used to explain the relationship between latent variables and manifest variables or indicators as shown in Figure 2.

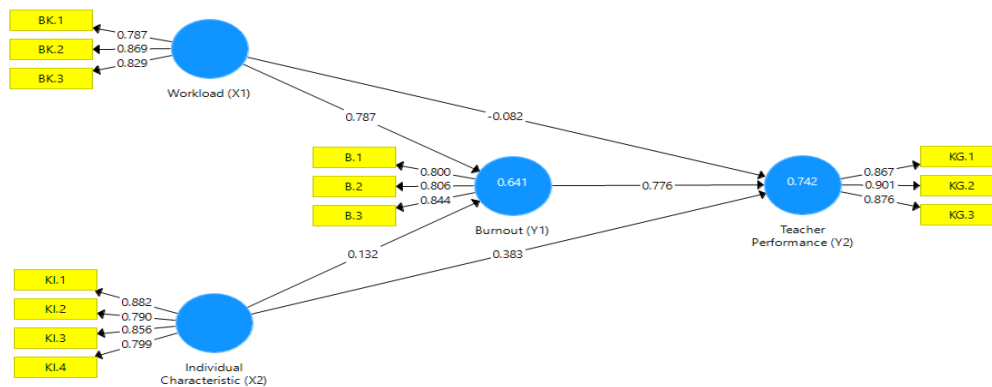


Figure 2. Outer Model with Reflective Indicators

Source : SmartPLS 3.2.9, 2023.

Based on Figure 1 above, the results of the measurement model with reflexive indicators in which this model is explained by variants as a manifestation of the construct domain and the direction of the indicators from the variables to the indicators. The following criteria must be met in testing the outer model, namely.

1. Convergent validity

Convergent validity test can be seen from the value loading factor for each construct indicator which is reflected in the results of outer loading. According to Chin (1998) in Ghazali and Latan (2015: 74) explains that the rule of thumb which is usually used to assess convergent validity is that the value loading factor must be 0.7 for research confirmatory and the value is loading factor between 0.6 -0.7 for research is exploratory still acceptable and the average variance extracted (AVE) value must be greater than 0.5. However, for research in the early stages of developing a measurement scale, the value of loading factor 0.5-0.6 is still considered sufficient, but if it is below 0.5 it can be replaced or removed from the analysis. To assess the validity test results, it can be seen from the factual loading value which is reflected in the results outer loading in PLS. The following are the results of the convergent validity test using outer loading as shown in Table 1.

Table 1. Convergent Validity Test Results Using Outer Loading

Indicators Item	Loading Factor	Evaluation
BK.1	0,787	Valid
BK.2	0,869	Valid
BK.3	0,829	Valid
KI.1	0,882	Valid
KI.2	0,790	Valid
KI.3	0,856	Valid
KI.4	0,799	Valid
B.1	0,800	Valid
B.2	0,806	Valid
B.3	0,844	Valid
KG.1	0,867	Valid
KG.2	0,901	Valid
KG.3	0,876	Valid

Source : SmartPLS 3.2.9, 2023.

Based on Table 1 above, the results show that the indicators used to measure each variable in this study all have a value The loading factor is more than 0.50, so it can be concluded that all indicator items are valid to explain the variables and no indicators are omitted in this study.

2. Discriminant validity

The way to test discriminant validity with reflexive indicators is to look at the cross-loading factor value for each variable which must be greater than 0.7. Cross loading is useful for assessing whether the construct has discriminant validity sufficient, by comparing the relationship between indicators of a variable with the correlation of indicators with other variables. If the relationship between the construct indicators has a higher value than the relationship between indicators and other variables, it can be said that the construct has high discriminant validity. The following are the results of testing discriminant validity based on the value cross-loading which can be seen in Table 2.

Table 2. Discriminant Validity Test Results Using Cross Loading

Indicators Item	Workload (X1)	Individual characteristic (X2)	Burnout (Y1)	Teacher performance (Y2)
BK.1	0,787	0,048	0,667	0,527
BK.2	0,869	-0,033	0,637	0,389
BK.3	0,829	0,034	0,652	0,410
KI.1	0,003	0,882	0,137	0,427
KI.2	-0,071	0,790	0,012	0,433
KI.3	-0,012	0,856	0,148	0,446
KI.4	0,169	0,799	0,203	0,342
B.1	0,612	0,055	0,800	0,437
B.2	0,558	0,156	0,806	0,690
B.3	0,749	0,141	0,844	0,715
KG.1	0,297	0,529	0,520	0,867
KG.2	0,477	0,499	0,673	0,901
KG.3	0,623	0,303	0,813	0,876

Source : SmartPLS 3.2.9, 2023.

Based on Table 2, it can be seen that some of the results of tests discriminant validity for each indicator of each latent variable still have a value cross-loading that is greater than the value loading when connected with other latent variables. This means that each construct or latent variable has discriminant validity a good or high where the indicators in the construct indicator block are better than indicators in other blocks. 3. Reliability test. A reliability test is conducted to prove the accuracy, consistency, and accuracy of the instrument in measuring constructs. PLS-SEM to measure the reliability of a construct with reflexive indicators using Cronbach's alpha and composite reliability. According to Ghozali & Latan (2015: 75) explain that the role of tumb used for Cronbach's alpha must be 0.7 for research confirmatory and still accepted if it is greater than 0.6 for exploratory while composite reliability must be greater than 0.7 for Research that is confirmatory and the value from 0.6 to 0.7 is still acceptable for research exploratory. The following are the reliability test in Table 3.

Tabel 3. Output Realibility Test

Constructs	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Workload (X1)	0,772	0,868	0,687
Individual characteristic (X2)	0,852	0,858	0,693
Burnout (Y1)	0,754	0,900	0,668
Teacher performance (Y2)	0,857	0,912	0,777

Source : SmartPLS 3.2.9, 2023.

According to Table 3 above, it shows that the Cronbach's alpha value is greater than 0.6 and composite reliability is greater than 0.7 of all research variables. This indicates that exploratory research with the instruments used to measure the constructs in this study is acceptable or very relibel.

Inner Model Evaluation

Inner model is a model that connects latent variables. The following are the results of the inner model as seen in Figure 3.

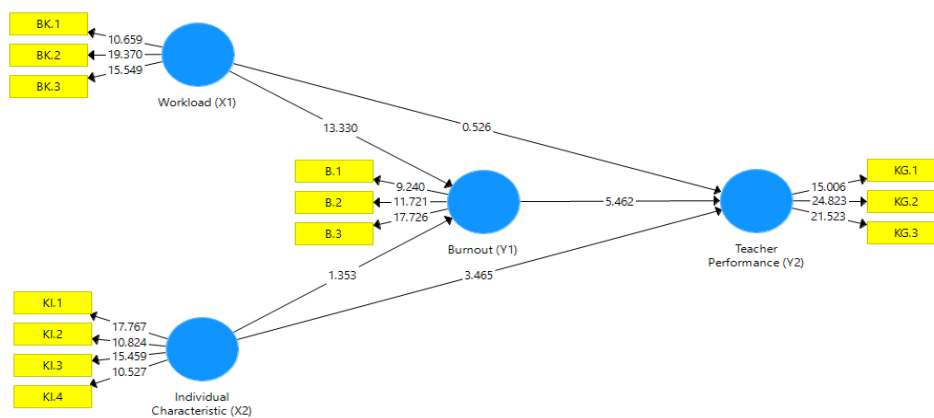


Figure 3. Inner Model Diagram

Source : SmartPLS 3.2.9, 2023.

Based on the 3 above shows the relationship between latent variables by displaying t-values and path coefficient. The following are the criteria for testing the inner model, as follows:

1. Determination Coefficient

The determination coefficient was used to determine how much influence the endogenous and exogenous variables have. The R2 value for each endogenous variable is the predictive power of the structural model where the R square can be seen in Figure 2 above. Changes that occur in the R2 value can be used to assess the ability of exogenous variables to explain the effect of endogenous variables. The following are the results of R2 value of the endogenous variables in Table 4.

Tabel 4. Output R² Test

Endogen Constructs	R ² (R Square)	R Square Adjusted
Burnout (Y1)	0,641	0,625
Teacher performance (Y2)	0,742	0,724

Source : SmartPLS 3.2.9, 2023.

Based on Table 4, R square value for burnout (Y1) is 0.641 or 64.1% while for teacher performance (Y2) is 0.742 or 74.2%. This result indicates the percentage or number of endogenous constructs that can be explained by exogenous constructs. Then, according to Ghazali & Latan, (2015:78), the value of R2 with 0.75, 0.50, and 0.25 can be concluded as a strong model; moderate; as well as weak. According to the results, the R2 value (R square) for all endogenous constructs is in the moderate or moderate category because it is still below 0.75. Then the adjusted R-square value of burnout (Y1) is 0.625 or 62.5%, meaning that the remaining 37.5% is influenced by other factors. Likewise, teacher performance (Y2) is 0.724 or 72.4%, which also means that 27.6% is influenced by other factors outside the model. Adjusted R Square, the corrected R Square value is based on the standard error value.

2. Effect size

Effect size was used to determine changes in the value of R square or the amount of influence or effect on endogenous constructs in structural models. According to Chin (1998) in Ghazali and Latan (2015: 81) reveals the value effect size (f2) is 0.02; 0.15; and 0.35 which are interpreted as small, medium, and large. Here are the results of the test effect size or f-square in Table 5.

Table 5. Output Effect Size Test

Constructs	Burnout (Y1)	Teacher performance (Y2)
Workload (X1)	1,726	0,009
Individual characteristic (X2)	0,049	0,542
Burnout (Y1)	-	0,836
Teacher performance (Y2)	-	-

Source : SmartPLS 3.2.9, 2023.

Based on Table 5, the effect size of the workload (X1) on burnout (Y1) is 1.726, which means that the effect size is medium because it is at a large level; the influence or effect on the individual characteristic (X2) on burnout (Y1) is 0.049, which means that the magnitude of the effect is small; Then, the influence or effect of the burnout variable (Y1) on teacher performance (Y2) is 0.836, which means that the effect is large; the influence or effect of the workload variable (X1) on teacher performance (Y2) is 0.009 which means small; and the influence or effect of individual characteristic variables (X2) on teacher performance (Y2) is 0.542, which means the magnitude of the effect is large.

3. Predictive relevance

The value of Q2 is useful for validating the ability to predict models in which this model is only suitable for use in endogenous constructs that have reflective indicators. To test the predictive relevance value in the blindfolding calculation results, it can be seen in the construct cross-validated redundancy section in PLS. The following are the results of the predictive relevance or Q-squares test as seen in Table 6.

Table 6. Output Predictive Relevance Test

Constructs	SSO	SSE	Q ² = (1-SSE/SSO)
Workload (X1)	144.000	144.000	-
Individual characteristic (X2)	192.000	192.000	-
Burnout (Y1)	144.000	87.386	0,393
Teacher performance (Y2)	144.000	67.019	0,535

Source : SmartPLS 3.2.9, 2023.

Based on Table 6 the results show that the endogenous variable or construct has a Q2 value > 0 which indicates that the model is accurate with respect to the construct as a predictive model because the endogenous construct or variable has a Q2 value that is greater than 0. From these results it can also be determined the

predictive relevance of the q2 value. as an effect size of the relevance of changes in Q2 that have a relative impact on the structural model which can be measured by the formula, ie.

$$q^2 = \frac{Q^2_{included} - Q^2_{excluded}}{1 - Q^2_{excluded}}$$

$$= \frac{0,393 - 0,535}{1 - 0,393}$$

$$= \frac{0,142}{0,607} = 0,233 \text{ atau } 23,3\%$$

According to this calculation, the predictive relevance of q2, which is 0.23 or around 23.3%, is in the medium or moderate category. This means that the model is quite capable of being used as a predictive model.

4. Godness of Fit

The goodness of Fit is used to test the feasibility of a model where this test is carried out to validate the overall model, namely a combination of the inner model and outer model. This goodness of Fit (GoF) value is measured by the average communality index and the average R-square which to find the value of the communality of each variable can be seen from the measurement of the model using blindfolding techniques in the construct section of cross-validated communality in PLS can be seen Table 7.

Table 7. Output Communality Index

Constructs	Communality Index	Mean Communality Index
Workload (X1)	0,369	0,423
Individual characteristic (X2)	0,480	
Burnout (Y1)	0,322	
Teacher performance (Y2)	0,524	

Source : SmartPLS 3.2.9, 2023.

Sesuai Tabel 5.11, nilai rata-rata *communality index* yakni sebesar 0,423 sedangkan nilai rata-rata R-square yakni sebesar 0,691 yang diperoleh dari nilai R-square ($R_1 + R_2 / 2$ atau $0,641 + 0,742 / 2$). Dari nilai ini juga dapat ditentukan uji kelayakan model (godness of fit) dengan rumus, yaitu.

$$GoF = \sqrt{com \times R^2}$$

$$= \sqrt{0,423 \times 0,691}$$

$$= \sqrt{0,292} = 0,540 \text{ atau } 54,0\%$$

Based on the formula used to test the feasibility of this model (GoF), a result of 0.540 or 54.0% is obtained which gives an understanding that the GoF value is large. This provides an understanding that the resulting model is fit in explaining the data.

Hypothesis test

Hypothesis testing in this study was carried out by looking at the t-count and p-values. The research hypothesis can be stated as accepted if the t-value > 1.96 and the significant value < 0.05. Following are the results of hypothesis testing in Table 8.

Table 8. Hypothesis Testing Results

Effect between Constructs	Path Coefficient	T-Value	T-Table	P-Values	Evaluation
Workload (X1) -> Burnout (Y1)	0,787	14,232	1,96	0,000	Supported
Individual characteristic (X2) -> Burnout (Y1)	0,132	1,430	1,96	0,153	Not Supported
Burnout (Y1) -> Teacher performance (Y2)	0,776	5,432	1,96	0,000	Supported
Workload (X1) -> Teacher performance (Y2)	-0,082	0,525	1,96	0,600	Not Supported
Individual characteristic (X2) -> Teacher performance (Y2)	0,383	3,363	1,96	0,001	Supported

Source : SmartPLS 3.2.9, 2023.

Total Indirect Effect & Total Effect

Indirect influence is the influence of the existence of a predetermined intervening variable. Following are the results of testing the indirect effect on SmartPLS which is reflected in the total indirect effect as shown in Table 9.

Table 9. Output Total Indirect Effect

Effect between Constructs	Path Coefficient	T-Value	T-Table	P-Values
Workload (X1) -> Teacher Performance (Y2)	0,610	5,070	1,96	0,000
Individual Characteristic (X2) -> Teacher Performance (Y2)	0,102	1,214	1,96	0,225

Source : SmartPLS 3.2.9, 2023.

Based on the Table 9, the indirect effect of the workload variable (X1) on the teacher performance variable (Y2) is 0.610 or 61.0% with p-values $0.000 < 0.05$. This means that indirectly the relationship or influence between the two variables is positive or in the same direction and significant, besides that when there is a burnout variable as an intervening variable it has an impact on the relationship between workload on teacher performance where the more workload is carried out by a teacher then affect their productivity at work, causing burnout; then the indirect effect between individual characteristics (X2) on teacher performance (Y2) is 0.102 or 10.2% with p-values $0.225 > 0.05$. This means that it has a positive or unidirectional relationship but is not significant which means that the individual characteristics of a good teacher do not necessarily encourage an increase in teacher performance because many activities are not only as educators which indirectly cause teacher burnout. And then the total effect in Table 10.

Table 10. Output Total Effect

Effect between Constructs	Path Coefficient	T-Value	T-Table	P-Values
Workload (X1) -> Teacher performance (Y2)	0,529	4,721	1,96	0,000
Individual Characteristic (X2) -> Kinerja Guru (Y2)	0,132	1,430	1,96	0,153

Source : SmartPLS 3.2.9, 2023.

Based on the Table 10, for the 2 patterns of direct and indirect relationship to workload affect teacher performance through burnout of 0.529 or 52.9% with p-values $0.000 < 0.05$ while the effect of individual characteristics on teacher performance through burnout is 0.132 or 13.2% with p-values $0.153 > 0.05$. This shows that burnout is an intervening variable that affects workload on teacher performance. However, burnout is not an intervening variable that influences individual characteristics on teacher performance.

IV. DISCUSSION

1. The First Hypothesis; The Effect of Workload on Burnout
Workload with a path coefficient of 0.787 affects burnout at SMA Negeri 1 Bontang because $t\text{-count} > t\text{-table}$ or $14.232 > 1.96$ with (p-values) of $0.000 < 0.05$. This result has a positive or unidirectional relationship, which means that H1 is accepted.
2. The Second Hypothesis; The Effect of Individual Characteristics on Burnout
Individual characteristics with a path coefficient of 0.132 affect burnout at SMA Negeri 1 Bontang because $t\text{-count} < t\text{-table}$ or $1.430 < 1.96$ with (p-values) of $0.153 > 0.05$. This result has a positive or unidirectional relationship but not significant, which also means that H2 is rejected.
3. The Third Hypothesis; The Effect of Burnout on Teacher Performance
Burnout with a path coefficient of 0.776 affects teacher performance at SMA Negeri 1 Bontang because $t\text{-count} > t\text{-table}$ or $5.432 > 1.96$ with (p-values) of $0.000 < 0.05$. This result has a positive or unidirectional relationship, which means that H3 is also rejected.
4. The Fourth Hypothesis; The Effect of Workload on Teacher Performance
Workload with a path coefficient of -0.082 affects teacher performance at SMA Negeri 1 Bontang because $t\text{-count} < t\text{-table}$ or $0.525 < 1.96$ with (p-values) of $0.600 > 0.05$. This result has a negative or not unidirectional relationship, which also means that H4 is rejected.
5. The Fifth Hypothesis; The Effect of Individual Characteristics on Teacher Performance
Individual characteristics with a path coefficient of 0.383 affect teacher performance at SMA Negeri 1 Bontang because $t\text{-count} > t\text{-table}$ or $3.363 > 1.96$ with (p-values) of $0.001 < 0.05$. This result has a positive or unidirectional relationship, which means that H5 is accepted.
6. The Sixth Hypothesis; The Effect of Workload on Teacher Performance Through Burnout
Workload with a path coefficient of 0.610 or 61.0% affects teacher performance through burnout at SMA Negeri 1 Bontang because $t\text{-count} > t\text{-table}$ or $5.070 > 1.96$ with p-values $0.000 < 0.05$. This indicates that the variable has a positive or unidirectional relationship as well as burnout as an intervening variable that influences the relationship between the influence of workload and teacher performance. From these findings H6 is also accepted.

7. The Seventh Hypothesis; The Effect of Individual Characteristics on Teacher Performance Through Burnout

Individual characteristics with a path coefficient of 0.102 or 10.2% affect teacher performance through burnout at SMA Negeri 1 Bontang because $t\text{-count} < t\text{-table}$ or $1.214 < 1.96$ with $p\text{-values } 0.225 > 0.05$. This indicates that the variable has a positive or unidirectional relationship but burnout as an intervening variable has no significant influence on the relationship between workload and teacher performance. From these findings H7 was also rejected.

CLOSING

Conclutions

Workload has a positive and significant effect on teacher burnout at SMA Negeri 1 Bontang which begins with the mental effort load factor. This means that through the mental effort factor it can increase the level of burnout of a teacher because the many demands of work as an educator can increase the workload carried out. Judging from the characteristics of respondents based on the most dominant age category, namely over 46 years and women. This means that the excessive workload not only as an educator in this school but also the demands of taking care of the household, and so on results in an increased workload so that it has a direct impact on burnout for teachers; Individual characteristics have a positive but not significant effect on burnout at SMA Negeri 1 Bontang which begins with the attitude factor. This indicates that the attitude factor is not necessarily capable of encouraging burnout. Judging from the characteristics of the respondents, most of them were women with an average bachelor's degree, which when there was a lot of work, the teachers at SMA Negeri 1 Bontang would feel bored or tired if the work was done every day. However, when the demands of the work carried out by a teacher are happy and motivated, it can reduce burnout; Burnout has a positive and significant effect on teacher performance at SMA Negeri 1 Bontang starting from the ineffectiveness factor. This indicates that the ineffectiveness factor is able to encourage an increase or decrease in the performance of the teacher when experiencing the perceived level of burnout. Judging from the characteristics of the most dominant respondents, women with many jobs as teachers are Civil Servants (PNS), which means that the higher the level of burnout felt by a teacher can reduce teacher performance because teachers feel tired, bored, emotional with their work; Workload has a negative but not significant effect on teacher performance at SMA Negeri 1 Bontang which starts with the factor of implementing learning activities where this is meaningful to encourage increased teacher performance can be done by implementing learning activities that teachers do for their students. Judging from the characteristics of the most dominant respondent as a Civil Servant (PNS) teacher, meaning as a teacher with the status of a Civil Servant (PNS) the workload or job demands are a lot of a challenge to be completed properly and with full responsibility; Individual characteristics have a positive and significant effect on teacher performance at SMA Negeri 1 Bontang starting from the attitude factor while the factor that plays a role in improving teacher performance is the implementation of learning activities, this means that teacher performance will increase when an individual teacher has the ability factor in carrying out the demands of the task in his work; Workload influences teacher performance positively and significantly through burnout at SMA Negeri 1 Bontang, which means that burnout can act as an intervening variable that positively and significantly affects workload on teacher performance. This also means that a lot of workload can encourage an increase or decrease in the performance felt by the teacher through burnout because the level of perceived burnout greatly affects the productivity of the work done; Individual characteristics influence teacher performance positively but not significantly through burnout at SMA Negeri 1 Bontang, which means that burnout is not an intervening variable that positively and significantly influences individual characteristics on teacher performance. This finding means that the individual characteristics possessed by a teacher have not been able to encourage increased performance by means of burnout because the characteristics of an educator depend on each individual. in teacher performance, especially with a high level of burnout.

V. Recommendation

Teachers should reduce the amount of workload that must be completed immediately starting from reducing the mental effort load factor because the demands of work assignments can encourage excessive mental demands so that they affect the level of perceived burnout. In addition, the excessive workload not only as an educator in this school but also in daily life results in an increased workload so that it has a direct impact on the occurrence of burnout felt by teachers; Teachers should maintain their individual character as educators starting from the attitude factor because it can encourage burnout. In addition, the attitude factor that likes and enjoys doing his job can reduce the level of burnout he feels; Teachers should increase self-confidence about the work being done as an educator starting from the ineffectiveness factor because this factor can encourage an increase or decrease in the performance carried out by the teacher when experiencing a level of perceived burnout; Teachers should reduce the demands on the amount of work that must be completed immediately and focus work starting from the factor of implementing learning activities because this factor is able to encourage teacher

performance improvement for their students; The teacher should maintain the individual character possessed by a teacher who likes and is challenged in carrying out his work starting from the attitude factor of continuing to carry out good learning activities such as being on time, the teacher is disciplined, not often absent, and so on because when an individual teacher has the ability factor in carrying out the demands of the tasks in his work can increase productivity in carrying out his work; Teachers should maintain their confidence to like the work they have because the many tasks they have can add insight, skills, and other positive things in order to increase teacher productivity. Conversely, when there is little work done, it can lead to high levels of burnout such as boredom or laziness, and so on, so it is true that this finding is burnout as an intervening variable that affects workload on teacher performance; Teachers should improve the individual character of a teacher with positive things such as increasing their capacity through continuing their education to a higher level so as not to cause burnout levels that are felt because this can affect the teacher's performance.

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