Bab V
Penutup

A. Kesimpulan

Berdasarkan hasil data statistik responden penelitian yang ada pada Bab IV, maka dapat disimpulkan bahwa :

1. Mayoritas responden dalam penelitian ini berjenis kelamin laki - laki dengan jumlah sebanyak 100 orang (68,9%).
2. Mayoritas responden dalam penelitian ini telah bekerja pada rentang waktu 2 - 9 tahun dengan jumlah sebanyak 96 orang (66,2%).
3. Mayoritas responden dalam penelitian ini memiliki tingkat pendidikan terakhir jenjang D-III dengan jumlah sebanyak 97 orang (66,8%)
4. Mayoritas responden dalam penelitian ini berposisi kerja saat ini sebagai *Aerodrome Control Tower* (ADC) dengan jumlah sebanyak 58 orang (40%).

Berdasarkan hasil uji hipotesis secara langsung maupun tidak langsung, penelitian ini memberikan kesimpulan berupa :

1. Hasil uji hipotesis pengaruh efikasi diri terhadap stres kerja menghasilkan nilai signifikansi sebesar 0,000 < 0,05 dan *Standardized Coefficients Betta* sebesar (- 0,666). Kemudian dapat ditarik kesimpulan bahwa terdapat pengaruh negatif dan signifikan antara efikasi diri terhadap stres kerja.
2. Hasil uji hipotesis pengaruh beban kerja terhadap stres kerja menghasilkan nilai signifikansi sebesar 0,000 < 0,05 dan *Standardized Coefficients Betta* sebesar (- 0,786). Kemudian dapat ditarik kesimpulan bahwa terdapat pengaruh positif dan signifikan antara beban kerja terhadap stres kerja.
3. Hasil uji hipotesis pengaruh efikasi diri terhadap kinerja karyawan menghasilkan nilai signifikansi sebesar 0,000 < 0,05 dan *Standardized Coefficients Betta* sebesar 0,672. Kemudian dapat ditarik kesimpulan bahwa terdapat pengaruh positif dan signifikan antara efikasi diri terhadap kinerja karyawan.
4. Hasil uji hipotesis pengaruh beban kerja terhadap kinerja karyawan menghasilkan nilai signifikansi sebesar 0,000 < 0,05 dan *Standardized Coefficients Betta* sebesar (- 0,788). Kemudian dapat ditarik kesimpulan bahwa secara langsung terdapat pengaruh negatif dan signifikan antara beban kerja terhadap kinerja karyawan.
5. Hasil uji hipotesis pengaruh stres kerja erhadap kinerja karyawan menghasilkannilai signifikansi sebesar 0,000 < 0,05 dan *Standardized Coefficients Betta* sebesar (- 0,782).

Kemudian dapat ditarik kesimpulan bahwa secara langsung terdapat pengaruh negatif dan signifikan antara stres kerja terhadap kinerja karyawan.

6. Kesimpulan uji mediasi dalam penelitian ini :
   a. Pengaruh langsung sebesar 0,166 > pengaruh tidak langsung sebesar 0,091. Dapat ditarik kesimpulan bahwa stres kerja berperan sebagai mediasi komplementer dan memberikan total efek parsial antara efikasi diri dan kinerja karyawan.
   b. Pengaruh langsung sebesar (- 0,387) < pengaruh tidak langsung sebesar (- 0,228). Dapat ditarik kesimpulan bahwa stres kerja berperan sebagai mediasi komplementer dan memberikan total efek penuh antara beban kerja dan kinerja karyawan.

B. Implikasi Manajerial

Hasil penelitian menunjukkan bahwa stres kerja mempengaruhi kinerja karyawan. Oleh sebab itu, peneliti menyarankan kepada bagian sumber daya manusia perusahaan untuk memberikan pelatihan kepada karyawan secara berkala dengan materi pelatihan manajemen stres. Karyawan diberi pengetahuan tentang cara pendeteksian gejala stres kerja mulai dari stres yang ringan sampai dengan stres yang berat akibat beban kerja yang diterima. Setelah diberikan pengetahuan tentang pendektesian gejala stres kerja dan penyebabnya, maka diharapkan karyawan dapat menerapkan budaya kesehatan dan keselamatan kerja sehingga dapat meminimalisir resiko kecelakaan dalam penerbangan.

Untuk mengurangi rasa jenuh akibat beban kerja dapat dilakukan dengan memanfaatkan waktu istirahat sebaik mungkin. Salah satu aktivitas yang bisa dilakukan saat berada di dalam ruangan setelah melakukan pemanduan lalu lintas udara adalah peregangan badan atau senam ringan dengan cara menggerakkan anggota badan dari ujung kepala sampai ujung kaki. Atau bisa juga dengan mengadakan kegiatan olahraga pagi bersama setiap minggunya agar karyawan tetap bisa menjaga kebugaran tubuh.

Karyawan yang memiliki masa kerja masih baru, peneliti menyarankan untuk diberikan tugas atau tanggung jawab mulai dari yang ringan terlebih dahulu. Supaya karyawan tersebut mampu beradaptasi terlebih dahulu dengan lingkungan kerjanya dan tidak langsung merasa dirinya seolah - olah harus menerima tanggung jawab yang berat dan pada akhirnya bisa menyebabkan stres kerja. Tingkat kesulitan tanggung jawab dapat disesuaikan dengan tingkat kepadatan lalu lintas udara yang ada pada masing - masing bandar udara dimana tempat karyawan tersebut bekerja.

C. Keterbatasan Penelitian dan Saran

1. Peneliti menyarankan agar penelitian selanjutnya supaya lebih bisa mengembangkan variabel penelitian yang sesuai dengan ruang lingkup atau kondisi lingkungan Perum Lembaga Penyelenggara Pelayanan Navigasi Penerbangan Indonesia.
2. Peneliti menyarankan agar peneliti selanjutnya supaya dapat meneliti dengan objek penelitian yang lebih luas atau tidak hanya berfokus pada satu bagian operasional yang ada pada Perum Lembaga Penyelenggara Pelayanan Navigasi Penerbangan Indonesia.
3. Penelitian yang akan datang diharapkan dapat melakukan wawancara kepada beberapa karyawan *Air Traffic Controller* untuk menggali secara mendalam tentang faktor apa saja yang bisa mempengaruhi stres kerja dan kinerja karyawan.
4. Penelitian ini mempunyai keterbatasan karena merupakan penelitian tidak langsung mendatangi responden. Maka dari itu peneliti menyarankan untuk peneliti selanjutnya untuk melakukan penelitian secara langsung supaya kuesioner bisa terpantau dalam pendistribusian dan pengisiannya.

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Lampiran 1

Jurnal Acuan

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The Effect of *Self Efficacy* on *Burnout* Mediated by Stress Among Kindergarten Teachers in Indonesia

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***Abstract*-- The objective of this study is to investigate the effect of stress variable as a mediating role between self efficacy on burnout. Likert scale questionnaires were distributed to a sample of 60 kindergarten teachers who have not been certified in Gunungpati area, using purposive sampling data collection technique. Partial test and the bootstrapping analysis by SPSS 20 were applied. The results show that there is a significant effect between self efficacy on stress. There is also a significant effect between self efficacy and stress on burnout. Stress is shown to have influence as a mediate role on the relationship between self efficacy and burnout, this is indicated by t value of bootstrapping test (-3.352) > t table (-2.000). The research concludes that self efficacy has negative correlation and plays an important role in the onset of stress and burnoutt.**

Keywords: **Self-Efficacy, Stress, Burnout, Kindergarten Teacher**

I. INTRODUCTION

Every organization has its own goal. To achieve it, this organization should be supported by some factors. Human factor is the most dominant in achieving the goal as expected by this organization from both welfare and readiness aspect. Human resources factors in education term are headmaster, teachers, students, and administrators. In this case, teachers play important roles for student achievement. It has been confirmend by the prior research finding that the qualities of the teacher-student relationship predict children's successful school adjustment [1]. It has been proved in the reseach by Like other education level in general, in kindergarten school instructional achievement is dominantly determined and influenced by the teachers.

A teacher is the pioneer in education both formal and non formal one. Being a kindergaten teacher is not easy thing to do. It needs specific and proffesional skills where not every one can handle it [2]. Furthermore the goverment through National Education Ministry tries to optimize teacher's role by demanding some requirement that should be fulfilled by kindergarten teachers [3]

Rahman [4] explained that teacher as profession requires high communication skill to other people especially to students. This impacts to his or her behaviour in facing learning situation. Since how hard the requirement to be a teacher, it sometimes creates many troubles relating to teaching learning situation, one of them is *burnout*. Many kindergarten teachers feel that their job as teachers are so heavy. They often feel desparated in managing their students, hopeless, and easy to give up in facing schooling problems. They confess that the content of curriculum is so heavy and they are demanded to make daily educational report. In delivering material to their students, they are demanded to be creative and innovative. The job stress faced by the kindergarten teachers are the early indicators that they suffer from burnout. [5] Yet, It is not all teacher suffering job stress would experience burnout. The self-efficacy beliefs for each of the three domains are significantly and negatively related to the depersonalisation and emotional exhaustion dimensions of burnout, and significantly positively related to the personal accomplishment dimension [.6..].

Burnout is one's respond to cronical emotional tension dealing with other person, especially whenever he or she has a problem . The high level of burnout suffered by a teacher influences to either work performance or **h**ealth. If a teacher can't carry out his or her duty proffessionally and effectivelly, instructional goal can't be achieved. It indicates that it is important for a teacher to minimize *burnout* symptom. So he or she can perform well and instructional goal can be achieved [7].

One factor how to minimize *burnout* is that stress should be well managed. Stress is the impact of one's justification, where he or she justifies whether the teacher has sufficient empowerment to cover the environment demands [8]. Long term stress leads to depression and if it is not properly handled, burnout syndrom will emerge, emotional condition where someone feels physically bored which tends his or her performance will dicrease as the consequence of the increasing of work demand. But if the stress is soon overcome, it will not last long [4]. An important factor that can overcome stress felt by some teachers is *self efficacy*.

Bandura declared that *self efficacy* was individual's belief relating to one's competence in carrying out some duties so that the aim targetted can be achieved. Self-efficacy has been studied in terms of its ability to predict academic success, academic self-efficacy accounted for 11% to 14% of

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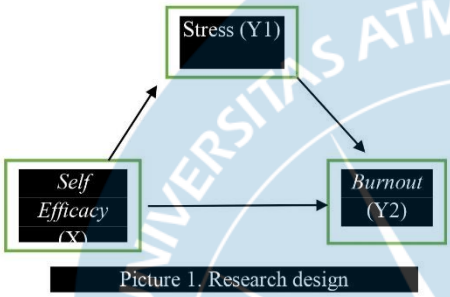
variance in academic performance and persistence. It means, those mostly likely to withdraw from a nursing program had low academic self-efficacy [.9..]. Self efficacy generated motivation, cognitive skill and reduced emotional action and tension which were needed in coping situational demand. So individual with low self efficacy tended to be less adaptive in facing certain problem or duty. Only teacher with low self efficacy tends to burnout [1].

Bandura added that the reaction to one's stress occurrred because of one's low self efficacy to control any threat coming from inconvenient environment. So if he or she faced unexpected situation, he or she could not react well. Furthermore, self-efficacy and dispositional optimism partially weakened the relationship between stress and suicidal ideation [10].

Teachers having high self efficacy were able to manage accademical stress by coping every problem they had.



Picture 1. Research design

RESEARCH OBJECTIVE

To identify the effect of self-efficacy on burnout mediated by stress

II. RESEARCH METHOD

Population of the research was 90 kindergarten teachers. The research used *purpisve sampling* technique. Variables used in this research were *self efficacy* as independent variable, *burnout* as dependent variable, and stress as mediation variable. *Burnout* variable was meassured using scale based on Maslach . Stress variable was meassured using scale based on Taylor . *Self efficacy* was meassured using scale based on Bandura . Data analysis used t test and bootstapping and being supprted by SPSS, to see whether there was mediation role of stress. Try out of data instrument was done before data analysis was done. T test also needed normality assumsion and heteroskedasticity data, so normality test was done using Kolmogorov-Smirnov, and heterokedasticity with glejser.

But those having low self efficacy tried to avoid every accademical problem appeared. The importance of self efficacy in handling teachers's stress played an imprtant role in minimizing burnout symptom which might happened to kindergarten teachers. It showed that stress was a variable which mediated between self efficacy and burnout. Based on the explanation above, hypothesis could be set up as followed:

H1: self efficacy influenced to stress among kindergarten teachers.
H2: stress influenced to burnout among kindergarten teachers
H3: Self efficacy influenced to kindergarten teachers
H4: Stress mediated the influence of self efficacy to burnout of kindergarten teachers.

Based on the hypothesis above research modal developed could be seen in picture 1.

III. RESULT AND DISCUSSION

Result of Tryout Validity

The result of tryout validity using SPSS 20 program showed that 15 items were not valid, so these items were not used.

Result of Tryout Reliability.

Tryout reliability was done using *Cronbach alpha* (a). A construction or variable was considered reliable if it gave *Cronbach alpha* value > 0,70. Result of tryout reliability of each variable was > 0,70 so all research instrumentswas stated reliable.

Result of Tryout normality

Tryout normality aimed to test whether in regression model, the distructed variable or residual had normal distribution, as known that t and F tryout assumed that residual value followed normal distribution. If this assumsion didn't go as it was so tryout of statistics was not valid for some minor samples. The result of normality tryout with *kolmogorov-Smirnov Test* the value of Asymp sig (2-tailed) was 0,910 > 005, so data distribution was catagorized normal.

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Result of Heteroskedasticity Tryout

At the result of output SPSS showed that all variables had sig value ≥ 0,05 so regression model didn't contain heteroskedasticity.

***Bootstrapping* Tryout**

Bootstrapping was an approach which didn't assume the form of variable distribution and could be applied at minor samples

In explaining the output of the script, some statements should be taken into account:

1. To notify how far the indirect influence of *self-efficacy* to *burnout* through stress, which was denoted from the value of *indirect effect and significance using normal distribution*, namely -0,3731.
2. To notify the significance of indirect influence which could be seen at Sig (two) of *indirect effect and significance using normal distribution* that was significance at 0,0059
3. To notify how far *standard error bootstrapping* that was indicated from i.e at bootstrap result for indirect effect that was 0,1113.
4. To calculate the value of t calculation, the indirect influence of *bootstrapping* using formulation pattern: t calculation = *indirect effect value/ standard error bootstrapping.*

t =*indirect effect value / standar error bootstrapping*

The explanation was that the *indirect effect* of *self efficacy* (X) to *burnout* through stress (M), the range of indirect influence was (-0,3731). The value of mediation coefficience (-0,3731) was significant at 0,0059 < 0,05. The conclusion was that mediation relation happened.

The result of *bootsrapping* gave estimated value of *indirect effect* of *self efficacy* to *burnout* through stress, standard error and the value of confidance level were 95% - 99%. So t value of indirect influence using bootstrapping occurred.:

t = -0.3731 / 0.1113 = -3.352

if t calculation was found positive (+), so t table also used positive value (+) or hypothesis acceptance was on right side. And if t table was found negative (-), so t table should be negative (-) or hypothesis acceptance was on left side. Based on the calculation above, it was seen that t calculation had negative value (-) so t table was also negative (-) or hypothesis acceptance was on left side.

Based on *bootstrapping* tryout t table was -2,000, which meant calculation value (-3,352) > t table (-2,000).

DISCUSSION

Based on the result of the research done, it proved that *self efficacy* influenced significantly to stress. It meant that *self efficacy* influenced the emerging stress among kindergarten teachers. It's like research from Hee-Sook Sim and Weon-Hee Moon (2015) that states. It proved that the hypothesis stated that there was significant influence of *self efficacy* to stress among kidergarten teachers was acceptable. Self efficacy of kindergarten teachers district was reflected from the belief based on duty handicap faced by them. Teachers having high self confidance felt sure that they could cover accademical duties with all they had. Those having high self belief were able to analyze level of duty handicap which one should be done and which one should be avoided. When the kindergarten teachers at Gunung pati district felt that their capability and competence were not strong enough to carry out the duties, they would easily suffer from stress at high level. The result of this research was in accordance to the research Pratiwi which indicated that there was correlation between *self efficacy* in writing final project and stress suffered by university students. Research on parenting was also revealed that parents who have good self efficacy would experience less stress [11].

The research result proved that stress had positive influence to *burnout*. It was indicated by value of t calculation 12,77 > t table 2,00. It showed that stress suffered by kidergarten teachers influenced the emerging of *burnout* they experienced. When they suffered from stress which impacted to cognitive, physiological, emotional, and behaviour disturbance so they felt they were powerless, hopeless in doing their duties. All duties they had were to be the heavy burden to carry. It was in accordance with the research done by [14] which indicated that stress influenced to *burnout* experienced by elementary teachers in Spain.

The research also showed that *self efficacy* influenced to burnout. It was indicated by the value of t calculation -4,657 > t table -2,000. It showed that self efficacy influenced to *burnout* experienced by kindergarten teachers. When they felt that they had less confidance to their competence they had, had less courage to accomplish their duties, they would easily suffer from *burnout*. The result of the research was apropriate with the research done by [8] which indicated that there was correlation between level of teachers' *self efficacy* and level of their *burnout* at inclusive shool in Surabaya. The higher level of *self efficacy* teachers had the less they suffered from burnout.

The *bootstrapping* calculation showed that the value of t calculation was (-3,352) > t table (-2,000). It indicated that

based on *bootstrapping* test, stress became variable of correlation mediation of *self efficacy* and *burnout*. It showed that the *self efficacy* of kindergaten teachers at Gunung Pati district undirectly brought about *burnout*. The forms of *burnout* might be fatiques, depersonalisation, degradation of self achievement relating to stress. Due to being lack of high *self efficacy* among kindergarten teachers seen from *strength, level*, and *generality,* the number of teachers suffering from stress increased significantly. It could be seen from their physical performance and their health, degradation of cocentration, work and achievement disorder, depression, job withdrawal and degradation of interpersonal relation quality. If teachers had such kinds of turbalances, it would impact to burnout they experienced. The more level of stress they had the more increase *burnout* they had would be. The research result was in accordance with the research done by Schwarzer and Hallum, [10] which showed that stress could be relation mediation of *self efficacy* and *burnout.*

IV. CONCLUSION AND SUGGESTION

The conclusion of the research was that *self efficacy* was a dominant factor which influenced the degree of stress and *burnout* among kindergarten teachers. The higher self efficacy teachers had the lower stress they suffered and vice verse the the lower *self efficacy* teachers had, the higher level of stress and *burnout* they had. Stress was a factor forming low *self efficacy* to be *burnout* symptom.

Based on the research result, it was recommended the school strengthen teachers' *self efficacy* by joining training, seminar, up grading relating to how to manage teaching learning proccess so the teachers had broarder knowledge and skill to overcome teaching learning handicap which potentially created stress and burnout.

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Occupational Stress as Mediator of Relationship between Workload, Emotional Intelligence and Teacher's Performance in Probolinggo Regency

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ABSTRACT

This research investigates occupational stress as mediator of relationship between workload, emotional intelligence and performance of teachers in Probolinggo regency. A number of 198 teachers from both public and private secondary school in the regency were randomly selected. Data collected using questionnaires and analyzed using Structural Equation Modelling (SEM). The analysis on the validity of workload, emotional intelligence, occupational stress and performance instrument gives result above 0.139 (r_{table}). This tells that all instruments are valid while the reliabilities based on the analysis result in Alpha coefficient of 0.6, which is reliable. The results showed that both workload and emotional intelligence significantly influence work stress and teacher performance, and work stress is able to mediate the effect of workload and emotional intelligence on teacher performance.

Keywords: occupational stress, workload, emotional intelligence, performance

I. INTRODUCTION

Education sector plays an important role to provide training, knowledge and skill to achieve the goal of economic growth and sustainable human development. The benefits of a good education are numerous; it has direct impacts and offers knowledge and power to individuals, family and society in general.

Education has a positive impact on the development of a country. An educated society can eradicate poverty, illiteracy and unemployment, and help in the improvement of the health care standards, and the national productivity. The contribution of education in development process is evident and easily recognized.

Many studies show that investments in education generate benefits for people, similar to those of the physical capital investments. Due to its important role in the development of human capital, more attention should be given on teachers as they play crucial roles in teaching processes.

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Teaching has long been recognized as one potentially frustrating and stressful occupations. Some common aspects of school life that cause stress for teachers include teaching pupils who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workloads demands, being evaluated by supervisors, having difficult relationships with colleagues, administration or management; and being exposed to generally poor work conditions (Kyriacou, 2001). Thus, occupational stress is a significant problem within teaching (Johnson et al, 2005).

High-levels of occupational stress have been linked to reductions in teacher wellbeing, teacher attrition and poor teacher health. Furthermore, high-levels of occupational stress can negatively affect job performance. The experience of teacher stress is the result of the teacher's cognitive, evaluative and motivational processes in response to an external threat. As teachers are an important component in achieving educational goals, the present of stress among them needs exploration.

The theme of this article surrounds issues of occupational stress, workloads, emotional intelligence, and performance of teachers. More specifically, the study is involved with the investigation of occupational stress as a mediator of the relationship between workload, emotional intelligence and teachers' performance. Through an exploratory quantitative research, this study used a case study approach with structured interviews. There has been a lack of information regarding the impact of workload and emotional intelligence on occupational stress and performance of teachers in Probolinggo regency.

Probolinggo regency was selected as a case study as the performance of education in this regencyis among the lowest at East Java Province. This study will address the following research problems: (1) what are the effects of workload and emotional intelligence on occupational stress among teachers in Probolinggo regency? (2) What are the impacts of workload and emotional intelligence on job performance of teachers in Probolinggo regency? (3) What is the relationship of teachers' stress and performance in Probolinggo regency? (4) How do occupational stress mediate the relationship between teaching workload, emotional intelligence and teachers' performance in Probolinggo regency?

II. LITERATURE REVIEW

Performance is an output or how successful one did the work in comparison with standard at certain time (Bernardin and Russel ,2003), (Byars and Rue,1991),(Gaol, 2014) and (Dessler, 1999). Performance is a function of ability and motivation. Mathis and Jackson (2012) explain that performance is what an employee do and do not. Teachers' performance that manifests in both quantity and quality of job output is a function of skills, experience and competence based on assigned responsibilities (Dharma, 2005). According Mathis andJackson (2006), (Dharma, 2005) and (Wibowo, 2010) in evaluating one's performance, three indicators can be used: 1) output quality such as precision, skill, thoroughness, understanding and mastering of task, independency, reliabilityand capability of utilizing tools; 2) output quantity such as

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ability to complete job assigned; 3) punctuality (in achieving target, attendance, break times).

Stress, in a workplace setting, can be the result of a mismatch between expectations, resources, capability and values about the work. Stress can arise because of an individual's imbalances between individual characteristic and work demand and environment, and that stress is perceived as threat and subjectively influences individual well-being (Frasser,1992), (Handoko, 2009).

Stress posits that it is a dynamic process, occurring when individuals interact with their environments, how much control one has over the demands they face and their resources available to meet the demand. Stress is a feeling of being under too much mental or emotional pressure and a perception of threat, with resulting anxiety, discomfort, emotional tension and difficulty in adjustment.

Occupational stress can have negative effects on organization such as decreased job satisfaction, absenteeism, staff turnover, morale, commitment, loyalty and the general productivity of the organization (Rulestari and Eryanto2013). Occupational stress involves negative feelings and thoughts that can further result in physical, mental or behavioral dysfunction. The experience of stress can affect the way individuals feel, think and behave through changes in physiological function. Physiologically, stress manifests as heartbeat, shallow breath, increased blood pressure and migraine. Psychologically stress manifests as bored, reduced feelings of personal accomplishment, anxiety, anger and procrastination. Behaviorally stress manifest as symtoms of low productivity, increased turnover and absenteeism, restlessness, emotional outbursts, lethargy, loss of appetite, and sleep disorders. Working condition that causes occupational stress can be grouped into two *on-the-job* and *off-the-job* (Handoko , 2009).

Workload refers to quantity and quality of job output required to complete by an employee on normal working hour within certain time frame (Wefald, et al, 2008), (Jex et al., 1992) and (Heizer and Render, 1996). Heizer and Render (1996) contend that workload can be differentiated into two categories: quantitative workload and qualitative workload. One employee may perceive workload differently. However, an overload workload could have negative impacts on teachers such as feeling bored and loss of interest in the job (Mas'ud, 2002), (Irwady ,2007).Low to moderate levels of workload are associated with acceptable levels of performance, whereas high levels of workload or demand that cannot be effective by teacher are associated with degraded levels of performance.

Emotional intelligence is one's ability to recognize their own, and other people's emotions so that they can motivate themselves, managing emotion and having good relationship (Goleman, 2016), (Agustian, 2009), (Bachman at al, 1997). Emotion is reaction on external as well as internal stimulations. In addition, it has been found that emotional intelligence contributes to a variety of life successes. Teachers who possess emotional intelligence are capable of motivating themselves, positively convey their emotion and open-minded and have necessary skills to build social relationship. According to Goleman (2016), three measurement of one's emotional intelligence

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are *Self Management*, *Social Awareness* and *Relationship Management*

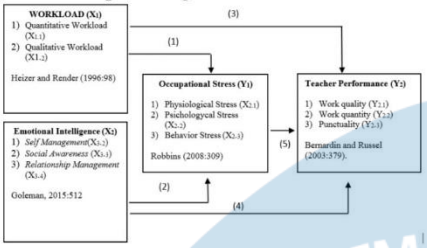

Figure 1 : Structural Equation Model

Note:

(1) Triana, Rahmi, and Putra (2015), Fahamsyah (2017), Rizky and Afrianty (2018), Hatmawan (2015), ElyaniandErmawati (2017)

(2) Triana, Rahmi, and Putra (2015), Steven and Sahrah (2019), Abdillah and Rahmat (2017)

(3) *Said (2015)*, Bachmid, Ogi and Sumarauw (2017),

(4) Astianto and Suprihadi (2014), Hidayati, Purwanto and Yuwono (2014), Triana (2013), Abdillah and Rahmat (2017), Fitriastutik (2013)

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Hypothesis

The hypothesis of this study are: 1) workload has positive impact on occupational stress, while emotional intelligence have negative impact occupational stress; 2) workload has negative impact on job performance, while emotional intelligence has positive influence on teachers' performance; 3) occupational stress has negative effects on teachers' performance; 4) occupational stress mediates the relationship between workload and intelligence emotional, and teachers' performance.

III. RESEARCH METHOD

This study will assess occupational stress as mediator of the relationship between workload, emotional intelligence and teachers' performance. Exploratory approach was adopted for the study. Respondents were teachers from both public and private secondary school in Probolinggo regency. Based on Cochran (1970), 198 teachers were selected using simple random sampling from 4.176 teachers.

Data collected using questionnaires. Data was verified for their validity and reliability, and analyzed using Structural Equation Modelling (SEM). SEM was used in an effort to find variables that constructed by observed and directly measured indicators. Furthermore, SEM is meant to investigate any causal connections that may exist among latent variables (Ferdinand. 2002).

IV. RESULTS AND DISCUSSION

Workload, emotional intelligence, occupational stress and performance contracts are valid and reliable as they exceed the respective common acceptance levels of 0.139 and 0.6 respectively (azwar, 2000). Table 1 displays loading factors for each construct.

Table 1 :Loading Factors

Workload	Loading	Occupational Stress	Loading

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Quantitative Workload	**0.96**	Physiological Stress	0.91
Qualitative Workload	0.95	Psichologycal Stress	0.93
		Behavior Stress	**0.94**
Emotional Intellegence		**Teacher Performance**	**Loading**
Self Management,	0.83	Work quality	**0.91**
Social Awareness	**0.90**	Work quantity	0.84
Relationship Management.	0.88	Punctuality	0.89

Workload is measured by quantitative and qualitative workload, while emotional intelligence was measured by self-management, social awareness and relationship management. Occupational stress is reflected by physiological, psychological and behavioral stress. Teacher's performance is shown by quantity and quality of output and punctuality. The strongest indicator of workload is quantitative workload, while for emotional intelligence is social awareness. The main indicator for occupational stress is behavioral stress and the main indicator for teacher performance is job output quality. A confirmatory factor analysis was conducted to test the measurement model. Table 1 displays that the loading indicators for all constructs are above 0.5. This demonstrates that the measurement model exhibited agood fit with the data collected.The Results of Structural Equation Modeling (SEM) is Presented in Figure**2.**

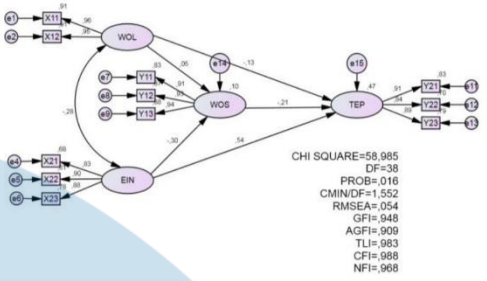

Figure 2 Structural Equation Model Result

Table 2 shows ***Goodness of Fit*** test. The table shows that the model fit well the sampleas it meets two requirements of model fit (Sanusi, 2011).

Table 2 .Goodness of Fit Indices Evaluation

Goodness of fit index	Cut-off Value	Result Model	Explanation
χ^2 – Chi-square	lower than	58,985	*Goodness*
Sign.Probability	< 0.05	0,016	*Goodness*
CMIN/DF	≤ 2.00	1,552	*Goodness*
GFI	≥ 0.90	0,948	*Goodness*
AGFI	≥ 0.90	0,909	*Goodness*
TLI	≥ 0.95	0,983	*Goodness*
CFI	≥ 0.95	0,988	*Goodness*
RMSEA	≤ 0.08	0,054	*Goodness*

Source: Author 2018 (data processed)

As the model fits well the sample, hypothesis test can be performed by inspecting C.R. (*critical ratio*) of the AMOS output (Table3).

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Table 3 *Regression Weights*

			Estimate	S.E.	C.R.	P
Occupational stress	←	workload	0,058	0,080	0,702	0,043
Occupational stress	←	Emotional intelligence	-0,370	0,101	-3,681	***
Performance	←	workload	-0,098	0,049	-2,008	0,045
Performance	←	Emotional intelligence	0,507	0,070	7,249	***
Performance	←	Occupational stress	-0,155	0,049	-3,199	0,001

Source: Author 2018 (data processed)

a. Hypothesis 1

Table 3 shows that workload has positive significant impact on occupational stress with p = 0.043(<0,05) and *regression weights* 0.058. Thus, hypothesis 1 is accepted.Emotional intelligence has negative significant impact on occupational stress with p= 0.000 (<0,05) and *regression weights*equal -0.370. Thus, H_1 is accepted.

b. Hypotheses 2

Table 3 shows that workload has negative significant effect on teacher performance with p = 0.045(<0,05) and *regression weights* -0.098. Thus, hypothesis is accepted.Emotional intelligence has positive significant impact on teacher performance with p= 0.000 (<0,05) and *regression weights* equal 0.507. This finding revealed that H_2 is supported.

c. Hypotheses 3

Table 3 indicates that occupational stress has positive impact on teacher performance.Occupational stress has negative significant impact on teacher performance with p= 0.001 (<0,05) and *regression weight s*equal -0.155. This finding revealed that H_3 is supported.

d. Hypotheses 4

Hypothesis 4 whether occupational stress mediates the relationship between workload, emotional intelligence and teachers' performance. The analysis is displayed on Table 4.

Table 4 The Direct and Indirect Effect of Workload , Job Stress , and Emotional Intelligence on Teachers' Performance

Effect	To The	Directly	Intervening	Indirectly	Σ
workload	Occupational stress	0,058	--	--	--
Emotional intelligence	Occupational stress	-0,370	--	--	--
workload	Performance	-0,098	--	--	--
Emotional intelligence	Performance	0,507	--	--	--
Occupational stress	Performance	-0,155	--	--	--
workload	Performance	-0,098	Occupational stress	-0,008	-0,107
Emotional intelligence	Performance	0,507	Occupational stress	0,057	0,564

Source: Author 2018 (processed)

The indirect effect of workload on teachers' performance equals -0.009=(0.058 x -0.155), while total effect of workload on performance is -0,107={(-0.098)+(-0.009)}.This results show that the total effect is bigger than direct effect. This also shows that occupational stress mediates workload on teacher's performance.

The indirect effect of emotional intelligence on teachers' performance stands at 0.057 = (-0.370x-0.155), while total effect equals - 0,564 ={(0.507)+(0.057)}.This results show that total effect is bigger that direct effect. Therefore, occupational stress is able to mediate the relationship between emotional intelligence and teacher's performance.

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Discussion

Workload has a positive influence on occupational stress. Hence, high levels of workload will cause stress among teacher, which finally affects performance. However, emotional intelligence has a negative influence on occupational stress, the higher the level of emotional intelligence the lower the level of stress among teachers.

The main contributor factor to occupational stress is workload, with quantitative workload as the most appreciated by teachers. The pressures of workload on teachers can cause imbalances that lead to occupational stress among teachers. This result is in line with other research conducted by Triana, Rahmi, and Putra (2015), Fahamsyah (2017), RizkyandAfrianty (2018), Hatmawan (2015), Elyani and Ermawati (2016) where they concluded that workload has negative effect on occupational stress.

This result also supports Heizer and Render (1996). Emotional intelligence will determine how one manages and controls as well as understands oneself. With such self-control, a teacher will match his/her ability with demanding job. This result also support previous research by Triana et al (2015), Steven and Sahrah (2019), An Dewi et al (2016) Abdillah and Rahmat (2017). They reached a conclusion that emotional intelligence has negative effect on occupational stress.

Workload has negative influence and emotional intelligence has positive influence on teachers' performance. The dominant factor is emotional intelligence. The most appreciated emotional intelligence component by teacher is self management. High levels of workload felt by teachers impacts on performance. The negative coefficient sign shows that there is inverse relationship between workload and teachers performance. This result supports *Said (2015),* Astianto and Suprihadi (2014)**,** Linda et al (2014), Madris. 2009, Ahmad, Tewal and Taroreh (2019), Bachmid, Ogi and Sumarauw (2017). They showed that workload influences performance. Emotional intelligence has positive influence on performance. With high level of emotional intelligence teacher performs well. This supports research conducted by Astianto and Suprihadi (2014), Hidayati et al (2014), Triana (2013), Abdillah and Rahmat (2017), Fitriastutik (2013). They assert that emotional intelligence influence performance.

Workload has negative influence on teachers' performance in Probolinggo regency. The appreciated stress among teachers is behavioural stress. The manifested behavioural stress includes lethargic, less motivated to teach and sleeping disorder. Teaching is the main task of teacher. With teachers less motivated and unenergetic during the teaching, they tend to finish the class sooner than scheduled. This reflects teachers do not achieve the intended performance. This results accord with Puspitasari and Mangkunegara (2015), Hidayati et al.(2014), Amelia.(2015). Astianto and Suprihadi (2014), Bachmid et al (2017), Ahmad et al (2019). They contended that occupational stress influenced performance.

Occupational stress caused by workload and emotional intelligence can mediate the relationship between workload, emotional intelligence and performance. To what extent the effect of workload and

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emotional intelligence on performance depends on the dynamic of one teacher in dealing with job demands, reacting to opportunities or constraints related to wants and the level of emotional intelligence a teacher has. In summary, occupational stress is mediator the relationship between workload, emotional intelligence and performance.

V. CONCLUSION AND RECOMMENDATIONS

Workload and emotional intelligence influence both occupational stress and teachers' performance. Occupational stress also negatively influence performance. Occupational stress is able to mediate the influences of workload and emotional intelligence on teachers' performance in Probolinggo regency. The causal relationships between performances, the influence of emotional intelligence on occupational stress and the influence of workload on performance are negative.

By judging carefully the big impact of quantitative workload on occupational stress that decreases performance, it is advisable that the corresponding institutions to evaluate the workload of teachers. This deems necessary to optimize teachers' performance. If workload matches with abilities,teachers could assist in achieving school goals and targets.

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The Analysis of Workload and Work Environment on Nurse Performance with Job Stress as Mediation Variable

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ABSTRACT. Nurses have a vital position in providing health services in the community in district areas. Their work situation needs to be considered in order to provide optimal service. This study aims to analyze the effect of workload and work environment on nurse performance and study work stress as a mediating variable on nurse performance. This research was carried out by using the survey approach to nurses working in Puskesmas in Tumpang district working area. Path analysis was applied to obtain the relationship between the variables studied. The results show that if high works are handled by a small number of human resources, it will only result in high workloads and then increase work stress. A conducive work environment not only helps nurses to control stress but also allows them to improve their performance.

Keywords: *job stress, nurse, puskesmas, workload, work environment, Malang*

JEL Classification: I18, J24, M54

INTRODUCTION

Community health center (Puskesmas) is technical implementing units that are responsible for carrying out tasks to provide health care services in a district work area in Indonesia. Puskesmas provides health services to meet the needs of inpatients, outpatients or polyclinics, and intensive care units. Medical personnel, especially nurses, have an essential role in providing health care services, where they interact directly with patients and serve their various needs. Nurses are at the forefront of health care services, especially in Puskesmas, where their ability as medical personnel is vital for determining the quality of health services to the community.

Measuring the workload of nurses is an urgent matter to learn because they are the key to health care. The size of the nurse's workload relates to the number of patients and the state of available health facilities (Ulrich, Barden, Cassidy, & Varn-Davis, 2019). This will also relate to the performance of nurses, whether they can serve patients satisfactorily or otherwise display negative services (Aiken et al., 2018). Performance is the level of achievement of a person in a certain period after the task is completed based on predetermined indicators, including work standards and work targets (Rivai, 2009). In many cases, it can be understood that complaints will arise about the services provided by nurses (Aiken et al., 2018).

The data show that the average workload of nurses shows a significant increase. In the period 2016 to 2018, nurses' performance scores tended to increase, namely 7.2 (2016), 7.54 (2017) and 7.38 (2018), respectively. This results in increased work pressure among nurses in carrying out tasks. In the same period, the Bed Occupancy Rate (BOR) indicator also increased, namely 65.1, 81.3 and 90.2%, respectively. The ideal value of BOR ranges from 85% to 75% (Sudra, 2014). This was also followed by an increase in patients from 1,543 people in 2016 and then increased to 1,723 people and 1982 in the next two years. This situation can

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result in a heavy workload for the nursing team, and nurses cannot carry out standard operating procedures for medical services properly. This can lead to the risk of mismanagement, decreased quality of work, possible risk of nosocomial infection, and decreased level of cleanliness of Puskesmas medical facilities and infrastructure. A favorable nurse work environment is the cornerstone to the sustainable nursing workforce and positive outcomes for contributing role in health care services (Paguio & Yu, 2020).

Job stress is a consequence of a high workload and it happens because an optimal work environment is not supported. The work environment needs to be properly managed so that it can prevent stressful conditions and encourage high performance. Robbins & Judge (2017) defines work stress as an unfavorable psychological condition in response to pressure from the work environment. It said that work stress at a high level can cause performance to decrease significantly. Difayoga & Yuniawan, (2015); Shabbir & Naqvi, (2017); Wollah, Rompas, & Kallo, (2017) have proven that work stress has a negative effect on performance. Instead, different things were reported by Indriyani (2009) and Van Den Hombergh et al. (2009) who found that work stress positively affects performance. Some companies experience that skilled stress management can make work motivated to have a good impact on performance.

The work environment can be a potential source of work stress. According to Robbins & Judge (2017), the work environment is everything around workers that can affect the way they work and their productivity (Nitisemito, 1982). The work environment is an uncertain environment that affects the design and structure of the organization. This uncertainty is the strongest reason why many workers always have problems with changes in workplace organizations. Likewise, with conditions at the Puskesmas, limited health care facilities, and too many patients served, can potentially increase work stress among nurses. Hayes, Douglas, & Bonner (2015); Rizki, Hamid, & Mayowan (2016) show that the work environment has a negative effect on work stress.

According to Robbins & Judge (2017), changes in workload can change the level of work stress, and these changes greatly affect employee performance. Ambarwati & Lataruva (2014) have revealed that workload negatively affects nurses' work stress. However, according to Hannani, (2016) and Shabbir & Naqvi (2017), workload positively affects work stress.

The results of formulas that involve workload, work environment, and work stress are performance. Under the statement delivered by Mangkunegara (2012), performance is the result of work achieved by employees in quantity and quality based on the specified plan. High employee performance will bring a positive effect on organizational performance. Conversely, low employee performance will have a negative impact on organizational health, or will only disadvantage the organization.

In 2018, Puskesmas in Tumpang showed lower performance compared to the previous period. This relates to the rules by The National Health Care Insurance (BPJS Kesehatan), which stipulates that all patients must start or refer their care (level-1 health facility) at the Puskesmas. Moreover, if the Puskesmas has inpatient services, the patients must be treated at the facility. Such an arrangement resulted in a significant increase in the number of inpatients, even exceeding the number of facilities and the ability of nurses. This is understandable, and it will increase the workload of the nurses.

Based on the conditions found related to the performance of nurses in Puskesmas Tumpang sub-district, this study tries to explore deeper into the relationships between performance, workload, work environment, and work stress in nurses' work lives. This research is very relevant and therefore, it is sufficient to get an address on the issue of the performance of the nurses in Puskesmas in Tumpang district.

This study aims to analyze the relationship between workload, work environment, work stress and its effect on nurse performance, and to study work stress as a mediating variable on nurse performance.

RESEARCH METHOD

The study was carried out in the work area of the Puskesmas in Tumpang district, including

Tumpang, Jabung, Pakis, and Poncokusumo. The study was conducted in 2019 and involved nurses who worked at these four Puskesmas. These Puskesmas were chosen because they have a similar character, which provides services to rural communities who are mostly Madurese and live in the valley of Mount Semeru and Mount Bromo.

The number of nurses in the work area of the Puskesmas in the Tumpang district was 113. All of them became the research respondents. Determinating the number of samples is essential for expecting accurate results to meet the research objectives.

The survey was conducted by distributing questionnaires to the nurses in the effort to explore the workload variables (X1), work environment (X2), work stress (M), and nurse performance (Y). Indicators of each variable were obtained by using Likert ordinal scale measurement through five categories of answers, namely, strongly agree, agree, disagree, disagree, and strongly disagree. Latent variables X1, X2, M, and Y, each consisted of 2, 2, 5, and 4 indicators, respectively. Hypothetical relationships between latent variables are presented in Figure 1, which is formulated using the concepts already explained.

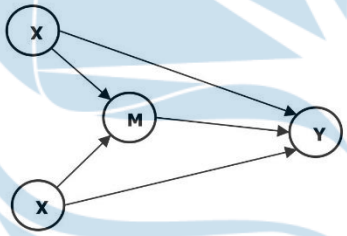

Figure 1. Hypothetical Model Framework of Variables

Path analysis was used as the data analysis method based on the framework model Figure 1. Path analysis uses a similar analytical approach with linear regression analysis; the difference is that path analysis involves standard observational values. Therefore, the path coefficient is basically like the beta coefficient in the linear regression model. Path analysis was operated using the Statistical Product and Service Solution (SPSS) software. It was also use to run the validity and reliability testing procedures, and to obtain robust models and estimates.

RESULT AND DISCUSSION

Characteristics and Performance of the Respondents

The descriptions of nurse respondents in the Puskesmas in Tumpang working area are presented in Table 1.

On average, the majority of respondents were female (71.7%). They worked as a nurse with 6-10 years of experience (21.2%). Most of them graduated from D3 in Nursing (92.9%). 50.4% of them were 30-40 years old. Their current occupational status was in the civil servant scheme, precisely at the position of the rural nurses (57.5%).

Table 1. Characteristics of Respondents

Characteristics	Percentage
	%
Gender (female)	71.7
Work experience (6-10 years)	21.2
Education (D3 in Nursing)	92.9
Age (30-40 years)	50.4
work status as rural nurse	57.5

Sample size=113

In general, nurses' profiles in the Puskesmas in Tumpang working area show that they had a high potential to carry out tasks in health care services at the Puskesmas. They demonstrated adequate educational qualifications at a relatively young age. Their employment status as public servant strengthened their position in the duty and responsibility legally. Their performance is expected to be able to provide services to the community. As such, Puskesmas care service was strongly associated with nursing care provided, which in turn was related to professional nurse and work environments. Improving nurse staffing in Puskesmas holds promise for enhancing patient satisfaction (Aiken et al., 2018).

Meanwhile, responses of nurses in terms of workload variables (X1), work environment (X2), job stress (M), and nurse performance (Y) are presented in Table 2. It basically reflects the behavior of nurses regarding the conditions and works environment or factors that affect its performance. The validity and reliability tests were

also done in the results in Table. It shows that the items of variables were valid, and the research instrument was considered reliable.

Table 2. Mean Scores of Variables

Variable	Mean	Criteria[a]
Workload (X1)	3.56	High
Work environment (x2)	3.95	High
Job stress (m)	2.52	Low
Nurse performance (y)	4.04	High

[a]Cronbach alpha value is over 0.6

The mean score of workloads among nurses at Puskesmas in Tumpang District was 3.56, and it is in a high category. This category indicates that nurses suffered workload at a high level, and they got many problems such as health instability, mental distraction, lack of resting, overnight shift, job overload, and too many tasks or jobs handled by one nurse.

The work environment of the nurses had mean score of 3.95, which was categorized as high. This score signifies that the work environment of the nurses at Puskesmas in Tumpang District was good and favorable. It was proved by the presence of several conditions such as physical work environment that supports nursing job; the existence of air circulation that made the nurses more convenient at work; the feeling of secured at work; and good relationship that nurses have either with their superiors, coworkers, or subordinates.

Job stress among the nurses at Puskesmas in Tumpang district was in the low category, which is shown by a mean score of 2.52. This low category indicates that the nurses were already successful in managing their own stress. Despite their high workload, they still could overcome internal conflict with coworkers and build good cooperation with other units. Good relationships with other individuals at Puskesmas had enabled the nurses to operate work instruments at good precision, especially when they must handle critical patients. Building intimate relationships with patients had allowed the nurses to receive information about the patient's conditions that a doctor might not know what about. In the case of death, the nurses could use their knowledge about the patient's condition to take the proper actions considered necessary for corpse handling.

In many cases, nurses probably provided equal or possibly even better quality of care compared to primary care doctors. It also perhaps achieved equal or better health outcomes for the patients. Compared to primary care doctors, nurses also often provided higher levels of patient satisfaction. Also, consultation length, care, and the frequency of attended return visits were definitely slightly higher for nurses, compared to doctors (Laurant et al., 2018).

The mean score of nurse performance is 4.04, and it is in the high category. This category signifies that the nurses at Puskesmas in Tumpang District had been able to manage their job stress properly. They still bear a high workload, but they successfully suppressed the conflict potentially occurring against other individuals. As a consequence, they could do their main task and their integrated job in proper ways and then use their authority and responsibility optimally.

Model Specification of Nurses' Performance

The model between variables is as per the hypothetical relationship specification formulated in Figure 1. This model would prove the relationship between variables, whether fulfilling the feasibility to explain the phenomena of the relationships or the path between workload (X1), work Environment (X2), job stress (M), and nurse performance (Y).

Initial tests were carried out to ensure that the model path was feasible to use. The test included the normality test with residual regression, multicollinearity test, and heteroscedasticity test. Overall testing results (shown in the Appendix) show that the model proved to be very robust and feasible to use to explain the relationship between the variables.

The model specifications of the relationships between the variables produce the phenomenon of direct relations and indirect relationships, as presented in Tables 3 and 4. As such, this also reflects the effect of a variable on other variables.

Table 3 shows that the workload has a positive and significant effect on job stress. Based on this result, it is confirmed that the workload at a high level can increase job stress. This result confirms the prior studies of Hannani (2016) and Shabbir &

Naqvi (2017), in which they found that workload positively influenced job stress.

Table 3. Direct Effect between Variable Relations

Effect[a]	Path Coefficient	t-value	p-value
X1 → M	0.410	4.463	0.000
X2 → M	-0.361	-3.935	0.000
X1 → Y	-0.251	-2.471	0.015
X2 → Y	0.261	2.622	0.010
M → Y	-0.283	-2.925	0.004

[a]X1 = Workload, X2 = Work Environment, M = Job Stress, Y = Nurse Performance

The work environment also had a negative but significant effect on job stress. Given this result, it can be said that a pleasant work environment will reduce job stress. Empirical evidence regarding this result was given by Hayes et al. (2015) and Rizki et al. (2016). They also discovered that the work environment negatively influenced job stress.

Meanwhile, the direct effect of workload on nurse performance shows a negative and significant effect on the nurse performance. In regard to this result, it can be stated that workload at a high level may create low nurse performance. Likewise, the work environment shows a positive and significant effect on the nurse performance. Regarding this result, it can be explained that a good and favorable work environment is associated with better nurse performance. This result is in line with the findings reported by Difayoga & Yuniawan (2015), Nieuwenhuijsen, Bruinvels, & Frings-Dresen (2010), and Ulrich et al. (2019), where they found that work environment positively and significantly influenced performance.

The direct effect of job stress on nurse performance shows a negative and significant relationship. It can be said that high job stress may cause low nurse performance. On the contrary, if job stress decreases, then nurse performance gets improved. Some studies confirmed this result (Difayoga & Yuniawan, 2015; Shabbir & Naqvi, 2017; Wollah et al., 2017), where they discovered that job stress negatively influenced the performance.

Furthermore, the indirect effect of workload on nurse performance through the mediation of job stress was also tested. The result of the test indicated that this indirect effect was negative and significant (Table 4). It is consistent with Shabbir & Naqvi (2017), who found that the indirect effect of workload on performance through the mediation of job stress was indeed negative and significant.

Furthermore, the indirect effect of the work environment on nurse performance through the mediation of job stress indicated a positive and significant relationship. Empirical pieces of evidence concerning this relationship were submitted by Shea, Pettit, & De Cieri (2011) where the indirect effect of work environment on nurse performance through the mediation of job stress was found to be positive and significant.

Table 4. Indirect Effect between Variable Relations

Effect[a]	Path Coefficient	t-value	p-value
X1 → M	0.410	4.463	0.00
M → Y	-0.283	-2.925	0.00
X1 → M → Y	-0.116	-2.451	0.016
X2 → M	-0.361	-3.935	0.00
M → Y	-0.283	-2.925	0.00
X2 → M → Y	0.102	2.352	0.002

[a]X1 = Workload, X2 = Work Environment, M = Job Stress, Y = Nurse Performance

All the results have inference, meaning that each workload, work environment, and job stress had a strong effect on the nurse performance at Puskesmas in Tumpang District. However, the workload might still be problematic due to the limitation of the equipment and workers. Recently, the workload of the nurses sharply increased because the number of patients received by Puskesmas surged. It relates to the operation of The National Health Care Insurance (BPJS Kesehatan), which guarantees finance for all patient services. Such problems must be overcome by supplying additional equipment and workers to the Puskesmas. Moreover, the high level of workload could produce psychological anxiety, mental distraction, and fatigue (during the night shift).

The work environment had a strong influence on other variables. A problem related to the work environment was that some nurses may not have a harmonious relationship with coworkers.

Work stress greatly affected the mental health of the nurses, especially when they have to refer patients to other polyclinics or other support units. This process involved coordination, which was relatively burdensome to the nurse when contacting or serving other units. It is suggested

that a one-door service should be provided to make the patient do the procedure more orderly.

Performance had a strong effect on the work of nurses. The problem was that some nurses still found difficulty in evaluating the basic activity in nursing. The problems were also found in communicating with small and medium enterprises in a rural area, in facilitating public participation, in taking responsibility for the nursing activity, and in providing health care service based on the standard operational procedures. Often, many nurses must do multiple jobs, and therefore, it could disturb their main task.

High work volume handled by few human resources would only cause a high workload, including physical and non-physical workloads. High workload could enhance job stress and might force the nurses to suffer psychological problems. Hypothesis test was conducted on the hypothesis that workload has a significant effect on job stress of the nurses. The score for this hypothesis was 0.410. Therefore, the hypothesis was supported.

A good and favorable work environment could reduce job stress situations. When the nurses found that physical and non-physical environments at the workplace were good and favorable, they could be more motivated to manage their job stress properly. A good and favorable work environment buildt the feeling of secure at work and also facilitated the nurses to develop harmonious relationships either with their superiors, coworkers, or subordinates. The hypothesis that the work environment had a significant effect on job stress was tested, and the obtained score was -0.361. Based on this score, the hypothesis was proved.

Nurses were often in a position overwhelmed by overloaded work stress when they had to refer many patients to other polyclinics or other support units. This activity reduced the nurse's performance very significantly. Hypothesis testing on the relationship of work stress to nursing performance was in a path coefficient of -0.283. It indicates that the negative relationship between work stress and nurse performance was confirmed.

The high workload was associated with low nurse performance. In the situation of high workload, the nurses always suffered psychological problems, which badly affected their performance. High and low workloads relate to the low and high nurse performances. Hypothesis test was carried out on the hypothesis that the workload had a significant effect on the nurse performance. The path coefficient was -0.251, and therefore, the hypothesis was supported.

A good and favorable environment could produce better nurse performance. A convenient work environment would make nurses more motivated at work. They felt not only more secured at work but also were able to develop a harmonious relationship with either their superiors, coworkers, or subordinates. The hypothesis that the work environment had a significant effect on nurse performance was tested. The result is that this hypothesis was proved, as indicated by a path coefficient of 0.261.

The indirect effect of workload on nurse performance through the mediation of job stress was examined with the hypothesis test. The obtained path coefficient was 0.253, which was a bit higher compared to 0.251 belong to the path coefficient indirect effect relationship. A low level of workload is associated with a low level of performance, and a high level of job stress mediates this relationship.

The indirect effect of the work environment on nurse performance through the mediation of job stress brought a path coefficient of 0.355. It was higher than the path coefficient of 0.261 for the direct effect. A better work environment would increase performance, but it only happened in the context of low job stress.

Research Implication

Nursing is a very complex and a constantly evolving profession. There are five core competencies taught in nursing education, consisting of providing patient-centered care, working in interdisciplinary teams, applying quality improvement, using evidence-based practice, and using informatics (Tuthill, 2009). Given that conditions, the work life faced by a nurse requires understanding and skills focusing on enhancing the nurse autonomy, leadership and management support, teamwork, and workload management (Paguio & Yu, 2020).

Works in the field of nursing are multiple and complicated health care services. Many nurses should not handle this high volume of nurse work because it will only add the nurse's workload. Physical and non-physical workloads can increase work stress and may force nurses to suffer from psychological problems.

Job stress among the nurses can be reduced through the creation of a good and favorable work environment. If the nurses feel that their physical and non-physical environments are good and helpful, such situations will motivate them to manage job stress properly. The feeling of more secure at the workplace can also be developed through a good and favorable work environment. The nurses found it easier to develop harmonious relationships either with their superiors, coworkers, or subordinates and such a relationship helped the nurses to alleviate their job stress.

The capability of nurses in managing job stress and the supporting capacity of the work environment could also reduce the job stress. When nurses find that their job stress is low, it may enable them to finish their tasks or to develop a good work relationship with other medical workers and other staff. At least, it helps the nurses to work more effectively because they can use work tools and take actions to improve their performance.

The increase in workload could decrease nurse performance. Excessive workload could degrade nurse performance to a suboptimal level. Psychological anxiety, mental distraction, and fatigue (during the night shift) are what nurses may suffer as the consequences of high workload, which can force nurse performance to decline.

Meanwhile, to further improve the service performance of nurses in carrying out health care services, efforts are needed to improve the quality of competencies, work relationships and learning processes throughout the professional life. Pujiyanto, Suprihati, Nursalam, & Ediyati (2017) state that improving the performance of care services is more effective by improving the quality of nursing work life. Furthermore, the scope of the nurse's work is to involve interaction with other professions. This requires attitudes and behaviors of quality work life to improve nursing work services. The quality of nursing work life must be improved by encouraging the learning process in order to increase understanding in professional work.

The results of the present study need to suggest the application of the healthy work environment standard and the health work environment of nurses (Paguio & Yu, 2020). The application of these standards can increase work satisfaction and intention. This will also ensure an increase in nurse performance, employment status, and professional nurse (Ulrich et al., 2019).

This research was conducted to carry out the methodology objectivity in the scientific framework. However, several recognized weaknesses were found in the implementation. They were (i) the use of questionnaires still contains risks because sometimes, the respondents gave answers that do not describe their actual conditions; (ii) the research sample only involved the nurses working at Puskesmas in Tumpang District. The findings will be completer and more comprehensive if it involves the perception of the nurse colleagues, such as the supervisors or doctors; (iii) this research may require the formulation of a greater number of variables, in addition to workload, work environment, work stress and nurse performance.

CONCLUSION AND SUGGESTION

The average scores of workloads, work environment, work stress, and nurses' performance show values of 3.56, 3.95, 2.52, and 4.04, respectively. Overall, nurses worked in a pleasant work environment and successfully managed work stresses themselves even though they dealt with a high workload situation.

The condition of the work environment determines the performance of nurses in carrying out their duties. A good work environment encourages nurses to be more motivated to improve their performance. Besides, a good work environment can ensure nurses to feel more secure at the workplace. When working conditions are very comfortable and adequate, nurses feel facilitated to create more meaningful relationships with their supervisors, coworkers, or subordinates. Such feelings are very helpful for nurses to improve their performance.

Furthermore, this is a matter of low workload associated with low job stress. This situation is supposed to be supportive of the improvement of nurse performance. Moreover, the improvement of nurse performance can be obtained from the creation of a good and supportive work environment where the job stress of the nurses is usually low in such an environment.

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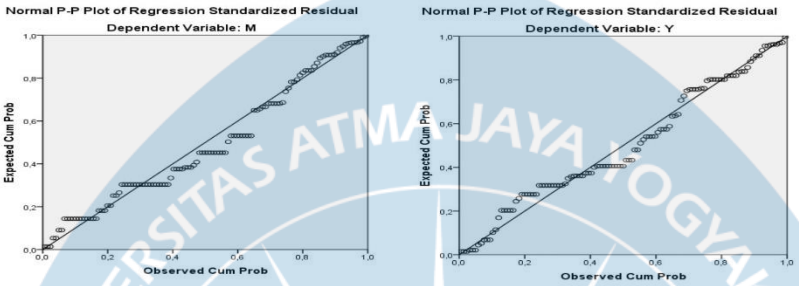
Appendix. Normality, Multicollinearity, and Heterogeneity Test

Normality test is aimed to examine whether regression model, or path model, and disturbance variable, or residual, have normal distribution. In case of Kolmogorov-Smirnov Test, if probability level is greater than 0.05, then the assumption of normality is fulfilled.

Results of Normality Test with Regression Residual

Structural Equation	Kolmogorov-Smirnov Z	P value
X1, X2 → M	1.222	0.101
X1, X2 and M → Y	1.059	0.212

Note: X1 = Workload, X2 = Work Environment, M = Job Stress, Y = Nurse Performance



Graphics of Normal Probability Plot

Multicollinearity test was conducted to ensure whether there was correlation among independent variables in regression model. It is presented that independent variables of this research have Variance Inflation Factor of smaller than 10. It can be said that there was no multicollinearity symptom in the correlation among independent variables.

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	X1	.539	1.855
	X2	.539	1.855

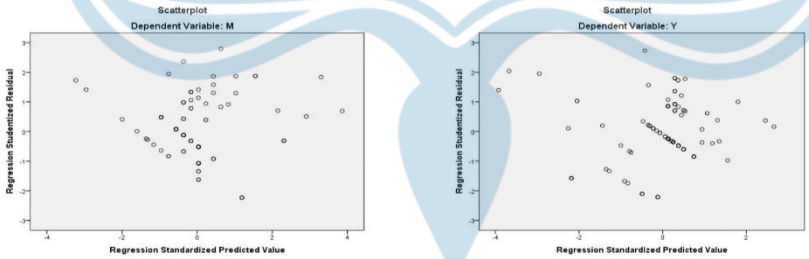
a. Dependent Variable: M

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	X1	.456	2.191
	X2	.473	2.116
	M	.500	1.999

a. Dependent Variable: Y

Heteroscedasticity test was carried out to see whether there was variance dissimilarity between one observed residual and another. Scatter plot graphic above shows that the dots are scattered randomly or dispersed orderly either over or beneath point 0 at Axis Y. Based on this depiction, it can be said that heteroscedasticity did not exist in regression model.



Scatter Plot

Lampiran 2
Kuesioner Penelitian

Yth Bapak / Ibu Bagian *Air Traffic Control Service*
Perum LPPNPI
di Tempat

Saya Stepen Kurnia Ardhi Kusuma, mahasiswa semester akhir program studi Magister Manajemen Program Pascasarjana Universitas Atma Jaya Yogyakarta. Dalam rangka memenuhi syarat kelulusan yaitu menyusun tesis, maka saya bermaksud mengadakan penelitian mengenai Pengaruh Efikasi Diri dan Beban Kerja Terhadap Kinerja Karyawan Dengan Mediasi Stres Kerja di Perum Lembaga Penyelenggara Pelayanan Navigasi Penerbangan Indonesia. Dalam lampiran berikut, terdapat kuesioner yang berhubungan dengan penelitian yang akan saya lakukan. Sehubungan dengan keperluan tersebut, saya sebagai peneliti bermaksud memohon bantuan Bapak / Ibu berkenan meluangkan waktu untuk mengisi kuesioner ini.

Informasi yang Bapak / Ibu berikan akan sangat bermanfaat bagi pelaksanaan penelitian ini. Oleh karena itu, saya sangat berharap agar Bapak / Ibu berkenan mengisi kuesioner ini dengan sungguh - sungguh sehingga informasi yang diperoleh dapat menggambarkan permasalahan yang sesungguhnya. Seluruh data dan jawaban yang Bapak / Ibu berikan akan diinterpretasikan sebagai data kelompok bukan data individual. Data pribadi Bapak / Ibu dirahasiakan dan hanya diketahui oleh peneliti. Hasil pengolahan data akan digunakan hanya untuk ilmu pengetahuan. Tidak ada nama yang dicantumkan dan data akan dijaga kerahasiaannya. Kesediaan Bapak / Ibu akan sangat berarti bagi penelitian ini.

Demikian pengantar singkat yang dapat saya sampaikan. Atas perhatian dan kerjasama dari Bapak / Ibu, saya ucapkan terima kasih.

Hormat saya,

Stepen Kurnia Ardhi Kusuma

Bagian I : Identitas Responden

1. Jenis kelamin :
   - Laki - laki
   - Perempuan
2. Lama bekerja :
   - 2 - 9 tahun
   - 10 - 17 tahun
   - 18 - 25 tahun
3. Pendidikan terakhir :
   - D-III
   - D-IV / S1
4. Unit kerja saat ini :
   - *Aerodrome Control Tower* (ADC)
   - *Approach Control Unit* (APP)
   - *Area Control Center* (ACC)

Bagian II : Efikasi Diri

No	Pernyataan	STS	ST	N	S	SS
1.	Saya memiliki keyakinan pada kemampuan diri saya saat bekerja.					
2.	Saya merasa berkompeten dengan pekerjaan ini.					
3.	Saya mampu melaksanakan uraian tugas yang diperintahkan dengan baik.					
4.	Saya mampu menerapkan standart operational procedure yang telah ditetapkan dengan baik.					
5.	Saya mampu menyelesaikan permasalahan dengan baik pada saat bekerja.					
6.	Saya bangga apabila mampu menyelesaikan suatu permasalahan dengan baik.					
7.	Saya mampu menyikapi berbagai situasi dan kondisi dengan tenang.					
8.	Saya tetap bersemangat bekerja meskipun tanpa ada pengawasan dari atasan.					

9.	Saya mampu memotivasi diri sendiri untuk selalu bekerja dengan baik.					
10.	Saya memiliki komitmen untuk selalu melakukan yang terbaik bagi perusahaan.					

Bagian III : Beban Kerja

No	Pernyataan	STS	ST	N	S	SS
1.	Saya senang jika dapat bekerja dengan intens / rutin.					
2.	Saya merasa nyaman dengan pembagian sistem jam kerja saat ini.					
3.	Saya memiliki waktu istirahat yang cukup.					
4.	Saya dapat menikmati pekerjaan ini.					
5.	Saya selalu melaksanakan tugas dengan penuh tanggung jawab.					
6.	Beban kerja yang diberikan sesuai dengan kondisi ruang lingkup pekerjaan saya.					
7.	Saya sanggup bekerja dibawah tekanan.					
8.	Saya mampu berkonsentrasi penuh saat bekerja.					
9.	Suasana lingkungan kerja membuat saya selalu bersemangat dalam bekerja.					
10.	Prosedur kerja yang telah ditetapkan menuntut saya untuk bekerja dengan tepat dan cermat.					

Bagian IV : Stres Kerja

No	Pernyataan	STS	ST	N	S	SS
1.	Manajemen stres merupakan hal penting di lingkungan tempat kerja saya.					
2.	Saya paham dengan tugas dan tanggung jawab saya.					
3.	Keahlian khusus diperlukan saat melaksanakan pekerjaan ini.					
4.	Tuntutan pekerjaan sesuai dengan kemampuan yang saya miliki.					

5.	Profesi ATC / PLLU ini memiliki tingkat resiko yang tinggi.					
6.	Saya selalu semangat bekerja walaupun tuntutan dan resiko pekerjaan tinggi.					
7.	Saya selalu siap dalam melaksanakan pekerjaan ini.					
8.	Saya menerima informasi yang cukup untuk melaksanakan pekerjaan secara efektif.					
9.	Saya merasa bangga dengan pekerjaan ini.					
10.	Suasana lingkungan kerja nyaman dan aman bagi saya.					

Bagian V : Kinerja Karyawan

No	Pernyataan	STS	ST	N	S	SS
1.	Saya mampu melaksanakan pekerjaan yang ditugaskan.					
2.	Saya mampu bekerja secara individu maupun dalam tim.					
3.	Saya berusaha untuk selalu dapat bekerja secara professional.					
4.	Saya memenuhi semua kriteria kinerja dalam melaksanakan pekerjaan ini.					
5.	Saya mampu memenuhi semua tanggung jawab yang diberikan.					
6.	Saya tidak pernah mengabaikan aspek - aspek penting pekerjaan yang wajib saya lakukan.					
7.	Saya tidak pernah gagal saat melaksanakan pekerjaan.					
8.	Peralatan dan fasilitas kerja yang memadai membuat saya semangat bekerja.					
9.	Saya mampu menjaga hubungan baik antar rekan kerja dalam melaksanakan pekerjaan.					
10.	Saya merasa keterampilan dan kemampuan kerja saya meningkat dari waktu ke waktu.					

Lampiran 3

Rekap Jawaban Responden

No	Jenis Kelamin	Efikasi Diri (X1)											Beban Kerja (X2)											Stres Kerja (Z)											Kinerja Karyawan (Y)										
		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	Total X1	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	Total X2	Z.1	Z.2	Z.3	Z.4	Z.5	Z.6	Z.7	Z.8	Z.9	Z.10	Total Z	Y.1	Y.2	Y.3	Y.4	Y.5	Y.6	Y.7	Y.8	Y.9	Y.10	Total Y
1	Laki - Laki	5	5	4	5	5	5	4	5	5	5	**48**	2	1	1	1	1	2	1	1	1	1	**12**	1	1	2	2	1	2	1	1	2	1	**14**	5	5	5	4	5	4	5	5	4	5	**47**
2	Laki - Laki	5	5	5	5	5	5	5	5	4	5	**49**	2	2	3	2	2	2	3	2	2	2	**22**	2	1	2	2	2	2	2	2	2	2	**19**	4	4	4	4	4	4	4	4	4	4	**40**
3	Laki - Laki	5	4	5	4	4	5	5	5	4	5	**46**	2	1	1	1	1	2	2	1	2	1	**14**	2	1	1	2	1	2	1	1	1	1	**13**	5	5	5	4	4	5	5	5	4	4	**46**
4	Perempuan	5	5	4	4	5	5	5	4	5	5	**47**	2	2	2	1	1	2	2	2	2	2	**18**	2	2	2	2	2	2	2	2	2	2	**20**	4	4	4	4	4	4	4	4	4	4	**40**
5	Laki - Laki	4	3	4	4	4	4	4	3	4	3	**37**	2	2	3	3	3	2	2	3	1	2	**23**	2	2	3	2	1	3	1	3	2	2	**21**	4	4	3	4	4	3	5	5	4	4	**40**
6	Laki - Laki	5	5	4	5	5	5	5	5	4	5	**48**	1	2	3	4	1	1	1	1	3	3	**20**	1	1	1	1	1	1	1	1	1	1	**10**	5	5	5	5	5	5	3	3	5	5	**46**
7	Perempuan	5	4	5	5	4	5	5	5	5	5	**48**	2	2	1	1	2	1	2	2	1	1	**15**	1	2	2	1	1	2	2	1	1	2	**15**	5	4	4	5	5	4	4	4	5	5	**45**
8	Laki - Laki	5	5	4	5	5	4	4	5	5	5	**47**	2	1	2	1	1	2	1	2	2	1	**15**	1	1	1	2	1	1	1	1	1	1	**11**	5	5	4	4	5	5	5	5	5	5	**48**
9	Laki - Laki	5	5	5	5	5	5	5	5	5	5	**50**	1	1	3	1	1	2	2	1	1	1	**14**	1	2	1	1	1	1	1	1	1	1	**11**	5	5	5	5	5	5	4	5	5	4	**48**
10	Perempuan	4	4	5	5	5	5	4	5	5	5	**47**	1	2	2	1	1	1	1	1	1	1	**12**	1	1	1	1	1	1	1	1	1	2	**11**	4	5	5	5	5	5	5	4	5	4	**47**
11	Laki - Laki	5	5	5	5	4	5	5	5	4	5	**48**	2	2	3	2	1	2	1	2	2	1	**18**	2	2	1	1	1	1	2	1	1	3	**15**	4	4	5	5	4	4	3	4	4	5	**42**
12	Laki - Laki	5	5	5	5	5	5	5	5	5	5	**50**	1	2	1	1	1	1	1	1	1	1	**11**	1	1	1	1	1	1	1	1	1	1	**10**	5	5	5	5	5	5	5	5	5	5	**50**
13	Perempuan	4	4	4	4	4	4	4	4	5	5	**42**	2	2	2	2	1	2	2	1	2	2	**18**	3	2	2	2	1	2	2	2	1	2	**19**	4	4	4	4	4	4	4	4	4	3	**39**
14	Laki - Laki	5	5	5	4	5	5	5	5	5	5	**49**	3	3	2	2	2	2	2	1	2	2	**21**	2	1	2	2	3	2	2	2	1	2	**19**	4	5	4	5	5	4	4	5	4	4	**44**
15	Laki - Laki	4	4	4	4	4	4	4	4	4	4	**40**	2	2	2	2	2	2	2	2	2	2	**20**	2	2	1	2	1	2	2	2	1	1	**16**	4	4	5	5	4	4	4	4	5	4	**43**
16	Laki - Laki	5	5	5	5	5	5	4	4	5	4	**47**	2	2	2	2	1	3	2	1	2	3	**20**	3	1	1	2	3	2	1	2	2	3	**20**	5	5	5	4	5	4	4	5	4	4	**45**
17	Laki - Laki	5	4	5	5	5	5	4	5	5	5	**48**	1	1	2	1	1	2	1	2	2	1	**14**	1	1	1	1	1	2	2	1	1	2	**13**	5	5	5	4	5	5	4	4	5	5	**47**
18	Laki - Laki	4	5	4	4	4	4	5	5	5	5	**45**	1	3	2	2	3	3	1	3	1	2	**21**	1	3	1	2	1	2	2	3	1	2	**18**	4	3	4	4	3	5	3	4	4	4	**38**
19	Laki - Laki	4	4	4	4	4	4	3	4	4	4	**39**	2	2	2	2	2	2	2	2	2	2	**20**	2	2	2	3	2	2	2	2	2	2	**21**	4	4	4	4	3	4	3	4	4	4	**38**
20	Perempuan	5	5	5	5	5	5	5	5	4	5	**49**	1	1	1	1	1	1	1	1	1	1	**10**	1	1	2	1	1	1	1	1	1	1	**11**	5	5	5	5	5	5	5	5	5	4	**49**
21	Laki - Laki	5	5	4	5	5	4	4	5	4	5	**46**	1	2	2	1	1	2	1	2	2	1	**15**	3	1	2	1	2	1	1	1	1	2	**15**	4	4	5	4	5	4	4	5	5	4	**44**
22	Perempuan	5	4	4	5	5	5	4	5	5	5	**47**	1	2	2	1	1	2	2	1	2	2	**16**	2	1	2	1	2	1	2	1	1	1	**14**	4	4	5	4	4	4	4	5	5	4	**43**
23	Laki - Laki	4	4	4	4	4	3	4	3	4	4	**38**	2	2	3	2	2	2	2	2	2	2	**21**	1	2	2	2	2	2	2	2	2	2	**19**	4	4	4	4	4	4	3	4	4	4	**39**
24	Perempuan	5	5	4	4	5	5	4	5	5	5	**47**	1	2	1	1	1	2	1	1	2	1	**13**	1	1	1	1	1	1	1	2	1	1	**11**	5	4	4	5	5	4	4	5	5	5	**46**
25	Perempuan	5	5	5	5	4	5	5	4	4	5	**47**	2	2	1	1	1	2	2	1	1	2	**15**	1	2	2	1	2	1	1	1	2	2	**15**	5	4	4	5	5	4	4	5	5	5	**46**
26	Laki - Laki	4	5	5	5	5	5	5	5	5	5	**49**	2	2	2	1	1	1	1	1	1	2	**14**	1	1	1	1	1	1	1	1	1	1	**10**	4	5	5	5	4	5	4	5	5	5	**47**
27	Perempuan	5	5	4	5	4	5	4	5	5	5	**47**	2	2	1	2	1	1	1	1	2	1	**14**	1	1	1	2	1	1	1	2	1	2	**13**	5	5	5	4	4	5	4	5	4	5	**46**
28	Laki - Laki	4	5	5	5	4	4	5	5	5	5	**47**	2	2	1	1	1	2	1	1	1	2	**14**	1	2	2	1	1	2	2	1	1	2	**15**	5	4	4	4	5	5	5	5	4	5	**46**
29	Perempuan	4	4	5	4	5	5	5	4	4	5	**45**	1	2	2	2	1	1	1	2	1	1	**14**	1	2	2	1	1	2	1	2	1	1	**14**	4	4	5	5	4	4	5	5	4	4	**44**
30	Laki - Laki	5	5	5	5	5	5	5	5	5	5	**50**	2	1	1	1	2	2	1	1	2	2	**15**	1	2	2	2	1	2	1	1	2	1	**15**	5	4	4	5	5	4	5	5	5	4	**46**
31	Laki - Laki	5	5	5	5	5	5	5	5	5	5	**50**	1	1	1	1	1	1	1	1	1	1	**10**	1	1	1	1	1	1	1	1	1	1	**10**	5	5	5	5	5	5	5	5	5	5	**50**
32	Laki - Laki	3	4	5	4	4	5	3	5	5	4	**42**	3	1	1	1	1	1	1	3	3	2	**17**	1	1	1	1	1	1	1	2	1	3	**13**	4	5	5	4	4	4	3	3	5	5	**42**
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107	Laki - Laki	5	5	4	5	5	5	4	5	5	5	**48**	2	1	1	1	1	1	1	1	1	2	**12**	1	1	1	1	1	1	1	1	1	2	**11**	4	4	5	5	5	5	4	5	5	4	**46**
108	Laki - Laki	5	5	5	5	5	5	5	5	5	5	**50**	2	1	1	1	1	1	1	1	2	2	**13**	1	1	1	1	1	1	1	1	1	1	**10**	5	4	5	5	5	5	5	4	5	5	**48**
109	Laki - Laki	5	5	4	4	4	4	4	4	4	5	**43**	2	1	1	2	1	2	2	1	1	1	**14**	1	1	1	1	1	1	1	2	1	1	**11**	5	5	5	5	5	4	4	4	4	4	**45**
110	Perempuan	4	4	5	5	4	5	5	5	3	4	**44**	3	1	1	2	2	3	2	2	3	3	**22**	2	2	1	1	1	2	2	2	2	3	**18**	4	4	5	5	5	5	3	5	4	4	**44**
111	Laki - Laki	5	5	5	5	5	5	5	5	5	5	**50**	2	1	2	1	1	2	1	1	2	2	**15**	1	1	1	2	1	1	1	1	1	2	**12**	5	5	5	4	4	5	4	4	5	5	**46**
112	Perempuan	5	5	5	5	5	5	4	5	4	4	**47**	2	1	1	1	1	1	1	1	2	1	**12**	1	1	1	1	2	1	1	1	2	2	**13**	5	5	4	5	5	5	4	4	4	4	**45**
113	Laki - Laki	4	4	5	5	4	5	4	5	5	4	**45**	2	1	2	1	1	3	1	1	2	1	**15**	2	1	1	2	1	1	1	1	1	1	**12**	5	5	5	5	5	5	4	4	4	5	**46**
114	Laki - Laki	4	5	4	4	5	5	5	4	5	5	**46**	2	2	2	2	2	2	2	2	2	2	**20**	1	1	2	2	1	1	1	2	1	2	**14**	4	4	4	4	4	4	4	4	4	4	**40**
115	Laki - Laki	4	4	4	4	4	4	3	4	4	3	**38**	3	1	1	2	2	2	2	2	2	2	**19**	2	2	1	2	1	1	2	2	2	2	**17**	4	4	4	4	4	4	4	5	4	3	**40**
116	Laki - Laki	4	4	4	4	4	4	4	4	4	4	**40**	2	2	2	2	2	2	2	2	3	2	**21**	2	2	1	2	1	2	2	2	1	3	**18**	4	4	4	4	4	4	4	3	4	3	**38**
117	Laki - Laki	5	5	4	4	4	5	4	5	4	4	**44**	2	2	2	1	1	2	2	2	2	1	**17**	2	2	2	2	2	2	2	2	2	2	**20**	5	5	5	4	5	5	4	4	5	4	**46**
118	Laki - Laki	5	5	5	4	5	5	5	5	4	5	**48**	1	2	2	1	1	1	1	2	2	1	**14**	1	1	2	1	1	1	1	1	1	1	**11**	5	5	5	4	5	5	4	5	5	5	**48**
119	Laki - Laki	5	5	5	5	5	5	5	5	5	5	**50**	5	1	1	1	1	1	1	1	1	1	**14**	1	1	1	1	1	1	1	1	1	1	**10**	5	5	5	5	5	5	5	1	5	1	**42**
120	Laki - Laki	4	4	4	4	4	2	4	4	4	5	**39**	2	2	2	2	2	2	2	2	2	2	**20**	2	2	2	2	2	2	2	2	1	2	**19**	4	4	4	4	4	4	4	4	4	4	**40**
121	Perempuan	4	4	4	4	4	4	4	4	4	4	**40**	2	2	2	1	2	2	2	2	2	2	**19**	1	1	1	2	1	2	2	2	1	1	**14**	4	4	4	4	4	4	3	3	5	4	**39**
122	Laki - Laki	5	5	5	5	4	4	4	5	4	5	**46**	2	2	2	2	1	2	2	2	2	2	**19**	2	2	2	2	1	2	2	2	1	2	**18**	4	4	5	4	4	4	4	4	4	4	**41**
123	Laki - Laki	5	4	4	4	4	4	4	4	4	4	**41**	2	2	2	2	2	2	2	2	2	2	**20**	2	2	2	2	2	2	2	2	2	2	**20**	4	4	4	4	4	4	4	4	4	4	**40**
124	Laki - Laki	5	5	5	5	5	5	5	5	5	5	**50**	1	1	1	1	1	1	1	1	3	2	**13**	1	1	1	1	1	1	1	2	1	3	**13**	5	5	5	5	5	5	5	3	5	5	**48**
125	Laki - Laki	5	5	5	5	5	5	5	5	5	5	**50**	2	1	1	2	1	1	1	1	1	1	**12**	4	1	1	1	1	1	1	1	1	1	**13**	5	5	5	5	5	5	5	5	5	5	**50**
126	Perempuan	4	4	5	5	4	5	5	5	3	4	**44**	3	1	1	2	2	3	2	2	3	3	**22**	2	2	1	1	1	2	2	2	2	3	**18**	4	4	5	5	5	5	3	5	4	4	**44**
127	Laki - Laki	4	4	4	4	4	4	4	5	5	4	**42**	2	2	2	2	2	2	2	2	2	2	**20**	2	2	2	2	2	2	2	2	2	2	**20**	4	4	4	4	4	4	4	4	4	4	**40**
128	Laki - Laki	5	5	4	4	4	5	5	5	5	5	**47**	2	2	1	1	1	2	2	1	1	1	**14**	1	1	1	1	2	2	2	2	2	2	**16**	5	5	4	4	4	4	4	4	5	5	**44**
129	Laki - Laki	5	5	5	5	5	2	5	5	5	5	**47**	3	1	1	1	1	1	1	1	1	1	**12**	1	1	1	1	1	1	1	1	1	1	**10**	5	5	5	5	5	5	4	5	5	5	**49**
130	Laki - Laki	4	4	4	4	4	4	4	4	4	4	**40**	2	3	2	2	2	2	2	2	2	2	**21**	2	2	1	2	1	2	2	2	2	2	**18**	4	4	4	3	4	4	4	4	4	5	**40**
131	Laki - Laki	5	5	5	5	5	5	5	5	5	5	**50**	2	2	2	2	1	2	1	1	2	1	**16**	1	1	1	1	1	1	1	1	1	1	**10**	5	5	5	5	5	5	4	4	4	5	**47**
132	Laki - Laki	5	5	5	4	4	5	4	5	5	5	**47**	2	2	2	2	1	2	2	2	2	2	**19**	1	2	1	2	1	1	2	2	1	2	**15**	4	4	4	4	4	4	4	4	4	4	**40**
133	Perempuan	5	5	5	5	5	5	5	5	5	5	**50**	2	2	2	1	1	1	1	1	1	1	**13**	2	1	1	1	1	1	1	1	1	1	**11**	5	5	5	5	5	5	5	4	5	5	**49**
134	Laki - Laki	5	5	5	5	4	2	3	5	5	5	**44**	1	1	1	1	1	1	2	1	1	1	**11**	1	1	1	1	1	1	1	1	1	1	**10**	5	5	5	5	5	5	4	3	5	5	**47**
135	Laki - Laki	5	5	5	5	5	5	4	4	4	5	**47**	2	2	2	2	2	2	2	2	2	2	**20**	2	2	2	2	2	2	2	2	1	2	**19**	4	4	4	4	4	4	4	4	4	4	**40**

136	Laki - Laki	4	4	4	4	4	3	4	4	4	4	**39**	2	3	2	2	2	2	2	2	2	2	**21**	3	2	1	1	1	2	2	2	1	2	**17**	4	5	4	4	4	3	3	3	4	4	**38**
137	Laki - Laki	5	5	5	5	5	5	5	5	5	5	**50**	1	1	1	1	1	1	1	1	1	1	**10**	1	1	1	1	1	1	1	1	1	1	**10**	5	5	5	5	5	5	5	5	5	5	**50**
138	Laki - Laki	5	5	5	4	5	5	4	5	5	5	**48**	3	1	1	1	1	2	1	1	1	1	**13**	1	1	1	1	1	1	1	1	1	1	**10**	5	5	5	5	5	5	5	5	5	5	**50**
139	Laki - Laki	4	4	5	5	4	5	4	4	4	4	**43**	2	1	1	2	2	1	2	1	2	1	**15**	1	2	2	2	1	2	2	1	1	1	**15**	5	5	4	4	4	5	4	4	4	5	**44**
140	Laki - Laki	5	5	4	4	4	5	4	5	5	5	**46**	3	2	2	1	1	2	2	1	2	1	**17**	1	1	1	1	1	1	1	1	1	1	**10**	5	5	5	4	4	4	4	4	5	4	**44**
141	Laki - Laki	5	5	5	5	5	5	5	5	5	5	**50**	3	1	1	1	1	2	2	2	1	1	**15**	1	1	1	1	1	2	1	2	1	1	**12**	5	5	5	5	5	5	3	4	5	5	**47**
142	Perempuan	5	5	5	5	5	5	4	5	5	5	**49**	1	1	1	1	1	1	2	1	1	1	**11**	1	1	1	1	1	1	1	1	1	1	**10**	5	3	5	5	5	5	4	5	5	5	**47**
143	Perempuan	5	5	5	5	5	5	5	5	5	5	**50**	3	3	2	1	1	3	2	1	3	1	**20**	1	1	1	1	1	1	1	1	1	3	**12**	5	5	5	4	4	5	4	3	3	3	**41**
144	Laki - Laki	5	5	5	5	5	5	4	5	5	5	**49**	1	1	1	1	1	1	1	1	1	1	**10**	1	1	1	1	1	1	1	2	1	1	**11**	5	5	5	5	5	5	5	2	5	4	**46**
145	Laki - Laki	5	5	5	5	5	5	5	5	5	5	**50**	2	4	1	4	1	1	1	1	1	1	**17**	1	1	1	1	1	1	1	1	1	1	**10**	5	5	5	5	5	5	5	5	5	5	**50**

Lampiran 4

Kuesioner Asli Penelitian

No	Variabel	Indikator Konstruk	Sumber
1.	Efikasi diri	1. *I have confidence in my ability to do my job.* 2. *There are some tasks required by my job that I cannot do well.* 3. *When my performance is poor it is due to my inability.* 4. *I am an expert at my work.*	Ghulam Mustafa, Richard Glavee-Geo, Kjell Gronhaug, and Hanan Saber Almazrouei (2018)
2.	Stres kerja	1. *Stress is a significant issue at my workplace.* 2. *My workplace environment is not very pleasant or safe.* 3. *I am clear what my duties and responsibilities are.* 4. *I receive enough information to carry out my job effectively.* 5. *In general, I am not particularly proud or satisfied with my job.*	Muhammad Ehsan and Kishwar Ali (2019)
3.	Beban kerja	1. *Working with intense.* 2. *Having too much or too little to do.* 3. *Working under time pressure.* 4. *Tiredness in work place and even after reaching home.* 5. *Not able to concentrate in the work and complete work fully*	Siswanto, Achmad Sani Supriyanto, Ulfatun Ni'maha, Nur Asnawia, and Ismail Suardi Wekkeb (2019) Iva Tomic and Jixin Liu (2017) Rajan D (2018)

4.	Kinerja karyawan	1. *I always complete the duties specified in my job performance.* 2. *I meet all the formal performance requirements of the job.* 3. *I fulfill all responsibilities required by my job.* 4. *I never neglect the aspects of the job that I am obligated to perform.* 5. *I never fail to perform essential duties.*	Ghulam Mustafa, Richard Glavee-Geo, Kjell Gronhaug, and Hanan Saber Almazrouei (2018)

Lampiran 5

Profil Data Responden

No	Jenis Kelamin	Lama Bekerja	Pendidikan Terakhir	Unit Kerja Saat Ini
1	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
2	Laki - Laki	2 - 9 Tahun	D-IV / S1	Area Control Center (ACC)
3	Laki - Laki	10 - 17 Tahun	D-III	Aerodrome Control Tower (ADC)
4	Perempuan	2 - 9 Tahun	D-IV / S1	Area Control Center (ACC)
5	Laki - Laki	2 - 9 Tahun	D-III	Area Control Center (ACC)
6	Laki - Laki	2 - 9 Tahun	D-IV / S1	Approach Control Unit (APP)
7	Perempuan	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
8	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
9	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
10	Perempuan	2 - 9 Tahun	D-IV / S1	Aerodrome Control Tower (ADC)
11	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
12	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
13	Perempuan	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
14	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
15	Laki - Laki	2 - 9 Tahun	D-III	Area Control Center (ACC)
16	Laki - Laki	2 - 9 Tahun	D-III	Area Control Center (ACC)
17	Laki - Laki	10 - 17 Tahun	D-III	Approach Control Unit (APP)
18	Laki - Laki	2 - 9 Tahun	D-IV / S1	Approach Control Unit (APP)
19	Laki - Laki	2 - 9 Tahun	D-III	Area Control Center (ACC)
20	Perempuan	2 - 9 Tahun	D-IV / S1	Approach Control Unit (APP)
21	Laki - Laki	2 - 9 Tahun	D-IV / S1	Approach Control Unit (APP)
22	Perempuan	2 - 9 Tahun	D-III	Area Control Center (ACC)
23	Laki - Laki	18 - 25 Tahun	D-IV / S1	Area Control Center (ACC)
24	Perempuan	10 - 17 Tahun	D-III	Aerodrome Control Tower (ADC)
25	Perempuan	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
26	Laki - Laki	2 - 9 Tahun	D-III	Area Control Center (ACC)
27	Perempuan	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
28	Laki - Laki	10 - 17 Tahun	D-III	Aerodrome Control Tower (ADC)
29	Perempuan	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
30	Laki - Laki	10 - 17 Tahun	D-IV / S1	Approach Control Unit (APP)
31	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
32	Laki - Laki	2 - 9 Tahun	D-IV / S1	Approach Control Unit (APP)
33	Perempuan	2 - 9 Tahun	D-III	Approach Control Unit (APP)
34	Perempuan	18 - 25 Tahun	D-IV / S1	Aerodrome Control Tower (ADC)
35	Perempuan	18 - 25 Tahun	D-IV / S1	Area Control Center (ACC)
36	Perempuan	18 - 25 Tahun	D-III	Approach Control Unit (APP)
37	Perempuan	18 - 25 Tahun	D-IV / S1	Approach Control Unit (APP)
38	Perempuan	2 - 9 Tahun	D-IV / S1	Area Control Center (ACC)
39	Laki - Laki	10 - 17 Tahun	D-IV / S1	Area Control Center (ACC)
40	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
41	Laki - Laki	18 - 25 Tahun	D-III	Approach Control Unit (APP)
42	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
43	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
44	Perempuan	10 - 17 Tahun	D-III	Approach Control Unit (APP)
45	Laki - Laki	2 - 9 Tahun	D-III	Approach Control Unit (APP)
46	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
47	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
48	Laki - Laki	2 - 9 Tahun	D-IV / S1	Area Control Center (ACC)
49	Perempuan	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
50	Perempuan	2 - 9 Tahun	D-III	Approach Control Unit (APP)

51	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
52	Perempuan	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
53	Laki - Laki	2 - 9 Tahun	D-IV / S1	Aerodrome Control Tower (ADC)
54	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
55	Laki - Laki	2 - 9 Tahun	D-IV / S1	Aerodrome Control Tower (ADC)
56	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
57	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
58	Perempuan	10 - 17 Tahun	D-III	Approach Control Unit (APP)
59	Perempuan	18 - 25 Tahun	D-III	Aerodrome Control Tower (ADC)
60	Perempuan	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
61	Perempuan	2 - 9 Tahun	D-III	Approach Control Unit (APP)
62	Laki - Laki	2 - 9 Tahun	D-IV / S1	Approach Control Unit (APP)
63	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
64	Laki - Laki	18 - 25 Tahun	D-III	Approach Control Unit (APP)
65	Laki - Laki	2 - 9 Tahun	D-III	Approach Control Unit (APP)
66	Laki - Laki	2 - 9 Tahun	D-III	Approach Control Unit (APP)
67	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
68	Laki - Laki	2 - 9 Tahun	D-IV / S1	Approach Control Unit (APP)
69	Perempuan	2 - 9 Tahun	D-III	Approach Control Unit (APP)
70	Perempuan	2 - 9 Tahun	D-IV / S1	Approach Control Unit (APP)
71	Laki - Laki	2 - 9 Tahun	D-IV / S1	Area Control Center (ACC)
72	Perempuan	2 - 9 Tahun	D-III	Approach Control Unit (APP)
73	Laki - Laki	2 - 9 Tahun	D-III	Approach Control Unit (APP)
74	Perempuan	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
75	Laki - Laki	2 - 9 Tahun	D-III	Approach Control Unit (APP)
76	Laki - Laki	2 - 9 Tahun	D-III	Area Control Center (ACC)
77	Laki - Laki	10 - 17 Tahun	D-III	Approach Control Unit (APP)
78	Perempuan	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
79	Perempuan	10 - 17 Tahun	D-III	Area Control Center (ACC)
80	Laki - Laki	10 - 17 Tahun	D-IV / S1	Aerodrome Control Tower (ADC)
81	Laki - Laki	2 - 9 Tahun	D-IV / S1	Aerodrome Control Tower (ADC)
82	Laki - Laki	2 - 9 Tahun	D-III	Approach Control Unit (APP)
83	Perempuan	2 - 9 Tahun	D-IV / S1	Area Control Center (ACC)
84	Perempuan	2 - 9 Tahun	D-IV / S1	Aerodrome Control Tower (ADC)
85	Laki - Laki	10 - 17 Tahun	D-III	Aerodrome Control Tower (ADC)
86	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
87	Perempuan	2 - 9 Tahun	D-IV / S1	Area Control Center (ACC)
88	Perempuan	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
89	Laki - Laki	2 - 9 Tahun	D-III	Area Control Center (ACC)
90	Perempuan	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
91	Perempuan	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
92	Laki - Laki	18 - 25 Tahun	D-III	Approach Control Unit (APP)
93	Laki - Laki	18 - 25 Tahun	D-IV / S1	Aerodrome Control Tower (ADC)
94	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
95	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
96	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
97	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
98	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
99	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
100	Laki - Laki	2 - 9 Tahun	D-III	Approach Control Unit (APP)

101	Perempuan	2 - 9 Tahun	D-IV / S1	Area Control Center (ACC)
102	Perempuan	2 - 9 Tahun	D-III	Approach Control Unit (APP)
103	Laki - Laki	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
104	Laki - Laki	18 - 25 Tahun	D-IV / S1	Approach Control Unit (APP)
105	Laki - Laki	10 - 17 Tahun	D-III	Approach Control Unit (APP)
106	Laki - Laki	10 - 17 Tahun	D-IV / S1	Area Control Center (ACC)
107	Laki - Laki	18 - 25 Tahun	D-III	Area Control Center (ACC)
108	Laki - Laki	18 - 25 Tahun	D-III	Area Control Center (ACC)
109	Laki - Laki	18 - 25 Tahun	D-IV / S1	Area Control Center (ACC)
110	Perempuan	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
111	Laki - Laki	10 - 17 Tahun	D-IV / S1	Approach Control Unit (APP)
112	Perempuan	2 - 9 Tahun	D-IV / S1	Area Control Center (ACC)
113	Laki - Laki	2 - 9 Tahun	D-III	Area Control Center (ACC)
114	Laki - Laki	18 - 25 Tahun	D-IV / S1	Area Control Center (ACC)
115	Laki - Laki	2 - 9 Tahun	D-IV / S1	Area Control Center (ACC)
116	Laki - Laki	18 - 25 Tahun	D-IV / S1	Area Control Center (ACC)
117	Laki - Laki	18 - 25 Tahun	D-III	Area Control Center (ACC)
118	Laki - Laki	2 - 9 Tahun	D-IV / S1	Area Control Center (ACC)
119	Laki - Laki	18 - 25 Tahun	D-IV / S1	Area Control Center (ACC)
120	Laki - Laki	18 - 25 Tahun	D-IV / S1	Area Control Center (ACC)
121	Perempuan	2 - 9 Tahun	D-III	Area Control Center (ACC)
122	Laki - Laki	18 - 25 Tahun	D-III	Area Control Center (ACC)
123	Laki - Laki	10 - 17 Tahun	D-III	Area Control Center (ACC)
124	Laki - Laki	18 - 25 Tahun	D-III	Area Control Center (ACC)
125	Laki - Laki	18 - 25 Tahun	D-IV / S1	Area Control Center (ACC)
126	Perempuan	2 - 9 Tahun	D-III	Aerodrome Control Tower (ADC)
127	Laki - Laki	10 - 17 Tahun	D-IV / S1	Aerodrome Control Tower (ADC)
128	Laki - Laki	10 - 17 Tahun	D-III	Area Control Center (ACC)
129	Laki - Laki	2 - 9 Tahun	D-III	Approach Control Unit (APP)
130	Laki - Laki	2 - 9 Tahun	D-IV / S1	Aerodrome Control Tower (ADC)
131	Laki - Laki	2 - 9 Tahun	D-IV / S1	Approach Control Unit (APP)
132	Laki - Laki	18 - 25 Tahun	D-III	Approach Control Unit (APP)
133	Perempuan	2 - 9 Tahun	D-IV / S1	Aerodrome Control Tower (ADC)
134	Laki - Laki	10 - 17 Tahun	D-III	Approach Control Unit (APP)
135	Laki - Laki	10 - 17 Tahun	D-IV / S1	Aerodrome Control Tower (ADC)
136	Laki - Laki	10 - 17 Tahun	D-IV / S1	Area Control Center (ACC)
137	Laki - Laki	10 - 17 Tahun	D-III	Area Control Center (ACC)
138	Laki - Laki	2 - 9 Tahun	D-III	Area Control Center (ACC)
139	Laki - Laki	2 - 9 Tahun	D-III	Area Control Center (ACC)
140	Laki - Laki	18 - 25 Tahun	D-III	Area Control Center (ACC)
141	Laki - Laki	2 - 9 Tahun	D-III	Approach Control Unit (APP)
142	Perempuan	18 - 25 Tahun	D-III	Approach Control Unit (APP)
143	Perempuan	10 - 17 Tahun	D-III	Approach Control Unit (APP)
144	Laki - Laki	10 - 17 Tahun	D-IV / S1	Approach Control Unit (APP)
145	Laki - Laki	2 - 9 Tahun	D-III	Approach Control Unit (APP)

Lampiran 6

Hasil Uji Validitas

1. Variabel Efikasi Diri (X1)

Correlations

		X11	X12	X13	X14	X15	X16	X17	X18	X19	X110	TotalX1
X11	Pearson Correlation	1	.656**	.439**	.445**	.515**	.395**	.397**	.469**	.349**	.440**	.719**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X12	Pearson Correlation	.656**	1	.413**	.473**	.536**	.334**	.415**	.521**	.493**	.536**	.758**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X13	Pearson Correlation	.439**	.413**	1	.534**	.441**	.324**	.419**	.498**	.294**	.307**	.661**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X14	Pearson Correlation	.445**	.473**	.534**	1	.577**	.331**	.375**	.538**	.358**	.434**	.714**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X15	Pearson Correlation	.515**	.536**	.441**	.577**	1	.424**	.552**	.472**	.446**	.484**	.775**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X16	Pearson Correlation	.395**	.334**	.324**	.331**	.424**	1	.379**	.374**	.237**	.274**	.596**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.004	.001	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X17	Pearson Correlation	.397**	.415**	.419**	.375**	.552**	.379**	1	.399**	.270**	.370**	.662**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.001	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X18	Pearson Correlation	.469**	.521**	.498**	.538**	.472**	.374**	.399**	1	.526**	.547**	.760**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X19	Pearson Correlation	.349**	.493**	.294**	.358**	.446**	.237**	.270**	.526**	1	.620**	.655**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.004	.001	.000		.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X110	Pearson Correlation	.440**	.536**	.307**	.434**	.484**	.274**	.370**	.547**	.620**	1	.715**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.001	.000	.000	.000		.000
	N	145	145	145	145	145	145	145	145	145	145	145
TotalX1	Pearson Correlation	.719**	.758**	.661**	.714**	.775**	.596**	.662**	.760**	.655**	.715**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	145	145	145	145	145	145	145	145	145	145	145

**. Correlation is significant at the 0.01 level (2-tailed).

2. Variabel Beban Kerja (X2)

Correlations

		X21	X22	X23	X24	X25	X26	X27	X28	X29	X210	TotalX2
X21	Pearson Correlation	1	.115	.050	.227**	.211*	.269**	.171*	.189*	.294**	.192*	.447**
	Sig. (2-tailed)		.168	.551	.006	.011	.001	.040	.023	.000	.021	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X22	Pearson Correlation	.115	1	.504**	.427**	.369**	.310**	.282**	.301**	.301**	.270**	.605**
	Sig. (2-tailed)	.168		.000	.000	.000	.000	.001	.000	.000	.001	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X23	Pearson Correlation	.050	.504**	1	.414**	.394**	.437**	.378**	.389**	.368**	.361**	.672**
	Sig. (2-tailed)	.551	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X24	Pearson Correlation	.227**	.427**	.414**	1	.420**	.294**	.258**	.347**	.435**	.412**	.661**
	Sig. (2-tailed)	.006	.000	.000		.000	.000	.002	.000	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X25	Pearson Correlation	.211*	.369**	.394**	.420**	1	.435**	.392**	.505**	.303**	.451**	.673**
	Sig. (2-tailed)	.011	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X26	Pearson Correlation	.269**	.310**	.437**	.294**	.435**	1	.435**	.385**	.461**	.545**	.707**
	Sig. (2-tailed)	.001	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X27	Pearson Correlation	.171*	.282**	.378**	.258**	.392**	.435**	1	.497**	.236**	.386**	.613**
	Sig. (2-tailed)	.040	.001	.000	.002	.000	.000		.000	.004	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X28	Pearson Correlation	.189*	.301**	.389**	.347**	.505**	.385**	.497**	1	.396**	.392**	.670**
	Sig. (2-tailed)	.023	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X29	Pearson Correlation	.294**	.301**	.368**	.435**	.303**	.461**	.236**	.396**	1	.535**	.687**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.004	.000		.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
X210	Pearson Correlation	.192*	.270**	.361**	.412**	.451**	.545**	.386**	.392**	.535**	1	.697**
	Sig. (2-tailed)	.021	.001	.000	.000	.000	.000	.000	.000	.000		.000
	N	145	145	145	145	145	145	145	145	145	145	145
TotalX2	Pearson Correlation	.447**	.605**	.672**	.661**	.673**	.707**	.613**	.670**	.687**	.697**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	145	145	145	145	145	145	145	145	145	145	145

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

3. Variabel Stres Kerja (Z)

Correlations

		Z1	Z2	Z3	Z4	Z5	Z6	Z7	Z8	Z9	Z10	TotalZ
Z1	Pearson Correlation	1	.349**	.298**	.242**	.428**	.335**	.341**	.281**	.287**	.212*	.571**
	Sig. (2-tailed)		.000	.000	.003	.000	.000	.000	.001	.000	.010	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Z2	Pearson Correlation	.349**	1	.472**	.398**	.185*	.597**	.655**	.536**	.331**	.356**	.739**
	Sig. (2-tailed)	.000		.000	.000	.026	.000	.000	.000	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Z3	Pearson Correlation	.298**	.472**	1	.376**	.345**	.410**	.413**	.310**	.362**	.170*	.615**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.041	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Z4	Pearson Correlation	.242**	.398**	.376**	1	.349**	.526**	.416**	.492**	.385**	.320**	.677**
	Sig. (2-tailed)	.003	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Z5	Pearson Correlation	.428**	.185*	.345**	.349**	1	.357**	.238**	.279**	.453**	.270**	.570**
	Sig. (2-tailed)	.000	.026	.000	.000		.000	.004	.001	.000	.001	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Z6	Pearson Correlation	.335**	.597**	.410**	.526**	.357**	1	.573**	.571**	.422**	.401**	.782**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Z7	Pearson Correlation	.341**	.655**	.413**	.416**	.238**	.573**	1	.585**	.277**	.362**	.736**
	Sig. (2-tailed)	.000	.000	.000	.000	.004	.000		.000	.001	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Z8	Pearson Correlation	.281**	.536**	.310**	.492**	.279**	.571**	.585**	1	.255**	.470**	.734**
	Sig. (2-tailed)	.001	.000	.000	.000	.001	.000	.000		.002	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Z9	Pearson Correlation	.287**	.331**	.362**	.385**	.453**	.422**	.277**	.255**	1	.243**	.583**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.001	.002		.003	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Z10	Pearson Correlation	.212*	.356**	.170*	.320**	.270**	.401**	.362**	.470**	.243**	1	.609**
	Sig. (2-tailed)	.010	.000	.041	.000	.001	.000	.000	.000	.003		.000
	N	145	145	145	145	145	145	145	145	145	145	145
TotalZ	Pearson Correlation	.571**	.739**	.615**	.677**	.570**	.782**	.736**	.734**	.583**	.609**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	145	145	145	145	145	145	145	145	145	145	145

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

4. Variabel Kinerja Karyawan (Y)

Correlations

		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	TotalY
Y1	Pearson Correlation	1	.568**	.447**	.488**	.577**	.570**	.399**	.294**	.529**	.394**	.751**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Y2	Pearson Correlation	.568**	1	.600**	.410**	.572**	.402**	.307**	.231**	.509**	.385**	.713**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.005	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Y3	Pearson Correlation	.447**	.600**	1	.570**	.536**	.467**	.262**	.222**	.467**	.385**	.701**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.001	.007	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Y4	Pearson Correlation	.488**	.410**	.570**	1	.565**	.446**	.318**	.303**	.520**	.408**	.718**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Y5	Pearson Correlation	.577**	.572**	.536**	.565**	1	.510**	.347**	.318**	.584**	.445**	.779**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Y6	Pearson Correlation	.570**	.402**	.467**	.446**	.510**	1	.311**	.281**	.423**	.325**	.677**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.001	.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Y7	Pearson Correlation	.399**	.307**	.262**	.318**	.347**	.311**	1	.425**	.307**	.184*	.586**
	Sig. (2-tailed)	.000	.000	.001	.000	.000	.000		.000	.000	.026	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Y8	Pearson Correlation	.294**	.231**	.222**	.303**	.318**	.281**	.425**	1	.348**	.388**	.592**
	Sig. (2-tailed)	.000	.005	.007	.000	.000	.001	.000		.000	.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Y9	Pearson Correlation	.529**	.509**	.467**	.520**	.584**	.423**	.307**	.348**	1	.406**	.730**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	145	145	145	145	145	145	145	145	145	145	145
Y10	Pearson Correlation	.394**	.385**	.385**	.408**	.445**	.325**	.184*	.388**	.406**	1	.635**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.026	.000	.000		.000
	N	145	145	145	145	145	145	145	145	145	145	145
TotalY	Pearson Correlation	.751**	.713**	.701**	.718**	.779**	.677**	.586**	.592**	.730**	.635**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	145	145	145	145	145	145	145	145	145	145	145

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Lampiran 7

Hasil Uji Reliabilitas

1. Variabel Efikasi Diri (X1)

Case Processing Summary

		N	%
Cases	Valid	145	100.0
	Excluded[a]	0	.0
	Total	145	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.834
		N of Items	5[a]
	Part 2	Value	.764
		N of Items	5[b]
	Total N of Items		10
Correlation Between Forms			.758
Spearman-Brown Coefficient	Equal Length		.862
	Unequal Length		.862
Guttman Split-Half Coefficient			.862

a. The items are: X11, X12, X13, X14, X15.

b. The items are: X16, X17, X18, X19, X110.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X11	41.39	12.516	.646	.869
X12	41.40	12.339	.692	.866
X13	41.52	12.626	.571	.874
X14	41.46	12.500	.639	.869
X15	41.54	12.139	.710	.864
X16	41.41	12.562	.473	.883
X17	41.59	12.326	.558	.875
X18	41.42	12.176	.689	.865
X19	41.47	12.529	.558	.875
X110	41.43	12.246	.631	.869

2. Variabel Beban Kerja (X2)

Case Processing Summary

		N	%
Cases	Valid	145	100.0
	Excluded[a]	0	.0
	Total	145	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.676
		N of Items	5[a]
	Part 2	Value	.786
		N of Items	5[b]
	Total N of Items		10
Correlation Between Forms			.671
Spearman-Brown Coefficient	Equal Length		.803
	Unequal Length		.803
Guttman Split-Half Coefficient			.802

a. The items are: X21, X22, X23, X24, X25.

b. The items are: X26, X27, X28, X29, X210.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X21	40.26	14.344	.281	.849
X22	40.13	13.754	.489	.825
X23	40.09	13.152	.559	.818
X24	39.89	13.474	.557	.818
X25	39.79	13.975	.595	.817
X26	40.06	13.350	.617	.813
X27	39.99	13.924	.509	.823
X28	39.93	13.648	.578	.817
X29	40.08	13.063	.577	.816
X210	39.94	13.517	.610	.814

3. Variabel Stres Kerja (Z)

Case Processing Summary

		N	%
Cases	Valid	145	100.0
	Excluded[a]	0	.0
	Total	145	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.722
		N of Items	5[a]
	Part 2	Value	.774
		N of Items	5[b]
	Total N of Items		10
Correlation Between Forms			.727
Spearman-Brown Coefficient	Equal Length		.842
	Unequal Length		.842
Guttman Split-Half Coefficient			.839

a. The items are: Z1, Z2, Z3, Z4, Z5.

b. The items are: Z6, Z7, Z8, Z9, Z10.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Z1	41.52	11.154	.446	.850
Z2	41.55	10.610	.658	.831
Z3	41.48	11.168	.511	.844
Z4	41.55	10.860	.582	.838
Z5	41.36	11.551	.474	.847
Z6	41.55	10.499	.714	.826
Z7	41.53	10.695	.657	.831
Z8	41.61	10.503	.646	.832
Z9	41.39	11.503	.489	.846
Z10	41.70	10.599	.461	.853

4. Variabel Kinerja Karyawan (Y)

Case Processing Summary

		N	%
Cases	Valid	145	100.0
	Excluded[a]	0	.0
	Total	145	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.850
		N of Items	5[a]
	Part 2	Value	.714
		N of Items	5[b]
	Total N of Items		10
Correlation Between Forms			.715
Spearman-Brown Coefficient	Equal Length		.834
	Unequal Length		.834
Guttman Split-Half Coefficient			.834

a. The items are: Y1, Y2, Y3, Y4, Y5.

b. The items are: Y6, Y7, Y8, Y9, Y10.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1	40.49	13.918	.687	.849
Y2	40.52	13.654	.627	.852
Y3	40.45	14.110	.626	.853
Y4	40.53	13.848	.641	.851
Y5	40.50	13.655	.717	.846
Y6	40.53	13.987	.589	.855
Y7	40.89	13.960	.455	.868
Y8	40.74	13.733	.449	.870
Y9	40.50	13.807	.656	.850
Y10	40.52	13.918	.526	.860

Lampiran 8

Jumlah Kedatangan dan Keberangkatan Pesawat, Penumpang, Barang, Bagasi, dan Pos / Paket Penerbangan Dalam Negeri

Kedatangan

No	Tahun	Pesawat (Unit)	Penumpang (Orang)	Barang (Ton)	Bagasi (Ton)	Pos / Paket (Ton)
1.	2015	791.783	75.593.248	496.300	568.726	4.575
2.	2016	894.104	87.208.889	445.440	735.193	3.364
3.	2017	972.863	95.401.545	557.653	729.283	3.166
4.	2018	1.001.111	101.260.614	642.065	784.908	4.881
5.	2019	880.645	80.108.804	552.076	570.042	3.179

Sumber : Statistik Transportasi Udara 2019 Badan Pusat Statistik

Keberangkatan

No	Tahun	Pesawat (Unit)	Penumpang (Orang)	Barang (Ton)	Bagasi (Ton)	Pos / Paket (Ton)
1.	2015	790.779	72.563.813	597.939	584.304	2.945
2.	2016	896.489	83.349.974	534.594	712.731	4.274
3.	2017	969.580	90.744.365	603.152	723.180	3.568
4.	2018	1.005.237	94.896.041	709.557	742.747	9.066
5.	2019	876.996	76.156.367	579.789	450.015	3.422

Sumber : Statistik Transportasi Udara 2019 Badan Pusat Statistik

Lampiran 9

Jumlah Kedatangan dan Keberangkatan Pesawat, Penumpang, Barang, Bagasi, dan Pos / Paket Penerbangan Luar Negeri

Kedatangan

No	Tahun	Pesawat (Unit)	Penumpang (Orang)	Barang (Ton)	Bagasi (Ton)	Pos / Paket (Ton)
1.	2015	95.263	13.175.804	185.426	168.707	725
2.	2016	99.189	14.462.373	188.804	177.273	927
3.	2017	110.084	16.253.259	223.091	208.485	1.357
4.	2018	118.810	17.691.252	264.138	218.473	3.477
5.	2019	118.611	18.460.312	257.177	217.467	2.355

Sumber : Statistik Transportasi Udara 2019 Badan Pusat Statistik

Keberangkatan

No	Tahun	Pesawat (Unit)	Penumpang (Orang)	Barang (Ton)	Bagasi (Ton)	Pos / Paket (Ton)
1.	2015	95.647	13.625.109	196.275	145.737	1.164
2.	2016	99.054	14.801.001	205.419	159.015	2.173
3.	2017	109.248	16.665.035	224.253	184.036	2.469
4.	2018	119.082	18.247.272	212.749	191.195	4.414
5.	2019	118.745	19.073.159	218.491	190.790	2.138

Sumber : Statistik Transportasi Udara 2019 Badan Pusat Statistik