

LAMPIRAN

Lampiran 1 Kuisioner Penelitian

KUESIONER

Pengaruh *SelfLeadership*, *Work Ability*, Iklim Organisasi Terhadap *Burnout*
Dan Kinerja Guru Di SMAN 12 Surabaya

(Di isi oleh pengajar)

Saya Charles Hotasi Sidauruk adalah mahasiswa MM Universitas 17 Agustus 1945 Surabaya sedang membuat Tesis dengan judul “Pengaruh *Self-leadership*, *Work Ability*, dan Iklim Organisasi terhadap *Burnout* dan Kinerja Guru di SMAN 12 Surabaya. Oleh karena itu di sela-sela kesibukan Anda, Saya mohon dengan hormat kesediaan Anda untuk mengisi kuisioner berikut. Atas kesediaan dan partisipasi Anda, saya menyampaikan terima kasih. Hasil penelitian ini tidak akan memengaruhi pekerjaan Anda.

Di bawah ini berisi pertanyaan-pertanyaan sebagai berikut:

A. Saya adalah Pengajar di SMAN 12 Surabaya

☐ Ya

☐ Tidak

(apabila jawaban “Tidak” maka saudara tidak diperkenankan untuk melanjutkan mengisi kuisioner)

1. Nama :

2. Jenis Kelamin : ☐ Laki-laki ☐
Perempuan

3. Usia : ☐ 23 – 30 Tahun ☐ $\geq 30 - 38$
Tahun

☐ $\geq 38 - 46$ Tahun ☐ $\geq 46 - 54$

Tahun

☐ ≥ 55 Tahun

4. Pendidikan Terakhir : ☐ S1 ☐ S2

5. No. Registrasi Pengajar :

Pilihlah jawaban yang menurut Anda paling menggambarkan diri Anda:

- Sangat Setuju (SS)
- Setuju (S)
- Netral (N)
- Tidak Setuju (TS)
- Sangat Tidak Setuju (STS)
-

No	PERNYATAAN	STS	TS	N	S	SS
I. Variabel <i>Self-leadership</i>						
1.	Saya menyadari dampak perilaku saya terhadap orang-orang di lingkungan saya.					
2.	Saya memiliki rencana spesifik untuk mencapai tujuan karier saya sebagai pendidik.					
3.	Saya merasa termotivasi untuk terus belajar untuk meningkatkan keterampilan mengajar saya tanpa dorongan dari pihak lain.					
4.	Saya memprioritaskan tugas-tugas yang paling penting untuk mendukung pembelajaran siswa.					
5.	Saya selalu mencoba melihat sisi positif dari situasi sulit dalam pekerjaan saya.					
6.	Saya percaya bahwa usaha keras saya akan menghasilkan dampak positif bagi siswa dan lingkungan kerja.					
II. Variabel <i>Work Ability</i>						
1.	Saya merasa memiliki pengetahuan yang cukup untuk mengajar mata pelajaran saya dengan baik.					
2.	Saya terus memperbarui keterampilan dan pengetahuan saya melalui pelatihan.					
3.	Saya dapat mengatur waktu saya dengan efektif antara persiapan materi, mengajar, dan tugas administratif.					
4.	Saya merasa nyaman dalam memberikan umpan balik konstruktif kepada siswa.					
5.	Saya memiliki sikap positif terhadap tantangan yang muncul dalam proses mengajar.					
III. Variabel Iklim Organisasi						
1.	Saya puas dengan kepemimpinan yang ada di sekolah ini.					
2.	Saya merasa bebas untuk menyampaikan pendapat saya di lingkungan kerja.					

3.	Saya merasa dihargai, karena setiap keputusan yang akan dijalankan dikomunikasikan lebih dulu					
4.	Saya merasa termotivasi untuk bekerja dengan baik di lingkungan sekolah ini.					
5.	Saya merasa bahwa komunikasi di sekolah ini berjalan dengan baik					
6.	Penjadwalan kelas pengajaran dilakukan dengan fleksibel dengan mempertimbangkan kesiapan para tenaga pengajar					
IV. Variabel <i>Burnout</i>						
1.	Saya merasa kehabisan energi setelah mengajar.					
2.	Saya merasa lelah secara emosional ketika menghadapi siswa.					
3.	Saya merasa kurang efektif dalam mengajar dibandingkan dengan sebelumnya.					
4.	Saya merasa tidak memiliki pencapaian yang berarti dalam pekerjaan saya sebagai guru.					
V. Variabel Kinerja Pengajar						
1.	Rencana pembelajaran yang saya buat selalu mencakup tujuan yang jelas.					
2.	Saya menggunakan berbagai metode pengajaran untuk memenuhi kebutuhan siswa.					
3.	Saya melakukan penilaian secara berkala untuk mengevaluasi kemajuan siswa.					
4.	Umpan balik yang saya berikan kepada siswa membantu mereka dalam meningkatkan pemahaman mereka.					
5.	Saya bersedia melaksanakan tugas tambahan di luar jam mengajar untuk mendukung kegiatan sekolah.					

*Atas segala partisipasi yang telah saudara berikan diucapkan terimakasih,
semoga bermanfaat bagi perkembangan ilmu pengetahuan.*

Lampiran 2 Data Responden

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Jenis Kelamin	64	1	2	1.29	.456
Umur	64	2	5	3.92	.068
Pendidikan	64	2	4	2.51	.643
Pengalaman	64	1	4	2.18	.783
Valid N (listwise)	64				

Statistics					
		Jenis Kelamin	Umur	Pendidikan	Pengalaman
N	Valid	64	64	64	64
	Missing	0	0	0	0

Jenis Kelamin					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	41	64.0	64.0	64.0
	2	23	36.0	36.0	100.0
	Total	64	100.0	100.0	

Umur					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26	2	5.0	5.0	5.0
	27	3	4.0	4.0	9.0
	28	4	4.0	4.0	13.0
	29	5	6.0	6.0	19.0
	30	1	2.0	2.0	21.0
	31	1	1.0	1.0	22.0
	32	2	2.0	2.0	24.0
	33	3	3.0	3.0	27.0
	34	8	8.0	8.0	35.0
	35	5	5.0	5.0	54.0
	36	6	6.0	6.0	65.0
	37	5	5.0	5.0	70.0
	38	3	3.0	3.0	73.0
	39	1	1.0	1.0	64.0
	40	5	5.0	5.0	84.0
	41	2	2.0	2.0	86.0
	45	5	6.0	6.0	92.0
	47	1	3.0	3.0	95.0
	50	2	5.0	5.0	64.0
	Total	64	64.0	64.0	

		Pendidikan			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	50	78.0	78.0	78.0
	3	14	22.0	22.0	100.0
	Total	64	100.0	100.0	

		Pengalaman			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	-	-	-	-
	2	8	12.5	12.5	76.5
	3	41	64.0	64.0	23.5
	4	15	23.5	23.5	100.0
	Total	64	64.0	64.0	

Lampiran 3 Descriptives Variables

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X1.1	100	2	5	3.95	.657
X1.2	100	3	5	4.13	.580
X1.3	100	2	5	4.07	.685
X1.4	100	2	5	3.78	.824
X1.5	100	2	5	4.04	.695
X1.6	100	2	5	4.08	.761
X1	100	2.5	5.0	4.008	.5256
Valid N (listwise)	100				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X2.1	100	2	5	3.92	.662
X2.2	100	3	5	4.13	.562
X2.3	100	2	5	4.05	.657
X2.4	100	2	5	3.87	.774
X2.5	100	2	5	4.04	.724
X2	100	2.4	5.0	4.002	.5073
Valid N (listwise)	100				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X3.1	100	2	5	4.07	.807
X3.2	100	2	5	3.79	.820
X3.3	100	2	5	3.54	.947
X3.4	100	2	5	3.57	.987
X3.5	100	2	5	3.83	.900
X3.6	100	2	5	3.72	.830
X3	100	2.7	5.0	3.753	.5273
Valid N (listwise)	100				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Z.1	100	2	5	3.64	.905
Z.2	100	2	5	4.01	.916
Z.3	100	2	5	3.93	.915
Z.4	100	2	5	3.88	.875
Z	100	2.50	4.75	3.865	.5056
Valid N (listwise)	100				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Y.1	100	2	5	3.54	.904
Y.2	100	2	5	3.82	.770
Y.3	100	2	5	3.91	.683
Y.4	100	2	5	3.49	.882
Y.5	100	2	5	3.91	.922
Y	100	2.8	4.8	3.734	.3804
Valid N (listwise)	100				

Lampiran 4 Validitas dan Realibilitas Variable

Validitas

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	20.10	7.364	.603	.818
X1.2	19.92	7.751	.576	.824
X1.3	19.98	7.373	.565	.825
X1.4	20.27	6.543	.647	.810
X1.5	20.01	7.020	.663	.806
X1.6	19.97	6.716	.672	.803

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X2.1	16.09	4.446	.555	.772
X2.2	15.88	4.571	.643	.752
X2.3	15.96	4.322	.615	.754
X2.4	16.14	4.021	.585	.766
X2.5	15.97	4.252	.556	.773

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X3.1	18.45	8.593	.762	.662
X3.2	18.73	7.391	.436	.570
X3.3	18.98	6.363	.575	.504
X3.4	18.95	6.876	.417	.574
X3.5	18.69	7.509	.343	.603
X3.6	18.80	8.000	.521	.624

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Z.1	10.72	3.335	.719	.802
Z.2	10.85	3.523	.578	.669
Z.3	10.83	2.264	.360	.505
Z.4	10.68	2.321	.377	.612

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y.1	15.13	3.569	.725	.829
Y.2	14.85	2.452	.637	.750
Y.3	14.76	2.932	.594	.648

Y.4	15.18	2.876	.812	.869
Y.5	14.76	2.528	.682	.767

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	30.0
	Excluded ^a	0	.0
	Total	30	30.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.886	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	24.108	10.453	.625	.876
X1.2	23.928	10.921	.595	.879
X1.3	23.988	10.458	.589	.880
X1.4	24.278	9.454	.673	.873
X1.5	24.018	10.044	.684	.869
X1.6	23.978	9.673	.694	.868
X1	24.050	9.947	1.000	.841

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	30.0
	Excluded ^a	0	.0
	Total	30	30.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.868	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X2.1	20.092	6.792	.590	.858
X2.2	19.882	6.967	.668	.846
X2.3	19.962	6.644	.646	.848
X2.4	20.142	6.249	.625	.857
X2.5	19.972	6.541	.594	.860
X2	20.010	6.434	1.000	.801

Scale: ALL VARIABLES**Case Processing Summary**

		N	%
Cases	Valid	30	30.0
	Excluded ^a	0	.0
	Total	30	30.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.741	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X3.1	22.203	11.863	.199	.763
X3.2	22.483	10.457	.470	.707
X3.3	22.733	9.221	.609	.670
X3.4	22.703	9.806	.460	.711
X3.5	22.443	10.572	.383	.727
X3.6	22.553	11.165	.319	.740
X3	22.520	10.010	1.000	.637

Scale: ALL VARIABLES**Case Processing Summary**

		N	%
Cases	Valid	30	30.0
	Excluded ^a	0	.0
	Total	30	30.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.763	5

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Z.1	14.330	5.243	.080	.647
Z.2	14.440	5.472	.019	.681
Z.3	14.420	3.899	.458	.418
Z.4	14.270	3.988	.469	.414
Z	14.360	4.091	1.000	.771

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	30.0
	Excluded ^a	0	.0
	Total	30	30.0

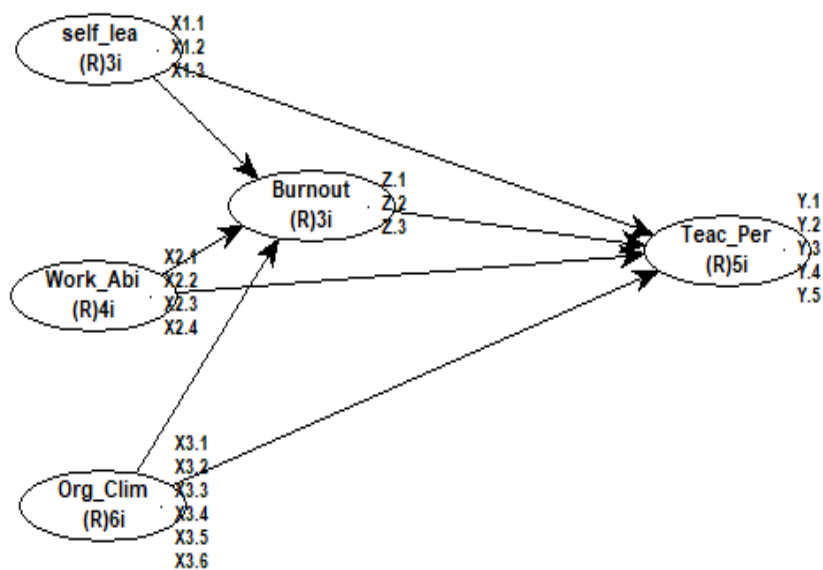
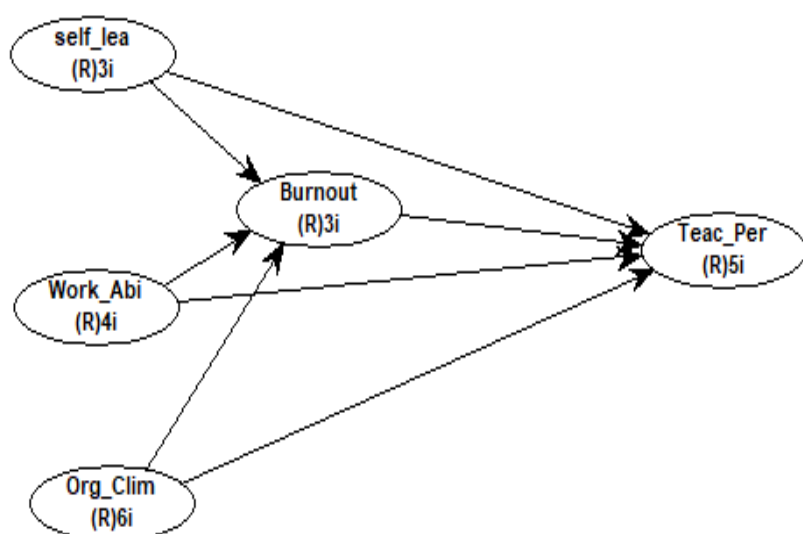
a. Listwise deletion based on all variables in the procedure.

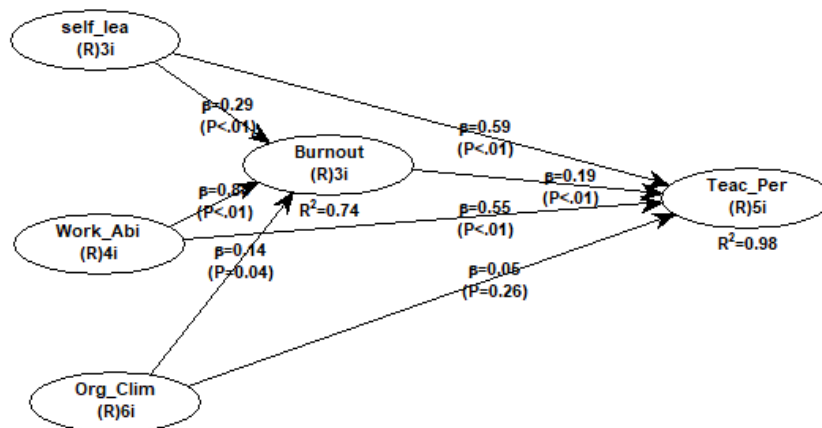
Reliability Statistics

Cronbach's Alpha	N of Items
.859	6

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y.1	18.864	4.987	.147	.540
Y.2	18.584	3.692	.312	.215
Y.3	18.494	4.293	.159	.323
Y.4	18.914	4.164	.074	.388
Y.5	18.494	3.731	.176	.312
Y	18.670	3.617	1.000	.839

Lampiran 5 General SEM analysis result





* General SEM analysis results *

General project information

Version of WarpPLS used: 7.0

Project path (directory): D:\MM60\Pak Leo MM60\

Project file: Charles.prj

Last changed: 11-Nov-2020 18:27:13

Last saved: 11-Nov-2020 17:57:28

Raw data path (directory): D:\ MM60\Pak Leo MM60\

Raw data file: Tabulasi Responden tesis Charles.xlsx

Model fit and quality indices

Average path coefficient (APC)=0.385, $P<0.001$

Average R-squared (ARS)=0.857, $P<0.001$

Average adjusted R-squared (AARS)=0.854, $P<0.001$

Average block VIF (AVIF)=2.259, acceptable if ≤ 5 , ideally ≤ 3.3

Average full collinearity VIF (AFVIF)=4.973, acceptable if ≤ 5 , ideally ≤ 3.3

Tenenhuis GoF (GoF)=0.651, small ≥ 0.1 , medium ≥ 0.25 , large ≥ 0.36

Sympson's paradox ratio (SPR)=1.000, acceptable if ≥ 0.7 , ideally = 1

R-squared contribution ratio (RSCR)=1.000, acceptable if ≥ 0.9 , ideally = 1

Statistical suppression ratio (SSR)=0.714, acceptable if ≥ 0.7

Nonlinear bivariate causality direction ratio (NLBCDR)=1.000, acceptable if ≥ 0.7

General model elements

Missing data imputation algorithm: Arithmetic Mean Imputation
 Outer model analysis algorithm: PLS Regression
 Default inner model analysis algorithm: Warp3
 Multiple inner model analysis algorithms used? No
 Resampling method used in the analysis: Stable3
 Number of data resamples used: 64
 Number of cases (rows) in model data: 64
 Number of latent variables in model: 5
 Number of indicators used in model: 21
 Number of iterations to obtain estimates: 10
 Range restriction variable type: None
 Range restriction variable: None
 Range restriction variable min value: 0.000
 Range restriction variable max value: 0.000
 Only ranked data used in analysis? No

* Path coefficients and P values *

Path coefficients

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout		0.293	0.885	0.136	
Teac_Per		0.587	0.554	0.053	0.186

P values

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout		<0.001	<0.001	0.045	
Teac_Per		<0.001	<0.001	0.257	0.009

* Standard errors for path coefficients *

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	0.077	0.067	0.079		
Teac_Per	0.072	0.072	0.081	0.078	

* Effect sizes for path coefficients *

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	0.048	0.678	0.013		
Teac_Per	0.498	0.383	0.034	0.060	

* Combined loadings and cross-loadings *

	self_le	Work_Ab		Org_Cli		Burnout		Teac_Per
	Type	(a SE	P value					
X1.1	0.787	-0.782	0.062	0.240	1.474	Reflect	0.069	<0.001
X1.2	0.792	0.238	0.098	-0.121	-0.558	Reflect	0.068	<0.001
X1.3	0.643	0.665	-0.197	-0.145	-1.117	Reflect	0.071	<0.001
X2.1	0.320	0.539	0.427	-0.790	-0.722	Reflect	0.072	<0.001
X2.2	-0.019	0.704	-0.071	0.819	0.071	Reflect	0.070	<0.001
X2.3	0.246	0.660	-0.161	0.480	-0.338	Reflect	0.071	<0.001
X2.4	-0.445	0.724	-0.102	-0.645	0.777	Reflect	0.070	<0.001
X3.1	-0.226	-0.782	0.664	0.240	1.474	Reflect	0.070	<0.001
X3.2	1.179	0.238	0.683	-0.121	-0.558	Reflect	0.070	<0.001
X3.3	0.653	-0.008	0.767	0.155	-0.563	Reflect	0.069	<0.001
X3.4	-0.610	0.584	0.680	-0.265	-0.369	Reflect	0.070	<0.001
X3.5	-0.846	-0.155	0.768	-0.093	0.411	Reflect	0.069	<0.001
X3.6	-0.141	0.129	0.652	0.086	-0.352	Reflect	0.071	<0.001
Z.1	-0.019	0.085	-0.071	0.795	0.071	Reflect	0.068	<0.001
Z.2	0.246	0.436	-0.161	0.759	-0.338	Reflect	0.069	<0.001
Z.3	-0.222	-0.515	0.231	0.775	0.259	Reflect	0.069	<0.001
Y.1	-0.445	0.923	-0.102	-0.645	0.764	Reflect	0.069	<0.001

Y.2	-0.226	-0.782	0.062	0.240	0.816	Reflect	0.068	<0.001
Y.3	1.179	0.238	0.098	-0.121	0.662	Reflect	0.070	<0.001
Y.4	-0.019	0.085	-0.071	0.819	0.338	Reflect	0.076	<0.001
Y.5	-0.735	-0.744	-0.041	0.294	0.340	Reflect	0.076	<0.001

Notes: Loadings are unrotated and cross-loadings are oblique-rotated. SEs and P values are for loadings. P values < 0.05 are desirable for reflective indicators.

* Normalized combined loadings and cross-loadings *

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
X1.1	0.579	-0.460	0.037	0.141	0.866
X1.2	0.618	0.178	0.073	-0.090	-0.418
X1.3	0.701	0.344	-0.102	-0.075	-0.579
X2.1	0.177	0.547	0.236	-0.438	-0.400
X2.2	-0.023	0.625	-0.085	0.987	0.085
X2.3	0.312	0.639	-0.205	0.609	-0.429
X2.4	-0.308	0.601	-0.071	-0.447	0.539
X3.1	-0.133	-0.460	0.488	0.141	0.866
X3.2	0.883	0.178	0.533	-0.090	-0.418
X3.3	0.623	-0.008	0.712	0.148	-0.537
X3.4	-0.382	0.366	0.831	-0.166	-0.231
X3.5	-0.548	-0.100	0.825	-0.060	0.266
X3.6	-0.135	0.124	0.797	0.083	-0.337
Z.1	-0.023	0.103	-0.085	0.706	0.085
Z.2	0.312	0.553	-0.205	0.734	-0.429
Z.3	-0.182	-0.423	0.190	0.851	0.212
Y.1	-0.308	0.640	-0.071	-0.447	0.634
Y.2	-0.133	-0.460	0.037	0.141	0.600
Y.3	0.883	0.178	0.073	-0.090	0.516
Y.4	-0.023	0.103	-0.085	0.987	0.300
Y.5	-0.420	-0.425	-0.023	0.168	0.851

Note: Loadings are unrotated and cross-loadings are oblique-rotated, both after separate Kaiser normalizations.

* Pattern loadings and cross-loadings *

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
X1.1	-0.226	-0.782	0.062	0.240	1.474
X1.2	1.179	0.238	0.098	-0.121	-0.558
X1.3	1.406	0.665	-0.197	-0.145	-1.117
X2.1	0.320	1.353	0.427	-0.790	-0.722
X2.2	-0.019	0.085	-0.071	0.819	0.071
X2.3	0.246	0.436	-0.161	0.480	-0.338
X2.4	-0.445	0.923	-0.102	-0.645	0.777
X3.1	-0.226	-0.782	0.062	0.240	1.474
X3.2	1.179	0.238	0.098	-0.121	-0.558
X3.3	0.653	-0.008	0.575	0.155	-0.563
X3.4	-0.610	0.584	1.277	-0.265	-0.369
X3.5	-0.846	-0.155	1.210	-0.093	0.411
X3.6	-0.141	0.129	0.960	0.086	-0.352
Z.1	-0.019	0.085	-0.071	0.819	0.071
Z.2	0.246	0.436	-0.161	0.480	-0.338
Z.3	-0.222	-0.515	0.231	1.024	0.259
Y.1	-0.445	0.923	-0.102	-0.645	0.777
Y.2	-0.226	-0.782	0.062	0.240	1.474
Y.3	1.179	0.238	0.098	-0.121	-0.558
Y.4	-0.019	0.085	-0.071	0.819	0.071
Y.5	-0.735	-0.744	-0.041	0.294	1.372

Note: Loadings and cross-loadings are oblique-rotated.

* Normalized pattern loadings and cross-loadings *

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
X1.1	-0.133	-0.460	0.037	0.141	0.866
X1.2	0.883	0.178	0.073	-0.090	-0.418
X1.3	0.728	0.344	-0.102	-0.075	-0.579
X2.1	0.177	0.749	0.236	-0.438	-0.400
X2.2	-0.023	0.103	-0.085	0.987	0.085
X2.3	0.312	0.553	-0.205	0.609	-0.429
X2.4	-0.308	0.640	-0.071	-0.447	0.539
X3.1	-0.133	-0.460	0.037	0.141	0.866
X3.2	0.883	0.178	0.073	-0.090	-0.418
X3.3	0.623	-0.008	0.549	0.148	-0.537
X3.4	-0.382	0.366	0.800	-0.166	-0.231
X3.5	-0.548	-0.100	0.784	-0.060	0.266
X3.6	-0.135	0.124	0.920	0.083	-0.337

Z.1	-0.023	0.103	-0.085	0.987	0.085
Z.2	0.312	0.553	-0.205	0.609	-0.429
Z.3	-0.182	-0.423	0.190	0.841	0.212
Y.1	-0.308	0.640	-0.071	-0.447	0.539
Y.2	-0.133	-0.460	0.037	0.141	0.866
Y.3	0.883	0.178	0.073	-0.090	-0.418
Y.4	-0.023	0.103	-0.085	0.987	0.085
Y.5	-0.420	-0.425	-0.023	0.168	0.784

Note: Loadings and cross-loadings shown are after oblique rotation and Kaiser normalization.

* Structure loadings and cross-loadings *

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
X1.1	0.787	0.342	0.664	0.075	0.816
X1.2	0.792	0.320	0.683	0.091	0.662
X1.3	0.643	0.330	0.377	0.194	0.373
X2.1	0.478	0.539	0.424	0.146	0.502
X2.2	0.155	0.704	0.044	0.795	0.338
X2.3	0.101	0.660	-0.019	0.759	0.214
X2.4	0.468	0.724	0.234	0.263	0.764
X3.1	0.787	0.342	0.664	0.075	0.816
X3.2	0.792	0.320	0.683	0.091	0.662
X3.3	0.614	0.151	0.767	0.091	0.405
X3.4	0.346	0.132	0.680	0.069	0.256
X3.5	0.410	-0.017	0.768	-0.111	0.308
X3.6	0.388	0.111	0.652	0.096	0.268
Z.1	0.155	0.704	0.044	0.795	0.338
Z.2	0.101	0.660	-0.019	0.759	0.214
Z.3	0.101	0.410	0.135	0.775	0.180
Y.1	0.468	0.724	0.234	0.263	0.764
Y.2	0.787	0.342	0.664	0.075	0.816
Y.3	0.792	0.320	0.683	0.091	0.662
Y.4	0.155	0.704	0.044	0.795	0.338
Y.5	0.141	0.117	0.095	0.040	0.340

Note: Loadings and cross-loadings are unrotated.

* Normalized structure loadings and cross-loadings *

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
X1.1	0.779	0.251	0.488	0.055	0.600
X1.2	0.618	0.250	0.533	0.071	0.516
X1.3	0.701	0.360	0.411	0.212	0.406
X2.1	0.485	0.647	0.430	0.148	0.509
X2.2	0.138	0.825	0.039	0.706	0.300
X2.3	0.098	0.839	-0.018	0.734	0.207
X2.4	0.388	0.701	0.194	0.219	0.634
X3.1	0.579	0.251	0.788	0.055	0.600
X3.2	0.618	0.250	0.733	0.071	0.516
X3.3	0.570	0.140	0.712	0.085	0.376
X3.4	0.423	0.161	0.831	0.085	0.313
X3.5	0.441	-0.018	0.825	-0.119	0.331
X3.6	0.474	0.136	0.797	0.118	0.327
Z.1	0.138	0.625	0.039	0.706	0.300
Z.2	0.098	0.639	-0.018	0.734	0.207
Z.3	0.111	0.450	0.149	0.851	0.198
Y.1	0.388	0.601	0.194	0.219	0.734
Y.2	0.579	0.251	0.488	0.055	0.600
Y.3	0.618	0.250	0.533	0.071	0.716
Y.4	0.138	0.625	0.039	0.706	0.800
Y.5	0.352	0.293	0.237	0.099	0.851

Note: Loadings and cross-loadings shown are unrotated and after Kaiser normalization.

* Indicator weights *

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
	Type (a SE	P value	VIF	WLS	ES
X1.1	0.774	0.000	0.000	0.000	0.000
	0.373				Reflect 0.073
X1.2	0.877	0.000	0.000	0.000	0.000
	0.378				Reflect 0.073
X1.3	0.787	0.000	0.000	0.000	0.000
	0.249				Reflect 0.075
X2.1	0.000	0.709	0.000	0.000	0.000
	0.167				Reflect 0.076

X2.2	0.000 0.284	0.703	0.000	0.000	0.000	Reflect	0.075	<0.001	1.241	1
X2.3	0.000 0.249	0.878	0.000	0.000	0.000	Reflect	0.075	<0.001	1.252	1
X2.4	0.000 0.300	0.715	0.000	0.000	0.000	Reflect	0.074	<0.001	1.262	1
X3.1	0.000 0.148	0.000	0.723	0.000	0.000	Reflect	0.078	0.002	1.501	1
X3.2	0.000 0.157	0.000	0.830	0.000	0.000	Reflect	0.078	0.002	1.657	1
X3.3	0.000 0.198	0.000	0.758	0.000	0.000	Reflect	0.077	<0.001	1.741	1
X3.4	0.000 0.156	0.000	0.729	0.000	0.000	Reflect	0.078	0.002	1.516	1
X3.5	0.000 0.198	0.000	0.858	0.000	0.000	Reflect	0.077	<0.001	1.942	1
X3.6	0.000 0.143	0.000	0.719	0.000	0.000	Reflect	0.078	0.003	1.399	1
Z.1	0.000 0.350	0.000	0.000	0.740	0.000	Reflect	0.074	<0.001	1.345	1
Z.2	0.000 0.319	0.000	0.000	0.720	0.000	Reflect	0.074	<0.001	1.273	1
Z.3	0.000 0.332	0.000	0.000	0.828	0.000	Reflect	0.074	<0.001	1.303	1
Y.1	0.000 0.305	0.000	0.000	0.000	0.899	Reflect	0.075	<0.001	1.414	1
Y.2	0.000 0.347	0.000	0.000	0.000	0.725	Reflect	0.074	<0.001	1.562	1
Y.3	0.000 0.228	0.000	0.000	0.000	0.845	Reflect	0.076	<0.001	1.248	1
Y.4	0.000 0.060	0.000	0.000	0.000	0.776	Reflect	0.079	0.013	1.067	1
Y.5	0.000 0.060	0.000	0.000	0.000	0.778	Reflect	0.078	0.013	1.036	1

Notes: P values < 0.05 and VIFs < 2.5 are desirable for formative indicators; VIF = indicator variance inflation factor;

WLS = indicator weight-loading sign (-1 = Simpson's paradox in l.v.); ES = indicator effect size.

* Latent variable coefficients *

R-squared coefficients

self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
		0.739	0.975	

Adjusted R-squared coefficients

self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
		0.734	0.974	

Composite reliability coefficients

self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
0.787	0.754	0.854	0.820	0.734

Cronbach's alpha coefficients

self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
0.792	0.764	0.795	0.871	0.856

Average variances extracted

self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
0.754	0.736	0.796	0.803	0.784

Full collinearity VIFs

self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
5.814	5.976	2.788	3.083	7.205

Q-squared coefficients

self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
		0.637	0.855	

Minimum and maximum values

self_le	Work_Ab		Org_Cli		Burnout		Teac_Per
-3.305	-2.721	-3.762	-1.858	-3.744			
1.716	1.997	1.849	1.733	2.011			

Medians (top) and modes (bottom)

self_le	Work_Ab		Org_Cli		Burnout		Teac_Per
-0.162	-0.197	-0.122	-0.063	-0.087			
-0.162	-0.197	-0.139	-0.063	-0.167			

Skewness (top) and exc. kurtosis (bottom) coefficients

self_le	Work_Ab		Org_Cli		Burnout		Teac_Per
-0.407	0.063	-0.522	-0.004	-0.325			
0.522	-0.301	1.270	-0.718	0.596			

Tests of unimodality: Rohatgi-Sz kely (top) and Klaassen-Mokveld-van Es (bottom)

self_le	Work_Ab		Org_Cli		Burnout		Teac_Per
Yes	Yes	Yes	Yes	Yes			
Yes	Yes	Yes	Yes	Yes			

Tests of normality: Jarque Bera (top) and robust Jarque Bera (bottom)

self_le	Work_Ab		Org_Cli		Burnout		Teac_Per
Yes	Yes	No	Yes	Yes			
No	Yes	No	Yes	Yes			

* Correlations among latent variables and errors *

Correlations among l.vs. with sq. rts. of AVEs

	self_le	Work_Ab		Org_Cli		Burnout		Teac_Per
self_le	0.744	0.442	0.786	0.154	0.847			

Work_Ab	0.442	0.661	0.239	0.762	0.689
Org_Cli	0.786	0.239	0.704	0.070	0.636
Burnout	0.154	0.762	0.070	0.777	0.315
Teac_Per	0.847	0.689	0.636	0.315	0.619

Note: Square roots of average variances extracted (AVEs) shown on diagonal.

P values for correlations

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
self_le	1.000	<0.001	<0.001	0.060	<0.001
Work_Ab	<0.001	1.000	0.003	<0.001	<0.001
Org_Cli	<0.001	0.003	1.000	0.398	<0.001
Burnout	0.060	<0.001	0.398	1.000	<0.001
Teac_Per	<0.001	<0.001	<0.001	<0.001	1.000

Correlations among l.v. error terms with VIFs

	(e)Burn	(e)Kin_
(e)Burn	1.010	-0.100
(e)Kin_	-0.100	1.010

Notes: Variance inflation factors (VIFs) shown on diagonal. Error terms included (a.k.a. residuals) are for endogenous l.vs.

P values for correlations

	(e)Burn	(e)Kin_
(e)Burn	1.000	0.226
(e)Kin_	0.226	1.000

* Block variance inflation factors *

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	1.561	1.270	1.260		
Teac_Per	3.370	3.116	2.738	2.501	

Note: These VIFs are for the latent variables on each column (predictors), with reference to the latent variables on each row (criteria).

* Indirect and total effects *

Indirect effects for paths with 2 segments

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Teac_Per	0.055	0.165	0.025		

Number of paths with 2 segments

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Teac_Per	1	1	1		

P values of indirect effects for paths with 2 segments

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Teac_Per	0.170	0.002	0.331		

Standard errors of indirect effects for paths with 2 segments

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Teac_Per	0.057	0.056	0.057		

Effect sizes of indirect effects for paths with 2 segments

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Teac_Per	0.046	0.114	0.016		

Sums of indirect effects

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Teac_Per	0.055	0.165	0.025		

Number of paths for indirect effects

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Teac_Per	1	1	1		

P values for sums of indirect effects

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Teac_Per	0.170	0.002	0.331		

Standard errors for sums of indirect effects

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Teac_Per	0.057	0.056	0.057		

Effect sizes for sums of indirect effects

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Teac_Per	0.046	0.114	0.016		

Total effects

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	0.293	0.885	0.136		
Teac_Per	0.642	0.718	0.078	0.186	

Number of paths for total effects

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	1	1	1		
Teac_Per	2	2	2	1	

P values for total effects

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	<0.001	<0.001	0.045		
Teac_Per	<0.001	<0.001	0.166	0.009	

Standard errors for total effects

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	0.077	0.067	0.079		
Teac_Per	0.071	0.070	0.080	0.078	

Effect sizes for total effects

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	0.048	0.678	0.013		
Teac_Per	0.544	0.497	0.051	0.060	

 * Causality assessment coefficients *

Path-correlation signs

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	1	1	1		
Teac_Per	1	1	1	1	

Notes: path-correlation signs; negative sign (i.e., -1) = Simpson's paradox.

R-squared contributions

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	0.048	0.678	0.013		
Teac_Per	0.498	0.383	0.034	0.060	

Notes: R-squared contributions of predictor lat. vars.; columns = predictor lat. vars.; rows = criteria lat. vars.; negative sign = reduction in R-squared.

Path-correlation ratios

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	1.802	1.154	1.447		
Teac_Per	0.692	0.801	0.081	0.579	

otes: absolute path-correlation ratios; ratio > 1 indicates statistical suppression; 1 < ratio <= 1.3: weak suppression; 1.3 < ratio <= 1.7: medium; 1.7 < ratio: strong.

Path-correlation differences

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	0.131	0.118	0.042		
Teac_Per	0.261	0.138	0.596	0.135	

Note: absolute path-correlation differences.

P values for path-correlation differences

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	0.051	0.070	0.303		
Teac_Per	<0.001	0.042	<0.001	0.045	

Note: P values for absolute path-correlation differences.

Warp2 bivariate causal direction ratios

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	0.982	0.999	0.764		
Teac_Per	1.000	1.005	0.988	1.085	

Notes: Warp2 bivariate causal direction ratios; ratio > 1 supports reversed link; 1 < ratio ≤ 1.3: weak support; 1.3 < ratio ≤ 1.7: medium; 1.7 < ratio: strong.

Warp2 bivariate causal direction differences

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	0.003	0.001	0.022		
Teac_Per	0.000	0.003	0.008	0.027	

Note: absolute Warp2 bivariate causal direction differences.

P values for Warp2 bivariate causal direction differences

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	0.486	0.496	0.395		
Teac_Per	0.499	0.484	0.462	0.372	

Note: P values for absolute Warp2 bivariate causal direction differences.

Warp3 bivariate causal direction ratios

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	0.949	0.995	0.820		
Teac_Per	0.999	1.005	0.981	1.087	

Notes: Warp3 bivariate causal direction ratios; ratio > 1 supports reversed link; 1 < ratio ≤ 1.3: weak support; 1.3 < ratio ≤ 1.7: medium; 1.7 < ratio: strong.

Warp3 bivariate causal direction differences

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout	0.008	0.004	0.017		
Teac_Per	0.001	0.003	0.013	0.028	

Note: absolute Warp3 bivariate causal direction differences.

P values for Warp3 bivariate causal direction differences

	self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Burnout		0.459	0.480	0.418	
Teac_Per		0.495	0.485	0.438	0.366

Note: P values for absolute Warp3 bivariate causal direction differences.

Lampiran 6 Mapping Jurnal Penelitian

Tabel Mapping Penelitian Sebelumnya

No	Peneliti, Topik/Judul Penelitian	Variabel penelitian	Teknik Analisis	Hasil Penelitian
1	Neck, C. P., Houghton, J. D., & Murray, E. L. (2020). <i>Self-Leadership and Psychological Capital: Key Drivers of Employee Performance. Journal of Leadership & Organizational Studies</i> , 27(1), 45-58.	<i>Self-Leadership, Psychological Capital, Employee Performance, Leadership & Organizational Studies</i>	SEM	Hasil penelitian menunjukkan bahwa: karyawan dengan self-leadership yang kuat lebih proaktif dan lebih mampu menghadapi tantangan di tempat kerja mereka.
2	Stewart, G. L., Courtright, S. H., & Manz, C. C. (2019). <i>Self-Leadership: A Multilevel Review. Journal of Management</i> , 45(1), 125-159.	<i>Self-Leadership</i>	<i>Multilevel Review</i>	bahwa self-leadership tidak hanya meningkatkan kinerja individu tetapi juga meningkatkan kinerja tim melalui peningkatan inisiatif dan kerja sama. Selain itu, self-leadership membantu menciptakan lingkungan tim yang positif. Dengan kata lain, studi ini menunjukkan bahwa self-leadership memiliki pengaruh yang signifikan dan positif terhadap kinerja tim.
3	Prussia, G. E., Anderson, J. S., & Manz, C. C. (2020). <i>Self-Leadership and Performance Outcomes: The Mediating</i>	<i>Self-Leadership, Performance Outcomes, Self-efficacy,</i>	SEM	Penelitian ini mengidentifikasi efikasi diri (self-efficacy) sebagai mediator antara self-leadership dan kinerja. Self-leadership meningkatkan keyakinan

	<i>Role of Self-efficacy. Journal of Organizational Behavior</i> , 41(1), 58-73.	<i>Organizational Behavior</i>		individu dalam menyelesaikan tugas, yang pada gilirannya meningkatkan kinerja. Penelitian ini menyatakan bahwa self leadership memiliki dampak yang positif terhadap kinerja.
4	Suryani, I., & Dewi, R. S. (2021). "Pengaruh Self-Leadership terhadap Kinerja Karyawan dengan Motivasi sebagai Variabel Mediasi." <i>Jurnal Manajemen dan Bisnis</i> , 18(2), 45-60.	Self-Leadership, Kinerja Karyawan, Motivasi	SEM	Hasil temuan menyatakan bahwa self-leadership berpengaruh positif terhadap kinerja karyawan melalui peningkatan motivasi. Motivasi berperan sebagai mediator yang signifikan dalam hubungan ini.
5.	Gould, R., Ilmarinen, J., Järvisalo, J., & Koskinen, S. (2020). <i>Work ability</i> and Its Relationship with Productivity and Well-Being. <i>International Journal of Environmental Research and Public Health</i> , 17(7), 2605.	<i>Work ability, Productivity, Well-Being</i>	SEM	Penelitian ini menunjukkan bahwa Work ability yang tinggi berkorelasi dengan produktivitas dan kesejahteraan karyawan. Faktor seperti kesehatan fisik, keterampilan, dan dukungan sosial memengaruhi Work ability, yang pada gilirannya berdampak pada kinerja organisasi.
6.	Tuomi, K., Ilmarinen, J., & Seitsamo, J. (2021). <i>Work ability</i> Index and Its Association with Work-Related Factors. <i>Scandinavian Journal of Work, Environment & Health</i> , 47(2), 123-132.	<i>Work ability, Work-Related Factors,</i>	SEM	Penelitian ini menemukan bahwa Work ability dipengaruhi oleh lingkungan kerja dan dukungan organisasi. Lingkungan kerja yang mendukung meningkatkan Work ability dan kinerja karyawan.

7.	Ian den Berg, T. I., Elders, L. A., & Burdorf, A. (2020). Influence of Health and Work on <i>Work ability</i> . <i>Occupational Medicine</i> , 70(1), 45-50.	Kesehatan fisik, Kesehatan Mental, Work Ability	Kualitatif	Kesehatan fisik dan mental merupakan prediktor utama Work ability. Work ability yang tinggi berkorelasi dengan produktivitas dan kinerja yang lebih baik.
8.	Wulandari, D., & Prasetyo, A. (2022). Pengaruh <i>Work ability</i> terhadap Kinerja Karyawan pada Sektor Pendidikan. <i>Jurnal Psikologi Pendidikan</i> , 10(1), 23-35.	Work Ability, Kinerja Karyawan	SEM	Penelitian ini dilakukan di Indonesia dan menemukan bahwa Work ability berpengaruh signifikan terhadap kinerja pengajar. Faktor seperti kesehatan dan dukungan sosial memediasi hubungan ini.
9.	Schneider, B., Yost, A. B., Kropp, A., Kind, C., & Lam, H. (2021). Organizational Climate and Employee Engagement: A Meta-Analysis. <i>Journal of Applied Psychology</i> , 106(3), 345-367.	<i>Organizational Climate and Employee Engagement</i>	Meta Analysis	Meta-analisis ini menemukan bahwa iklim organisasi yang positif meningkatkan keterlibatan karyawan (engagement). Keterlibatan yang tinggi berkorelasi dengan peningkatan kinerja individu dan organisasi.
10	Mahkota, N. K. W. K. I., Sintaasih, D. K., & Rahyuda, A. G. (2017) "Pengaruh Kepemimpinan Transformasional dan Budaya Organisasi terhadap Komitmen Organisasi dan Kinerja Karyawan Pada PT. Sasjam Riri di Kabupaten Gianyar". <i>E-Jurnal Ekonomi Dan Bisnis Universitas Udayana</i> , 6(11), 3985-4014..	Kepemimpinan Transformasional, Budaya Organisasi, Komitmen Organisasi, Kinerja Karyawan	SEM	Hasil penelitian menyatakan bahwa, komitmen berperan sebagai variabel mediasi hubungan antara Kepemimpinan Transformasional atau Budaya Organisasi dan Kinerja Karyawan dan berpengaruh baik secara simultan maupun secara parsial pada peningkatan kinerja karyawan

11	Zohar, D., & Polachek, T. (2020). Safety Climate and <i>Burnout</i> : A Meta- Analysis. <i>Journal of Occupational Health Psychology</i> , 25(1), 1-15.	Safety Climate, <i>Burnout</i>	Meta Analysis	Iklim organisasi yang baik mengurangi Burnout dan meningkatkan kesejahteraan karyawan.
12	Ehrhart, M. G., Schneider, B., & Macey, W. H. (2021). Organizational Climate and Culture: A Review of the Literature. <i>Annual Review of Organizational Psychology and Organizational Behavior</i> , 8, 1-25.	<i>Organizational Climate, Culture</i>	Literatur Review	Hasil penelitian menunjukkan bahwa Iklim organisasi yang inklusif berpengaruh positif dan mendorong inovasi serta kolaborasi.
13	Sari, R. P., & Utami, H. (2021). Pengaruh Iklim Organisasi terhadap Kinerja Karyawan pada Perusahaan Swasta di Indonesia. <i>Jurnal Manajemen dan Kewirausahaan</i> , 23(1), 12-25.	Iklim Organisasi, Kinerja Karyawan	SEM	Penelitian ini menemukan bahwa iklim organisasi yang positif berpengaruh signifikan terhadap kinerja karyawan. Faktor seperti komunikasi dan dukungan manajemen memediasi hubungan ini.
14	Nurul Qomariyah (2023). Penelitian ini mengkaji pengaruh pengalaman kerja dan tingkat pendidikan terhadap kinerja guru di SMP Negeri I Arosbaya, Bangkalan, dengan <i>Work ability</i> sebagai mediator.	pengalaman kerja, tingkat pendidikan, kinerja guru	SEM	Hasilnya menunjukkan bahwa <i>work ability</i> berpengaruh positif signifikan terhadap kinerja guru dengan nilai koefisien 0,417. Penelitian ini menegaskan bahwa peningkatan kemampuan kerja dapat meningkatkan kinerja guru secara langsung.

15	Lapian, L. G., Zulkifli, A., Razak, A., & Sidin, I. (2022). <i>A Quasi-Experimental Study: Can Self-Leadership Training and Emotional Intelligence Mentoring Lower Burnout Rates in Hospital Nurses?. Open Access Macedonian Journal of Medical Sciences</i> , 10(E), 905-912.	<i>Self-Leadership Training, Emotional Intelligence, Burnout</i>	Kuantitatif	Hasil penelitian menunjukkan bahwa: Dapat diketahui bahwa <i>Self-Leadership</i> dan <i>Emotional Intelligence</i> berpengaruh dalam menurunkan tingkat <i>Burnout</i> perawat di RS GMIM Bethesda dan RS Noongan.
16	Marques-Quinteiro, P., Vargas, R., Eifler, N., & Curral, L. (2019). <i>Employee adaptive performance and job satisfaction during organizational crisis: the role of self-leadership. European Journal of Work and Organizational Psychology</i> , 28(1), 85-100	<i>Employee adaptive performance, job satisfaction, self-leadership</i>	Kuantitatif	Hasil penelitian menunjukkan bahwa perubahan dalam tingkat kepemimpinan diri berhubungan positif dengan perubahan dalam tingkat kinerja adaptif dan kepuasan kerja dari waktu ke waktu. Studi ini menyajikan bukti baru bahwa kinerja adaptif individu dan kepuasan kerja dapat ditingkatkan melalui pelatihan kepemimpinan diri. Pelatihan kepemimpinan diri dapat digunakan sebagai alat yang berharga untuk membantu organisasi meningkatkan kinerja adaptif dan kepuasan kerja karyawan, terutama selama krisis organisasi.
17	Wijayanti, C. D. (2023). <i>Literature Review: Pengaruh Program Self</i>	<i>Self Leadership, Kinerja</i>	analisis pustaka	Hasil penelitian menunjukkan bahwa <i>self-leadership</i> mempengaruhi banyak

	<i>Leadership Terhadap Kinerja Perawat Di Rumah Sakit. Jurnal Keperawatan Widya Gantari Indonesia</i> , 7(3).			hal dalam diri seorang perawat yaitu meningkatkan mutu kinerja, meningkatkan etos kerja perawat, dan mengembangkan diri seorang perawat. Pentingnya peningkatan <i>self-leadership</i> berupa pelatihan bagi perawat sehingga dapat meningkatkan kinerja asuhan keperawatan pada pasien.
18	Prasetya, A., Khairunnisa, H., & Aziz, A. L. (2021, September). <i>The Effect of Work Stress and Burnout on Job Satisfaction and Employee Performance</i> . In <i>3rd Annual International Conference on Public and Business Administration (AICoBPA 2020)</i> (pp. 74-79).	<i>Work Stress, Burnout, Job Satisfaction, Employee Performance</i>	Kuantitatif	Penelitian ini menemukan bahwa stres kerja dan burnout berpengaruh negatif signifikan terhadap kepuasan kerja dan kinerja karyawan. Sebaliknya, kepuasan kerja berpengaruh positif signifikan terhadap kinerja karyawan. Secara keseluruhan, stres kerja, burnout, dan kepuasan kerja menjelaskan 72,1% variabilitas kinerja dokter dan perawat di RSUD Dr. Saiful Anwar, sementara sisanya dipengaruhi oleh faktor lain di luar penelitian.
19	Hatch, D. J., Freude, G., Martus, P., Rose, U., Müller, G., & Potter, G. G. (2018). <i>Age, Burnout and physical and</i>	<i>Burnout, physical, psychological Work ability</i>	analisis regresi linear	Hasil penelitian menunjukkan bahwa kemampuan kerja fisik menurun seiring bertambahnya usia pada semua tingkat

	<i>psychological Work ability among nurses. Occupational Medicine, 68(4), 246-254.</i>			burnout kecuali pada tingkat burnout yang sangat rendah, sedangkan kemampuan kerja psikologis hanya menurun pada tingkat burnout yang tinggi; pada burnout rendah, usia yang lebih tua justru dikaitkan dengan peningkatan kemampuan kerja psikologis. Temuan ini menegaskan bahwa usia dan tingkat kelelahan memiliki interaksi yang signifikan dalam memengaruhi dimensi fisik dan psikologis kemampuan kerja, sehingga diperlukan intervensi yang mempertimbangkan faktor usia dan burnout untuk mempertahankan produktivitas tenaga kerja perawat.
20	Wuwungan, M. B., Nelwan, O. S., & Uhing, Y. (2020). Pengaruh kemampuan kerja dan motivasi kerja terhadap kinerja karyawan. <i>Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi</i> , 8(1).	kemampuan kerja, motivasi kerja, kinerja karyawan	Analisis regresi linier berganda	Hasil penelitian menunjukkan bahwa kemampuan kerja dan motivasi kerja secara simultan maupun parsial berpengaruh signifikan terhadap kinerja karyawan PT. Bank SulutGo Cabang Utama. Temuan ini menegaskan bahwa peningkatan kemampuan dan motivasi kerja karyawan dapat secara langsung mendukung pencapaian kinerja yang

				optimal, sehingga perusahaan perlu memberikan perhatian lebih pada pengembangan dua aspek tersebut guna menunjang keberhasilan dan keberlangsungan organisasi.
21	Lapian, L. G., Zulkifli, A., Razak, A., & Sidin, I. (2022). <i>A Quasi-Experimental Study: Can Self-Leadership Training and Emotional Intelligence Mentoring Lower Burnout Rates in Hospital Nurses?. Open Access Macedonian Journal of Medical Sciences</i> , 10(E), 905-912.	<i>Self-Leadership, Emotional, Intelligence, Burnout</i>	Kuantitatif	Hasil penelitian menunjukkan bahwa self-leadership dan emotional intelligence berpengaruh signifikan dalam menurunkan tingkat burnout perawat, baik sebelum maupun sesudah intervensi, di RS GMIM Bethesda dan RS Noongan. Intervensi berupa pelatihan self-leadership dan pendampingan kecerdasan emosional terbukti efektif mengurangi burnout, sehingga pendekatan ini direkomendasikan sebagai strategi manajemen stres bagi tenaga kesehatan yang bekerja di lingkungan penuh tekanan.
22	Marques-Quinteiro, P., Vargas, R., Eifler, N., & Curral, L. (2019). <i>Employee adaptive performance and job satisfaction</i>	<i>Employee adaptive performance, job satisfaction,</i>	Kuantitatif	Hasil penelitian menunjukkan bahwa pelatihan kepemimpinan diri secara signifikan meningkatkan kepemimpinan

	<i>during organizational crisis: the role of self-leadership. European Journal of Work and Organizational Psychology, 28(1), 85-100.</i>	<i>organizational, self-leadership</i>		diri, kinerja adaptif, dan kepuasan kerja pada kelompok eksperimen, sementara kepuasan kerja justru menurun pada kelompok kontrol. Temuan ini mengindikasikan bahwa peningkatan kepemimpinan diri berkorelasi positif dengan peningkatan kinerja adaptif dan kepuasan kerja dari waktu ke waktu. Studi ini memberikan bukti bahwa pelatihan kepemimpinan diri merupakan intervensi efektif untuk meningkatkan kinerja dan kepuasan kerja karyawan, terutama dalam situasi krisis organisasi.
23	Wijayanti, C. D. (2023). Literature Review: Pengaruh Program <i>Self Leadership</i> Terhadap Kinerja Perawat Di Rumah Sakit. <i>Jurnal Keperawatan Widya Gantari Indonesia</i> , 7(3).	<i>Self Leadership, Kinerja</i>	literature review	Hasil kajian literatur menunjukkan bahwa program self-leadership berpengaruh positif terhadap kinerja perawat di rumah sakit. Self-leadership meningkatkan keyakinan diri, etos kerja, kemampuan mengorganisir tugas, serta ketahanan dalam menghadapi tantangan, yang pada akhirnya berdampak pada mutu pelayanan keperawatan. Oleh karena itu, pelatihan self-leadership dianggap penting sebagai strategi untuk meningkatkan kinerja dan

				profesionalisme perawat dalam memberikan asuhan kepada pasien.
24	Prasetya, A., Khairunnisa, H., & Aziz, A. L. (2021, September). The Effect of <i>Work Stress and Burnout on Job Satisfaction and Employee Performance</i> . In <i>3rd Annual International Conference on Public and Business Administration (AICoBPA 2020)</i> (pp. 74-79). Atlantis Press.	<i>Work Stress, Burnout, Job Satisfaction, Employee Performance</i>	analisis deskriptif dan analisis jalur	Hasil penelitian menunjukkan bahwa stres kerja dan burnout berpengaruh negatif signifikan terhadap kepuasan kerja dan kinerja karyawan, sementara kepuasan kerja berpengaruh positif signifikan terhadap kinerja. Analisis regresi menunjukkan bahwa stres kerja, burnout, dan kepuasan kerja secara bersama-sama memengaruhi 72,1% variasi kinerja karyawan dokter dan perawat di RSUD Dr. Saiful Anwar, sedangkan sisanya dipengaruhi oleh variabel lain yang tidak diteliti.
25	Hatch, D. J., Freude, G., Martus, P., Rose, U., Müller, G., & Potter, G. G. (2018). <i>Age, Burnout and physical and psychological Work ability among nurses. Occupational Medicine</i> , 68(4), 246-254.	<i>Age, Burnout, physical, psychological Work ability</i>	analisis regresi linear	Temuan menunjukkan dimensi fisik dan psikologis dari kemampuan kerja yang berbeda menurut usia dan kelelahan kerja. Hal ini menekankan perlunya intervensi untuk mengurangi kelelahan dan mengatasi kekuatan dan kerentanan terkait usia yang berkaitan dengan kemampuan kerja fisik dan psikologis.
26	Wuwungan, M. B., Nelwan, O. S., & Uhing, Y. (2020). Pengaruh kemampuan kerja dan motivasi kerja terhadap kinerja	kemampuan kerja, motivasi kerja, kinerja karyawan	Regresi Linier Berganda	Hasil penelitian menunjukkan bahwa kemampuan kerja dan motivasi kerja berpengaruh signifikan terhadap kinerja karyawan secara simultan pada

	karyawan. <i>Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi</i> , 8(1).			karyawan PT. Bank SulutGo di Cabang Utama. Secara uji parsial variabel kemampuan kerja dan motivasi kerja juga berpengaruh signifikan terhadap kinerja karyawan pada PT. Bank SulutGo di Cabang Utama. PT. Bank SulutGo Cabang Utama sebaiknya dapat lebih memperhatikan kemampuan kerja dan motivasi kerja untuk para karyawan karena kedua hal itu berpengaruh terhadap kinerja karyawan yang dapat membantu tercapainya tujuan perusahaan dan menjamin keberlangsungan perusahaan itu sendiri.
27	Maharani, A., Tanjung, H., & Pasaribu, F. (2022). Pengaruh kemampuan kerja, motivasi dan disiplin kerja terhadap kinerja pegawai badan pendapatan daerah Kabupaten Deli Serdang. <i>Maneggio: Jurnal Ilmiah Magister Manajemen</i> , 5(1), 30-41.	kemampuan kerja, motivasi, disiplin kerja, kinerja	Kuantitatif	Hasil penelitian menunjukkan bahwa kemampuan kerja dan motivasi berpengaruh positif dan signifikan terhadap kinerja pegawai, sedangkan disiplin kerja tidak memiliki pengaruh yang signifikan. Secara simultan, ketiga variabel bebas tersebut tetap berpengaruh positif dan signifikan terhadap kinerja pegawai Badan Pendapatan Daerah Kabupaten Deli Serdang. Oleh karena itu, peningkatan kinerja pegawai dapat dilakukan dengan memperkuat kemampuan dan motivasi kerja, sementara aspek disiplin perlu

				ditinjau ulang pendekatan pengelolaannya.
28	Dinibutun, S. R., Kuzey, C., & Dinc, M. S. (2020). <i>The effect of organizational climate on faculty Burnout at state and private universities: A comparative analysis. Sage Open, 10(4).</i>	<i>organizational climate, Burnout</i>	SEM	Hasil penelitian menunjukkan bahwa semua dimensi iklim organisasi secara signifikan berpengaruh negatif terhadap kelelahan emosional dosen, dengan dimensi seperti beban kerja seimbang, kejelasan tugas, kohesi, dan etika organisasi juga menurunkan tingkat depersonalisasi. Kejelasan tugas dan etika yang rendah turut berkontribusi terhadap menurunnya rasa pencapaian pribadi. Dosen di universitas negeri lebih tahan terhadap kelelahan emosional ketika kohesi organisasi tinggi, sedangkan pada universitas swasta, kohesi lebih berpengaruh terhadap penurunan depersonalisasi. Temuan ini menegaskan pentingnya menciptakan iklim organisasi yang sehat untuk mencegah burnout di lingkungan akademik.
29	Lan, Y. L., Huang, W. T., Kao, C. L., & Wang, H. J. (2020). <i>The relationship between organizational climate, job stress, workplace Burnout, and retention of pharmacists. Journal of Occupational</i>	<i>organizational climate, job stress, workplace Burnout, and retention</i>	Kuantitatif	Hasil penelitian menunjukkan bahwa iklim organisasi, stres kerja, dan burnout di tempat kerja memiliki hubungan signifikan dengan retensi apoteker. Analisis regresi hierarkis menunjukkan

	<i>Health</i> , 62(1),			bahwa variabel-variabel tersebut secara bersama-sama memprediksi 55,6% variasi dalam retensi, dengan iklim organisasi memiliki pengaruh positif yang signifikan. Temuan ini menekankan pentingnya menciptakan lingkungan kerja yang positif dan sehat untuk mengurangi stres dan kelelahan, sekaligus meningkatkan loyalitas dan keinginan apoteker untuk tetap bekerja di rumah sakit.
30	Asi, S. P. (2014). Pengaruh iklim organisasi dan <i>Burnout</i> terhadap kinerja perawat RSUD dr. Doris Sylvanus Palangka Raya. <i>Jurnal Aplikasi Manajemen</i> , 11(3), 515-523	iklim organisasi, <i>Burnout</i> , kinerja	deskriptif analitik dengan pendekatan cross sectional	Hasil penelitian menunjukkan bahwa iklim organisasi berpengaruh negatif signifikan terhadap burnout, serta berpengaruh positif signifikan terhadap kinerja perawat. Burnout sendiri berpengaruh negatif signifikan terhadap kinerja perawat. Selain itu, ditemukan bahwa iklim organisasi juga memengaruhi kinerja secara tidak langsung melalui burnout. Temuan ini menegaskan pentingnya menciptakan iklim kerja yang sehat untuk menekan burnout dan meningkatkan kinerja perawat di rumah sakit.
31	Nufus, H. (2021). Pengaruh iklim organisasi terhadap kinerja karyawan pada Alfamart di Bintaro. <i>Jurnal Tadbir</i>	iklim organisasi, kinerja	Regresi Linier	Hasil penelitian menunjukkan bahwa iklim organisasi berpengaruh positif dan signifikan terhadap kinerja karyawan Alfamart di Bintaro. Nilai koefisien

	<i>Peradaban</i> , 1(3), 182-188.			regresi sebesar 0,699 menunjukkan bahwa setiap peningkatan iklim organisasi diikuti oleh peningkatan kinerja, dengan korelasi kuat ($r = 0,819$) dan kontribusi pengaruh sebesar 67%. Temuan ini mengindikasikan bahwa suasana kerja yang baik dalam organisasi berperan penting dalam mendorong produktivitas dan kinerja karyawan.
32	Marpaung, F. V., Wiroko, E. P., & Wicaksana, S. (2020). Pengaruh iklim organisasi terhadap <i>Burnout</i> pada perawat Rumah Sakit di Lebak dalam masa COVID-19. <i>JIVA: Journal of Behaviour and Mental Health</i> , 1(2).	iklim organisasi, <i>Burnout</i>	Regresi Linier	Hasil penelitian menunjukkan bahwa tidak terdapat pengaruh yang signifikan antara iklim organisasi terhadap burnout pada perawat rumah sakit di Lebak selama masa COVID-19, dengan nilai signifikansi sebesar 0,283 ($p > 0,05$). Temuan ini mengindikasikan bahwa burnout yang dialami perawat selama pandemi kemungkinan lebih dipengaruhi oleh faktor eksternal lainnya, seperti beban kerja ekstrem dan tekanan psikologis, dibandingkan oleh persepsi terhadap iklim organisasi itu sendiri.
33	Triastuti, D. A. (2019). Pengaruh lingkungan kerja, kompetensi dan iklim organisasi terhadap kinerja pegawai.	lingkungan kerja, kompetensi, iklim	survey explanatory	Hasil penelitian menunjukkan bahwa lingkungan kerja, kompetensi, dan iklim organisasi secara parsial maupun

	<i>Journal of management review</i> , 2(2), 203-208.	organisasi, kinerja pegawai.		simultan berpengaruh positif dan signifikan terhadap kinerja pegawai. Ketiga variabel tersebut memiliki p-value < 0,05, yang berarti semakin baik lingkungan kerja, kompetensi, dan iklim organisasi, maka kinerja pegawai juga akan meningkat. Temuan ini menegaskan pentingnya peningkatan kondisi internal organisasi dalam rangka mendukung produktivitas pegawai secara menyeluruh.
34	Radiano, A., & Sunuharyo, B. S. (2017). Pengaruh iklim organisasi dan budaya organisasi terhadap kinerja karyawan (Studi pada Karyawan PT. PG Kribet Baru Malang) (Doctoral dissertation, Brawijaya University).	Pengaruh iklim organisasi, budaya organisasi, kinerja karyawan	kuantitatif	Hasil penelitian menunjukkan bahwa iklim organisasi dan budaya organisasi berpengaruh positif dan signifikan terhadap kinerja karyawan PT. PG Kribet Baru Malang, baik secara parsial maupun simultan. Nilai signifikansi masing-masing variabel berada di bawah 0,05, dengan hasil uji t dan F yang memenuhi syarat signifikan. Temuan ini menegaskan bahwa menciptakan iklim organisasi yang kondusif dan membangun budaya kerja yang kuat dapat meningkatkan kinerja karyawan secara menyeluruh.
35	Dewi, N., Sujana, I. W., & Novarini, N. N. A. (2021). Pengaruh Self Leadership, Kerjasama Tim Dan Komunikasi	Self Leadership, Kerjasama Tim, Komunikasi, Kinerja Karyawan	kuantitatif	Hasil penelitian menunjukkan bahwa self-leadership, kerja sama tim, dan komunikasi masing-masing berpengaruh positif dan signifikan terhadap kinerja

	Terhadap Kinerja Karyawan Pada Bali Management Villa Seminyak. <i>Values</i>, 2(2).			karyawan di Bali Management Villa Seminyak. Temuan ini menegaskan bahwa kinerja dapat ditingkatkan melalui pengembangan kepemimpinan diri yang positif, penguatan kolaborasi tim, serta keterbukaan dalam komunikasi. Faktor-faktor tersebut secara bersama-sama memberikan kontribusi penting dalam membentuk kualitas, kuantitas, efektivitas, ketepatan waktu, dan independensi kinerja karyawan.
--	--	--	--	---

Lampiran 7 Tabulasi Responden

Re sp	X1 .1	X1 .2	X1 .3	X1 .4	X1 .5	X1 .6	X 1	X2 .1	X2 .2	X2 .3	X2 .4	X2 .5	X 2	X3 .1	X3 .2
1	5	5	5	5	5	5	5	5	4	4	5	4	4, 4	5	5
2	4	4	4	3	4	4	3, 8	3	5	5	5	5	4, 6	4	4
3	4	5	4	4	4	4	4, 2	4	5	5	5	5	4, 8	5	5
4	3	3	4	3	4	4	3, 5	4	4	4	5	5	4, 4	5	3
5	4	4	4	3	4	3	3, 7	4	4	3	4	5	4	5	4
6	3	4	3	4	4	3	3, 5	3	4	4	3	3	3, 4	4	4
7	4	4	5	3	4	4	4	3	3	3	3	5	3, 4	3	4
8	4	4	3	2	3	3	3, 2	4	3	4	3	3	3, 4	2	2
9	4	4	4	3	3	4	3, 7	4	4	4	4	4	4	4	4
10	5	4	4	5	4	5	4, 5	4	5	5	4	4	4, 4	4	3
11	3	5	5	5	5	4	4, 5	4	4	5	4	4	4, 2	4	3
12	4	5	5	5	5	5	4, 8	4	3	5	4	4	4	5	4
13	4	4	4	5	5	5	4, 5	5	5	4	4	4	4, 4	5	5
14	4	4	3	4	5	5	4, 2	5	5	4	4	5	4, 6	4	5
15	3	4	4	3	3	4	3, 5	5	5	4	5	5	4, 8	5	4
16	3	3	3	3	5	3	3, 3	4	4	4	2	4	3, 6	4	5
17	4	3	4	3	3	2	3, 2	4	4	5	5	5	4, 6	5	4
18	4	4	4	4	4	4	4	4	5	5	4	4	4, 4	4	4
19	4	5	5	4	4	4	4, 3	5	4	3	2	4	3, 6	3	3
20	4	4	5	4	4	4	4, 2	3	3	3	4	4	3, 4	4	3
21	4	3	5	4	4	5	4, 2	5	5	4	4	5	4, 6	5	4
22	5	5	4	4	4	5	4, 5	3	4	4	3	4	3, 6	3	3
23	5	5	4	4	5	4	4, 5	4	4	4	4	4	4	5	4
24	5	5	4	5	5	5	4, 8	5	5	5	5	5	5	5	4

25	4	4	4	2	4	4	3, 7	4	4	5	4	4	4, 2	4	4
26	4	4	5	5	5	5	4, 7	4	4	4	4	3	3, 8	3	5
27	4	5	5	4	4	4	4, 3	4	4	4	4	4	4	4	4
28	5	4	3	2	4	3	3, 5	3	4	3	2	4	3, 2	4	2
29	3	3	3	4	4	4	3, 5	4	4	4	4	4	4	4	5
30	5	5	4	4	5	5	4, 7	3	4	4	3	4	3, 6	3	5
31	3	4	4	3	4	3	3, 5	4	4	5	4	4	4, 2	4	3
32	4	4	4	4	4	5	4, 2	4	4	3	4	4	3, 8	4	4
33	5	5	5	5	5	5	5	4	4	4	4	4	4	5	3
34	4	4	5	4	4	4	4, 2	2	3	2	3	2	2, 4	3	3
35	4	4	4	4	3	3	3, 7	4	4	4	4	4	4	4	3
36	4	4	4	4	4	4	4	3	3	4	2	4	3, 2	4	4
37	3	4	3	2	4	4	3, 3	3	4	3	3	2	3	2	5
38	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
39	3	4	4	3	4	3	3, 5	4	4	4	4	4	4	4	3
40	4	4	5	4	4	4	4, 2	4	5	4	5	4	4, 4	5	5
41	4	4	3	4	4	4	3, 8	4	4	4	4	3	3, 8	3	3
42	4	4	4	4	4	5	4, 2	4	4	4	4	4	4	4	4
43	2	3	2	3	2	3	2, 5	4	5	4	4	3	4	4	3
44	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5
45	3	3	4	2	4	4	3, 3	5	5	5	5	5	5	5	2
46	3	4	3	3	2	2	2, 8	4	4	4	4	4	4	4	3
47	4	4	4	4	4	4	4	4	4	4	4	5	4, 2	5	4
48	4	4	4	4	4	4	4	3	5	5	5	5	4, 6	5	4
49	4	5	4	5	4	5	4, 5	4	4	4	4	4	4	5	4
50	4	4	4	4	3	3	3, 7	4	4	4	4	4	4	5	4
51	4	4	4	4	4	4	4	4	4	4	4	3	3, 8	4	4

52	4	5	4	4	3	4	4	4	4	4	4	4	4	4	3
53	4	4	4	4	4	4	4	5	5	5	5	5	5	5	4
54	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4
55	4	4	4	4	4	4	4	4	4	4	4	5	4, 2	5	4
56	4	4	4	4	5	5	4, 3	4	4	4	4	5	4, 2	5	3
57	3	5	5	5	5	5	4, 7	4	4	5	3	4	4	4	5
58	4	4	4	4	4	5	4, 2	5	4	5	3	5	4, 4	5	3
59	4	4	4	4	4	5	4, 2	4	5	4	4	4	4, 2	4	4
60	4	4	4	4	3	4	3, 8	4	4	4	5	5	4, 4	5	5
61	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
62	5	5	5	5	5	5	5	4	4	4	3	3	3, 6	2	3
63	4	4	4	4	4	4	4	4	4	4	4	5	4, 2	4	4
64	4	4	4	4	5	5	4, 3	4	5	5	5	4	4, 6	4	5

X3. 3	X3. 4	X3. 5	X3. 6	X3	Z. 1	Z.2	Z.3	Z. 4	Z	Y. 1	Y. 2	Y.3	Y. 4	Y. 5	Y
5	5	5	3	4,6 7	5	3	4	4	4	4	5	4	4	3	4
2	4	5	2	3,5	5	4	3	4	4	5	4	4	3	4	4
5	4	4	4	4,5	4	4	4	4	4	4	3	4	4	4	3, 8
2	2	4	3	3,1 7	3	3	4	4	3,5	3	4	4	3	5	3, 8
4	3	5	5	4,3 3	5	5	3	2	3,8	4	4	4	3	3	3, 6
5	4	5	5	4,5	5	4	5	4	4,5	3	2	5	2	3	3
4	3	5	5	4	4	3	4	4	3,8	3	4	5	5	5	4, 4
4	2	5	5	3,3 3	5	4	3	4	4	2	5	3	4	4	3, 6
4	3	4	2	3,5	4	3	4	4	3,8	5	4	4	2	3	3, 6
3	4	3	4	3,5	2	3	3	4	3	4	5	5	5	5	4, 8
2	3	5	5	3,6 7	3	2	3	2	2,5	2	5	5	3	3	3, 6
4	4	4	4	4,1 7	4	5	2	2	3,3	5	4	4	4	2	3, 8
5	5	5	5	5	2	4	5	5	4	3	5	4	4	5	4, 2
5	5	5	5	4,8 3	5	2	4	4	3,8	4	5	4	2	4	3, 8
4	4	2	3	3,6 7	3	5	2	4	3,5	4	4	4	4	2	3, 6
5	5	4	4	4,5	4	3	5	4	4	2	5	5	4	4	4
3	3	4	3	3,6 7	2	4	3	3	3	4	4	3	5	4	4
4	4	5	5	4,3 3	5	4	4	5	4,5	4	4	4	4	4	4
3	4	5	5	3,8 3	5	2	4	4	3,8	5	4	4	2	4	3, 8
2	2	4	4	3,1 7	4	4	2	3	3,3	4	4	4	2	5	3, 8
4	2	5	4	4	5	4	4	4	4,3	2	5	4	3	5	3, 8
2	3	2	3	2,6 7	2	5	4	5	4	2	4	5	4	4	3, 8
4	4	4	4	4,1 7	3	4	5	4	4	3	4	4	5	4	4
4	5	5	5	4,6 7	4	2	4	4	3,5	4	4	4	3	4	3, 8
4	4	4	4	4	4	2	2	3	2,8	5	4	4	3	4	4
5	5	4	4	4,3 3	5	3	2	5	3,8	3	4	2	4	5	3, 6

4	4	3	2	3,5	3	4	3	4	3,5	3	2	4	3	4	3,2
2	4	3	3	3	3	5	4	4	4	4	4	4	3	2	3,4
5	4	4	4	4,3 3	4	3	5	5	4,3	3	4	4	4	4	3,8
2	5	3	3	3,5	4	3	3	3	3,3	3	4	4	4	4	3,8
3	2	4	4	3,3 3	4	4	3	3	3,5	4	4	4	3	3	3,6
4	4	5	5	4,3 3	4	3	4	4	3,8	4	4	4	4	3	3,8
2	2	3	4	3,1 7	2	3	3	2	2,5	3	3	3	3	3	3
3	2	4	3	3	3	4	3	3	3,3	4	4	4	5	5	4,4
3	3	3	4	3,3 3	3	4	4	3	3,5	3	3	4	4	2	3,2
4	4	2	4	3,6 7	5	3	4	4	4	5	4	4	2	2	3,4
3	2	5	4	3,5	4	4	3	3	3,5	4	3	3	3	3	3,2
4	3	4	3	3,6 7	3	3	4	4	3,5	2	4	5	4	5	4
3	2	3	4	3,1 7	3	5	3	3	3,5	3	4	4	2	4	3,4
4	5	4	3	4,3 3	4	4	5	5	4,5	4	5	5	2	5	4,2
4	4	3	2	3,1 7	2	2	4	4	3	2	4	4	4	3	3,4
2	4	3	3	3,3 3	2	3	2	4	2,8	2	4	4	3	2	3
3	3	3	3	3,1 7	3	4	3	2	3	4	3	3	3	4	3,4
4	5	3	4	4,1 7	3	2	4	4	3,3	3	3	4	4	5	3,8
4	4	3	4	3,6 7	4	2	2	2	2,5	3	2	4	4	5	3,6
3	4	5	4	3,8 3	4	4	2	2	3	4	4	4	4	4	4
3	3	4	4	3,8 3	4	3	4	5	4	4	3	3	4	5	3,8
3	3	2	2	3,1 7	4	3	3	3	3,3	4	4	4	3	5	4
3	3	4	3	3,6 7	3	4	3	4	3,5	4	3	3	4	4	3,6
5	3	3	3	3,8 3	3	4	4	4	3,8	3	4	5	3	3	3,6
4	3	4	3	3,6 7	3	4	4	4	3,8	4	4	4	5	4	4,2
3	4	3	4	3,5	4	4	4	4	4	3	4	4	5	5	4,2

4	4	5	5	4,5	5	3	4	4	4	5	4	4	4	4	4,2
2	3	4	3	3,3 3	4	4	3	4	3,8	5	3	3	5	5	4,2
4	4	4	4	4,1 7	5	3	4	4	4	4	4	3	4	4	3,8
2	2	5	5	3,6 7	4	5	3	3	3,8	5	4	4	3	4	4
5	5	4	4	4,5	4	5	5	5	4,8	4	5	5	5	4	4,6
5	5	4	4	4,3 3	3	4	5	4	4	3	3	4	3	3	3,2
4	4	4	4	4	3	5	4	4	4	5	3	3	3	4	3,6
5	5	4	3	4,5	4	4	5	4	4,3	3	5	4	5	4	4,2
4	4	3	3	3,6 7	3	3	4	4	3,5	3	4	4	4	4	3,8
3	2	4	4	3	4	5	3	2	3,5	5	3	2	2	4	3,2
5	4	4	4	4,1 7	4	3	5	4	4	4	5	5	3	4	4,2
4	4	5	4	4,3 3	4	3	3	2	3	2	3	3	4	5	3,4

Lampiran 8 Surat Ijin Penelitian



**YAYASAN PERGURUAN 17 AGUSTUS 1945 SURABAYA
UNIVERSITAS 17 AGUSTUS 1945 (UNTAS) SURABAYA
FAKULTAS EKONOMI DAN BISNIS**

PROGRAM STUDI MANAJEMEN (S1)
PROGRAM STUDI AKUNTANSI (S1)
PROGRAM STUDI EKONOMI PEMBANGUNAN (S1)
PROGRAM STUDI MAGISTER MANAJEMEN (S2)
PROGRAM STUDI DOKTOR ILMU EKONOMI (S3)

TERAKREDITASI
TERAKREDITASI
TERAKREDITASI
TERAKREDITASI

Kampus: Jl. Semolowaru 45 Surabaya 60118, Telp (031) 5931800 Ext 140, 141, E-mail: feb@untag-sby.ac.id

Nomor : 930 /K/FEB/IV/2025
Lampiran : -
Perihal : Permohonan Ijin Penelitian

Kepada : Yth. Kepala Sekolah SMA Negeri 12 Surabaya
Jl. Sememi Kidul No. 1, Sememi Kec. Benowo, Surabaya

Sehubungan dengan Penyusunan Disertasi yang berjudul "PENGARUH SELF LEADERSHIP, WORK ABILITY, IKLIM ORGANISASI TERHADAP BURNOUT DAN KINERJA GURU DI SMA NEGERI 12 SURABAYA" oleh mahasiswa Program Studi Magister Manajemen Fakultas Ekonomi Dan Bisnis Universitas 17 Agustus 1945 Surabaya, maka mahasiswa dibawah ini sangat memerlukan sumber data (referensi) guna melakukan Penelitian lapangan. Berkenaan dengan hal tersebut diatas, maka kami mohon perkenan Bapak/Ibu untuk memberikan ijin & bantuan kepada mahasiswa di bawah ini :

Nama : CHARLES H SIDAURUK
N. P. M : 1262400040
Fakultas / Program Studi : Ekonomi dan Bisnis / Magister Manajemen
Alamat : Jl. BKR Pelajar No. 28, Surabaya
Telp./Hp. : 081334470077

Guna melakukan penelitian pada :
"SMA NEGERI 12 SURABAYA"

Demikian permohonan kami, atas perhatian serta kerjasamanya kami sampaikan terima kasih.



16 April 2025

Prof. Dr. H. Slamet Rivadi, MSi., Ak. CA., CTA
NPP: 20220.93.0319

Lampiran 9 Kartu Bimbingan

[illegible]

No.	HARI / TANGGAL	KONSENTRASI		PARAF
		BAB / HAL	KETERANGAN REVISI	

Surabaya, 9 Mei 2025

Pembimbing II,

Pembimbing I,


Prof. Dr. Ida Ayu
Brahma Ratih, MBA, M.M.


Prof. Dr. drg. - Hj. Ida Ayu
Brahmanan, Dipl. OHE, MPA.

Lampiran 10 Turnitin

The Influence of Self
Leadership, Work Ability,
Organizational Climate on
Teacher Burnout and
Performance at SMAN 12
Surabaya
by Charles H. Sidauruk

Submission date: 30-Jun-2025 09:07AM (UTC+0700)

Submission ID: 2708054687

File name: Ekonomi_dan_Bisnis_1262400040_Charles_H_Sidauruk_English.docx (129.11K)

Word count: 7248

Character count: 41563

The Influence of *Self Leadership, Work Ability, Organizational Climate on Teacher Burnout and Performance* at SMAN 12 Surabaya

Charles H. Sidauruk ^a

E-mail : 1262400040@surel.untag-sby.ac.id

Ida Aju Brahmasari ^b

Email: brahmasari@untag-sby.ac.id

Ida Aju Brahma Ratih ^c

E-mail : brahmaratih@untag-sby.ac.id

 Faculty of Economics and Business, Universitas 17 Agustus 1945 Surabaya
Semolowaru Street No. 45, Menur Pumpungan, Sukolilo District, Surabaya

Abstract

SMA Negeri 12 Surabaya (SMAN 12 Surabaya), known as "SMANDALAS," was established in 1982. Initially, learning activities were carried out in the SDN Pakal 1 No. 119 building, Benowo, for one year while waiting for the construction of the permanent building to be completed. The new building began to be used on December 9, 1983, in accordance with the Decree of the Minister of Education and Culture No. 377/104.1.1/E5.83/SK. Currently, SMAN 12 Surabaya is located at Jl. Sememi Kidul No. 1, Benowo District, West Surabaya. This school has a land area of approximately 30,000 m² and is equipped with various facilities to support learning activities both inside and outside the classroom such as classrooms, laboratories, libraries, mosques, playgrounds, school forests, school gardens, ceremonial fields, sports fields, green open spaces, art rooms and others. This school is also equipped with adequate bathroom facilities for all school residents, a health unit room, meeting room, hall, green house, fish pond, fish pond and school garden. MAN 12 has achieved many achievements in both academic and non-academic fields. This is inseparable from the good cooperation between school leaders, teachers, employees, students and guardians. Every leader who leads at SMAN 12 Surabaya has a program that supports the achievements of students and teachers. In 2025, SMAN 12 Surabaya will become a pilot project for the "Food School Care" program as an implementation to support the national food security program. The purpose of this study was to determine the effect of Self Leadership, Work Ability, Organizational Climate on Burnout and Teacher Performance at SMAN 12 Surabaya. This study uses a quantitative method with primary data sources obtained from distributing questionnaires. The population of the study were teachers at SMAN 12 Surabaya. The selection of respondents was carried out using the saturated non-probability sampling method with a total of 74 respondents. The data analysis method used descriptive analysis and SEM-PLS analysis. The results of the study showed that the variables of self-leadership, work ability, and organizational climate had an effect on burnout and teacher performance at SMAN 12 Surabaya.

Keywords: *self-leadership, work ability, organizational climate, burnout, Teacher Performance.*

I. INTRODUCTION

Ministry of Education, Culture, Research, And Technology (Kemendikbud Ristek) noted that the number of students in Indonesia in the odd semester of the 2023/2024 academic year has reached 53.14 million people. Almost 50% of that number are elementary school students, namely 24.04 million people. The number of junior high school students in Indonesia is 9.97 million, while high school students are 5.32 million. The number of vocational high school students in Indonesia is almost catching up with the number of high school students, which is 5.08 million students. A very large number to be managed to become a human resource strength for the sustainability of the life of the beloved Republic of Indonesia. This is the next generation that will bring sustainability and success and maintain unity in Indonesia. With good education, there will be human resources that able to compete well in the region, nationally and internationally which will bring changes towards goodness, security, sustainability, and appreciation from other countries. With good human resources, this nation will produce innovations in all areas of life, both in education, science, economics, technology, health, culture, so that its people can live prosperously and can build better aspects of life.

Article 31 of the 1945 Constitution of the Republic of Indonesia regulates: right And obligation inhabitant country And government in education sector. The article contains the rights and obligations of citizens, including: (1) Every citizen has the right to receive an education, (2) Every citizen is obliged to follow basic education and the government is obliged to finance it." Government during the Cabinet era Red white give Handling Which Serious for the sustainability of human resources of Indonesian society by dividing three ministries, namely the Ministry of Primary and Secondary Education, the Ministry of Higher Education, Science, and Technology and the Ministry of Culture.

The Ministry of Primary and Secondary Education handles Early Childhood Education, Primary Education, and Secondary Education. The Ministry of Higher Education, Science and Technology handles Higher education, science and technology. While the Ministry Culture deals with culture including preservation and cultural advancement and development of language and literature. The Ministry of Primary and Secondary Education oversees Formal Education and Non-formal Education. According to Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system as stated in Article 1 paragraph 12, "Non-formal education is an educational path outside formal education. formal education that is implemented in a structured and tiered manner. Non-formal education "Formal education has the aim of replacing, supplementing and complementing formal education that supports the concept of lifelong education". Explained in the provisions of National Education.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control and self-control. self, personality, intelligence, morals glorious, and the skills needed by himself, society, nation and state. The system education national is the entire component of education that interrelated in an integrated manner to achieve national education goals. Educational pathways are vehicles through which students develop their potential in an educational process that is in accordance with educational goals. Educational units are groups of educational services that organize education on formal, non-formal, and informal pathways at every level and type of education. Educational personnel is member public Which to devote self and appointed to support the implementation of education. Educators are qualified educational staff as teachers, lecturers, counselors, learning facilitators, widyaiswara, tutors, instructors, facilitators, and other titles that are appropriate to their specializations, and participate in organizing education. Community -based education is the

implementation education based on peculiarity religion, social, culture, aspirations and potential of society as embodiment education from, by, and for the community.

SMA Negeri 12 Surabaya (SMAN 12 Surabaya), known as "SMANDALAS," was established in 1982. Initially, learning activities were carried out in the SDN Pakal 1 No. 119 building, Benowo, for one year while waiting for the construction of the permanent building to be completed. The new building began to be used on December 9, 1983, in accordance with the Decree of the Minister of Education and Culture No. 377/104.1.1/E5.83/SK. Currently, SMAN 12 Surabaya is located at Jl. Sememi Kidul No. 1, Benowo District, West Surabaya. This school has a land area of approximately 30,000 m² and is equipped with various facilities to support learning activities both inside and outside the classroom such as classrooms, laboratories, libraries, mosques, playgrounds, school forests, school gardens, ceremonial fields, sports fields, green open spaces, art rooms and others. This school is also equipped with sufficient bathroom facilities for all school residents, a health unit room, meeting room, hall, green house, fish pond, fish farm and school garden.

The most important thing in an educational institution is the teacher who is a supporter for the success of its students. It is very important for educational institutions to recruit, train, manage, and provide appropriate compensation so that teachers/lecturers can provide their best potential so that students who are given teaching and knowledge are conveyed well and increase student knowledge.

Law Number 14 of 2005 states that, "Teachers are educators professional with the main task of educating, teaching, guiding, directing, training, evaluate, And evaluate students on education child age early track education formal, education base, And education medium". Professional is a job or activity Which carried out by someone and becomes a source of income for life that requires expertise, skill, or skills that meet certain quality standards or norms and require professional education. In carrying out professional duties, teachers are obliged to: 1). Plan learning, implement quality learning processes, and assess and evaluate learning outcomes; 2). Improve and develop academic qualifications and competencies in a sustainable manner in line with the development of science, technology, and art.

SMAN 12 Surabaya has developed well, the increase in students and assets each year is significant, but the problem that still arises in the organization is the high teacher burnout, because self-leadership is still lacking, so that teachers often lack discipline about working hours, and work abilities that are still not as expected, are a phenomenon in this study. Another thing from the researcher's initial observations that self-leadership *still* needs to be improved, seen from the tasks given have not been done quickly (Coaching is carried out by the Principal every 1 Semester). Teaching skills also need to be improved which can be done by the method of Teachers explaining, students asking, then the teacher evaluating the learning outcomes. The possibility of burnout can also occur because teachers get students who enter through the zoning route, this causes students to think it is easy to enter SMAN 12, where the change in curriculum is also a challenge for teachers so that they continue to re-learn and this can cause burnout.

Several studies have examined the relationship between *self leadership* with individual performance with activities carried out by the company. By using *VOSviewer software* and metadata from *Publish or Perish* with the keyword *self leadership* obtained 28 items and 5 research clusters that are differentiated based on color that discuss research topics about *self leadership* has 249 relationships with other variables. This can be seen from the network visualization in Figure 1.1. Meanwhile, when viewed from the research density visualization, *self leadership* shows a nearly clear picture. This also shows that research on *self Leadership* has not been studied much by researchers.

Even though *self leadership* shows a clear density, but it is still interesting to study because there are so many items that can be connected to *self This leadership*, including that related to the education sector

II. LITERATURE REVIEW

Self Leadership

In the book " *Self-Leadership: How to Become a More Successful, Efficient, and Effective Leader from the Inside Out* ", Andrew Bryant And Dr. Ana Kazan defines *self-leadership* as the practice of intentionally influencing the thoughts, feelings, and action For going to personal goals. Neck & Houghton (2006) disclose that *Self-leadership* is an ability that individuals have to influence, direct, supervise, and motivate themselves, including thought patterns and behavior to achieve desired goals.

Based on the problem, it is essential for a teacher to possess self-leadership, as it enables them to perform as a reliable and professional figure both for students and for the school. This quality should also be supported by the teacher's ability to carry out their duties effectively and contribute meaningfully to the school environment. The study by Lapian et al. (2022) confirmed that self-leadership has a significant effect in reducing the level of burnout. Furthermore, Marques-Quinteiro et al. (2019) showed that changes in the level of self-leadership are positively related to changes in the level of adaptive performance and job satisfaction over time. Also, self-leadership can be used as a valuable tool to help organizations improve employee adaptive performance and job satisfaction. Next, Wijayanti (2023) stated that self-leadership affects many things in a person, namely improving the quality of performance, improving work ethic, and developing oneself. While Wuwungan et al. (2020) and Maharani et al. (2022) showed that work ability affects employee performance. Furthermore, Hatch et al. (2018) stated that the physical and psychological dimensions of work ability differ according to age and work fatigue. This emphasizes the need for interventions to reduce fatigue and address age-related strengths and vulnerabilities related to physical and psychological work ability.

Work Ability

In order to help achieve company goals, an employee must have good work skills. According to Hasibuan (2022), work ability is the result achieved by a person in completing a given task based on skills, experience, sincerity, and time. Ability, according to Gibson (2013: 53), is an innate or learned trait that allows a person to complete a job. In addition, according to Soelaiman (2007: 112), ability is an innate or learned trait that allows a person to complete a job, either both physical and mental.

In order to help achieve company goals, an employee must have good work skills. According to Stoner (2006), work ability is the power to perform an action, where ability includes employee knowledge and mastery of the technical implementation of the tasks given. Hatch et al. (2018) showed the physical and psychological dimensions of work ability that differ according to age and work fatigue. This emphasizes the need for interventions to reduce fatigue and address age-related strengths and vulnerabilities related to physical and psychological work ability. Viotti et al. (2019) stated that work ability positively predicts enthusiasm for work and negatively predicts fatigue. Conversely, work ability does not significantly affect cynicism.

Organizational Climate

Organizational climate is the atmosphere or mood that exists within an organization, which is influenced by factors such as culture, leadership, communication, and relationships between members of the organization. organization is "Atmosphere or atmosphere Which There is in A organization,

Which influence the behavior and performance of organizational members (Robbins & Judge, 2018: 173). Organizational climate can also be defined as "The psychological conditions that exist within an organization, which affect the motivation, job satisfaction, and performance of organizational members." (Griffin, 2021: 221).

Organizational climate is also very helpful for a teacher to give and bring out their potential with enthusiasm and support to the people around them in the school. Saturation that can cause stress can be passed well and does not cause performance to decrease. However, it will be an obstacle to mental fatigue, work fatigue and can become stress chronic, where workers feel physically, mentally and emotionally tired because of their work, if the organizational climate is not supportive so that teacher performance is not optimal and eventually school performance decreases. This is what will disrupt the sustainability of the school. Lan et al. (2020) proved that organizational climate has a significant positive correlation with workplace burnout, and retention. Dinibutun (2020) stated that organizational climate negatively affects emotional exhaustion, and a balanced workload, task clarity, cohesion, and ethical dimensions in organizational climate have a negative effect on member depersonalization. Meanwhile, Nufus (2021) and Asi (2014) proved that organizational climate has a negative effect on *burnout*. Organizational climate has a positive effect on performance and burnout has a negative effect on performance. There is an indirect effect of organizational climate on performance through *burnout*.

Burnout

Burnout is a state of extreme psychological stress that causes individuals to experience emotional exhaustion and low motivation to work. Burnout can be a result of chronic work stress (King, 2010). Maslach et al. (2015) argue that burnout is a negative emotional reaction that occurs in the work environment, when the individual experiences prolonged stress. Burnout is a psychological syndrome that includes fatigue, depersonalization and decreased ability to perform routine tasks such as causing anxiety, depression, or even sleep disorders.

Teacher Performance

Bernardin and Russel (1993); Ruky (2016:15) provide the following definition of performance: "Performance is defined as the record of outcomes produced on a specified job function or activity during a time period". Achievement or performance is a record of the results obtained from certain job functions or activities during a certain period of time. There are several performance indicators that are usually assessed to reveal employee performance. Martoyo (2012: 89) said that in performance assessment there is no agreement on the object of assessment or indicators assessed in determining performance. This is due to differences in positions. A person's performance cannot be separated from the support of adequate facilities and a conducive work environment

Research Hypothesis

Based on the literature review conducted, the relationship between *self-leadership*, *work ability*, organizational climate, *burnout* and teacher performance have not been widely studied. Therefore, this study aims to explore the relationship between the five aspects in the education sector, especially at SMAN 12 Surabaya. So it is expected that the results of this study can contribute to the development of human resource management theory and practice in the field of education. By making the *burnout variable* a mediating variable, it becomes a novelty in this study. Based on the available literature, the following hypotheses are developed:

1. *Self-leadership* influential significant impact on *burnout* in teachers SMAN 12 Surabaya.

2. *Self-leadership* has a significant influence on teacher performance at SMAN 12 Surabaya.
3. *Work ability* has a significant effect on teacher *burnout* at SMAN 12 Surabaya.
4. *Work ability* has a significant influence on performance teacher of SMAN 12 Surabaya.
5. *Organizational climate* influences *burnout* teacher at SMAN 12 Surabaya.
6. *Organizational climate* influential significant to teacher performance at SMAN 12 Surabaya
7. *Burnout* has a significant effect on teacher performance at SMAN 12 Surabaya.

A research framework that describes the relationship between research variables can be built based on the problems and literature review shown in Figure 1.

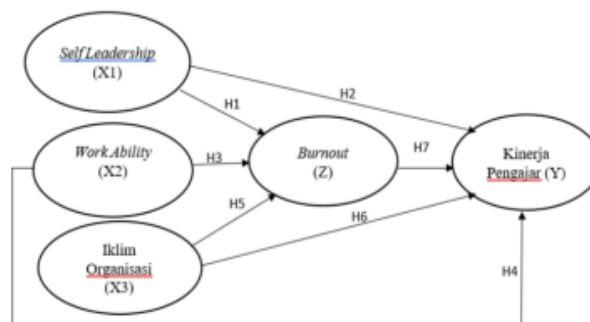


Figure 1 : Research Concept Framework

III. RESEARCH METHODOLOGY

This research is a causal research. The population of this study is all teachers at SMAN 12 Surabaya, a total of 64 teachers . (Malhotra & Birks, 2007). The sampling technique in this study is non-random or non-probability sampling. The type of non-probability sampling used is saturated sampling, as many as 64 respondents . The analysis technique uses SEM (*Structural Equation Modeling*) with the help of Warp PLS (*Warp Partial Least Square*) software.

The data source in this study is primary data , obtained from questionnaire responses. Data were collected by providing several statements in the questionnaire and about their demographic factors , perceptions of responses using a 5-level Likert scale, with a score interval from 1 (strongly disagree) to 5 (strongly agree) , then descriptive statistical analysis and hypothesis testing were carried out .

IV. RESEARCH RESULT

Respondent descriptions include gender, age, education level , and marital status are shown in Table 1 as follows:

Table 1 . Characteristics of respondents (N = 74)

Characteristics		Frequency	Percentage (%)
Gender	Male	51	68.9
	Female	23	31.1
Age	< 30 years	15	20.0
	31-40 years	49	66.0
	> 40 years	10	10.0
Education Level	SENIOR HIGH	-	-
	SCHOOL	60	81.0
	Bachelor	14	19.0
	Postgraduate	-	-
Length of work	< 1 year	8	10.8
	1-4 years	51	69.0
	> 4 years	15	20.2

Descriptive data analysis of 74 respondents shows that: the gender of respondents is dominated by men (68.9%). Respondent characteristics based on age, dominated in the age range of 31-40 years, which is 66.0%, in the age > 40 years, as much as 10.0%, and in the age < 30 years, as much as 20.0% of respondents. The education level of the majority of respondents is undergraduate, reaching 81.0%, while the rest are postgraduate, 19.0%. Length of work is dominated in the age range of 1-4 years, which is 69.0%.

Goodness of fit model is analyzed from the value of Average Path Coefficient (APC), Average R Squared (ARS), Average adjusted R-squared (AARS) and Average Variance Inflation Factor (AVIF). Table 2 shows the results of the analysis. Where AVIF and APC indicate the multicollinearity of independent variables and their relationships. The evaluation data indicates that the model is acceptable.

Table 2. Goodness of fit model

Results	Value	P-Value	Criteria	Description
Average path coefficient	0.385	0.000	≤ 0.05	Supported
Average R-squared	0.857	0.000	≤ 0.05	Supported
Average adjusted R-squared	0.854	0.000	≤ 0.05	Supported
Average block VIF	2.259	0.000	$\leq 5,000$	Supported

Source: WarpPLS Output

Validity Test of Research Variables

Discriminant validity is indicated by the AVE,s (square roots of average variance extracted) value, where the AVE,s value is in the diagonal position in the correlations among latent variables output of WarpPLS, and the expected value is greater than the correlation value in the same block. Based on Table 3, the value in the diagonal block is greater than the value in the same block. Thus, all variables meet the discriminant validity criteria.

Table 3. Correlations among latent variables

Variable	S elf_le	Work_Ab	Org_Cli	Burnout	Teac_Per
S elf_le	0.844	0.442	0.786	0.154	0.847

Work_Ab	0.442	0.861	0.239	0.762	0.689
Org_Cli	0.786	0.239	0.804	0.070	0.636
Burnout	0.154	0.762	0.070	0.777	0.315
Teac_Per	0.847	0.689	0.636	0.315	0.919

Source: WarpPLS Output

Reliability Test of Research Variables

The reliability test of research variables is measured using two criteria, namely composite reliability and Cronbach's alpha.

Table 4 . Reliability Test Results

Cut Off Value		S elf_le	Work_Ab	Org_Cli	Burnout	Teac_Per	Notes
Cronbach's Alpha	> 0.6	0.792	0.764	0.795	0.871	0.856	All items meet the requirements
Composite Reliability	> 0.7	0.787	0.754	0.854	0.820	0.734	

Source: WarpPLS Output

Table 4 shows that the cronbach alpha value of each variable is greater than 0.6. Also, the composite reliability value is greater than 0.7. Therefore, all constructs have met the requirements.

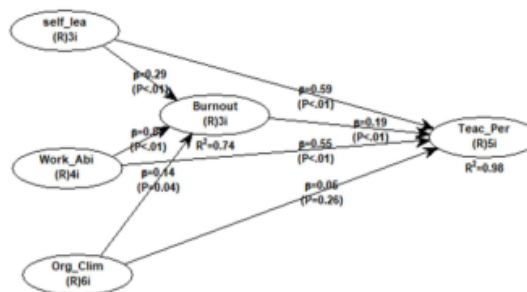


Figure 1 . Coefficient of research model path
(B= coefficient; p=probability; R²=determination)

Hypothesis testing

Hypothesis testing is carried out based on the estimated significance values of the research model parameters as shown in Table 5 .

Table 5 . Hypothesis Testing

H	Relationship	Standardized Coefficient	P	Decision
H1	Self-leadership → Burnout	0.293	0.000	accepted

H 2	Self-leadership → Teacher Performance	0.587	0.000	accepted
H 3	Work Ability → Burnout	0.885	0.000	accepted
H4	Work Ability → Teacher Performance	0.554	0.000	accepted
H5	Organizational Climate → Burnout	0.136	0.045	accepted
H 6	Organizational Climate → Teacher Performance	0.053	0.257	rejected
H 7	Teacher Performance Burnout →	0.186	0.009	accepted

Source: WarpPLS Output

V. DISCUSSION

This study found that teacher performance at SMAN 12 Surabaya can be significantly explained by the variables *self-leadership*, *work ability*, *organizational climate* and *burnout*. This study also proves that burnout is a positive intervening variable in this study. For clarity, the discussion and discussion of the research results are carried out one by one as follows:

5.1 . *Self-leadership* has a significant influence on Burnout

The findings of this study inform that *Self-leadership* has a significant effect on *Burnout*. Thus, *Self-leadership* provides reinforcement for *Burnout*. This evidence shows that *Self-leadership* on According to respondents, SMAN 12 Surabaya is good. This is reflected in the respondents' answers which state that respondents are aware of the impact of their behavior on people in their environment, and respondents have specific plans to achieve their career goals as educators. Respondents even feel motivated to continue learning to improve their teaching skills without encouragement from other parties.

The results of this study differ from the findings of Lapien et al. (2022) stated that *Self-Leadership* has an effect on reducing burnout levels. The results of this study are in accordance with the findings of Wijayanti (2023) which states that *self-leadership* affects many things in employees, namely improving the quality of performance, improving the work ethic of nurses, and developing a nurse. The importance of increasing *self-leadership* in the form of training for employees so that it can improve employee performance. The results of this study confirm Lapien's statement (2022) which states that *burnout* occurs in health workers who are directly related to services and high prevalence in care, especially health workers because they always experience stressful work situations, working with direct contact with patients who have different levels of illness. shows the influence of spirituality on the level of nurse burnout through *self-leadership* and emotional intelligence, there is an influence of *self-leadership* on burnout and there is an influence of emotional intelligence on burnout.

5.2 *Self-leadership* has a significant influence on teacher performance

The findings of this study inform that *Self-leadership* has a significant influence on teacher performance, thus *self-leadership* provide reinforcement to teacher performance. This evidence shows that *Self-leadership* on According to respondents, SMAN 12 Surabaya is good. This is reflected in the respondents' answers which state that respondents prioritize the most important tasks to support student learning, and always try to see the positive side of difficult situations in their work. Respondents even believe that their hard work will have a positive impact on students and the work environment.

The results of this study are in accordance with the findings of Dewi et al. (2021) which show that *self-leadership* has a positive and significant effect on employee performance. The results of this study confirm the statement of Neck et al. (2020). revealed that *self-leadership* significantly improves employee performance by increasing intrinsic motivation and *psychological capital* (*PsyCap*).

Employees with high *self-leadership* tend to more proactive and able to overcome work challenges. Thus, *self-leadership* has a positive and significant relationship to performance.

In this study, it was also found that there was an indirect influence of *Self-leadership* on teacher performance through *Burnout*. This informs us that *Burnout* is a good intervening variable in the relationship between *Self-leadership* and teacher performance. SMAN 12 Surabaya. Thus, to improve teacher performance can be done through increasing *Self-leadership* and *Burnout*.

5.3 Work Ability has a significant effect on Burnout

The findings of this study inform that *Work Ability* influential significant to *Burnout*. Thus, *Work Ability* provides reinforcement for *Burnout*. This evidence suggests that *Work Ability* at SMAN 12 Surabaya according to respondents is already good. This is reflected in the respondents' answers stating that respondents feel they have sufficient knowledge to teach the subjects they teach well, and respondents continue to update their skills and knowledge through training. Respondents can even manage their time effectively between preparing materials, teaching, and administrative tasks.

The results of this study are in accordance with the findings of Gould et al. (2020) show that work High ability correlates with employee productivity and well-being. Factors such as physical health, skills, and social support affect work ability, which in turn impacts organizational performance. The results of this study are also in accordance with the findings of Lu, Y. et al. (2021) that the three dimensions of job burnout, namely *Emotional Exhaustion*, *Cynicism* and *Reduced Personal Accomplishment*, are negatively correlated with work ability and significantly affect work ability.

5.4 Work Ability has a significant influence on Teacher Performance

The findings of this study inform that *Work Ability* influential significant to teacher performance. Thus, *Work Ability* able to provide reinforcement to Teacher Performance. This evidence shows that *Work Ability* Teacher at SMAN 12 Surabaya according to respondents it is good and continues to be improved. This is reflected in the respondents' answers which state that respondents comfortable in providing constructive feedback to students, and have a less positive attitude towards challenges that arise in the teaching process.

The results of this study are in accordance with the findings of Wuwungan et al. (2020) which show that work ability has a significant effect on employee performance. Also, the results of this study are in accordance with the findings of Nurul Qomariyah (2023) which show that work ability has a significant positive effect on teacher performance. This confirms that increasing work ability can directly improve teacher performance. The results of this study confirm the statement of Hatch et al. (2018) which states that the physical and psychological dimensions of work ability differ according to age and work fatigue. This emphasizes the need for interventions to reduce fatigue and address age-related strengths and vulnerabilities related to physical and psychological work ability. Viotti et al. (2019) stated that work ability positively predicts enthusiasm for work and negatively predicts fatigue. Conversely, work ability does not significantly affect cynicism.

In this study, it was also found that there was an indirect and insignificant influence between *Work Ability* and Company Performance through *Burnout*. This informs that *Burnout* is a less good intervening variable in the relationship between *Work Ability* and Company performance at SMAN 12 Surabaya. Thus, to improve the Company's performance can be done through increasing *Work Ability* and through increasing *Burnout*.

5.5 Organizational Climate has a significant influence on Burnout

The findings of this study inform that Organizational Climate has a significant effect on Burnout. Thus, Organizational Climate provides reinforcement for *Burnout*, this evidence shows that The

organizational climate at SMAN 12 Surabaya according to respondents is good. This is reflected in the respondents' answers which state that the respondents are satisfied with the leadership in this tutoring, and feel free to express opinions in the work environment. Even respondents feel appreciated, because every decision to be implemented is communicated in advance.

The results of this study, in accordance with the findings of Asi (2014) showed that organizational climate has a significant negative effect on *burnout*. Organizational climate has a significant positive effect on nurse performance. *Burnout* has a significant negative effect on nurse performance. Kusuma & Herachwati (2023) showed that Organizational Climate has a direct effect on the level of *Burnout*. The results of this study, in contrast to the findings of Marpaung et al. (2020) stated that there was no effect of organizational climate on *burnout*.

5.6 Organizational Climate has no significant effect on Teacher Performance

The findings of this study inform that Organizational climate has no effect significant on Teacher Performance. Thus, the Organizational Climate still needs to be strengthened for School performance. This evidence shows that the organizational climate of employees at SMAN 12 Surabaya according to respondents needs to be improved. This is reflected in the respondents' answers which state that respondents are not yet motivated by the school environment, have not communicated the decisions taken have not been communicated in advance.

The results of this study are not in accordance with the findings of Triastuti (2019) who proved that organizational climate has a positive effect on employee performance. Also not with the findings of Radianto & Sunuharyo (2017) who also proved that organizational climate is significant for employee performance. Lan et al. (2020) proved that organizational climate has a significant positive correlation with workplace burnout, and retention. Dinibutun (2020) stated that organizational climate negatively affects emotional exhaustion, and balanced workload, task clarity, cohesion, and ethical dimensions in organizational climate have a negative effect on member depersonalization. The results of this study are in accordance with the findings of Nufus (2021) and Asi (2014) who proved that organizational climate has a negative effect on *burnout*. However, organizational climate has a positive effect on performance and burnout has a negative effect on performance. There is an indirect effect of organizational climate on performance through *burnout*.

In this study, it was also found that there was an indirect influence of Organizational Climate on Company Performance through Burnout. This informs that *Burnout* is a good intervening variable in the relationship between Organizational Climate and Company Performance. SMAN 12 Surabaya. Thus, to improve the Company's performance can be done through improving the Organizational Climate and *Burnout*.

5.7 Burnout has a significant effect on teacher performance

The findings of this study inform that *Burnout* has a significant effect on Teacher Performance, thus *Burnout* provides reinforcement to school performance. This evidence shows that *Burnout* at SMAN 12 Surabaya according to respondents is good. This is reflected in the respondents' answers which state that respondents feel drained of energy after teaching, and feel tired overall emotional when dealing with students. Even feeling less effective in teaching compared to before, and feeling less meaningful achievements in their work as teachers.

The results of this study, in accordance with the findings of Hafizh & Hariastuti (2021) showed that burnout has a positive effect on employee performance. Hayati & Fitria (2018). Also found that burnout has a positive effect on employee performance. The results of this study, differ from the findings of Fitriani & Nugroho, (2022) who found that burnout had a negative effect on teacher performance. Factors such as workload and lack of social support worsen burnout. The results of this

study are also different from the findings of Adnyaswari & Adnyani (2017) who found that burnout had a negative effect on nurse performance.

CONCLUSION AND SUGGESTIONS

The findings of this study indicate that : *Self-leadership* has a positive and significant effect on *Burnout* , and on teacher performance.; *Work ability* has a positive and significant effect on *Burnout* , and on teacher performance.; Organizational climate has a positive and significant effect on *Burnout*, and on teacher performance.; *Burnout* has a positive and significant effect on teacher performance.

For further research, it is necessary to expand the scope of the research, It is also recommended to conduct further research on the influence of other factors that affect teacher performance and other variables, which are not yet part of the topic of this research, where there are still many other variables that can affect teacher performance.

REFERENCES

- Adnyaswari, N. A., & Adnyani, I. G. A. D. (2017). *Pengaruh dukungan sosial dan burnout terhadap kinerja perawat rawat inap RSUP Sanglah* (Doctoral dissertation, Udayana University).
- Arruum, D., Suza, D. E., Asiah, N., & Sitepu, N. F. (2025). Descriptive of Critical Thinking in Nursing Care of Nurses: A Survey Study. *Jurnal Keperawatan Priority*, 8(1), 75-83.
- Asi, S. P. (2014). Pengaruh iklim organisasi dan burnout terhadap kinerja perawat RSUD dr. Doris Sylvanus Palangka Raya. *Jurnal Aplikasi Manajemen*, 11(3), 515-523.
- Bakker, A. B., & de Vries, J. D. (2021). *Job Demands-Resources Theory and Burnout: A Meta-Analysis*. *Work & Stress*, 35(1), 1-20.
- Bethge, M., & Radoschewski, F. M. (2020). Work Ability and Its Determinants: A Systematic Review. *Journal of Occupational Rehabilitation*, 30(1), 1-12.
- Day, C., & Gu, Q. (2022). Teacher Resilience and Well-Being: A Longitudinal Study. *Journal of Educational Psychology*, 114(1), 1-15.
- Dewi, N., Sujana, I. W., & Novarini, N. N. A. (2021). Pengaruh Self Leadership, Kerjasama Tim Dan Komunikasi Terhadap Kinerja Karyawan Pada Bali Management Villa Seminyak. *Values*, 2(2).
- Dinibutun, S. R., Kuzey, C., & Dinc, M. S. (2020). The effect of organizational climate on faculty burnout at state and private universities: A comparative analysis. *Sage Open*, 10(4), 2158244020979175.
- Ehrhart, M. G., Schneider, B., & Macey, W. H. (2021). Organizational Climate and Culture: A Review of the Literature. *Annual Review of Organizational Psychology and Organizational Behavior*, 8, 1-25.
- Elloy, D., & Patil, V. (2012). Exploring The Relationship Between organization Based Self Esteem and Burnout: A Preliminary Analysis. *International Journal Business Social Science*, 3(9), 283-288.
- Farhati, F., dan Rosyid, H.F. (1996). Karakteristik Pekerjaan, Dukungan Sosial Dan Tingkat Burnout Pada non Human Service Corporation. *Jurnal Psikologi*. No.1. Hal 1-12.
- Fitriani, R., & Nugroho, A. (2022). Dampak Burnout terhadap Kinerja Guru di Sekolah Menengah. *Jurnal Pendidikan dan Psikologi*, 15(2), 45-60.

- Godwin, J. L., Neck, C. P., & Houghton, J. D. (1999). The impact of thought self-leadership on individual goal performance: A cognitive perspective. *Journal of Management development*, 18(2), 153-170.
- Gould, R., Ilmarinen, J., Järvisalo, J., & Koskinen, S. (2020). Work Ability and Its Relationship with Productivity and Well-Being. *International Journal of Environmental Research and Public Health*, 17(7), 2605.
- ¹³ Hafizh, M. A., & Hariastuti, N. L. P. (2021, March). Pengaruh Quality of Work Life dan Burnout terhadap Kinerja Karyawan Melalui Kepuasan Kerja Sebagai Variabel Moderasi (Studi Kasus: CV. XYZ). In *Prosiding SENASTITAN: Seminar Nasional Teknologi Industri Berkelanjutan* (Vol. 1, No. 1, pp. 89-98).
- Hatch, D. J., Freude, G., Martus, P., Rose, U., Müller, G., & Potter, G. G. (2018). Age, burnout and physical and psychological work ability among nurses. *Occupational Medicine*, 68(4), 246-254.
- Hauschildt, K., & Konradt, U. (2021). Self-Leadership and Work Engagement: A Longitudinal Study. *Journal of Occupational Health Psychology*, 26(2), 123-135.
- Hayati, I., & Fitria, S. (2018). Pengaruh burnout terhadap kinerja karyawan pada BMT El-Munawar Medan. *Intiqad: Jurnal Agama Dan Pendidikan Islam*, 10(1), 50-65.
- Hidayat, R., & Susanto, A. (2021). Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru. *Jurnal Manajemen Pendidikan*, 12(1), 34-45.
- Ho, Jessie & Nesbit, Paul L., (2009). "A refinement and extension of the Self-Leadership scale for the Chinese context", *Journal of Managerial Psychology*, 24(5), 450-476.
- Houghton, D. J. (2002). The Revised Self-Leadership Questionnaire. Testing a Hierarchical Factor Structure for Self-Leadership: *Journal Of Managerial Psychology*, 17 (8), 672-691
- Ian den Berg, T. I., Elders, L. A., & Burdorf, A. (2020). Influence of Health and Work on Work Ability. *Occupational Medicine*, 70(1), 45-50.
- Mudiarta Utama, I Wayan (2019). Pengaruh Iklim Organisasi, Komitmen Organisasi Dan Organizational Citizenship Behaviour (Ocb) Terhadap Kinerja Karyawan Pada PT. PLN (Persero) Area Manado. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 6(4).
- ² Klassen, R. M., & Chiu, M. M. (2021). Teacher Stress and Burnout: A Meta-Analysis. *Educational Psychology Review*, 33(1), 1-25.
- Konradt, U., Andreßen, P., & Ellwart, T. (2009). Self-leadership in organizational teams: A multilevel analysis of moderators and mediators. *European journal of work and organizational psychology*, 18(3), 322-346.
- Kuenzi, M., & Schminke, M. (2020). The Impact of Ethical Climate on Employee Behavior. *Journal of Business Ethics*, 163(2), 1-15.
- Kusuma, A. P., & Herachwati, N. (2023). Pengaruh Iklim Organisasi Terhadap Tingkat Burnout Pada Tenaga Kebersihan (Cleaning Service) Di Lingkungan Pt Pelindo Daya Sejahtera Dengan Komunikasi Interpersonal Sebagai Mediator. *Jurnal Ilmiah Edunomika*, 7(2).
- Lan, Y. L., Huang, W. T., Kao, C. L., & Wang, H. J. (2020). The relationship between organizational climate, job stress, workplace burnout, and retention of pharmacists. *Journal of Occupational Health*, 62(1), e12079.
- Lapian, L. G., Zulkifli, A., Razak, A., & Sidin, I. (2022). A Quasi-Experimental Study: Can Self-Leadership Training and Emotional Intelligence Mentoring Lower Burnout Rates in Hospital Nurses?. *Open Access Macedonian Journal of Medical Sciences*, 10(E), 905-912.

10. Leiter, M. P., & Maslach, C. (2004). Areas of worklife: A structured approach to organizational predictors of job burnout. In P. L. Perrewé & D. C. Ganster (Eds.), *Research in occupational stress and well being: Vol. 3. Emotional and physiological processes and positive intervention strategies* (pp. 91-134). US: Elsevier Science/JAI Press.
- Lu, Y., Liu, Q., Yan, H., Gao, S., & Liu, T. (2021). Job burnout and its impact on work ability in biosafety laboratory staff during the COVID-19 epidemic in Xinjiang. *BMC psychiatry*, 21, 1-13.
15. Manz, C. C. (1986). Self Leadership: Toward An Expanded Theory Of Self-Influence Processes In Organizations. *Academy of Management review*, 11(3), 585 -600.
21. Maharani, A., Tanjung, H., & Pasaribu, F. (2022). Pengaruh kemampuan kerja, motivasi dan disiplin kerja terhadap kinerja pegawai badan pendapatan daerah Kabupaten Deli Serdang. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 5(1), 30-41.
- Marpaung, F. V., Wiroko, E. P., & Wicaksana, S. (2020). Pengaruh iklim organisasi terhadap burnout pada perawat Rumah Sakit di Lebak dalam masa COVID-19. *JIVA: Journal of Behaviour and Mental Health*, 1(2)
15. Marques-Quinteiro, P., Vargas, R., Eifler, N., & Curral, L. (2019). Employee adaptive performance and job satisfaction during organizational crisis: the role of self-leadership. *European Journal of Work and Organizational Psychology*, 28(1), 85-100.
- Maslach, C., Schaufeli, W.B. & Leiter, M.P. (2001). *Job Burnout*. Annual Review of Psychology, 52, 397-422.
- Maslach, C., Jackson, S. E., & Leiter, M. P. (2015). *MBI: The Maslach burnout inventory*: Press., Manual. Palo Alto: Consulting Psychologists, (June 2015).
- Maslach, C., & Pines, A. (1977). The burnout syndrome in the day care setting. *Child Care Quarterly*, 6(2), 110-113.
- Maslach, C., & Leiter, M. P. (2021). Burnout and Engagement: A Dual Process Model. *Journal of Organizational Behavior*, 42(1), 1-15.
- Musaheri (2013). Pengaruh Motivasi Berprestasi, Locus Of Control, dan Self Leadership terhadap Kompetensi dan Kinerja Guru Eks Rintisan Sekolah Menengah Atas Bertaraf Internasional Se-Madura. *Jurnal Pelopor Pendidikan*, 1-14.
- Muspawi, Mohamad (2021). Strategi Peningkatan Kinerja Guru, *Jurnal Ilmiah Universitas Batanghari Jambi*, Vol. 21 No.1.
- Neck, Christopher P., Jeffery D. Houghton, Shruti R. Sardeshmukh, Michael Goldsby, dan Jeffrey L. Godwin. "Self-Leadership: A Cognitive Resource for Entrepreneurs." *Journal of Small Business & Entrepreneurship* 26, no. 5 (September 2013): 463-80.
- Neck, C. P., Houghton, J. D., & Murray, E. L. (2020). *Self-Leadership and Psychological Capital: Key Drivers of Employee Performance*. *Journal of Leadership & Organizational Studies*, 27(1), 45-58.
- Neck CP & Houghton JD. (2006). Two Decades of Self Leadership Theory and Research: Past Developments, Present Trends, and Future Possibilities. *J. Manag. Psychol.*, 21(4): 270 – 295.
- Nufus, H. (2021). Pengaruh iklim organisasi terhadap kinerja karyawan pada Alfamart di Bintaro. *Jurnal Tadbir Peradaban*, 1(3), 182-188.
- Prasetya, A., Khairunnisa, H., & Aziz, A. L. (2021, September). The Effect of Work Stress and Burnout on Job Satisfaction and Employee Performance. In *3rd Annual International Conference on Public and Business Administration (AICoBPA 2020)* (pp. 74-79). Atlantis Press.

- Prussia, G. E., Anderson, J. S., & Manz, C. C. (2020). Self-Leadership and Performance Outcomes: The Mediating Role of Self-Efficacy. *Journal of Organizational Behavior*, 41(1), 58-73.
- Poerwandari, K. (2010). Mengatasi burnout di tempat kerja. Diunduh di <http://health.kompas.com/read/2010/01/10/05495918/Mengatasi.Burnout.di.Tempat.Kerja.tanggal.28>.
- Radianto, A., & Sunuharyo, B. S. (2017). Pengaruh iklim organisasi dan budaya organisasi terhadap kinerja karyawan (Studi pada Karyawan PT. PG Kribet Baru Malang) (Doctoral dissertation, Brawijaya University).
- Raharjo, S., P. D. Paramita, dan M. M. Warso (2016). Pengaruh Kemampuan Kerja, Pengalaman Dan Pelatihan Terhadap Produktivitas Kerja Pegawai Aparatur Sipil Negara Dengan Kompetensi Kerja Sebagai Variabel Intervening (Studi Kasus pada KUD "PATI KOTA" Kabupaten Pati). *Journal of Management*, Volume 2 No. 2.
- Salanova, M., Llorens, S., & Schaufeli, W. B. (2020). Burnout and Work Engagement: A Longitudinal Study. *Journal of Vocational Behavior*, 118, 1-10.
- Sari, R. P., & Utami, H. (2021). Pengaruh Iklim Organisasi terhadap Kinerja Karyawan pada Perusahaan Swasta di Indonesia. *Jurnal Manajemen dan Kewirausahaan*, 23(1), 12-25.
- Schneider, B., Yost, A. B., Kropp, A., Kind, C., & Lam, H. (2021). Organizational Climate and Employee Engagement: A Meta-Analysis. *Journal of Applied Psychology*, 106(3), 345-367.
- Schaufeli, W. B., Desart, S., & De Witte, H. (2020). Burnout Assessment Tool (BAT): Development, Validity, and Reliability. *International Journal of Environmental Research and Public Health*, 17(24), 9495.
- Shanker, R., Bhanugopan, R., Van der Heijden, B. I., & Farrell, M. (2017). Organizational climate for innovation and organizational performance: The mediating effect of innovative work behavior. *Journal of vocational behavior*, 100, 67-77.
- Skaalvik, E. M., & Skaalvik, S. (2020). Teacher Self-Efficacy and Collective Efficacy: Relations with Job Satisfaction and Emotional Exhaustion. *Teaching and Teacher Education*, 89, 1-10.
- Stewart, G. L., Courtright, S. H., & Manz, C. C. (2019). Self-Leadership: A Multilevel Review. *Journal of Management*, 45(1), 125-159.
- Suryani, L., & Dewi, R. S. (2021). Pengaruh Self-Leadership terhadap Kinerja Karyawan dengan Motivasi sebagai Variabel Mediasi. *Jurnal Manajemen dan Bisnis*, 18(2), 45-60.
- Triastuti, D. A. (2019). Pengaruh lingkungan kerja, kompetensi dan iklim organisasi terhadap kinerja pegawai. *Journal of management review*, 2(2), 203-208.
- Tschannen-Moran, M., & Hoy, A. W. (2020). Teacher Efficacy: Its Meaning and Measure. *Journal of Educational Administration*, 58(2), 141-158.
- Tuomi, K., Ilmarinen, J., & Seitsamo, J. (2021). Work Ability Index and Its Association with Work-Related Factors. *Scandinavian Journal of Work, Environment & Health*, 47(2), 123-132.
- Uffa, S., & Aprianti, M. (2021). Pengaruh efikasi diri terhadap burnout dan erbedaannya berdasarkan gender. *Psychosopha: Journal of Psychology, Religion, and Humanity*, 3(1), 24-35.
- Viotti, S. et al. (2020) 'The buffering effect of humanity of care in the relationship between patient satisfaction and waiting time: A cross-sectional study in an emergency department', *International Journal of Environmental Research and Public Health*, 17(8), pp. 1-12. doi: 10.3390/ijerph17082939.
- Wijayanti, C. D. (2023). Literature Review: Pengaruh Program Self Leadership Terhadap Kinerja Perawat Di Rumah Sakit. *Jurnal Keperawatan Widya Gantari Indonesia*, 7(3)

- Wulandari, D., & Prasetyo, A. (2022). Pengaruh Work Ability terhadap Kinerja Karyawan pada Sektor Pendidikan. *Jurnal Psikologi Pendidikan*, 10(1), 23-35.
- Wuwungan, M. B., Nelwan, O. S., & Uhing, Y. (2020). Pengaruh kemampuan kerja dan motivasi kerja terhadap kinerja karyawan. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 8(1).
- Zohar, D., & Polachek, T. (2020). Safety Climate and Burnout: A Meta- Analysis. *Journal of Occupational Health Psychology*, 25(1), 1-15.

The Influence of Self Leadership, Work Ability, Organizational Climate on Teacher Burnout and Performance at SMAN 12 Surabaya

ORIGINALITY REPORT

19%
SIMILARITY INDEX

19%
INTERNET SOURCES

14%
PUBLICATIONS

12%
STUDENT PAPERS

PRIMARY SOURCES

1	www.archives.palarch.nl Internet Source	1%
2	garuda.ristekbrin.go.id Internet Source	1%
3	ipasj.org Internet Source	1%
4	cesmaa.org Internet Source	1%
5	www.science.gov Internet Source	1%
6	discovery.researcher.life Internet Source	1%
7	eprints.nottingham.ac.uk Internet Source	1%
8	journals.internationalrasd.org Internet Source	1%
9	www.springerprofessional.de Internet Source	1%
10	repository.unair.ac.id Internet Source	1%
11	journal.laaroiba.ac.id Internet Source	1%
12	onlineacademicpress.com Internet Source	1%

jurnalpustek.org

13	Internet Source	1 %
14	irjaes.com Internet Source	1 %
15	Submitted to American Public University System Student Paper	1 %
16	ijemr.politeknikpratama.ac.id Internet Source	1 %
17	economics.academicjournal.io Internet Source	1 %
18	ejurnal.fisipuht.or.id Internet Source	1 %
19	irep.iium.edu.my Internet Source	1 %
20	Submitted to Cardiff University Student Paper	1 %
21	ijmehd.com Internet Source	1 %
22	Rini Astuti, Nanda Nur Pratama. "THE EFFECT OF WORK DISCIPLINE AND WORK ABILITY ON EMPLOYEE PERFORMANCE AT PT. PLN (PERSERO) RAYON MEDAN SELATAN", International Journal of Economic, Technology and Social Sciences (Injects), 2021 Publication	1 %
23	repository.unibos.ac.id Internet Source	1 %

Exclude quotes Off

Exclude matches < 40 words

Exclude bibliography Off



The Influence of *Self Leadership, Work Ability, Organizational Climate* on Teacher *Burnout and Performance* at SMAN 12 Surabaya

Charles H. Sidauruk¹ Ida Aju Brahmasari² Ida Aju Brahma Ratih³

¹Universitas 17 Agustus 1945 Surabaya;E-mail : 1262400040@unrel.unntag-sby.ac.id

²Universitas 17 Agustus 1945 Surabaya;Email: brahmasari@unntag-sby.ac.id

³Universitas 17 Agustus 1945 Surabaya;E-mail : brahmaratih@unntag-sby.ac.id

Abstract: SMA Negeri 12 Surabaya (SMAN 12 Surabaya), known as "SMANDALAS," was established in 1982. Initially, learning activities were carried out in the SDN Pakal 1 No. 119 building, Benowo, for one year while waiting for the construction of the permanent building to be completed. The new building began to be used on December 9, 1983, in accordance with the Decree of the Minister of Education and Culture No. 377/104.1.1/E5.83/SK. Currently, SMAN 12 Surabaya is located at Jl. Sememi Kidul No. 1, Benowo District, West Surabaya. This school has a land area of approximately 30,000 m² and is equipped with various facilities to support learning activities both inside and outside the classroom such as classrooms, laboratories, libraries, mosques, playgrounds, school forests, school gardens, ceremonial fields, sports fields, green open spaces, art rooms and others. This school is also equipped with adequate bathroom facilities for all school residents, a health unit room, meeting room, hall, green house, fish pond, fish pond and school garden. MAN 12 has achieved many achievements in both academic and non-academic fields. This is inseparable from the good cooperation between school leaders, teachers, employees, students and guardians. Every leader who leads at SMAN 12 Surabaya has a program that supports the achievements of students and teachers. In 2023, SMAN 12 Surabaya will become a pilot project for the "Food School Care" program as an implementation to support the national food security program. The purpose of this study was to determine the effect of Self Leadership, Work Ability, Organizational Climate on Burnout and Teacher Performance at SMAN 12 Surabaya. This study uses a quantitative method with primary data sources obtained from distributing questionnaires. The population of the study were teachers at SMAN 12 Surabaya. The selection of respondents was carried out using the saturated non-probability sampling method with a total of 74 respondents. The data analysis method used descriptive analysis and SEM-PLS analysis. The results of the study showed that the variables of self-leadership, work ability, and organizational climate had an effect on burnout and teacher performance at SMAN 12 Surabaya.

Keywords: *self-leadership, work ability, organizational climate, burnout, Teacher Performance.*

I. INTRODUCTION

Ministry of Education, Culture, Research, And Technology (Kemendikbud Ristek) noted that the number of students in Indonesia in the odd semester of the

2023/2024 academic year has reached 53.14 million people. Almost 50% of that number are elementary school students, namely 24.04 million people. The number of junior high school students in Indonesia is 9.97 million, while high school students are 5.32 million. The number of vocational high school students in Indonesia is almost catching up with the number of high school students, which is 5.08 million students. A very large number to be managed to become a human resource strength for the sustainability of the life of the beloved Republic of Indonesia. This is the next generation that will bring sustainability and success and maintain unity in Indonesia. With good education, there will be human resources that able to compete well in the region, nationally and internationally which will bring changes towards goodness, security, sustainability, and appreciation from other countries. With good human resources, this nation will produce innovations in all areas of life, both in education, science, economics, technology, health, culture, so that its people can live prosperously and can build better aspects of life.

Article 31 of the 1945 Constitution of the Republic of Indonesia regulates: right And obligation inhabitant country And government in education sector. The article contains the rights and obligations of citizens, including: (1) Every citizen has the right to receive an education, (2) Every citizen is obliged to follow basic education and the government is obliged to finance it." Government during the Cabinet era Red white give Handling Which Serious for the sustainability of human resources of Indonesian society by dividing three ministries, namely the Ministry of Primary and Secondary Education, the Ministry of Higher Education, Science, and Technology and the Ministry of Culture.

The Ministry of Primary and Secondary Education handles Early Childhood Education, Primary Education, and Secondary Education. The Ministry of Higher Education, Science and Technology handles Higher education, science and technology. While the Ministry Culture deals with culture including preservation and cultural advancement and development of language and literature. The Ministry of Primary and Secondary Education oversees Formal Education and Non-formal Education, According to Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system as stated in Article 1 paragraph 12, "Non-formal education is an educational path outside formal education. formal education that is implemented in a structured and tiered manner. Non-formal education "Formal education has the aim of replacing, supplementing and complementing formal education that supports the concept of lifelong education". Explained in the provisions of National Education.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control and self-control. self, personality, intelligence, morals glorious, and the skills needed by himself, society, nation and state. The system education national is the entire component of education that interrelated in an integrated manner to achieve national education goals. Educational pathways are vehicles through which students develop their potential in an educational process that is in accordance with educational goals. Educational units are groups of educational services that organize education on formal, non-formal, and informal pathways at every level and type of education. Educational personnel is member public Which to devote self and appointed to support the implementation of education. Educators are qualified educational staff as teachers, lecturers, counselors, learning facilitators, widyaiswara, tutors, instructors, facilitators, and other titles that are appropriate to their specializations, and participate in organizing education. Community-based education is the implementation education based on peculiarity religion, social, culture, aspirations and potential of society as embodiment education from, by, and for the community.

SMA Negeri 12 Surabaya (SMAN 12 Surabaya), known as "SMANDALAS," was established in 1982. Initially, learning activities were carried out in the SDN Pakal 1 No. 119 building, Benowo, for one year while waiting for the construction of the permanent building to be completed. The new building began to be used on December 9, 1983, in accordance with the Decree of the Minister of Education and Culture No. 377/104.1.1/E5.83/SK. Currently, SMAN 12 Surabaya is located at Jl. Sememi Kidul No. 1, Benowo District, West Surabaya. This school has a land area of approximately 30,000

m² and is equipped with various facilities to support learning activities both inside and outside the classroom such as classrooms, laboratories, libraries, mosques, playgrounds, school forests, school gardens, ceremonial fields, sports fields, green open spaces, art rooms and others. This school is also equipped with sufficient bathroom facilities for all school residents, a health unit room, meeting room, hall, green house, fish pond, fish farm and school garden.

The most important thing in an educational institution is the teacher who is a supporter for the success of its students. It is very important for educational institutions to recruit, train, manage, and provide appropriate compensation so that teachers/lecturers can provide their best potential so that students who are given teaching and knowledge are conveyed well and increase student knowledge.

Law Number 14 of 2005 states that, "Teachers are educators professional with the main task of educating, teaching, guiding, directing, training, evaluate, And evaluate students on education child age early track education formal, education base, And education medium". Professional is a job or activity Which carried out by someone and becomes a source of income for life that requires expertise, skill, or skills that meet certain quality standards or norms and require professional education. In carrying out professional duties, teachers are obliged to: 1). Plan learning, implement quality learning processes, and assess and evaluate learning outcomes; 2). Improve and develop academic qualifications and competencies in a sustainable manner in line with the development of science, technology, and art.

SMAN 12 Surabaya has developed well, the increase in students and assets each year is significant, but the problem that still arises in the organization is the high teacher burnout, because self-leadership is still lacking, so that teachers often lack discipline about working hours, and work abilities that are still not as expected, are a phenomenon in this study. Another thing from the researcher's initial observations that self-leadership still needs to be improved, seen from the tasks given have not been done quickly (Coaching is carried out by the Principal every 1 Semester). Teaching skills also need to be improved which can be done by the method of Teachers explaining, students asking, then the teacher evaluating the learning outcomes. The possibility of burnout can also occur because teachers get students who enter through the zoning route, this causes students to think it is easy to enter SMAN 12, where the change in curriculum is also a challenge for teachers so that they continue to re-learn and this can cause burnout.

Several studies have examined the relationship between *self leadership* with individual performance with activities carried out by the company. By using *VOSviewer software* and metadata from *Publisch or Perish* with the keyword *selfleadership* obtained 28 items and 5 research clusters that are differentiated based on color that discuss research topics about *self leadership* has 249 relationships with other variables. This can be seen from the network visualization in Figure 1.1. Meanwhile, when viewed from the research density visualization, *self leadership* shows a nearly clear picture. This also shows that research on *self Leadership* has not been studied much by researchers.

Even though *self leadership* shows a clear density, but it is still interesting to study because there are so many items that can be connected to *self This leadership*, including that related to the education sector

II. LITERATURE REVIEW

Self Leadership

In the book "*Self-Leadership: How to Become a More Successful, Efficient, and Effective Leader from the Inside Out*", Andrew Bryant And Dr. Ana Kazan defines *self-leadership* as the practice of intentionally influencing the thoughts, feelings, and action For going to personal goals. Neck & Houghton (2006) disclose that *Self-leadership* is an ability that individuals have to influence, direct, supervise, and motivate themselves, including thought patterns and behavior to achieve desired goals. Based on the problem, it is essential for a teacher to possess self-leadership, as it enables them to perform as a reliable and professional figure both for students and for the school. This quality should also be supported by the teacher's ability to carry out their duties

effectively and contribute meaningfully to the school environment. The study by Lapien et al. (2022) confirmed that self-leadership has a significant effect in reducing the level of burnout. Furthermore, Marques-Quinteiro et al. (2019) showed that changes in the level of self-leadership are positively related to changes in the level of adaptive performance and job satisfaction over time. Also, self-leadership can be used as a valuable tool to help organizations improve employee adaptive performance and job satisfaction. Next, Wijayanti (2023) stated that self-leadership affects many things in a person, namely improving the quality of performance, improving work ethic, and developing oneself. While Wuryungan et al. (2020) and Maharani et al. (2022) showed that work ability affects employee performance. Furthermore, Hatch et al. (2018) stated that the physical and psychological dimensions of work ability differ according to age and work fatigue. This emphasizes the need for interventions to reduce fatigue and address age-related strengths and vulnerabilities related to physical and psychological work ability.

Work Ability

In order to help achieve company goals, an employee must have good work skills. According to Hasibuan (2022), work ability is the result achieved by a person in completing a given task based on skills, experience, sincerity, and time. Ability, according to Gibson (2013: 53), is an innate or learned trait that allows a person to complete a job. In addition, according to Soelaiman (2007: 112), ability is an innate or learned trait that allows a person to complete a job, either both physical and mental.

In order to help achieve company goals, an employee must have good work skills. According to Stoner (2006), work ability is the power to perform an action, where ability includes employee knowledge and mastery of the technical implementation of the tasks given. Hatch et al. (2018) showed the physical and psychological dimensions of work ability that differ according to age and work fatigue. This emphasizes the need for interventions to reduce fatigue and address age-related strengths and vulnerabilities related to physical and psychological work ability. Viotti et al. (2019) stated that work ability positively predicts enthusiasm for work and negatively predicts fatigue. Conversely, work ability does not significantly affect cynicism.

Organizational Climate

Organizational climate is the atmosphere or mood that exists within an organization, which is influenced by factors such as culture, leadership, communication, and relationships between members of the organization. organization is "Atmosphere or atmosphere Which There is in A organization, Which influence the behavior and performance of organizational members (Robbins & Judge, 2018: 173). Organizational climate can also be defined as "The psychological conditions that exist within an organization, which affect the motivation, job satisfaction, and performance of organizational members." (Griffin, 2021: 221).

Organizational climate is also very helpful for a teacher to give and bring out their potential with enthusiasm and support to the people around them in the school. Saturation that can cause stress can be passed well and does not cause performance to decrease. However, it will be an obstacle to mental fatigue, work fatigue and can become stress chronic, where workers feel physically, mentally and emotionally tired because of their work, if the organizational climate is not supportive so that teacher performance is not optimal and eventually school performance decreases. This is what will disrupt the sustainability of the school. Lan et al. (2020) proved that organizational climate has a significant positive correlation with workplace burnout, and retention. Dinibutun (2020) stated that organizational climate negatively affects emotional exhaustion, and a balanced workload, task clarity, cohesion, and ethical dimensions in organizational climate have a negative effect on member depersonalization. Meanwhile, Nufus (2021) and Asi (2014) proved that organizational climate has a negative effect on *burnout*. Organizational climate has a positive effect on performance and burnout has a negative effect on performance. There is an indirect effect of organizational climate on performance through *burnout*.

Burnout

Burnout is a state of extreme psychological stress that causes individuals to experience emotional exhaustion and low motivation to work. Burnout can be a result of chronic work stress (King, 2010). Maslach et al. (2015) argue that burnout is a negative emotional reaction that occurs in the work environment, when the individual experiences prolonged stress. Burnout is a psychological syndrome that includes fatigue, depersonalization and decreased ability to perform routine tasks such as causing anxiety, depression, or even sleep disorders.

Teacher Performance

Bernardin and Russel (1993); Ruky (2016:15) provide the following definition of performance: "Performance is defined as the record of outcomes produced on a specified job function or activity during a time period". Achievement or performance is a record of the results obtained from certain job functions or activities during a certain period of time. There are several performance indicators that are usually assessed to reveal employee performance. Martoyo (2012: 89) said that in performance assessment there is no agreement on the object of assessment or indicators assessed in determining performance. This is due to differences in positions. A person's performance cannot be separated from the support of adequate facilities and a conducive work environment

Research Hypothesis

Based on the literature review conducted, the relationship between *self-leadership*, *work ability*, organizational climate, *burnout* and teacher performance have not been widely studied. Therefore, this study aims to explore the relationship between the five aspects in the education sector, especially at SMLAN 12 Surabaya. So it is expected that the results of this study can contribute to the development of human resource management theory and practice in the field of education. By making the *burnout variable* a mediating variable, it becomes a novelty in this study. Based on the available literature, the following hypotheses are developed:

1. *Self-leadership* influential significant impact on *burnout* in teachers SMLAN 12 Surabaya.
2. *Self-leadership* has a significant influence on teacher performance at SMLAN 12 Surabaya.
3. *Work ability* has a significant effect on teacher *burnout* at SMLAN 12 Surabaya.
4. *Work ability* has a significant influence on performance teacher of SMLAN 12 Surabaya.
5. I organizational climate influences *burnout* teacher at SMLAN 12 Surabaya.
6. I climate organization influential significant to teacher performance at SMLAN 12 Surabaya
7. *Burnout* has a significant effect on teacher performance at SMLAN 12 Surabaya.

A research framework that describes the relationship between research variables can be built based on the problems and literature review shown in Figure 1.

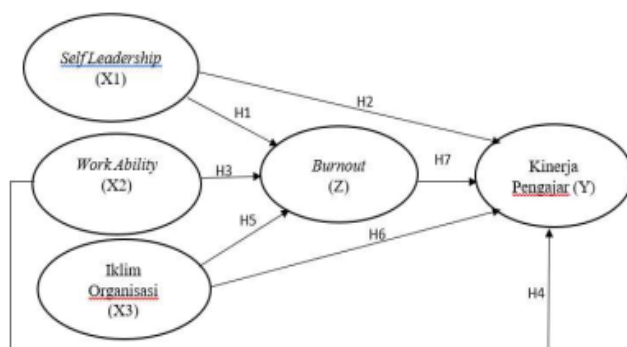


Figure 1 : Research Concept Framework

III. RESEARCH METHODOLOGY

This research is a causal research. The population of this study is all teachers at SMAN 12 Surabaya, a total of 64 teachers. (Malhotra & Birks, 2007). The sampling technique in this study is non-random or non-probability sampling. The type of non-probability sampling used is saturated sampling, as many as 64 respondents. The analysis technique uses SEM (*Structural Equation Modeling*) with the help of Warp PLS (*Warp Partial Least Square*) software.

The data source in this study is primary data, obtained from questionnaire responses. Data were collected by providing several statements in the questionnaire and about their demographic factors, perceptions of responses using a 5-level Likert scale, with a score interval from 1 (strongly disagree) to 5 (strongly agree), then descriptive statistical analysis and hypothesis testing were carried out.

IV. RESEARCH RESULT

Respondent descriptions include gender, age, education level, and marital status are shown in Table 1 as follows:

Table 1 . Characteristics of respondents (N = 74)

Characteristics		Frequency	Percentage (%)
Gender	Male	51	68.9
	Female	23	31.1
Age	< 30 years	15	20.0
	31-40 years	49	66.0
	> 40 years	10	10.0
Education Level	SENIOR HIGH SCHOOL	-	-
	Bachelor	60	81.0
	Postgraduate	14	19.0
Length of work	< 1 year	8	10.8
	1-4 years	51	69.0
	> 4 years	15	20.2

Descriptive data analysis of 74 respondents shows that: the gender of respondents is dominated by men (68.9%). Respondent characteristics based on age, dominated in the age range of 31-40 years, which is 66.0%, in the age > 40 years, as much as 10.0%, and

in the age < 30 years, as much as 20.0 % of respondents. The education level of the majority of respondents is undergraduate, reaching 81.0 %, while the rest are postgraduate, 19.0 %. Length of work is dominated in the age range of 1-4 years, which is 69.0 %.

Goodness of fit model is analyzed from the value of Average Path Coefficient (APC), Average R Squared (ARS), Average adjusted R-squared (AARS) and Average Variance Inflation Factor (AVIF). Table 2 shows the results of the analysis. Where AVIF and APC indicate the multicollinearity of independent variables and their relationships. The evaluation data indicates that the model is acceptable.

Table 2. Goodness of fit model

Results	Value	P-Value	Criteria	Description
Average path coefficient	0.385	0.000	≤ 0.05	Supported
Average R-squared	0.857	0.000	≤ 0.05	Supported
Average adjusted R-squared	0.854	0.000	≤ 0.05	Supported
Average block VIF	2.259	0.000	$\leq 5,000$	Supported

Source: WarpPLS Output

Validity Test of Research Variables

Discriminant validity is indicated by the AVE,s (square roots of average variance extracted) value, where the AVE,s value is in the diagonal position in the correlations among latent variables output of WarpPLS, and the expected value is greater than the correlation value in the same block. Based on Table 3, the value in the diagonal block is greater than the value in the same block. Thus, all variables meet the discriminant validity criteria.

Table 3. Correlations among latent variables

Variable	Self_le	Work_Ab	Org_Cli	Burnout	Teac_Per
Self_le	0.844	0.442	0.786	0.154	0.847
Work_Ab	0.442	0.861	0.239	0.762	0.689
Org_Cli	0.786	0.239	0.804	0.070	0.636
Burnout	0.154	0.762	0.070	0.777	0.315
Teac_Per	0.847	0.689	0.636	0.315	0.919

Source: WarpPLS Output

Reliability Test of Research Variables

The reliability test of research variables is measured using two criteria, namely composite reliability and Cronbach's alpha.

Table 4. Reliability Test Results

Cut Off Value		Self_le	Work_Ab	Org_Cli	Burnout	Teac_Per	Notes
Cronbach's Alpha	> 0.6	0.792	0.764	0.795	0.871	0.856	All items meet the requirements
Composite Reliability	> 0.7	0.787	0.754	0.854	0.820	0.734	

Source: WarpPLS Output

Table 4 shows that the cronbach alpha value of each variable is greater than 0.6. Also, the composite reliability value is greater than 0.7. Therefore, all constructs have met the requirements.

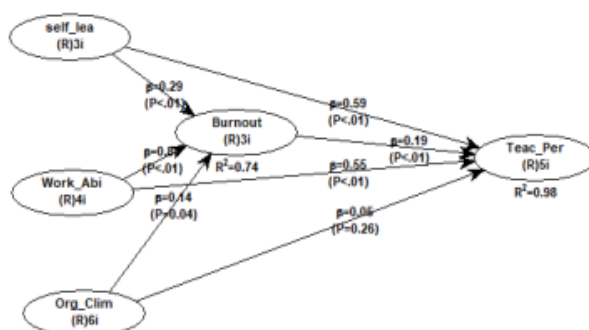


Figure 1 . Coefficient of research model path
(B= coefficient; p=probability; R²=determination)

Hypothesis testing

Hypothesis testing is carried out based on the estimated significance values of the research model parameters as shown in Table 5 .

Table 5 . Hypothesis Testing

H	Relationship	Standardized Coefficient	P	Decision
H1	<i>Self-leadership</i> → <i>Burnout</i>	0.293	0.000	accepted
H 2	<i>Self-leadership</i> → <i>Teacher Performance</i>	0.587	0.000	accepted
H 3	<i>Work Ability</i> → <i>Burnout</i>	0.885	0.000	accepted
H4	<i>Work Ability</i> → <i>Teacher Performance</i>	0.554	0.000	accepted
H5	<i>Organizational Climate</i> → <i>Burnout</i>	0.136	0.045	accepted
H 6	<i>Organizational Climate</i> → <i>Teacher Performance</i>	0.053	0.257	rejected
H 7	<i>Teacher Performance</i> → <i>Burnout</i>	0.186	0.009	accepted

Source: WarpPLS Output

V. DISCUSSION

This study found that teacher performance at SMAN 12 Surabaya can be significantly explained by the variables *self-leadership*, *work ability*, *organizational climate* and *burnout*. This study also proves that burnout is a positive intervening variable in this study. For clarity, the discussion and discussion of the research results are carried out one by one as follows:

5.1 . *Self-leadership* has a significant influence on *Burnout*

The findings of this study inform that *Self-leadership* has a significant effect on *Burnout*. Thus, *Self-leadership* provides reinforcement for *Burnout*. This evidence shows that *Self-leadership* on According to respondents, SMAN 12 Surabaya is good. This is reflected in the respondents' answers which state that respondents are aware of the impact of their behavior on people in their environment, and respondents have specific plans to achieve their career goals as educators. Respondents even feel motivated to continue learning to improve their teaching skills without encouragement from other parties.

The results of this study differ from the findings of Lopian et al. (2022) stated that *Self-Leadership* has an effect on reducing *burnout levels*. The results of this study are in accordance with the findings of Wijayanti (2023) which states that *self-leadership* affects many things in employees, namely improving the quality of performance, improving the work ethic of nurses, and developing a nurse. The importance of increasing *self-leadership*

in the form of training for employees so that it can improve employee performance. The results of this study confirm Lapien's statement (2022) which states that *burnout* occurs in health workers who are directly related to services and high prevalence in care, especially health workers because they always experience stressful work situations, working with direct contact with patients who have different levels of illness. shows the influence of spirituality on the level of nurse burnout through *self-leadership* and emotional intelligence, there is an influence of *self-leadership* on burnout and there is an influence of emotional intelligence on *burnout*.

5.2 Self-leadership has a significant influence on teacher performance

The findings of this study inform that *Self-leadership* has a significant influence on teacher performance, thus *self-leadership* provide reinforcement to teacher performance. This evidence shows that *Self-leadership* on According to respondents, SMAN 12 Surabaya is good. This is reflected in the respondents' answers which state that respondents prioritize the most important tasks to support student learning, and always try to see the positive side of difficult situations in their work. Respondents even believe that their hard work will have a positive impact on students and the work environment.

The results of this study are in accordance with the findings of Dewi et al. (2021) which show that *self-leadership* has a positive and significant effect on employee performance. The results of this study confirm the statement of Neck et al. (2020). revealed that *self-leadership* significantly improves employee performance by increasing intrinsic motivation and *psychological capital (PsyCap)*. Employees with high *self-leadership* tend to more proactive and able to overcome work challenges. Thus, *self-leadership* has a positive and significant relationship to performance.

In this study, it was also found that there was an indirect influence of *Self-leadership* on teacher performance through *Burnout*. This informs us that *Burnout* is a good intervening variable in the relationship between *Self-leadership* and teacher performance. SMAN 12 Surabaya. Thus, to improve teacher performance can be done through increasing *Self-leadership* and *Burnout*.

5.3 Work Ability has a significant effect on Burnout

The findings of this study inform that *Work Ability* influential significant to *Burnout*. Thus, *Work Ability* provides reinforcement for *Burnout*. This evidence suggests that *Work Ability* at SMAN 12 Surabaya according to respondents is already good. This is reflected in the respondents' answers stating that respondents feel they have sufficient knowledge to teach the subjects they teach well, and respondents continue to update their skills and knowledge through training. Respondents can even manage their time effectively between preparing materials, teaching, and administrative tasks.

The results of this study are in accordance with the findings of Gould et al. (2020) show that *work High ability correlates with employee productivity and well-being. Factors such as physical health, skills, and social support affect work ability, which in turn impacts organizational performance.* The results of this study are also in accordance with the findings of Lu, Y. et al. (2021) that the three dimensions of job burnout, namely *Emotional Exhaustion, Cynicism and Reduced Personal Accomplishment*, are negatively correlated with work ability and significantly affect work ability.

5.4 Work Ability has a significant influence on Teacher Performance

The findings of this study inform that *Work Ability* influential significant to teacher performance. Thus, *Work Ability* able to provide reinforcement to Teacher Performance. This evidence shows that *Work Ability* Teacher at SMAN 12 Surabaya according to respondents it is good and continues to be improved. This is reflected in the respondents' answers which state that respondents comfortable in providing constructive feedback to students, and have a less positive attitude towards challenges that arise in the teaching process.

The results of this study are in accordance with the findings of Wuwungan et al. (2020) which show that work ability has a significant effect on employee performance. Also, the results of this study are in accordance with the findings of Nurul Qomariyah

(2023) which show that *work ability* has a significant positive effect on teacher performance. This confirms that increasing work ability can directly improve teacher performance. The results of this study confirm the statement of Hatch et al. (2018) which states that the physical and psychological dimensions of work ability differ according to age and work fatigue. This emphasizes the need for interventions to reduce fatigue and address age-related strengths and vulnerabilities related to physical and psychological work ability. Viotti et al. (2019) stated that work ability positively predicts enthusiasm for work and negatively predicts fatigue. Conversely, work ability does not significantly affect cynicism.

In this study, it was also found that there was an indirect and insignificant influence between *Work Ability* and Company Performance through *Burnout*. This informs that *Burnout* is a less good intervening variable in the relationship between *Work Ability* and Company performance at SMAN 12 Surabaya. Thus, to improve the Company's performance can be done through increasing Work Ability and through increasing Burnout.

5.5 Organizational Climate has a significant influence on Burnout

The findings of this study inform that Organizational Climate has a significant effect on Burnout. Thus, Organizational Climate provides reinforcement for *Burnout*. This evidence shows that The organizational climate at SMAN 12 Surabaya according to respondents is good. This is reflected in the respondents' answers which state that the respondents are satisfied with the leadership in this tutoring, and feel free to express opinions in the work environment. Even respondents feel appreciated, because every decision to be implemented is communicated in advance.

The results of this study, in accordance with the findings of Asi (2014) showed that organizational climate has a significant negative effect on *burnout*. Organizational climate has a significant positive effect on nurse performance. *Burnout* has a significant negative effect on nurse performance. Kusuma & Herachwati (2023) showed that Organizational Climate has a direct effect on the level of *Burnout*. The results of this study, in contrast to the findings of Marpaung et al. (2020) stated that there was no effect of organizational climate on *burnout*.

5.6 Organizational Climate has no significant effect on Teacher Performance

The findings of this study inform that Organizational climate has no effect significant on Teacher Performance. Thus, the Organizational Climate still needs to be strengthened for School performance. This evidence shows that the organizational climate of employees at SMAN 12 Surabaya according to respondents needs to be improved. This is reflected in the respondents' answers which state that respondents are not yet motivated by the school environment, have not communicated the decisions taken have not been communicated in advance.

The results of this study are not in accordance with the findings of Triastuti (2019) who proved that organizational climate has a positive effect on employee performance. Also not with the findings of Radianto & Sunuharyo (2017) who also proved that organizational climate is significant for employee performance. Lan et al. (2020) proved that organizational climate has a significant positive correlation with workplace burnout, and retention. Dinibutun (2020) stated that organizational climate negatively affects emotional exhaustion, and balanced workload, task clarity, cohesion, and ethical dimensions in organizational climate have a negative effect on member depersonalization. The results of this study are in accordance with the findings of Nufus (2021) and Asi (2014) who proved that organizational climate has a negative effect on *burnout*. However, organizational climate has a positive effect on performance and burnout has a negative effect on performance. There is an indirect effect of organizational climate on performance through *burnout*.

In this study, it was also found that there was an indirect influence of Organizational Climate on Company Performance through Burnout. This informs that *Burnout* is a good intervening variable in the relationship between Organizational Climate and Company Performance. SMAN 12 Surabaya. Thus, to improve the Company's

performance can be done through improving the Organizational Climate and *Burnout*.

5.7 *Burnout* has a significant effect on teacher performance

The findings of this study inform that *Burnout* has a significant effect on Teacher Performance, thus *Burnout* provides reinforcement to school performance. This evidence shows that *Burnout* at SMAN 12 Surabaya according to respondents is good. This is reflected in the respondents' answers which state that respondents feel drained of energy after teaching, and feel tired overall emotional when dealing with students. Even feeling less effective in teaching compared to before, and feeling less meaningful achievements in their work as teachers.

The results of this study, in accordance with the findings of Hafizh & Hariastuti (2021) showed that burnout has a positive effect on employee performance. Hayati & Fitriani (2018). Also found that burnout has a positive effect on employee performance. The results of this study, differ from the findings of Fitriani & Nugroho, (2022) who found that burnout had a negative effect on teacher performance. Factors such as workload and lack of social support worsen burnout. The results of this study are also different from the findings of Adnyaswari & Adnyani (2017) who found that burnout had a negative effect on nurse performance.

CONCLUSION AND SUGGESTIONS

The findings of this study indicate that : *Self-leadership* has a positive and significant effect on *Burnout*, and on teacher performance.; *Work ability* has a positive and significant effect on *Burnout*, and on teacher performance.; Organizational climate has a positive and significant effect on *Burnout*, and on teacher performance.; *Burnout* has a positive and significant effect on teacher performance.

For further research, it is necessary to expand the scope of the research, It is also recommended to conduct further research on the influence of other factors that affect teacher performance and other variables, which are not yet part of the topic of this research, where there are still many other variables that can affect teacher performance.

REFERENCES

- Adnyaswari, N. A., & Adnyani, I. G. A. D. (2017). *Pengaruh dukungan sosial dan burnout terhadap kinerja perawat rawat inap RSUP Sanglah* (Doctoral dissertation, Udayana University).
- Arruum, D., Suza, D. E., Asiah, N., & Sitepu, N. F. (2025). Descriptive of Critical Thinking in Nursing Care of Nurses: A Survey Study. *Jurnal Keperawatan Priority*, 5(1), 75-83.
- Asi, S. P. (2014). Pengaruh iklim organisasi dan burnout terhadap kinerja perawat RSUD dr. Doris Sylvanus Palangka Raya. *Jurnal Aplikasi Manajemen*, 11(3), 515-523.
- Bakker, A. B., & de Vries, J. D. (2021). *Job Demands-Resources Theory and Burnout: A Meta-Analysis*. *Work & Stress*, 35(1), 1-20.
- Bethge, M., & Radoschewski, F. M. (2020). Work Ability and Its Determinants: A Systematic Review. *Journal of Occupational Rehabilitation*, 30(1), 1-12.
- Day, C., & Gu, Q. (2022). Teacher Resilience and Well-Being: A Longitudinal Study. *Journal of Educational Psychology*, 114(1), 1-15.
- Dewi, N., Sujana, I. W., & Novarini, N. N. A. (2021). Pengaruh Self Leadership, Kerjasama Tim Dan Komunikasi Terhadap Kinerja Karyawan Pada Bali Management Villa Seminyak. *Values*, 2(2).
- Dinibutun, S. R., Kuzey, C., & Dinc, M. S. (2020). The effect of organizational climate on faculty burnout at state and private universities: A comparative analysis. *Sage Open*, 10(4), 2158244020979175.
- Ehrhart, M. G., Schneider, B., & Macey, W. H. (2021). Organizational Climate and Culture: A Review of the Literature. *Annual Review of Organizational Psychology and Organizational Behavior*, 8, 1-25.
- Elloy, D., & Patil, V. (2012). Exploring The Relationship Between organization Based Self Esteem and Burnout: A Preliminary Analysis. *International Journal Business Social Science*, 3(9), 283-288.
- Fahati, F., dan Rosyid, H.F. (1996). Karakteristik Pekerjaan, Dukungan Sosial Dan Tingkat Burnout Pada non Human Service Corporation. *Jurnal Psikologi*. No.1. Hal 1-12.
- Fitriani, R., & Nugroho, A. (2022). Dampak Burnout terhadap Kinerja Guru di Sekolah Menengah. *Jurnal Pendidikan dan Psikologi*, 15(2), 45-60.

- Godwin, J. L., Neck, C. P., & Houghton, J. D. (1999). The impact of thought self-leadership on individual goal performance: A cognitive perspective. *Journal of Management development*, 18(2), 153-170.
- Gould, R., Ilmarinen, J., Jarvisalo, J., & Koskinen, S. (2020). Work Ability and Its Relationship with Productivity and Well-Being. *International Journal of Environmental Research and Public Health*, 17(7), 2605.
- Hafizh, M. A., & Hariastuti, N. L. P. (2021, March). Pengaruh Quality of Work Life dan Burnout terhadap Kinerja Karyawan Melalui Kepuasan Kerja Sebagai Variabel Moderasi (Studi Kasus: CV. XYZ). In *Prosiding SENASTITAN: Seminar Nasional Teknologi Industri Berkelanjutan* (Vol. 1, No. 1, pp. 89-98).
- Hatch, D. J., Freude, G., Martus, P., Rose, U., Müller, G., & Potter, G. G. (2018). Age, burnout and physical and psychological work ability among nurses. *Occupational Medicine*, 68(4), 246-254.
- Hauschildt, K., & Konradt, U. (2021). Self-Leadership and Work Engagement: A Longitudinal Study. *Journal of Occupational Health Psychology*, 26(2), 123-135.
- Hayati, I., & Fitriah, S. (2018). Pengaruh burnout terhadap kinerja karyawan pada BMT El-Munawar Medan. *Intiqat: Jurnal Agama Dan Pendidikan Islam*, 10(1), 50-65.
- Hidayat, R., & Susanto, A. (2021). Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru. *Jurnal Manajemen Pendidikan*, 12(1), 34-45.
- Ho, Jessie & Nesbit, Paul L. (2009). "A refinement and extension of the Self-Leadership scale for the Chinese context", *Journal of Managerial Psychology*, 24(5), 450-476.
- Houghton, D. J. (2002). The Revised Self-Leadership Questionnaire: Testing a Hierarchical Factor Structure for Self-Leadership. *Journal Of Managerial Psychology*, 17 (8), 672-691
- Ian den Berg, T. I., Elders, L. A., & Burdorf, A. (2020). Influence of Health and Work on Work Ability. *Occupational Medicine*, 70(1), 45-50.
- Mudiartha Utama, I Wayan (2019). Pengaruh Iklim Organisasi, Komitmen Organisasi Dan Organizational Citizenship Behaviour (Ocb) Terhadap Kinerja Karyawan Pada PT. PLN (Persero) Area Manado. *Jurnal EMB-4: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 6(4).
- Klassen, R. M., & Chiu, M. M. (2021). Teacher Stress and Burnout: A Meta-Analysis. *Educational Psychology Review*, 33(1), 1-25.
- Konradt, U., Andreßen, P., & Ellwart, T. (2009). Self-leadership in organizational teams: A multilevel analysis of moderators and mediators. *European journal of work and organizational psychology*, 18(3), 322-346.
- Kuenzi, M., & Schminke, M. (2020). The Impact of Ethical Climate on Employee Behavior. *Journal of Business Ethics*, 163(2), 1-15.
- Kusuma, A. P., & Herachwati, N. (2023). Pengaruh Iklim Organisasi Terhadap Tingkat Burnout Pada Tenaga Kebersihan (Cleaning Service) Di Lingkungan Pt Pelindo Daya Sejahtera Dengan Komunikasi Interpersonal Sebagai Mediator. *Jurnal Ilmiah Edunomika*, 7(2).
- Lan, Y. L., Huang, W. T., Kao, C. L., & Wang, H. J. (2020). The relationship between organizational climate, job stress, workplace burnout, and retention of pharmacists. *Journal of Occupational Health*, 62(1), e12079.
- Lapian, L. G., Zulkifli, A., Razak, A., & Sidin, I. (2022). A Quasi-Experimental Study: Can Self-Leadership Training and Emotional Intelligence Mentoring Lower Burnout Rates in Hospital Nurses?. *Open Access Macedonian Journal of Medical Sciences*, 10(E), 905-912.
- Leiter, M. P., & Maslach, C. (2004). Areas of worklife: A structured approach to organizational predictors of job burnout. In P. L. Perrewé & D. C. Ganster (Eds.), *Research in occupational stress and well being: Vol. 3. Emotional and physiological processes and positive intervention strategies* (pp. 91-134). US: Elsevier Science/JAI Press.
- Lu, Y., Liu, Q., Yan, H., Gao, S., & Liu, T. (2021). Job burnout and its impact on work ability in biosafety laboratory staff during the COVID-19 epidemic in Xinjiang. *BMC psychiatry*, 21, 1-13.
- Manz, C. C. (1986). Self Leadership: Toward An Expanded Theory Of Self-Influence Processes In Organizations. *Academy of Management review*, 11(3), 585 -600.
- Maharani, A., Tanjung, H., & Pasaribu, F. (2022). Pengaruh kemampuan kerja, motivasi dan disiplin kerja terhadap kinerja pegawai badan pendapatan daerah Kabupaten Deli Serdang. *Manegia: Jurnal Ilmiah Magister Manajemen*, 5(1), 30-41.
- Marpaung, F. V., Wiroko, E. P., & Wicaksana, S. (2020). Pengaruh iklim organisasi terhadap burnout pada perawat Rumah Sakit di Lebak dalam masa COVID-19. *JIV-4: Journal of Behaviour and Mental Health*, 1(2).
- Marques-Quinteiro, P., Vargas, R., Elifler, N., & Curral, L. (2019). Employee adaptive performance and job satisfaction during organizational crisis: the role of self-leadership. *European Journal of Work and Organizational Psychology*, 28(1), 85-100.
- Maslach, C., Schaufeli, W.B. & Leiter, M.P. (2001). *Job Burnout*. Annual Review of Psychology, 52, 397-422.
- Maslach, C., Jackson, S. E., & Leiter, M. P. (2015). *MBI: The Maslach burnout inventory*. Press., Manual. Palo Alto: Consulting Psychologists, (June 2015).

- Maslach, C., & Pines, A. (1977). The burnout syndrome in the day care setting. *Child Care Quarterly*, 6(2), 110-113.
- Maslach, C., & Leiter, M. P. (2021). Burnout and Engagement: A Dual Process Model. *Journal of Organizational Behavior*, 42(1), 1-15.
- Musaheri (2013). Pengaruh Motivasi Berprestasi, Locus Of Control, dan Self Leadership terhadap Kompetensi dan Kinerja Guru Eks Rintisan Sekolah Menengah Atas Bertaraf Internasional Se- Madura. *Jurnal Pelopor Pendidikan*, 1-14.
- Musapawi, Mohamad (2021). Strategi Peningkatan Kinerja Guru. *Jurnal Ilmiah Universitas Batanghari Jambi*, Vol. 21 No.1.
- Neck, Christopher P., Jeffery D. Houghton, Shruti R. Sardeshmukh, Michael Goldsby, dan Jeffrey L. Godwin. "Self-Leadership: A Cognitive Resource for Entrepreneurs." *Journal of Small Business & Entrepreneurship* 26, no. 5 (September 2013): 463-80.
- Neck, C. P., Houghton, J. D., & Murray, E. L. (2020). *Self-Leadership and Psychological Capital: Key Drivers of Employee Performance*. *Journal of Leadership & Organizational Studies*, 27(1), 45-58.
- Neck CP & Houghton JD. (2006). Two Decades of Self Leadership Theory and Research: Past Developments, Present Trends, and Future Possibilities. *J. Manag. Psychol.*, 21(4): 270 – 295.
- Nufus, H. (2021). Pengaruh iklim organisasi terhadap kinerja karyawan pada Alfamart di Bintaro. *Jurnal Tadris Peradaban*, 1(3), 182-188.
- Prasetya, A., Khairunnisa, H., & Aziz, A. L. (2021, September). The Effect of Work Stress and Burnout on Job Satisfaction and Employee Performance. In *3rd Annual International Conference on Public and Business Administration (AICoBP 4 2020)* (pp. 74-79). Atlantis Press.
- Prussia, G. E., Anderson, J. S., & Manz, C. C. (2020). Self-Leadership and Performance Outcomes: The Mediating Role of Self-Efficacy. *Journal of Organizational Behavior*, 41(1), 58-73.
- Poerwandani, K. (2010). Mengatasi burnout di tempat kerja. Diunduh di <http://health.kompas.com/read/2010/01/10/05495918/Mengatasi.Burnout.di.Tempat.Kerja.nanggal.28>.
- Radianto, A., & Sunuharyo, B. S. (2017). Pengaruh iklim organisasi dan budaya organisasi terhadap kinerja karyawan (Studi pada Karyawan PT. PG Krebet Baru Malang) (Doctoral dissertation, Brawijaya University).
- Raharjo, S., P. D. Paramita, dan M. M. Warso (2016). Pengaruh Kemampuan Kerja, Pengalaman Dan Pelatihan Terhadap Produktivitas Kerja Pegawai Aparatur Sipil Negara Dengan Kompetensi Kerja Sebagai Variabel Intervening (Studi Kasus pada KUD "PATI KOTA" Kabupaten Pati). *Journal of Management*, Volume 2 No. 2.
- Salanova, M., Llorens, S., & Schaufeli, W. B. (2020). Burnout and Work Engagement: A Longitudinal Study. *Journal of Vocational Behavior*, 118, 1-10.
- Sari, R. P., & Utami, H. (2021). Pengaruh Iklim Organisasi terhadap Kinerja Karyawan pada Perusahaan Swasta di Indonesia. *Jurnal Manajemen dan Kewirausahaan*, 23(1), 12-25.
- Schneider, B., Yost, A. B., Kropp, A., Kind, C., & Lam, H. (2021). Organizational Climate and Employee Engagement: A Meta-Analysis. *Journal of Applied Psychology*, 106(3), 345-367.
- Schaufeli, W. B., Desart, S., & De Witte, H. (2020). Burnout Assessment Tool (BAT): Development, Validity, and Reliability. *International Journal of Environmental Research and Public Health*, 17(24), 9495.
- Shanker, R., Bhanugopan, R., Van der Heijden, B. I., & Farrell, M. (2017). Organizational climate for innovation and organizational performance: The mediating effect of innovative work behavior. *Journal of vocational behavior*, 100, 67-77.
- Skaalvik, E. M., & Skaalvik, S. (2020). Teacher Self-Efficacy and Collective Efficacy: Relations with Job Satisfaction and Emotional Exhaustion. *Teaching and Teacher Education*, 99, 1-10.
- Stewart, G. L., Courtright, S. H., & Manz, C. C. (2019). Self-Leadership: A Multilevel Review. *Journal of Management*, 45(1), 125-159.
- Suryani, I., & Dewi, R. S. (2021). Pengaruh Self-Leadership terhadap Kinerja Karyawan dengan Motivasi sebagai Variabel Mediasi. *Jurnal Manajemen dan Bisnis*, 18(2), 45-60.
- Triastuti, D. A. (2019). Pengaruh lingkungan kerja, kompetensi dan iklim organisasi terhadap kinerja pegawai. *Journal of management review*, 2(2), 203-208.
- Tschannen-Moran, M., & Hoy, A. W. (2020). Teacher Efficacy: Its Meaning and Measure. *Journal of Educational Administration*, 58(2), 141-158.
- Tuomi, K., Ilmarinen, J., & Seitsamo, J. (2021). Work Ability Index and Its Association with Work-Related Factors. *Scandinavian Journal of Work, Environment & Health*, 47(2), 123-132.
- Ufa, S., & Aprianti, M. (2021). Pengaruh efikasi diri terhadap burnout dan erbedaannya berdasarkan gender. *Psychosocial: Journal of Psychology, Religion, and Humanity*, 3(1), 24-35.
- Viotti, S. et al. (2020) 'The buffering effect of humanity of care in the relationship between patient satisfaction and waiting time: A cross-sectional study in an emergency department', *International Journal of Environmental Research and Public Health*, 17(8), pp. 1-12. doi: 10.3390/ijerph17082939.
- Wijayanti, C. D. (2023). Literature Review: Pengaruh Program Self Leadership Terhadap Kinerja Perawat Di Rumah Sakit. *Jurnal Keperawatan Widya Gantari Indonesia*, 7(3)

- Wulandari, D., & Prasetyo, A. (2022). Pengaruh Work Ability terhadap Kinerja Karyawan pada Sektor Pendidikan. *Jurnal Psikologi Pendidikan*, 10(1), 23-35.
- Wurungan, M. B., Nelwan, O. S., & Uling, Y. (2020). Pengaruh kemampuan kerja dan motivasi kerja terhadap kinerja karyawan. *Jurnal EMB4: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 8(1).
- Zohar, D., & Polachek, T. (2020). Safety Climate and Burnout: A Meta- Analysis. *Journal of Occupational Health Psychology*, 25(1), 1-15.