

Effects of WFH (Work From Home) Policies, Perceived Organizational Support, Job Stress, and the Ability to Use Technology on Lecturer Performance During the New Normal

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Abstract—Covid-19 started to become an epidemic in March 2020 in Indonesia and within the framework of breaking the chain of the virus spread the Ministry of Education and Culture (Kemendikbud) also enforces a policy of learning from home and teaching and learning activities in higher education are all done online. This is by utilizing a variety of existing online learning technologies which certainly require adequate skills. In supporting the policy of social widening, WFH (Work from Home) was implemented; thus the lecturers also carried out their activities at home. Therefore, the purpose of this study was to determine the orientation of the WFH Policy, Perception of Organizational Support, Job Stress, and the Ability to Use Technology related to Lecturer Performance during the New Normal. The type of data used is primary data through an online questionnaire. The method used is random sampling. The analysis of this research uses Structural Equation Modeling Analysis (SEM), which is carried out through the Lisrel Program. The results showed that the WFH Policy, Responded Organizational Support, Job Stress, and the Ability to Use Technology embody Lecturer Performance During New Normal.

Keywords—WFH, new normal, organizational-support, job-stress, lecturer-performance

I. INTRODUCTION

Coronavirus as the cause of the 2019 Corona Virus (Covid-19) pandemic that first appeared in Wuhan, China in December 2019 and spread widely to various countries that have been landed on humans related to climate change to economies around the world. Covid-19 began to enter Indonesia when the government announced two optimistic Indonesians Covid-19 on March 2, 2020. On March 14, 2020, there was a request to do WFH (Work from Home), and teaching and learning activities were closed for two weeks and replaced with online learning [1]. To prevent the development and spread of COVID-19, on March 15, 2020, the Secretary-General of the Ministry of Education and Culture issued Circular Letter Number: 36603 / A.A5 / OT / 2020. In the letter, there are eight

points to prevent the spread of the Covid-19 virus. The first is to postpone the holding of an event that invites many participants. Secondly, the Official High Leaders, High Primary Leaders, as well as other unit leaders, are responsible for the prevention and handling of Covid-19. Third, leaders and employees are required to work at home without reducing performance. Fourth, leaders or employees who are sick are required to rest at home. Fifth, employees of the Ministry of Education and Culture who use public transportation will be provided with supporting transportation to come to the office. Sixth, the manager of the electronic documentation system must maintain the system well so that it can be used to work remotely. Seventh, Head of the Center for Data and Information (*Pusdatin*) to coordinate with the General Bureau for Procurement of Goods and Services, to prepare facilities and infrastructure as well as electronic signatures through SINDE, digital documents, video conferencing, and so forth. Eighth, containing the policy came into force from March 16, 2020.

In 2019, the Flexi work discourse was initiated by the Ministry of National Development Planning (*Bappenas*) supported by the Ministry of State Apparatus Empowerment and Bureaucratic Reform (PANRB) for ASN (State Civil Apparatus). However, the Covid-19 pandemic has made WFH the preferred Flexi-work proxy as a way to save the country from the spread of Covid-19. Does the new normal condition change the performance of lecturers in Indonesia during the WFH? The Covid-19 pandemic cannot be determined when it will end, meaning that the WFH policy will remain in effect until the outbreak ends in Indonesia. Also, how much organizational support and job stress the lecturers receive when doing homework. Lecturers are also required to be able to use learning technology as long as it is available on campus and easy to use while on campus. However, during a new normal, lecturers must be able to use it independently at home and creatively use this technology to improve learning outcomes and make learning enjoyable. Likewise, other assignments

were given by campus management. This study will discuss lecturer performance during the new standard related to WFH policy factors, Perceptions of Organizational Support, Work Stress, and Ability to Use Technology. Chun-Fang and Tsung-Sheng [2] state that organizational support can increase and provide effectiveness in improving the performance of its members; of course, performance will have a significant effect on organizational progress. The organization will progress along with the organization's support for the performance of its members following the organization's expectations.

However, further research still needs to be done, whether each process of organizational advancement is also part of the increase in the capabilities of the personnel provided during the new normal. Individual ability is a requirement for performing various tasks in a job [3]. In general, WFH can improve work-life balance which can also reduce work stress. The level of work stress during a pandemic, whether it will affect the performance of lecturers, especially lecturers, is very dependent on independence and abilities, especially the use of technology when carrying out their duties at home. Robbins [4] emphasizes the work stress of employees that arises from interactions between humans and work and is characterized by human changes that encourage them to deviate from their normal functions. Therefore, this study aims to determine the WFH Policy Orientation, Perceptions of Organizational Support, Work Stress, and Ability to Use Technology related to Lecturer Performance during New Normal.

II. DEVELOPMENT OF THE RESEARCH MODEL

A. *Relationship of WFH Policy with Lecturers' Performance*

The spread of the Covid-19 Pandemic and the government's efforts to break the chain of the Covid-19 movement through Social Distance and PSBB (Large-Scale Social Restrictions), including teaching and learning activities at universities which were carried out boldly at home. College lecturers are also organized to conduct WFH. This was taken by the government to enhance the preventive measures that are developing in Indonesia. Policies and practices about this create a sense of security for organizations related to needs, needs, and problems not related to work [5]. The results showed that work flexibility has a positive relationship with performance [6]. Siller and Funda [7] shows that flexible work has an influence on employee performance. Thus, there is a positive relationship between WFH and performance.

B. *Relationship between Perception Organizational Support and Lecturer Performance*

The perception of organizational support is top-level in which organizations believe in supporting them and care about their well-being [3]. Support from superiors is also very influential in performance to improve their performance. Improving employee performance is inseparable from organizational support. Organizational support for employees will form employee perceptions called organizational support perceptions [8]. Employees' perceptions related to

organizational interests will create a sense of "indebtedness" in employees towards organizations related to payment needs [9,10]. Therefore, there is a positive relationship between perceived organizational support and lecturer performance.

C. *Relationship between Job Stress and Lecturer Performance*

Rose [11] states that employees have stress levels that are higher than time, work long hours, thereby reducing the need for employees to work better. Another cause of work stress is excessive work-family conflict. Robbins and Judge [3] states the right relationship between stress and performance. At some stage, stress will increase employee performance, but by increasing stress levels will increase when increasing employee performance. Furthermore, Robbins and Judge [3], investigates symptoms caused by stress, namely physiological, psychological, and behavioral symptoms. Stamper and Johlke [12] states that if an organization/management does not want the hard work of its employees or approves them for the organization, it will create pressure that can cause employees to intend to leave the company. Ivancevich and Donnelly [13] and Yaghobi [14] the relationship between stress due to satisfaction and employee performance, lower stress increases employee performance at various managerial levels of each organization. Beehr et al. [15] get results about the relationship between work stressors and employee performance in organizations that can improve employees psychologically. This research explains the relationship between job stress (Independent Variable) and job performance of medical representatives. The results of Singh [16] research, all the job stressor (workload, Role conflict, role ambiguity, and inadequate monetary rewards) influences job performance. The negative linear relationship between work stress and performance was found to be very limited seen for curvilinear relationships or not.

D. *Relationship between Ability to Use Technology and Lecturer Performance*

Computer technology is almost everywhere and is a major contributor to the "flat world" described by Friedman [17]. In a recent poll of registered voters conducted by Public Opinion Strategies and Peter D. Hart Research Associates, 71% of those surveyed rated computer and hub technology skills as important [18]. However, only 25% believe that schools do a good job of teaching these skills. On the other hand, inadequate lecturer preparation to integrate various available online learning technologies into teaching and learning activities with their students. So, increasing the ability of lecturers in the use of learning technology and other technologies that support the implementation of their assignments will increase efficiency and effectiveness, which of course will have an impact on performance. Thus, there is a positive relationship between the ability to use technology and lecturer performance.

III. METHODOLOGY

A. Population and Sample

The population in this study were all Indonesian lecturers who were registered at the 2020 Dikti Forlap (<https://forlap.ristekdikti.go.id>) totaling 308,312 people consisting of 172,482 male lecturers and 135,830 female lecturers spread across various universities high throughout Indonesia. The selection of respondents used the Proportional Random Sampling method and in determining the sample size the Slovin formula approach was quoted by Umar [19] as follows.

$$n = \frac{N}{1 + Ne^2}$$

Where: n: Sample size, N: Population size, e: Percentage of inaccuracy due to sampling error.

Where research N = 308,312, e = 5%

So, the minimum number of samples to be taken are:

$$n = \frac{308.312}{1 + 308.312 (0.05)^2}$$

$$n = 399.48 = 400 \text{ sample}$$

B. Sampling Technique

Data collection techniques in this study were carried out using survey methods. Where the researchers spread the list of questions online to lecturer respondents throughout Indonesia through groups on social media. The questions in the questionnaire were made using a Likert scale 5. Meanwhile, the sampling technique used was simple *Proportional Random Sampling*.

C. Method of Collecting Data

The questionnaire was modified based on renewal. The following indicators are used in each research variable presented in the following Table 1.

TABLE I. RESEARCH INDICATORS

No	Variable	Definition	Indicator
1	WFH policy	A flexible working hours policy, an organization that is supported by the following indicators, one of which works outside the workplace [20].	Time flexibility Timing flexibility Place flexibility [21].
2	Perception Organizational Support	Perception Organizational Support is the global belief of employees about the extent to which organizations care about their well-being and appreciate their contribution [22]	justice Superior support Awards and Working Conditions [22]
3	Job Stress	Emphasizes employee work stress arising from interactions between humans and work and is characterized by human changes that encourage them to deviate from their normal functions [3].	Task pressure Role pressure Interpersonal pressure Organizational structure, Organizational leadership [3].
4	Ability to Use Technology	Capacity and ability needed by someone to do various tasks in a job [3]	Talent interest Personality [23]
5	Lecturer Performance	Performance is work performance, which is a comparison between work results and standards set [24]	Quality quantity Punctuality effectiveness, Independence [3]

D. Data Analysis Method

Data analysis in this study will use path analysis techniques while the series of tests that will be carried out are: 1). Data Quality Test; 2). Descriptive Analysis: descriptive analysis in this study provides a complete picture of the respondent's profile. The analysis will be carried out using the help of statistical application software, SPSS version 23; and 3). Path Analysis: structural equations can be built based on the following guidelines: Endogenous Variables = Exogenous Variables + Endogenous Variables + Errors. The analysis of this research uses Structural Equation Modeling (SEM) Analysis, which is carried out through the Lisrel Program. According to Hulland, et al. Quoting in Ferdinand [25] some conformity indexes and their "cut-off values" that are used to ascertain whether a model is accepted or replaced are:

TABLE II. THE GOODNESS OF FIT INDEX MODEL [25]

Goodness of Fit Index	Cut-of Value
χ^2 -Chi-square	Expected to be small
Significancy Probability	≥ 0.05
RMSEA	≤ 0.08
GFI	0 – 1
AGFI	≥ 0.90
CMIN/DF	≥ 3.00
TLI	≥ 0.95
CFI	- 1

4). The coefficient of determination (adjusted R^2): this study uses an adjusted R^2 between 1 and 0. The better 1, the better the ability of the model to explain the dependent variable [26]; 5). Feasibility Model (statistical test F): in this study the approval criteria will be used below 0.05, then an alternative hypothesis is accepted stating that the regression model is feasible or good to be used in this study; (6). Significant individual parameters (t-test statistics): to find out whether a hypothesis is rejected or accepted, a significance value assessment criterion below 0.05 is used then an alternative hypothesis is accepted which proves that the individual independent variables that influence the dependent variable can be accepted [26].

E. Research Hypothesis

The hypothesis proposed in this study are:

H1: The WFH policy had a significant and positive influence on the performance of lecturers during the New Normal

H2: Perception Organizational Support had a significant and positive influence on lecturers' performance during the New Normal

H3: Job Stress had a significant and positive influence on the performance of lecturers during the New Normal

H4: The ability to use technology has a significant and negative effect on the performance of lecturers during the New Normal

In this section, we explain all variables related to performance. See figure 1 below.

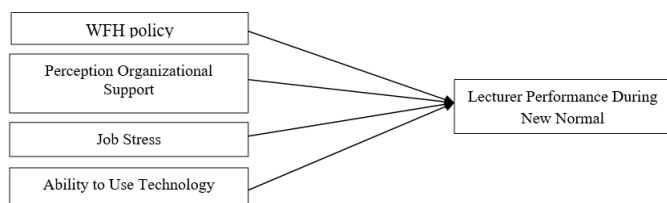


Fig. 1. Framework for thinking.

IV. RESEARCH FINDINGS AND DISCUSSION

A. Description of Respondents

Descriptions of the characteristics of respondents based on gender, age, last education, functional position, length of time worked as a lecturer, and length of WFH are presented in Table 3. The following:

TABLE III. CHARACTERISTICS OF RESPONDENTS

Information	Characteristic	Total	Percentage
sex	male	191	49,70
	female	193	50,30
Last education	S2 (master)	319	83,10
	S3 (doctoral)	65	16,90
Functional Position	instructor candidates	88	22,90
	Instructor	162	42,20
	Assistant Professor	113	29,40
	Associate Professor	16	4,20
status	Professor	5	1,30
	PNS lecturers	95	24,70
Long time working as a lecturer	noncivil servant lecturers	289	75,30
	1 - 5 years	173	45,10
been implementing WFH for	5 - 10 years	103	26,80
	10 - 15 years	50	13,00
	> 15 years	58	15,10
	1 - 2 months	96	25,00
been implementing WFH for	2 - 3 months	253	65,90
	3 - 4 months	33	8,60
	> 4 months	2	0,50

Source: Data processed, 2020

Based on Table 3. The sample of respondents in this study are: The dominant respondent is female, the last dominant education is S2 (master degree), the dominant functional position is an instructor, the dominant status is non-civil servant lecturer, the length of work as a dominant lecturer for 1 - 5 years and the dominant has implemented WFH for 2 - 3 months.

B. Confirmatory Factor Analysis

1) Confirmatory Factor (CFA) analysis of exogenous constructs

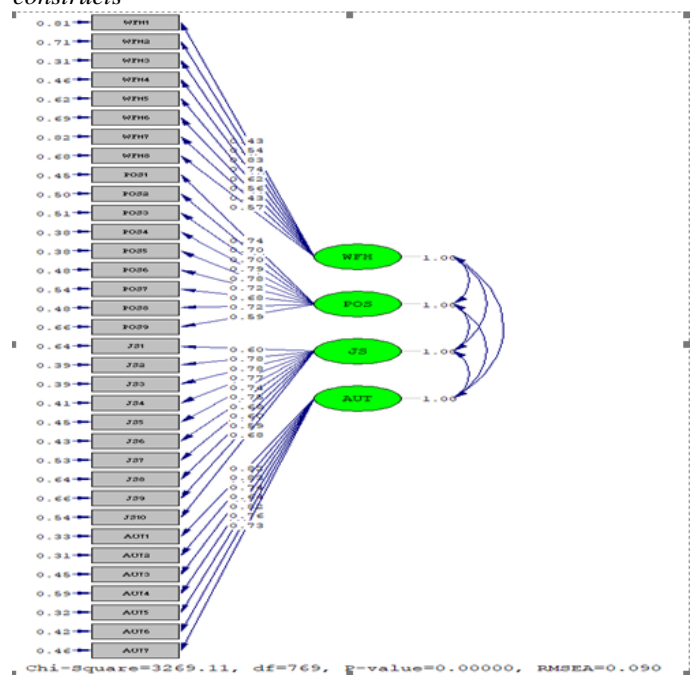


Fig. 2. Model_1 CFA exogenous constructions.

Based on the figure 2 above, it can be seen that in the C_1 Model Exogenous Constructions there is still a loading value of a loading factor of less than 0.5, namely WFH1 and WFH7 on the WFH Policy variable (WFH) meaning that the indicator is not yet valid and must be excluded in further analysis.

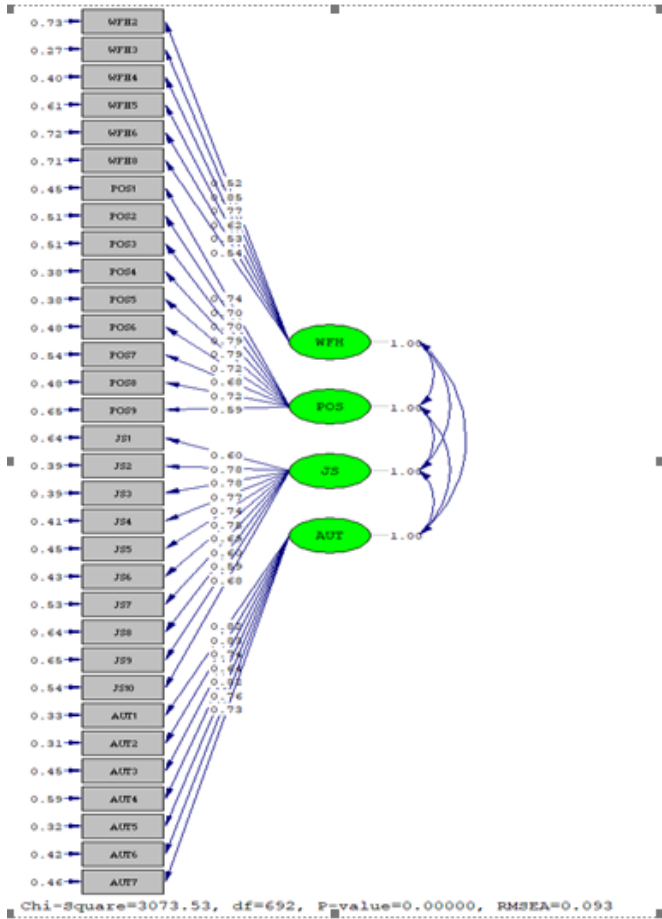


Fig. 3. Model_2 CFA exogenous constructions.

Based on the figure 3 above, it indicates that the Exogenous Model CFA has no loading factor loading value less than 0.5, so that all indicators on the Exogenous variable have shown valid.

TABLE IV. TEST VALIDITY OF INDICATORS AND RELIABILITY OF EXOGENOUS VARIABLES

Variable	Indicator	λ	Error = $1-\lambda^2$	$CR = \frac{(\sum \lambda)^2}{(\sum \lambda)^2 + \sum \text{Error}}$
WFH Policy (WFH)	WFH2	0.52	0.73	0.810
	WFH3	0.85	0.27	
	WFH4	0.77	0.40	
	WFH5	0.62	0.61	
	WFH6	0.53	0.72	
	WFH8	0.54	0.71	
Perception Organization Support (POS)	POS1	0.74	0.45	0.908
	POS2	0.70	0.51	
	POS3	0.70	0.51	
	POS4	0.79	0.38	
	POS5	0.79	0.38	
	POS6	0.72	0.48	
	POS7	0.68	0.54	
	POS8	0.72	0.48	
	POS9	0.59	0.48	
Job Stress (JS)	JS1	0.60	0.64	0.906
	JS2	0.78	0.39	
	JS3	0.78	0.39	
	JS4	0.77	0.41	
	JS5	0.74	0.45	
	JS6	0.75	0.43	
	JS7	0.68	0.53	
	JS8	0.6	0.64	
	JS9	0.59	0.65	
	JS10	0.68	0.54	
Ability to Use Technology (AUT)	AUT1	0.82	0.33	0.909
	AUT2	0.83	0.31	
	AUT3	0.74	0.45	
	AUT4	0.64	0.59	
	AUT5	0.82	0.32	
	AUT6	0.76	0.42	
	AUT7	0.74	0.46	

Based on the figure and the table 4 above shows that the value of construct exogenous above 0.7. Thus, it is stated that all dimensions and variables of the study have good reliability and validity.

2) *Confirmatory Factor Analysis (CFA) of endogenous construction:* The confirmatory factor analysis of endogenous constructs is shown in the following figure 4.

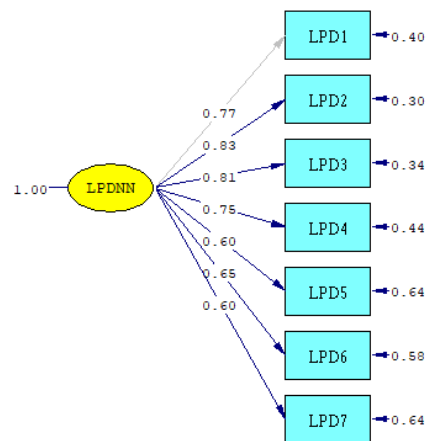


Fig. 4. Model_1 CFA of endogenous constructions.

Based on the figure 4 above indicates that the construct is valid endogenous because there is no loading factor loading value <0.5.

TABLE V. TEST VALIDITY OF INDICATORS AND RELIABILITY OF ENDOGENOUS VARIABLE CONSTRUCTIONS

Variable	Dimension	λ	Error = $1-\lambda^2$	$CR = \frac{(\sum \lambda)^2}{(\sum \lambda)^2 + \sum Error}$
Lecturer Performance During the New Normal (LPD NN)	LPD1	0.77	0.4	0,883
	LPD2	0.83	0.3	
	LPD3	0.81	0.34	
	LPD4	0.75	0.44	
	LPD5	0.60	0.64	
	LPD6	0.65	0.58	
	LPD7	0.6	0.64	

Based on the figure 4 and the table 5. above shows that the value of construct exogenous above 0.7. Thus, it is stated that all dimensions and variables of the study have good reliability and validity.

C. Structural Equation Model Analysis (SEM)

The results of Structural Equation Modeling (SEM) are presented in table 6 below:

TABLE VI. GOODNESS OF FIT INDEX

No	Goodness of Fit Index	Value	Cut off Value	Criteria	Note
1.	Chi-Square	3073,53	< α .df	Good Fit	Marginal Fit
	Probability	0,000	0,01 – 0,05	Marginal fit	
2.	RMSEA	0,093	≤ 0,08	Good Fit	Marginal Fit
			0,08 – 0,10	Marginal Fit	
3.	NFI	0,93	≥ 0,90	Good Fit	Good Fit
			0,80 – 0,89	Marginal Fit	
4.	NNFI	0,95	≥ 0,90	Good Fit	Good Fit
			0,80 – 0,89	Marginal Fit	
5.	CFI	0,95	≥ 0,90	Good Fit	Good Fit
			0,80 – 0,89	Marginal Fit	
6.	IFI	0,95	≥ 0,90	Good Fit	Good Fit
			0,80 – 0,89	Marginal Fit	
7.	PNFI	0,87	≥ 0,90	Good Fit	Marginal Fit
			0,80 – 0,89	Marginal Fit	
			0,80 – 0,89	Marginal Fit	

Complete model calculation results based on t-values:

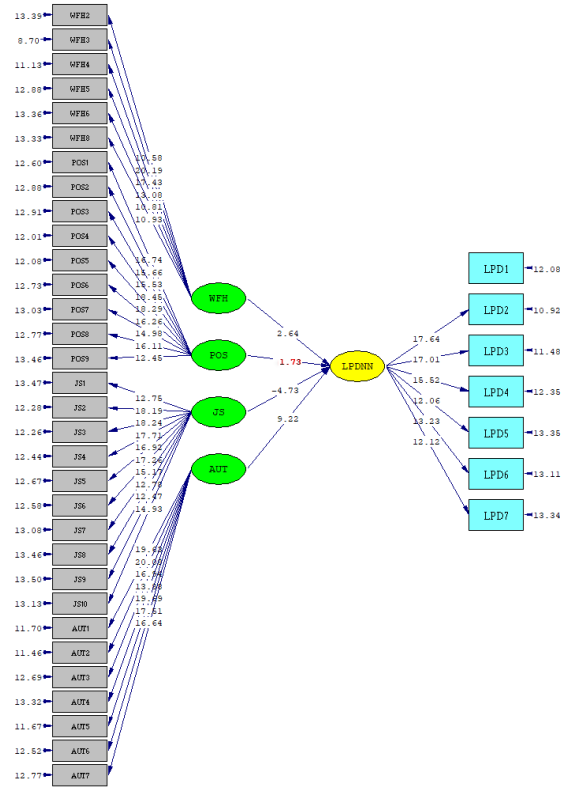


Fig. 5. Full model based on t-values.

Based on the figure 5., it is known that the parameters in the Full Model have a significant effect (t-test value greater than 1.96), namely WFH, POS, and AUT on LPD NN except for JS on LPD NN on the level of 0.05%.

The following is the result of a full SEM model analysis based on standardized solutions shown in the following figure 6.

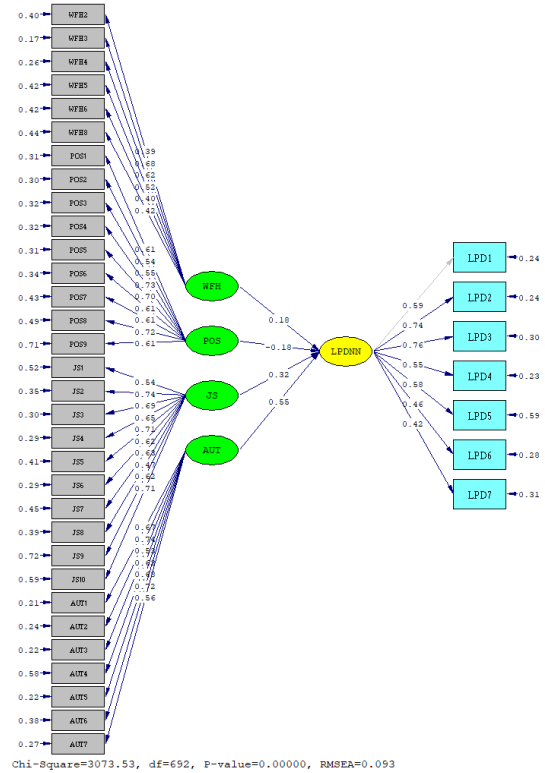
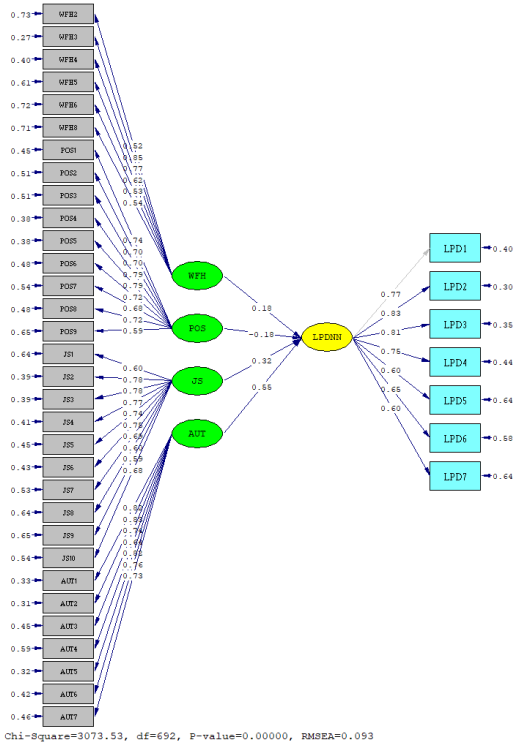


Fig. 6. Complete model of loading standard.

Based on the standard loading results above, the following structural equation is obtained:

Structural Equation:

$$LPD\ NN = 0.18 * WFH + 0.18 * POS - 0.32 * JS + 0.55 * AUT$$

Based on the structural model, it can be explained that LPD NN is influenced by WFH, POS, JS, and AUT variables. This means that the better the WFH, POS, JS, and AUT of the LPD NN, the LPD NN will increase at a 95% confidence level. The magnitude of the effect of the variable WFH on the LPD NN was 0.18. The magnitude of the effect of the variable POS on LPD NN is 0.18. The magnitude of the effect of the variable JS on the LPD NN of -0.32. The magnitude of the effect of the AUT variable on the LPD NN of 0.55 AUT variable has a dominant effect on the LPD NN compared to the WFH, POS, JS variables. See figure 7 below.

Fig. 7. Complete model based on estimates.

The loading value describes the relationship between the research variables and the indicators. The greater the loading value, indicating the higher the relationship between the indicator with the variable.

D. Structural Model Match Analysis

The structural model match results are presented in table 7 below:

TABLE VII. HYPOTHESIS TESTING

No.	Path	t-value	Estimation	Note
1	WFH → LPD NN	2.64	0.18	Positive and Significant
2	POS → LPD NN	1.73	0.18	Positive affect and not significant
3	JS → LPD NN	-4.73	-0.32	Negative and Significant
4	AUT → LPD NN	9,22	0.55	Positive and Significant

Based on table 7, the influence of WFH Variable on LPD NN has a positive and significant effect with a t-value of 2.64 and an estimated value of 0.18. the magnitude of the effect of the POS Variable on the LPD NN has a positive and insignificant effect with a t-value of 1.73 and an estimated value of 0.18. The magnitude of the effect of the Variable JS

on LPD NN has a negative and significant effect with a t-value of 4.73 and an estimated value of 0.32. The magnitude of the effect of the AUT Variable on the LPD NN has a positive and significant impact with a t-value of 9.22 and an estimated value of 0.55.

Based on the results of the analysis, the discussion is as follows:

1) *The influence of WFH policies on lecturer performance during the New Normal:* This study proves that the WFH policy has a positive and significant effect on lecturer performance during the New Normal. It is possible that the WFH policy may remain an option for universities in the future, especially since online learning technology has developed rapidly. Plus, in the coming years, universities will use the blended learning method in their learning, which will certainly increase online activity/duration and reduce face-to-face activities on campus. The results of this study are in synergy with the results of previous studies by Lewis et al. [5], Altindag and Siller [6] and Siller and Funda [7].

2) *The effect of perceptions of organizational support on lecturer performance during the New Normal:* This study proves that the perception of organizational support has a positive and insignificant effect on lecturer performance during the New Normal. Although organizational support, in this case, higher education management, is immensely helpful in increasing the morale of the lecturers, it does not really affect the lecturers' performance during WFH. The results of the study do not support previous studies conducted by Robbins and Judge [3], Han et al. [8] and Kambu et al. [10].

3) *The effect of job stress on lecturer performance during the New Normal:* This study proves that work stress has a negative and significant effect on lecturer performance during the New Normal. The results showed that an increase in work stress would reduce lecturer performance. Work stress is not only caused by workloads but elements of the pandemic situation that affect the psychology of lecturers, the family environment when implementing WFH, and boredom during WFH. The results of this study support the previous research results of Beehr et al. [15] and Singh [16].

4) *The effect of the ability to use technology on lecturer performance during the New Normal:* This study proves that the ability to use technology has a positive and significant effect on lecturer performance during the New Normal. Because the demands of universities in using online learning technology are getting higher, it is very possible that lecturers can adapt before WFH or can use this technology. The results of this study support the statement Robbins and Judge [3], that individual ability is a prerequisite for performing various tasks in a job.

V. CONCLUSION

The results showed that the WFH policy and the Ability to Use Technology had a positive and significant effect on lecturer performance. Meanwhile, Perception of Organization Support has a positive and insignificant effect on lecturer performance. Job stress has a negative and significant effect on lecturer performance so that it can be said that both normal and pandemic conditions, job stress will affect lecturer performance. The research results also recommend that the selection of WFH can be a solution for the implementation of online college learning in the future, not only because of the Covid-19 pandemic but also related to the efficiency and effectiveness of learning.

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