



Education Burnout and Job Satisfaction Shape Turnover Intention Among Cafe Employees

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Abstract. General Background: Employee turnover intention is a critical issue in organizational management, particularly in service industries where workforce stability directly relates to performance outcomes. Specific Background: In the cafe sector, factors such as education level, burnout, and job satisfaction are closely associated with employees' intention to remain or leave their jobs. Knowledge Gap: However, limited studies examine the combined relationships between education and burnout with job satisfaction as an intervening variable in shaping turnover intention within local cafe contexts. Aims: This study aims to analyze the relationships between education and burnout on turnover intention, with job satisfaction as an intervening variable among cafe employees in Sidoarjo. Results: Using a quantitative approach with data from 114 respondents and analyzed through SEM-PLS, the findings show that education has a positive and significant relationship with job satisfaction, while burnout has a negative and significant relationship with job satisfaction. Education shows a negative and significant relationship with turnover intention, whereas burnout shows a positive and significant relationship with turnover intention. Job satisfaction is negatively and significantly related to turnover intention. Furthermore, job satisfaction does not significantly mediate the relationship between education and turnover intention, but significantly mediates the relationship between burnout and turnover intention. Novelty: This study provides an integrated SEM-PLS model examining education, burnout, and job satisfaction as determinants of turnover intention in the cafe industry. Implications: The findings suggest that cafe management should address burnout and support educational development to improve job satisfaction and reduce employee turnover intention

Keywords: Education level; Burnout; Job satisfaction; Turnover intention; Cafe employees

1 Introduction

1.1 Background

MSMEs in Sidoarjo Regency are growing rapidly. Typical Sidoarjo products such as shrimp crackers, salted eggs, leather bags, and smoked fish are distributed in Sidoarjo

markets and markets in cities around Sidoarjo. In addition to these specialty products, economic actors in Sidoarjo have introduced products from outside Sidoarjo to meet the shopping needs of the Sidoarjo community. For example, the franchises that have opened in Sidoarjo demonstrate the high purchasing power of our community. With a 2023 Sidoarjo Regency Minimum Wage (UMK) of IDR 4,518,581, Sidoarjo ranks third after Gresik, which has the highest UMK in East Java. This results in high purchasing power among the people of Sidoarjo, attracting many local and foreign investors to invest in Sidoarjo.

The increasing growth of cafes and restaurants in Sidoarjo also poses a problem for business managers in terms of human resource management, specifically the high *turnover intention* in these cafes or restaurants. We have learned from cafe managers and the active FnB community in Sidoarjo that their *turnover intention* rate is quite high, from employees who resign without reason to employees who move to other cafés in the same area. This is a serious problem for managers, as cafés and restaurants are businesses that do not require many employees, so when 1-2 people leave, it disrupts operations and company standards.

The research problem identified is the phenomenon of massive employee turnover intention, where many employees come and go within an organization or, in this case, a café, leading to disrupted cash flow and product quality due to the need for repeated training. Factors that can influence turnover intention include career development, workload, work environment, and work motivation as causes of turnover intention. Cafés actually already provide standard wages, which are average for café employees in Sidoarjo, and offer flexibility in working.

2 Literature Review

2.1 Education

Research findings indicate that although better education can increase wage income, it may not increase job satisfaction. One possible explanation for this result is that those with better education tend to have higher expectations of their jobs, resulting in lower job satisfaction, as stated by [1]. According to the study [2], education has been proven to have a significant influence on employee job satisfaction.

The study conducted by [3] found how education affects job satisfaction and turnover intention through various mediators such as industry or job type and job satisfaction. The findings show that although higher education can increase income, it does not always have a positive impact on job satisfaction. [4] found that higher expectations from employees with higher education can reduce job satisfaction and affect organizational commitment. Research [5] supports these findings by showing that education does not always increase job satisfaction, especially if expectations are not met. The study revealed that the interaction between education and factors such as industry type moderates the relationship between education, job satisfaction, and turnover intention, reflecting the complexity of the work context.

2.2 Burnout

Burnout is a negative feeling and attitude that employees have toward their work in response to stressors that can occur over a long period of time [6]. *Burnout* not only affects people who experience fatigue syndrome but also those around them. In a study [7] entitled "A Study of the Effect of Job Burnout on Organizational Effectiveness and Turnover Intention," five hypotheses were tested and it was found that job burnout has a significant impact on organizational commitment, job satisfaction, and employee turnover intention. [8] The results showed that the level of turnover intention was significantly higher in the group that showed higher work stress, fatigue, and boredom and significantly higher than the group that showed lower job satisfaction. Turnover intention showed a significant positive correlation with work stress, fatigue, and boredom but showed a negative correlation with job satisfaction. The results of the study [9] reveal that workload and burnout have a positive impact on turnover intention. This study suggests that every company should consider steps to address these issues.

2.3 Job Satisfaction

Organizational commitment and job satisfaction were found to reduce employee turnover intention (Kwon Yong-man, 2015) [10]. In their study, [11] found that training was positively related to employee job satisfaction and employee retention, and had a negative impact on employee turnover (turnover intention) [12]. Workers with higher levels of education tended to experience lower levels of job satisfaction. However, contrary to previous findings, this study shows that self-employed workers have higher job satisfaction levels compared to salaried workers.

The importance of employee satisfaction, retention, and turnover intention has become an important variable in academia [13] (Medina, 2012). Employee satisfaction is a general or global affective attitude toward their work. This is referred to as employee satisfaction or dissatisfaction with their work [14]. Job satisfaction is achieved when employees' expectations, which they bring with them when they join the company, match reality.

2.4 Turnover intention

Recent research on turnover intention shows that various factors influence employees' intentions to leave their jobs. Journal [15] identifies that job satisfaction, work-life balance, and managerial support are the main factors that predict the intention to leave work, namely low job satisfaction and poor work-life balance. This study shows that both have a significant relationship with employees' intentions to leave the organization. This study emphasizes the importance of managerial support in reducing turnover intention by creating a more supportive work environment.

In addition, [16] emphasizes the importance of compensation and benefits as well as career development opportunities in influencing turnover intention. This study shows that dissatisfaction with salary and lack of opportunities for career development can encourage employees to seek employment opportunities elsewhere. The journal by [17] also suggests that psychological factors such as stress and burnout have a significant impact on turnover intention. This study reveals that burnout not only affects employee

well-being but is also closely related to an increase in the intention to leave the job. Taken together, these findings show that companies need to address various aspects that affect employee satisfaction and well-being to effectively reduce turnover intention.

3 Method

3.1 Hypothesis

This study proposes the following hypotheses:

- Hypothesis 1: Education has a significant influence on employees' intention to leave their jobs.
- Hypothesis 2: Burnout has a significant effect on employees' intention to leave their jobs.
- Hypothesis 3: Job satisfaction significantly influences the intention to leave work.
- Hypothesis 4: Education has a significant impact on job satisfaction.
- Hypothesis 5: Burnout has a significant effect on job satisfaction.
- Hypothesis 6: Job satisfaction acts as a mediator in the relationship between education and intention to leave work.
- Hypothesis 7: Burnout affects turnover intention through job satisfaction. Research Method

3.2 Research Method

According to [18], quantitative research is a type of research in which the data we have previously studied can produce new creations or discoveries, where the data measurements can be obtained and is based on the use of statistical methods and adjusted according to other procedures while adhering to the content contained in the quantification (calculation).

This research uses a descriptive quantitative research method. The population of this research is medium-sized café employees in Sidoarjo. Medium-sized cafés here are small to medium-sized cafés, with an average age of 1-10 years and a monthly income of less than 100 million rupiah. There are a total of 25 cafés spread across Sidoarjo Regency, and 25 x 8 = employees work in these cafés. Based on this data, the employee population is 200 people. [19] explains that when using the Slovin formula (3.1), it is first necessary to set a tolerance limit for errors, which is expressed as a percentage. A smaller error tolerance percentage indicates a higher level of accuracy in the sample size. The Slovin formula for determining the sample size is as follows:

$$n = \frac{N}{1 + N(e^2)}$$

- n = required sample size
- N = total population size
- e = margin of error (in decimal form, e.g., 0.05 for 5%)

Given:

$$\begin{aligned} N &= 200 \\ e &= 0.05 \\ n &= \frac{200}{1 + 200 \times 0.05^2} \\ &= 133 \end{aligned}$$

In this study, 133 respondents are needed to complete the questionnaire. Data will be collected using a questionnaire that will be distributed online via the WhatsApp application. Respondents will assess the questionnaire using an interval scale and a Likert scale, ranging from 1 (one) strongly agree, 2 (two) agree, 3 (three) neutral, 4 (four) disagree, to 5 (five) strongly disagree. This scale is used to evaluate the opinions, attitudes, and perceptions of individuals or groups towards phenomena occurring in the area. The variables measured will be used as indicators in the creation of question-based instruments [20]. The data collected from the questionnaire will be analyzed using Partial Least Squares (PLS) software, involving validity and reliability tests to ensure data quality. The analysis will be conducted using the PLS model to evaluate the relationship between variables, including path analysis and hypothesis testing related to the proposed mediation effect

3.3 Operational Definitions

Education

According to Brusilovsky and E. Millan (2007) [21] Knowledge and Skill Enhancement: demonstrates how adaptive technology can help students improve their knowledge and skills through responsive and adaptive systems. Problem-Solving Skills: By providing customized teaching materials and adaptive feedback, this system supports the development of problem-solving skills. Theory and Practice: Although this book does not explicitly define education, the application of theory in adaptive systems supports students' practical understanding and skills.

Darmawan et al. (2019) [22] add that education is a structured process managed by the state to effectively and efficiently improve quality of life.

According to Kirkpatrick et al. (2009) [23], education level indicators include four aspects: (1) reaction, which measures participants' responses to education and training programs to determine their opinions; (2) learning, which assesses the extent to which participants absorb material from the program; (3) behavior, which evaluates changes in participants' behavior at work after training; and (4) results, which measure the overall impact of education and training programs on work groups.

Burnout

Burnout is a feeling and negative attitude of employees towards their work in response to stressors that can occur over a long period of time [24]. *Burnout* not only affects people who experience fatigue syndrome but also others around them [25]. According to Pines and Aronson (1988) as cited by Santoso A.L (2018) [26], the factors that cause burnout include: (1) excessive workload, (2) lack of feedback from leaders, (3) disharmonious relationships with coworkers and superiors, and (4) lack of opportunities

for self-development. The symptoms of someone suffering from burnout according to Pines and Aronson (1988) are as follows: (1) feeling very tired and lethargic, (2) decreased enthusiasm both inside and outside the work environment, (3) increased dependence on food and drugs containing excessive alcohol and compulsive behavior, (4) limiting oneself from family and friends, (5) a tendency to fantasize about escape to avoid unpleasant situations and imagine places that could provide satisfaction and peace, (6) increased impatience, (7) deteriorating health.

Job Satisfaction

According to Rizky [27] job satisfaction is a positive feeling and emotional attachment to work, which is reflected in work morale, discipline, and performance. Conversely, [28] explains that employee job satisfaction is a positive emotional attitude and love for their work, which is also reflected in work morale, discipline, and work performance. Employee job satisfaction can be felt both during work hours, outside of work hours, or as a combination of both. Job satisfaction is an emotional state in which employees feel whether their work is satisfying or not.

An employee who feels love for their work tends to perform optimally for the organization. Conversely, when an employee does not love their work, their performance may be less than optimal [29]. "A person with a high level of job satisfaction usually shows a positive attitude towards their work, while dissatisfied workers will display a negative attitude towards their work. Nelson and Quick (2006) [30] explain that the of job satisfaction includes various indicators, namely: (1) salary, (2) promotion opportunities, (3) supervision or support, (4) relationships with coworkers, and (5) the nature of the work itself.

Turnover Intention

According to Ronald and Milkha [31], turnover intention refers to an individual's tendency or frequency of leaving an organization, which can be caused by various factors, including the desire to seek better job opportunities. Rivai [32] defines turnover intention as the desire of employees to voluntarily leave the company or move to another job of their own choosing. Employee turnover occurs when employees leave their jobs. The three main reasons employees leave a company are retirement, voluntary resignation, and dismissal. Retirement and dismissal are decisions made by management, while voluntary resignation is a personal choice made by the employee [33].

According to Smith and Brown [34], *turnover intention* is "the desire of employees to leave their jobs in the near future. This includes deep dissatisfaction and the desire to find other work. This intention is measured by surveys that look at how often employees think about changing jobs and plan to do so" (Journal of Occupational Health Psychology, 28(1), 89-102). This definition focuses on personal planning and consideration related to the decision to leave a job.

Meanwhile, Johnson [35] define *turnover intention* as "the likelihood or intention of employees to leave the organization in the near future, influenced by factors such as job satisfaction, work-life balance, and managerial support. This definition examines how dissatisfied employees are with their working conditions and to what extent they intend to seek new employment due to these factors" (Journal of Applied

Organizational Psychology, 12(4), 45-60). This definition emphasizes how various aspects of work influence employees' intentions to leave the organization.

4 Results And Discussion

4.1 Research Findings

Respondent Characteristics

The following presents the demographic statistics of respondents who are café employees in Sidoarjo.

Table 1. Descriptive Demographic Statistics of Respondents

	Criteria	Frequency (people)	Percentage
Gender	Male	46	35.7
	Female	83	64.3
	Total	129	100.0
Age	Under 20 years old	99	76.7
	20–40 years	26	20.2
	Over 40 years old	4	3.1
	Total	129	100.0
Education	Elementary	-	-
	Junior High School	3	2.3
	High School	103	79.8
	D3	14	10.9
	Bachelor's Degree	9	7.0
	Total	129	100.0
School Department	FnB Department	12	9.3
	Others	117	90.7
	Total	129	100.0
Marital Status	Married	11	8.5
	Not Married	118	91.5
	Total	129	100.0
Position	Barista	46	35.7
	Chef	23	17.8
	Waiters	31	24.0
	Kitchen Crew	29	22.5
	Total	129	100.0
Income	Rp. 500,000 to Rp. 1,000,000	38	29.5
	Rp. 1,000,000 to Rp. 2,000,000	62	48.0
	Rp. 1,000,000 to Rp. 2,000,000	29	22.5
	More than Rp. 2,000,000		
	Total	129	100.0

Based on Table 1, it can be seen that the majority of respondents in this study were female cafe employees in Sidoarjo (64.3%), aged under 20 (76.7%), with a high school education (79.8%), from a major other than FnB (90.7%), unmarried (91.5%), hold the

position of barista (35.7%), and have an income between IDR 1,000,000.00 and IDR 2,000,000.00 (48.0%).

4.2 Descriptive Analysis of Research Variables

Descriptive analysis of the research variables aims to identify the frequency distribution of respondents' answers to the questionnaire distributed. The research variables include education (X1), burnout (X2), job satisfaction (Z), and intention to leave work (Y). The following is a description of each research variable.

Table 2. Frequency Distribution of Respondents' Answers to the Education Variable (X1)

No	Item	Score										Total	
		5		4		3		2		1		F	Average
		F	%	F	%	F	%	F	%	F	%		
1	X11	51	39.5	47	36.4	14	10.9	13	10.1	4	3.1	129	3.99
2	X12	34	26.4	68	52.7	16	12.4	11	8.5	0	0.0	129	3.97
3	X13	28	21.7	71	55.0	18	14.0	8	6.2	4	3.1	129	3.86
4	X14	60	46.5	39	30.2	15	11.6	8	6.2	7	5.4	129	4.06
5	X15	43	33.3	63	48.8	13	10.1	9	7.0	1	0.8	129	4.07
Total Average												3.99	

Based on Table 2, it can be seen that the education variable is generally viewed positively. This is reflected in the overall average score of 3.99 and the mode score of 4. A positive assessment of education is evident from the suitability of employees' educational backgrounds to the tasks they perform in their current jobs, employees' perception that the knowledge and skills acquired from education are used effectively in their work, companies providing sufficient opportunities for career development in line with employees' educational backgrounds, employees' perception that their education has opened up opportunities for promotion and career development within the company, and companies supporting and providing resources for further education relevant to employees' jobs.

The distribution of respondents' answers for each indicator of the burnout variable (X2) is as follows:

Table 3. Frequency Distribution of Respondents' Answers to the *Burnout* Variable (X2)

No	Item	Score										Total	
		5		4		3		2		1		F	Average
		F	%	F	%	F	%	F	%	F	%		
1	X2.1	1	0.8	11	8.5	11	8.5	58	45.0	48	37.2	129	1.91
2	X2.2	2	1.6	8	6.2	14	10.9	54	41.9	51	39.5	129	1.88
3	X2.3	4	3.1	11	8.5	7	5.4	54	41.9	53	41.1	129	1.91
4	X2.4	3	2.3	12	9.3	9	7.0	55	42.6	50	38.8	129	1.94
5	X2.5	4	3.1	7	5.4	12	9.3	52	40.3	54	41.9	129	1.88
6	X2.6	4	3.1	8	6.2	13	10.1	57	44.2	47	36.4	129	1.95
7	X2.7	0	0.0	11	8.5	15	11.6	62	48.1	41	31.8	129	1.97
Total Average													1.92

Based on Table 3, it can be seen that the burnout variable (X2) among cafe employees in Sidoarjo is considered low. This can be seen from the overall average value of 1.92 and a mode value of 2. The low level of *burnout* among cafe employees in Sidoarjo can be seen from the fact that employees do not feel tired and exhausted after work, employees do not feel a decline in enthusiasm both inside and outside the work environment, employees do not experience dependence on food and drugs containing excessive alcohol and compulsive behavior, employees do not limit themselves from family and work friends, employees do not have a tendency to dream of escape to get rid of unpleasant situations and fantasize about places that can provide satisfaction and peace, employees do not experience an increase in impatience in their daily behavior, and employees do not experience health problems due to work pressure.

The distribution of respondents' answers for each job satisfaction indicator (Z) is presented in Table 4.

Table 4. Frequency Distribution of Respondents' Answers to the Job Satisfaction Variable (Z)

No	Item	Score										Total	
		5		4		3		2		1		F	Average
		F	%	F	%	F	%	F	%	F	%		
1	Z1	40	31.0	64	49.6	15	11.6	5	3.9	5	3.9	129	4.00
2	Z2	62	48.1	44	34.1	11	8.5	10	7.8	2	1.6	129	4.19
3	Z3	49	38.0	60	46.5	8	6.2	5	3.9	7	5.4	129	4.08
4	Z4	43	33.3	63	48.8	12	9.3	9	7.0	2	1.6	129	4.05
5	Z5	43	33.3	69	53.5	8	6.2	9	7.0	0	0.0	129	4.13
6	Z6	36	27.9	69	53.5	16	12.4	7	5.4	1	0.8	129	4.02
7	Z7	42	32.6	63	48.8	10	7.8	13	10.1	1	0.8	129	4.02
8	Z8	31	24.0	70	54.3	16	12.4	8	6.2	4	3.1	129	3.90
Total Average													4.05

Based on Table 4. the job satisfaction variable (Z) among cafe employees in Sidoarjo is considered good, with an overall average value of 4.05 and a mode value of 4. A good level of job satisfaction can be seen from several factors, namely the company provides salaries that are commensurate with the workload and responsibilities of employees, salaries are paid on time, and the company provides promotion opportunities for employees who demonstrate good performance. The company provides adequate and fair promotion opportunities, company leaders supervise subordinates in terms of performance achievement, coworkers provide support and assistance to fellow employees in need, employees have the opportunity to learn new things from their work, and employees feel that their work is challenging and interesting.

Table 5. Frequency Distribution of Respondents' Answers to the *Turnover Intention* Variable (Y)

No	Item	Score										Total	
		5		4		3		2		1		F	Average
		F	%	F	%	F	%	F	%	F	%		
1	Y1	3	2.3	8	6.2	23	17.8	45	34.9	50	38.8	129	1.98
2	Y2	3	2.3	8	6.2	21	16.3	55	42.6	42	32.6	129	2.03
3	Y3	1	0.8	12	9.3	13	10.1	48	37.2	55	42.6	129	1.88
4	Y4	8	6.2	7	5.4	7	5.4	47	36.4	60	46.5	129	1.88
5	Y5	1	0.8	13	10.1	20	15.5	49	38.0	46	35.7	129	2.02
6	Y6	2	1.6	9	7.0	26	20.2	52	40.3	40	31.0	129	2.08
Total Average													1.98

Based on Table 5, it can be stated that the *turnover intention* variable (Y) among cafe employees in Sidoarjo is perceived to be low. This can be seen from the overall average value of 1.98 and a mode value of 2. The low level of *turnover intention* among cafe employees in Sidoarjo can be seen in that employees rarely think about leaving their jobs, rarely seek information about other jobs, rarely feel anxious when returning home after work, have decreased concern for their work and coworkers, are not influenced in their decision to seek new jobs, are not influenced in their intention to change jobs by a decline in work quality due to *burnout*, and do not think about quitting their jobs.

4.3 Data Analysis Results

Data analysis was conducted to test the hypotheses in this study. The stages of analysis using SEM PLS are described as follows:

Instrument Testing (*Outer Model*)

This test involves evaluating the outer part of the SEM PLS model. The test results are as follows:

Validity Test

Convergent Validity

Convergent Validity is measured by examining the *loading factor* value. For a study to meet convergent validity, the *loading factor* or *outer loading* value must be at least 0.5. If the value is greater than or equal to 0.5, it can be said that the correlation between the indicator and its latent construct has met convergent validity. The loading factor values for this study can be seen in Table 6.

Table 6. *Factor Loading Values*

	X1	X2	Z	Y
X1.1	0.914			
X1.2	0.890			
X1.3	0.926			
X1.4	0.917			
X1.5	0.904			
X2.1		0.864		
X2.2		0.892		
X2.3		0.889		
X2.4		0.922		
X2.5		0.907		
X2.6		0.884		
X2.7		0.873		
Z1			0.887	
Z2			0.916	
Z3			0.877	
Z4			0.901	
Z5			0.859	
Z6			0.857	
Z7			0.920	
Z8			0.906	
Y1				0.889
Y2				0.873
Y3				0.855
Y4				0.897
Y5				0.885
Y6				0.840

Based on Table 6, it can be seen that all data meet the criteria with a loading factor value of 0.500. Thus, the data used has met the convergent validity requirements.

Discriminant Validity Test

Discriminant validity is reflected in the *cross-loading* values of each indicator, which must be greater than those of the latent variables. The *cross-loading* values for this study are shown in Table 7 as follows.

Table 7. Cross Loading Values

	X1	X2	Z	Y
X1.1	0.914	-0.844	0.809	-0.808
X1.2	0.890	-0.785	0.772	-0.769
X1.3	0.926	-0.805	0.792	-0.794
X1.4	0.917	-0.819	0.759	-0.805
X1.5	0.904	-0.814	0.789	-0.820
X2.1	-0.786	0.864	-0.833	0.796
X2.2	-0.780	0.892	-0.835	0.781
X2.3	-0.843	0.889	-0.858	0.843
X2.4	-0.796	0.922	-0.778	0.818
X2.5	-0.803	0.907	-0.820	0.809
X2.6	-0.789	0.884	-0.784	0.794
X2.7	-0.770	0.873	-0.769	0.767
Z1	0.747	-0.799	0.887	-0.764
Z2	0.786	-0.832	0.916	-0.809
Z3	0.748	-0.766	0.877	-0.761
Z4	0.771	-0.805	0.901	-0.804
Z5	0.717	-0.772	0.859	-0.752
Z6	0.722	-0.794	0.857	-0.765
Z7	0.830	-0.869	0.920	-0.820
Z8	0.811	-0.853	0.906	-0.847
Y1	-0.807	0.793	-0.813	0.889
Y2	-0.787	0.777	-0.738	0.873
Y3	-0.756	0.774	-0.808	0.855
Y4	-0.775	0.829	-0.840	0.897
Y5	-0.780	0.814	-0.780	0.885
Y6	-0.690	0.726	-0.661	0.840

Based on 7, the *cross loadings* of each construct have a greater correlation than other constructs. Thus, it can be stated that all indicators in this study have good or adequate *discriminant validity*.

Data Reliability Test

According to [15], *Composite Reliability* is a test that aims to prove the consistency, precision, and accuracy of instruments in measuring constructs. The *Composite Reliability* value must be greater than 0.7. The *Composite Reliability* results can be seen in the following table.

Table 8. Data Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability
Education (X1)	0.948	0.960
Burnout (X2)	0.956	0.964
Job satisfaction (Z)	0.963	0.968
Turnover Intention (Y)	0.938	0.951

Based on Table 8, the test results show that *Cronbach's alpha* and *composite reliability* values are above 0.7. These results indicate a very high level of consistency and stability in the instruments used in the study, so it can be stated that all variables in this study meet the reliability test.

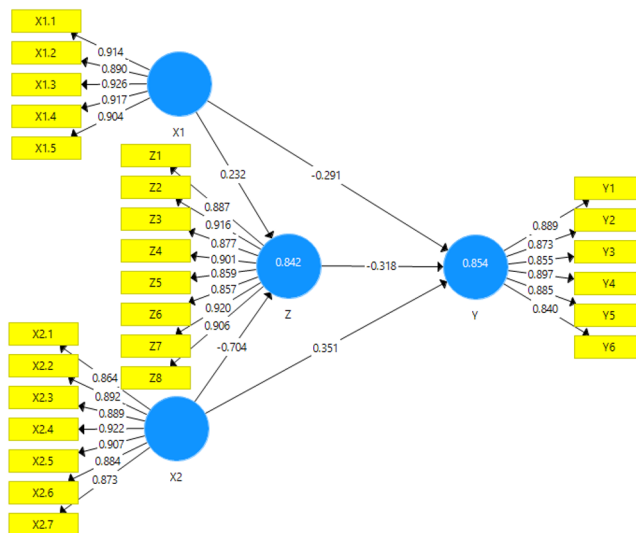
4.4 Inner Model Evaluation

Structural model evaluation is an evaluation that describes the relationships between the variables that form the model in a study. Structural model evaluation can be done by:

4.5 Structural Model

Hypothesis analysis and testing in this study were conducted using PLS through SmartPLS software. This study tested a structural model to assess the impact of education (X1) and burnout (X2) as independent variables, job satisfaction (Z) as an intervening variable, and *turnover intention* (Y) as a dependent variable.

The results of the data analysis obtained the structural equation shown in Figure 1 as follows.

**Fig.1.** Full Model PLS

4.6 Results of Direct Effect Testing

The direct effect test is intended to examine causality or the direct influence of exogenous variables on endogenous variables. The path coefficient values in this study can be seen in Table 9 as follows:

Table 9. Path Coefficient Values for Direct Effects in the

No	Variable	Path Coefficient	t Value	P value	Description
1	X1 -> Z	0.232	2.780	0.006	H1 accepted
2	X2 -> Z	-0.704	8.755	0	H2 accepted
3	X1 -> Y	-0.291	3.471	0.001	H3 accepted
4	X2 -> Y	0.351	2.504	0.013	H4 accepted
5	Z -> Y	-0.318	2.392	0.017	H5 accepted

Based on Table 9, the exogenous variables in this study show path coefficient values in the range of 0 to 1. This indicates that the exogenous variables have a positive relationship with the endogenous variables.

- The results show that the path coefficient for the effect of education (X1) on job satisfaction (Z) is 0.232 with a P-value of 0.006. Since the P-value is less than $\alpha = 0.05$, the education path coefficient () is proven to have a positive and significant effect on job satisfaction. A positive path coefficient indicates that the better the education, the higher the job satisfaction. Thus, the hypothesis stating that education affects job satisfaction is proven to be true and H1 is accepted.
- The results show that the path coefficient for the effect of burnout (X2) on job satisfaction (Z) is -0.704 with a P value of 0.000. Since the P value is less than $\alpha = 0.05$, burnout is proven to have a negative and significant effect on job satisfaction. A negative path coefficient indicates that the higher the level of burnout, the lower the level of job satisfaction. Therefore, the hypothesis stating that burnout affects job satisfaction is proven to be true and H2 is accepted.
- The results show that the path coefficient for the effect of education (X1) on turnover intention (Y) is -0.291 with a P value of 0.001. Since the P value is less than $\alpha = 0.05$, education is proven to have a negative and significant effect on turnover intention. A negative path coefficient indicates that the better the education, the lower the turnover intention. Thus, the hypothesis stating that education affects turnover intention is proven correct and H3 is accepted.
- The results show that the path coefficient for the effect of burnout (X2) on turnover intention (Y) is 0.351 with a P value of 0.013. Since the P value is less than $\alpha = 0.05$, burnout is proven to have a positive and significant effect on turnover intention. A positive path coefficient indicates that the lower the level of burnout, the lower the turnover intention. Therefore, the hypothesis stating that burnout affects turnover intention is proven correct and H4 is accepted.
- The results show that the path coefficient for the effect of job satisfaction (Z) on turnover intention (Y) is -0.318 with a P value of 0.017. Since the P value is less than $\alpha = 0.05$, job satisfaction is proven to have a negative and significant effect on turnover intention. A negative path coefficient indicates that the higher the level of job satisfaction, the lower the level of turnover intention. Thus, the hypothesis

stating that job satisfaction affects turnover intention is proven correct and H5 is accepted.

4.7 Indirect Effect Testing Results

The indirect effect test was conducted by examining the results of the path testing. If all paths are significant, then the indirect effect is also significant, and if there are non-significant paths, then the indirect effect is said to be non-significant. The indirect effect path coefficients are presented in Table 10.

Table 10. Indirect Effect Path Coefficients

No	Variable	Path Coefficient	<i>t Value</i>	<i>P value</i>	Description
1	X1 -> Z -> Y	-0.074	1.624	0.105	H6 rejected
2	X2 -> Z -> Y	0.224	2.263	0.024	H7 accepted

The results shown in Table 10 are the results of PLS analysis, which will be explained as follows:

The Effect of Education on Turnover Intention through Job Satisfaction as an Intervening Variable

The path coefficient indicating the relationship between education and turnover intention through job satisfaction as an intervening variable is -0.074 with a P value of 0.105. Because the P value is greater than $\alpha = 0.05$, the effect of education on turnover intention through job satisfaction is proven to be negative but not significant. This finding indicates that job satisfaction does not function as an intervening variable in the relationship between education and turnover intention. Thus, the hypothesis stating that education affects turnover intention through job satisfaction as an intervening variable is not proven true, and H6 is rejected.

The Effect of Burnout on Turnover Intention with Job Satisfaction as an Intervening Variable

The path coefficient for the relationship between burnout and turnover intention through job satisfaction as an intervening variable is 0.224 with a P-value of 0.024. Since the P-value is less than $\alpha = 0.05$, burnout has a positive and significant effect on turnover intention with the mediation of job satisfaction. This finding confirms that job satisfaction acts as an intervening variable in the relationship between burnout and turnover intention. Thus, the hypothesis stating that burnout affects turnover intention through job satisfaction as an intervening variable is proven true, and H7 is accepted.

4.8 Total Effect Testing Results

The total effect or overall influence was calculated by summing the direct and indirect effect values. The path coefficients for the total effect can be found in Table 11

Table 11. Total Effects

No	Variable	Direct Effect	Indirect Effect	Total Effect
1	X1 -> Z	0.232	-	0.232
2	X2 -> Z	-0.704	-	-0.704
4	X1 -> Y	-0.291	-0.074	-0.364
5	X2 -> Y	0.351	0.224	0.575
6	Z -> Y	-0.318	-	-0.318

Based on the path coefficient calculation, the total effect of education (X1) on turnover intention (Y) is -0.364, while the total effect of burnout (X2) on turnover intention (Y) is 0.575. The variable with the greatest total effect is burnout, especially its effect through job satisfaction on turnover intention.

4.9 R-Square (Coefficient of Determination)

The R-square (R2) value describes the extent to which exogenous variables influence endogenous variables, as well as assessing the strength or weakness of the research model [36]. The results of the R-square test in this study can be seen in Table 12 as follows:

Table 12. R-Square (R2) Results

Variable	R-Square (R ²)
Job satisfaction (Z)	0.842
Turnover intention (Y)	0.854

Based on Table 12, the R-Square value for the job satisfaction variable is 0.842, which indicates that 84.2% of the variation in job satisfaction can be explained by the variables of education and burnout, while the remaining 15.8% is explained by other factors outside this research model. For the turnover intention variable, the R-Square value is 0.854, which means that 85.4% of the variation in turnover intention is explained by the variables of education, burnout, and job satisfaction, while the remaining 14.6% is explained by other factors outside the scope of this study.

Discussion

4.10 The Effect of Education on Job Satisfaction

The analysis results show that the education variable has a positive and significant effect on job satisfaction. This can be explained by the fact that the better the education, the better the job satisfaction. The results of this study are in line with the results of studies [37] and [38], which all state that education has an impact on job satisfaction at work. In this case, when education becomes an important asset for employees to contribute positively to the company, education is a systematic process to carry out and improve the quality of life effectively and efficiently. Employees with a good level of education and competence will certainly be able to do their jobs well, and when the company highly values employee education, it will encourage job satisfaction.

Based on the findings of this study, education is measured by indicators of reaction, learning, behavior, and results. Of these indicators, the one with the greatest

contribution is the company supporting and providing resources for continuing education relevant to the job. This is evidenced by the perception of employees, most of whom agree with the statement that the company supports and provides resources for continuing education relevant to the job.

4.11 The Effect of *Burnout* on Job Satisfaction

The analysis results show that the burnout variable has a negative and significant effect on job satisfaction. This means that the higher the level of burnout, the lower the level of job satisfaction. These findings are in line with studies [39] and [40], which identify a relationship between burnout and job satisfaction. Employees often experience physical and mental fatigue in their work. Burnout syndrome reflects negative feelings and attitudes toward work in response to prolonged stressors. This condition certainly has an impact on employee job satisfaction.

The results of the analysis reveal that burnout has a negative and significant effect on job satisfaction, meaning that the higher the level of burnout, the lower the level of job satisfaction. These findings are consistent with studies [41] and [42], which show a relationship between burnout and job satisfaction. Employees often experience physical and mental fatigue in their work. Burnout syndrome describes negative feelings and attitudes toward work as a response to prolonged stressors, which ultimately affect employee job satisfaction.

4.12 The Effect of Education on *Turnover Intention*

The analysis results show that the education variable has a negative and significant effect on *turnover intention*. This can be explained by the fact that the better the education, the lower *the turnover intention*. The results of this study are in line with the findings of study [43], which states that education affects *turnover intention*. The compatibility between the level of education and knowledge with the characteristics of the job and workload will certainly create a comfortable environment for employees. This is what makes education a determining factor for low *turnover intention*.

Based on the findings of this study, *turnover intention* is measured by indicators such as thinking about quitting one's job, the desire to look for alternative employment, and the desire to leave. The indicators that have the greatest contribution are employee anxiety after returning home from work and decreased concern for work, where most employees disagree with the statement that employees are often anxious when returning home after work and that decreased concern for work and coworkers influences the decision to look for a new job.

4.13 The Effect of *Burnout* on *Turnover Intention*

The analysis results show that burnout has a positive and significant effect on turnover intention. This means that the higher the level of burnout, the greater the tendency for turnover intention. These findings are in line with the results of studies [44], [45], and [46], which identify a correlation between burnout and turnover intention. Employees often face monotonous work and routines, as well as pressure from work patterns and

targets, which can cause stress and fatigue. This condition, known as burnout, if prolonged, can increase employee turnover rates.

4.14 The Influence of Job Satisfaction on *Turnover Intention*

The analysis results show that job satisfaction has a negative and significant effect on turnover intention. This means that the higher the job satisfaction, the lower the tendency for turnover intention. These findings are consistent with studies [47], [48], and [49], which conclude that job satisfaction affects turnover intention. Job satisfaction is very important and needs to be maintained and improved by companies. Employees who are satisfied with their jobs and the rewards they receive tend to have high morale and motivation, good work discipline, low absenteeism, and compliance with regulations, so they strive to give their best performance for the company. Satisfied employees show high loyalty, while low satisfaction can increase the tendency to resign, which can potentially lead to high turnover rates.

In this study, job satisfaction was measured based on the following indicators: (1) salary, (2) promotion, (3) supervision or support, (4) coworkers, and (5) the job itself. The indicator with the greatest contribution was the company paying salaries on time, with most employees agreeing with this statement.

4.15 Education influences *turnover intention* through job satisfaction

The analysis results show that education has a non-significant negative effect on turnover intention through job satisfaction. Research such as that conducted by [50] indicates that job satisfaction can function as a mediator in the relationship between variables such as education and turnover intention. In this context, education may indirectly influence turnover intention through increased job satisfaction. However, some studies, such as that conducted by [51], found that the mediating effect is not always consistent or significant in all contexts. The strength and significance of the effect of job satisfaction as a mediator depends on the context and other factors.

Research also notes that the mediating effect of job satisfaction in the relationship between education and turnover intention may vary depending on the organizational context and individual employee characteristics. Factors such as corporate culture, career development opportunities, and job type can influence the strength of this mediation [52].

4.16 Burnout affects turnover intention through job satisfaction

The analysis results show that the Burnout variable has a positive effect on turnover through job satisfaction. This can be explained by the fact that burnout, which causes low job satisfaction, can increase employees' intention to leave their jobs (turnover intention). In line with research [53] that burnout has a positive effect on turnover intention and job satisfaction significantly mediates this relationship, confirming that job satisfaction can strengthen or reduce the negative impact of burnout on the intention to leave the job.

High burnout contributes to decreased job satisfaction, which then increases the intention to leave the job. These findings highlight the importance of addressing

burnout and improving job satisfaction as strategies to reduce turnover. High job satisfaction can neutralize the negative impact of burnout, making employees feel more satisfied and less likely to leave their jobs.

5 Conclusion

Based on the descriptions presented in the discussion, it can be concluded that to encourage job satisfaction and reduce *turnover intention*, cafes in Sidoarjo need to value employee education and reduce the potential *for burnout*. For companies, these two aspects are effective strategies related to human resource management, so that companies can optimize their performance through low *turnover intention*.

Limitations. This study has several limitations, including the use of questionnaires as research instruments, which are highly subjective. Respondents tend to agree because they feel uncomfortable or uneasy about stating the actual situation. In addition, the use of variables limited to education and *burnout* means that this study requires further development. Therefore, for other studies, it is recommended to add other variables such as leadership, work discipline, *rewards and punishments*, so that better findings can be obtained in explaining the factors that influence job satisfaction and *turnover intention*.

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