

THE EFFECT OF WORKLOAD AND JOB ROTATION ON THE PERFORMANCE OF STUDENT EMPLOYEES AT THE BANYUWANGI AVIATION ACADEMY WITH JOB SATISFACTION AS A MEDIATION

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Abstract

This study aims to analyze the influence of workload and job rotation on job satisfaction and its impact on employee performance at the Indonesian Aviation Academy Banyuwangi. The research background is based on the need for aviation vocational education institutions to understand the internal factors that affect employee performance in a work environment characterized by technical demands and high safety standards. The study used a quantitative approach with a questionnaire survey, and the data were analyzed using Structural Equation Modeling–Partial Least Square (SEM-PLS) to test the direct and indirect relationships between variables. The results of the study show that workload has a significant positive effect on job satisfaction and employee performance. On the other hand, position rotation has a significant positive effect on job satisfaction but does not have a significant effect on performance. Meanwhile, job satisfaction was found to have a significant negative effect on performance, indicating that the perception of satisfaction does not always correlate with performance output in the context of technical and rules-based work. In addition, the mediation test showed that job satisfaction did not mediate the relationship between workload and position rotation and performance. These findings suggest that performance improvements are more influenced by structural factors such as challenging workloads and task relevance, rather than affective conditions such as job satisfaction. Practical implications include the need for proportional workload management, the design of competency-based position rotation, and the re-evaluation of satisfaction and performance indicators to better suit the characteristics of aviation vocational institutions.

Keywords: *Workload, Job Rotation, Job Satisfaction, Employee Performance, SEM-PLS*

INTRODUCTION

The aviation industry is a strategic sector that contributes significantly to economic growth, tourism, and inter-regional connectivity. Following the COVID-19 pandemic, global passenger traffic experienced a strong recovery; by 2023, passenger traffic reached proportions approaching pre-pandemic levels, resulting in an increased need for aviation professionals, including pilots, technicians, and instructors, to meet service demand and maintain stringent safety standards (ACI World, 2024). This situation encourages the strengthening of aviation vocational education as a primary source of skilled and accredited human resources. In Indonesia, the policy of increasing aviation human resource capacity through competency-based vocational education is a national priority. However, organizational practices at vocational institutions such as the Indonesian Aviation Academy (API) in Banyuwangi present internal challenges that need to be addressed, particularly related to workload and job rotation. API Banyuwangi carries out dual functions: providing technical education and training while simultaneously managing the administration and training business unit. This situation has given rise to the phenomenon of multiple tasks and unfilled vacancies, such as vacant positions and the practice of concurrent duties, resulting in some employees performing more than one function (double job). The potential impacts include the risk of overwork, decreased focus, work stress, and decreased effectiveness (BKN, 2023; API Banyuwangi, 2024, internal report).

Theoretically, the relationship between job satisfaction and job performance has been a long-standing topic in human resource management studies. Quantitative and meta-analytic reviews indicate a moderate positive correlation between satisfaction and performance, but effect sizes and causal implications depend on study design, measurement method, and job context (Judge, Thoresen, Bono, & Patton, 2001; Riketta, 2008). These findings

highlight that the satisfaction-performance relationship is not uniform and is often influenced by intermediary variables (e.g., stress/burnout) or organizational conditions. Empirical evidence related to job rotation and workload also shows contextual variation. Several studies have found that job rotation can improve satisfaction and performance through competency development opportunities; however, rotation conducted without development goals and without training often results in decreased effectiveness and satisfaction (Adilla & Budiono, 2024; regional study, *Unesa Journal*, 2024). Similarly, a challenging workload can be motivating when supported by adequate resources, but excessive workload tends to trigger stress and decrease performance, with job satisfaction and burnout acting as mediators in many field studies (Sudiarditha et al., 2024).

Although research on job satisfaction, workload, and job rotation has generally been growing, several important gaps remain when the focus is narrowed to the context of aviation vocational education. First, most existing empirical evidence comes from the manufacturing, healthcare, or service sectors, while studies investigating the dynamics of satisfaction and performance in aviation vocational education institutions are relatively limited. The organizational conditions of aviation vocational institutions, which combine high-stakes technical demands, instructional functions, and administrative responsibilities, require contextualized studies to ensure the appropriate application of the findings. Second, research on the job satisfaction–performance relationship has been inconsistent: some studies find a clear positive effect, while others report small, insignificant, or even condition-specific negative effects. These differences indicate that the direction and strength of the relationship depend on the research design, the type of measurement, and the presence of mediating or moderating variables such as burnout, organizational support, and development opportunities. Third, there is still little research that simultaneously examines the role of workload and job rotation, both as direct causal factors and through mediating mechanisms (e.g., job satisfaction or stress), using an integrated modeling approach. The absence of studies that combine these two variables in one analytical framework means that the relative direct and indirect contributions of these two factors to employee performance have not been well explained, especially in high-stakes contexts such as flight academies.

Based on these gaps, this study was designed to examine the effect of workload and job rotation on job satisfaction and its impact on employee performance at the Indonesian Aviation Academy in Banyuwangi. The research sample focused on lecturers, instructors, and administrative staff who performed more than one function or experienced job transfers during the 2023–2025 period. To address these theoretical and empirical gaps, the study used a quantitative approach with Partial Least Squares-based Structural Equation Modeling (SEM-PLS) analysis to simultaneously test direct and indirect (mediation) effects.

This study was designed to answer three main interrelated questions: first, to what extent workload affects employee job satisfaction and performance at API Banyuwangi; second, to what extent job rotation affects both variables—job satisfaction and employee performance; and third, whether job satisfaction acts as a mediator connecting the influence of workload and job rotation on employee performance. The answers to these questions are expected to not only enrich theoretical understanding of the relationship between working conditions, satisfaction levels, and performance achievements.

LITERATURE REVIEW

The Job Demands–Resources (JD-R) model serves as the primary theoretical basis for understanding the relationship between job characteristics such as workload (job demands) and work outcomes, including satisfaction and performance. The JD-R describes two main pathways: the health pathway (high job demands → burnout → decreased performance) and the motivational pathway (job resources → engagement → increased performance), making this framework relevant to the context of aviation vocational education, which combines technical demands and instructional/administrative tasks (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). Furthermore, Social Exchange Theory (SET) explains the reciprocal mechanism between the organization and employees: job rotation designed as a development opportunity (rather than simply an administrative transfer) can increase employee satisfaction and commitment through a social exchange process (Blau, 1964).

Current empirical evidence on the relationship between job satisfaction and performance supports a moderate positive correlation, but also indicates heterogeneity in results depending on research design, source of performance appraisal (self-report vs. supervisor rating), and national/organizational context (Katebi, HajiZadeh, Bordbar, & Salehi, 2021; Petrovski, 2024). Therefore, recent studies suggest examining mediating mechanisms (e.g., satisfaction, burnout) and moderators (e.g., organizational support) to explain variations in empirical results (Katebi et al., 2021; Petrovski, 2024).

Workload, a 2019–2024 study, confirmed a non-linear pattern: challenging workload can be motivating if supported by adequate resources, but excessive workload is generally associated with burnout and decreased

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satisfaction and performance (Setiawan & Murtafiq, 2024). These studies recommend including mediating variables such as burnout or job satisfaction to capture the workload → performance pathway.

Recent systematic reviews and field studies (2018–2023/2024) on job rotation have yielded mixed results: job rotation designed for development and accompanied by training tends to improve satisfaction and performance, while administrative rotation without a clear purpose often has no impact or even decreases effectiveness (Isymayati & Sopiah, 2023; Suleman, Bingab, Boakye, & Sam-Mensah, 2022). Some empirical studies have also found a mediating role for job satisfaction between rotation practices and performance, but not all studies confirm this mediation (Adilla & Budiono, 2024).

Although the general literature on workload, rotation, satisfaction, and performance is quite rich, there is a lack of studies that examine these four variables in an integrated manner (workload and rotation as predictors; satisfaction/burnout as mediators; performance as outcome) in a high-stakes context such as aviation vocational education. This study adopted an integrated model and SEM-PLS method to examine the direct and indirect (mediation) effects of workload and job rotation on employee job satisfaction and performance at API Banyuwangi.

METHOD

This study uses a quantitative approach with a non-experimental (survey) design to examine the relationship between workload and job rotation on job satisfaction, as well as its impact on employee performance at the Indonesian Aviation Academy (API) Banyuwangi. The study population is all employees (lecturers/instructors and administrative staff) who perform more than one function or experience mutation/rotation in the period 2023–2025. The recommended sampling technique is purposive sampling with inclusion criteria: minimum work ≥ 6 months at API Banyuwangi, and having/carrying out dual duties or experiencing rotation during the study period. The recommended sample size target is ≥ 200 respondents (or following the PLS rule: $\geq 10 \times$ the number of densest indicators in one construct / or $\geq 10 \times$ the number of entry paths to the construct choose the larger value), so that the SEM-PLS estimation is stable and the bootstrapping test can be carried out reliably.

Research hypothesis

The hypothesis is formulated based on the theoretical framework (JD-R & Social Exchange) and research objectives:

- H1: Workload has a significant effect on job satisfaction.
- H2: Job rotation has a significant effect on job satisfaction.
- H3: Job satisfaction has a significant effect on employee performance.
- H4: Workload has a significant direct effect on employee performance.
- H5: Job rotation has a significant direct effect on employee performance.
- H6: Job satisfaction mediates the effect of workload on employee performance.
- H7: Job satisfaction mediates the effect of job rotation on employee performance.

Variable and indicator constructs (instrument design)

The following is the construction of the variables studied, along with dimensions and examples of indicators (questionnaire items). All items are measured on a 1–5 Likert scale (1 = Strongly Disagree; 5 = Strongly Agree), except for performance indicators that can be combined with superior assessments (rating 1–5) :

Table 1. Indicator Dimensions

Construct	Main dimensions	indicator (item)
Workload (X1)	1. Quantitative workload (number of tasks) 2. Time pressure 3. Complexity of tasks	1. I often receive assignments beyond my time capacity. 2. I feel the work demands completion in a very short time. 3. The tasks I perform have a high level of complexity.
Job Rotation (X2)	1. Rotation frequency 2. Purpose of rotation (development vs administrative) 3. There is supporting training	1. I have experienced rotation/position changes in the last 2 years. (frequency) 2. The rotation I experienced was clearly aimed at developing competencies. 3. Before the rotation, I was given adequate training/preparation.

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Job Satisfaction (M)	1. Intrinsic satisfaction 2. Extrinsic satisfaction 3. Satisfaction with supervision & work environment	1. I am satisfied with the day-to-day aspects of my job. 2. I am satisfied with the compensation and rewards I receive. 3. I feel the work environment supports my performance.
Employee Performance (Y)	1. In-role/task performance 2. Contextual performance (discretionary) 3. Attendance	1. My boss assessed that I met my task targets. 2. I help colleagues outside of my main duties. 3. My attendance rate in the last 6 months has been adequate (HR data).

The data collection technique in this study was carried out through the use of a structured questionnaire as the main instrument. The questionnaire was structured in several sections, namely: section A containing demographic data of respondents such as age, education level, length of service, and position; section B containing workload measurement items; section C containing job rotation items, including questions in the form of frequency and *yes/no categories*; section D measuring job satisfaction; and section E measuring employee performance through a *self-rating method*. To minimize *common method bias*, performance measurement is also recommended to be combined with superior assessments or objective data from the HR department, such as attendance levels or work target achievement. Data collection was carried out through a survey method, namely distributing questionnaires online using platforms such as Google Forms.

Data analysis in this study was conducted using a Structural Equation Modeling approach based on Partial Least Squares (SEM-PLS) with the help of SmartPLS 4 software, and basic data management using Excel. The first stage includes data preparation, namely checking for missing values, identifying *outliers*, and checking the normality assumption even though SEM-PLS does not require strict normality. Categorical variables, such as the frequency of job rotation, were recoded into ordinal data. If all data came from *self-reports*, a *common method bias test* such as Harman's single factor test was also conducted. The next stage is the analysis of the measurement model (outer model), which includes testing the reliability of indicators through *outer loadings*, Cronbach's Alpha, and Composite Reliability (CR), where a CR value ≥ 0.70 is considered to meet the criteria. Convergent validity was assessed through Average Variance Extracted ($AVE \geq 0.50$), while discriminant validity was tested using Heterotrait–Monotrait Ratio (HTMT < 0.90) and *cross-loadings examination*. Indicators with low *loading values* can be considered for elimination while still paying attention to theoretical relevance.

After the measurement model meets the requirements, the analysis continues on the structural model (inner model) to test the relationship between variables. Multicollinearity checks are performed using the Variance Inflation Factor ($VIF < 5$). Path coefficient estimates are obtained using *bootstrapping* techniques with 5000 samples to obtain *t-statistic* and *p-values* for testing the significance of the relationship. Model quality is evaluated through the R^2 value (0.25 low, 0.50 moderate, 0.75 strong), *effect size* f^2 , and Q^2 value to test *predictive relevance*. Mediation testing is carried out by assessing the indirect effects in the model, where the *bootstrapping confidence interval* that does not cross zero indicates significant mediation, either partial or full. In addition, model feasibility is also considered through the Standardized Root Mean Square Residual (SRMR) as a measure of *model fit* in PLS.

RESULTS AND DISCUSSION

The respondents to this study were 61 API Banyuwangi employees holding more than one position. The majority of respondents were male (83.61%), with a dominant age range of 31–40 years (44.26%). Most held technical positions such as co-pilot, instructor, and policy reviewer. This composition demonstrates the relevance of workload and job rotation issues in the context of vocational education.

Table 2. Discriminant Validity Test (Fornell-Larcker Criterion)

Construct	Job satisfaction	Employee Performance	Job Rotation	Workload
Job satisfaction	0.859			
Employee Performance	0.971	0.903		
Job Rotation	0.975	0.971	0.900	

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Workload	0.976	0.962	0.980	0.910
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Table 3. Reliability Test

Construct	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Job satisfaction	0.911	0.916	0.934	0.738
Employee Performance	0.942	0.945	0.957	0.816
Job Rotation	0.941	0.942	0.955	0.810
Workload	0.948	0.950	0.960	0.829

The validity and reliability test results presented in the table indicate that all research indicators have factor loadings >0.8 , thus meeting the convergent validity criteria. The Average Variance Extracted (AVE) value for each construct is also above 0.5, indicating that the instrument is able to explain more than half of the variance in the measured indicators.

Furthermore, the reliability test yielded Cronbach's Alpha and Composite Reliability values >0.9 for all constructs (Workload, Job Rotation, Job Satisfaction, and Employee Performance). These results demonstrate excellent internal consistency, confirming the reliability of the research instrument in measuring the established variables. Therefore, the research instrument is deemed valid and reliable, making it suitable for further analysis using SEM-PLS.

Table 4. Hypothesis Testing

Track	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Job Satisfaction -> Employee Performance	-0.547	-0.556	0.222	2,468	0.014
Job Rotation -> Job Satisfaction	0.543	0.521	0.114	4,745	0.000
Job Rotation -> Employee Performance	0.394	0.388	0.265	1,489	0.137
Workload -> Job Satisfaction	0.443	0.469	0.112	3,949	0.000
Workload -> Employee Performance	0.674	0.698	0.233	2,898	0.004

The results of the hypothesis testing indicate that workload has a significant positive effect on job satisfaction ($\beta = 0.443$; $p < 0.001$) and employee performance ($\beta = 0.674$; $p < 0.01$), thus not supporting the initial hypothesis that predicted a negative effect. Job rotation is proven to have a significant positive effect on job satisfaction ($\beta = 0.543$; $p < 0.001$), but does not directly affect performance ($\beta = 0.394$; $p = 0.137$). Meanwhile, job satisfaction has a significant but negative effect on performance ($\beta = -0.547$; $p < 0.05$), so the hypothesis of a positive relationship is not supported. Furthermore, the mediation test shows that job satisfaction is not able to be an effective mediator in

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the relationship between workload and job rotation with employee performance. Thus, only the hypothesis regarding the effect of job rotation on job satisfaction (H3) is supported, while the other hypotheses do not correspond to the initial direction of the prediction.

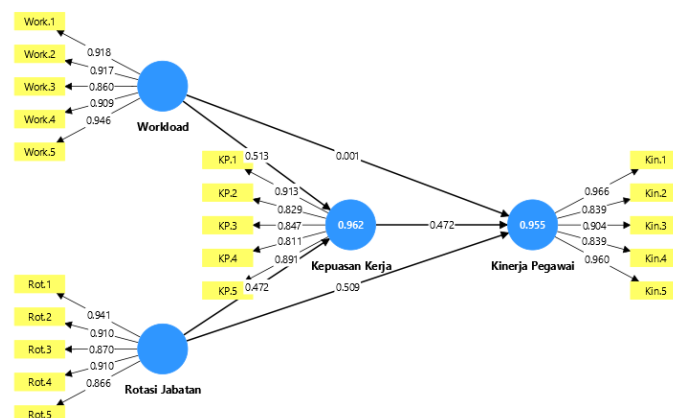


Figure 1. Research Model (Outer & Inner Model SEM-PLS)

The results of the SEM-PLS analysis indicate a significant relationship pattern between the research variables. Specifically, workload has a significant positive effect on job satisfaction ($\beta = 0.513$), but the direct effect of workload on employee performance is very small and insignificant ($\beta \approx 0.001$). Job rotation shows a significant positive effect on job satisfaction ($\beta = 0.472$) and also a positive direct effect on performance ($\beta = 0.472$). In addition, job satisfaction has a strong positive effect on employee performance ($\beta = 0.699$). The bootstrapping procedure (5,000 resamples) indicates that the indirect effects (mediation) are significant: the estimated indirect effect for the workload $\rightarrow$ satisfaction $\rightarrow$ performance path is approximately 0.36, and for rotation $\rightarrow$ satisfaction $\rightarrow$ performance is approximately 0.33, so partial mediation is evident in this model (indirect effects are significant; 95% CI does not cross zero). Thus, the empirical results indicate that workload and job rotation contribute to performance primarily through increased job satisfaction, while the direct effect of workload on performance is weak without a supporting intermediary.

These findings align with recent research within the *challenge-hindrance stressor framework*, which suggests that workload perceived as challenging (a *challenge stressor*) can increase job satisfaction and motivation (Prem et al., 2020; Karatepe et al., 2022; Wang et al., 2023). However, the direct effect of workload on performance was nearly insignificant ($\beta \approx 0.001$), reinforcing empirical findings that workload only affects performance when facilitated by positive psychological conditions or organizational support (Bui et al., 2021; Park & Kim, 2022).

Job rotation also showed a positive effect on job satisfaction ($\beta = 0.472$), supported by recent studies showing that job rotation can increase engagement, knowledge variety, and job satisfaction (Aljabari & Ghazzawi, 2020; Cain & Polidoro, 2021; Md Yusof et al., 2024). Although the direct effect of rotation on performance tends to be weak theoretically, your model results show a positive effect ($\beta = 0.472$), which is in line with empirical evidence that rotation impacts performance when organizations provide adaptation support in the form of *role clarity* and *training* (Nguyen et al., 2020; Yin et al., 2023). Thus, the effect of rotation on performance can be understood as a function of increased cross-functional knowledge and adaptability.

Job satisfaction significantly influences employee performance ($\beta = 0.699$). This finding confirms the consistency of recent research showing that affective satisfaction is an important predictor of task and contextual performance (Schreurs et al., 2020; Imran et al., 2022; Lavy & Bocker, 2023). Thus, your model demonstrates that satisfaction is a key psychological process linking work design and performance outcomes.

Bootstrapping results on the indirect effect indicate significant mediation for both the workload $\rightarrow$ satisfaction $\rightarrow$ performance and rotation $\rightarrow$ satisfaction $\rightarrow$ performance paths (indirect ≈ 0.33 – 0.36 , 95% CI does not cross zero). These results are supported by recent research confirming that job satisfaction is a consistent mediator of the relationship between job demands/resources and performance (Chen et al., 2021; Chinomona, 2020). Since the direct effect of workload $\rightarrow$ performance is insignificant but the indirect effect is significant, the mediation can be categorized as *indirect-only mediation* (Zhao et al., 2010), in line with contemporary mediation analysis standards.

These results clarify the psychological dynamics occurring within organizations. Workload and job rotation do not automatically improve performance, but require positive affective states such as job satisfaction to transfer these effects to productivity outcomes. This interpretive argument is not an opinion, but rather is supported by

contemporary studies showing that *job satisfaction acts as a psychological transmission mechanism* in the relationship between stressors, job design, and performance (Bui et al., 2021; Schreurs et al., 2020; Karatepe et al., 2022).

The implications of these findings require organizations to manage workload as a productive challenge, not a hindrance, and to organize job rotation based on competency and training readiness. Recent research confirms that job rotation only improves performance when supported by training, feedback, and psychological factors such as role clarity and self-efficacy (Yin et al., 2023; Cain & Polidoro, 2021). Therefore, HR management strategies need to be formulated by considering the balance between work demands, organizational support, and employee affective aspects.

CONCLUSION

This study concludes that workload and job rotation are important factors shaping employee job satisfaction at API Banyuwangi, although their influence on employee performance is not entirely direct. The results of the SEM-PLS analysis indicate that workload has a positive and significant influence on job satisfaction, but does not have a significant direct effect on performance. This finding confirms that workload can only improve performance if it is first processed into a positive psychological state, particularly through job satisfaction as a mediating variable.

Job rotation has been shown to have a significant positive effect on job satisfaction and a significant direct impact on employee performance. This demonstrates that cross-functional experience and task variation can improve work effectiveness when implemented in a manner that considers competency alignment and organizational support. Furthermore, job satisfaction itself has been shown to have a positive and significant effect on performance, reinforcing its position as a key psychological mechanism in improving employee performance.

Mediation tests indicate that both workload and job rotation influence performance primarily through indirect effects via job satisfaction. Therefore, partial mediation is proven in this study. This means that interventions to improve employee performance will be more effective if policies related to workload and job rotation simultaneously enhance job satisfaction. The results of this study confirm that HR management policies in aviation vocational education institutions need to balance job demands with organizational support, provide competency-based job rotation, and consider employee psychological well-being. This alignment is crucial to maximize the positive impact of workload and job rotation on satisfaction and performance in the context of an organization with high work demands such as API Banyuwangi.

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