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Effect of Work Overload and Role Ambiguity on Individual Work Performance of Employees at PT XYZ Unit XYZ Academy

Denik Putri Perdani[1], Nuri Herachwati[2]
[1,2]*Human Resource Development, Universitas Airlangga, Indonesia*
denik.putri.perdani-2021@pasca.unair.ac.id, nuri-h@feb.unair.ac.id

Abstract

This study aims to explore the effect of Work Overload and Role Ambiguity on Individual Work Performance in an organization or unit engaged in education & training and is currently transforming to expand its business processes by serving internal and external customers, with limited organizational capacity and capability XYZ Academy which is currently owned as a Corporate University. The population of this research is 47 XYZ Academy staff who work in 4 Sections and 6 Campuses spread across the island of Java. Questionnaires were distributed to 47 participants. However, only 43 questionnaires were accepted for further investigation, and these questionnaires were analyzed using SPSS version 22. Several statistical data analysis techniques were used, including descriptive analysis, Statistical Classical Testing, Pearson Correlation, Cronbach's Alpha, Simultaneous F Test, Partial t-Test, and Multiple Regression. Work overload is not always a predictor of decreased individual employee performance. This increase in workload can be a challenge for employees to be more enthusiastic in improving their performance. However, role ambiguity here is proven to have a significant negative effect on employee performance. Based on research studies at the XYZ Academy Unit with areas of work in education and training as well as the transformation from an internal customer training management unit to a profit-oriented institution, it appears that the additional workload does not have a significant effect on employee performance.

Keywords
work overload; role ambiguity; individual work performance

I. Introduction

One of the employee performance appraisal methods used by some organizations combines information from most or all possible sources, which is referred to as a 360-degree performance appraisal. Raymond Noe et. all, 2010, stated that employees have a greater opportunity to observe their work behavior in the workplace and although self-assessment is rarely used, it can provide valuable information by asking employees to evaluate their performance before the feedback session. come back. Individual work performance (*Individual Work Performance*), is defined as "behavior or actions that are relevant to organizational goals (Campbell, 1990 in Koopmans et. all, 2014), where *Individual Work Performance* focuses on employee behavior or actions, not the results of these actions. Organization must have a goal to be achieved by the organizational members (Niati et al., 2021).

The XYZ *Academy* Unit is a *Human Capital* Training and Development Center owned by PT XYZ which was initiated on July 1, 2016, with the *Corporate University* mechanism, to serve the needs of improving and developing employee

competencies within the XYZ Group. To support these needs, the XYZ Academy Unit has 7 campuses spread across the working area of PT XYZ, namely the GRK Campus, PTN Campus, BRT Campus, SBY Campus, MKR Campus, MTW Campus, and CRT Campus. Up to now, the main tasks and functions of the XYZ Academy Unit organization are still focused on serving the needs of XYZ Group's internal employees. However, in line with the transformation and tagline *"Let's Jump to The New S-Curve",* the XYZ Academy Unit is starting to be played in all value chain marketing business processes, including *marketing intelligence, product development, key account marketing, and bidding contracts & negotiation.*

The workload that is considered an additional burden for employees at XYZ Academy Unit needs to be studied further, whether it has a significant effect on employee performance or not. Likewise, the alleged ambiguity or ambiguity of roles in the work of the XYZ Academy Unit needs to be a concern for management to be investigated more deeply. Two variables that are quite an issue for discussion within the XYZ *Academy* Unit organization need to be investigated further so that management can focus more on making efforts to improve the organization and maintain employee motivation and enthusiasm at work.

This case study is expected to contribute theoretically in the form of empirical research results related to the effect of *work overload* and *role ambiguity* on employee performance in an organization or unit that is engaged in education & training and is being transformed to expand its business processes by serving internal and external customers, with the current limited capacity and organizational capabilities. In addition, it is hoped that this research can also make a practical contribution to the management of the XYZ *Academy* Unit and corporate HR managers to maximize the role of the XYZ *Academy* Unit in the transformation period. Changes made in the XYZ Group organization as a corporate entity indeed pose challenges for XYZ'ers to maintain the continuity of the organization and business going forward.

II. Review of Literature

2.1 Work Overload (Excessive Workload)

Excessive workload is the extent to which the demands of the job are excessive (Agho, Mueller, Price, 1993 in Mirshim Gashi, 2014. This describes a situation where employees feel that there are too many responsibilities or activities expected of them with limited time) available, their abilities, and other constraints (Rizzo, House, & Lirtzman, 1970).

2.2 Role ambiguity (Ambiguity Roles)

According to Fisher (2001) in Marilu Nuñez Palomino and Fábio Frezatti, 2015, role ambiguity is born when executives do not have useful information that allows them to carry out their duties effectively. This information should provide evidence of (i) relevant expectations regarding the performance of the role, as well as its scope in terms of entitlements and responsibilities; (ii) essential activities to effectively fulfill the duties of a position, as well as the best steps or paths to achieve this; (iii) the consequences of carrying out and of not carrying out tasks; (iv) behavior that is compensated or punished, nature of compensation and punishment, behavior that is satisfactory or unsatisfactory in performing the role; and lastly, (v) opportunity to advance.

2.3 Individual work performance (Individual Job Performance)

Campbell, McHenry, and Wise (1990) in Tria Widyastuti and Rahmat Hidayat (2018) reveal that work performance is behavior or action that is relevant to organizational goals. There are three ideas related to this definition, namely (1) job performance is defined as behavior or action, not results, (2) job performance includes only behaviors that are relevant to organizational goals, and (3) job performance is a multidimensional concept.

III. Research Method

3.1 Types of Research

The type of research used in this research is quantitative research. The quantitative research method is one type of research whose specifications are systematic, well-planned, and structured from the beginning to the making of the research design. Quantitative research methods, as stated by Sugiyono (2011: 8) are: "Research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative/statistical, intending to test the established hypothesis.

Data and Data Sources

a. Research Place
   This research was conducted at PT XYZ Unit XYZ *Academy.*
b. Research time
   The research was carried out in December 2021
c. Data and Data Sources

1. Data
   The type of data used in this research is quantitative data. Quantitative data is a type of data that can be measured or calculated directly, in the form of information or explanations expressed in numbers or the form of numbers (Sugiyono, 2011; 15). In this study, the quantitative data needed are The number of employees of the XYZ Academy Unit and the results of a questionnaire/questionnaire with a Likert measurement scale of 1 to 5.
2. Data Source
   What is meant by data sources in research are subjects from which data can be obtained (Arikunto, 2006; 129). In this study the authors used two sources of data, namely:
   a) Primary data sources, namely data collected by researchers from the first source. As for the primary data source in this study employees at PT. XYZ Unir XYZ Academy hereinafter referred to as respondents.
   b) Secondary data sources, namely data directly collected by researchers as support from the first source. It can also be said that data is arranged in the form of documents. In this study, the secondary data sources are articles, journals, and related literature.

3.2 Subjects and Objects of Research

a. Population

According to Sugiyono (2011: 18) population is a generalization area consisting of objects/subjects that have certain quantities & characteristics determined by researchers to be studied and then drawn conclusions. The population of this study was employees at PT. XYZ Unit XYZ Academy has 47 employees.

b. Sample

The sample is part of the number and characteristics possessed by the population or a small part of the population members taken according to certain procedures so that they can represent the population. In this study, researchers used a sample of all members of the population as many as 47 employees of the XYZ Academy Unit.

c. Sampling

Sampling technique is a sampling technique. There are various kinds of sampling techniques to determine the sample to be used in research. In this study, a saturated sampling technique was used, which is a sampling technique when all members of the population are used as samples. The advantages of the saturated sampling technique are that it is easy, practical, inexpensive, and does not require time to collect sample data, while the weakness of the saturated sampling technique is that it is not suitable for populations with large members so that they are only suitable for small population groups.

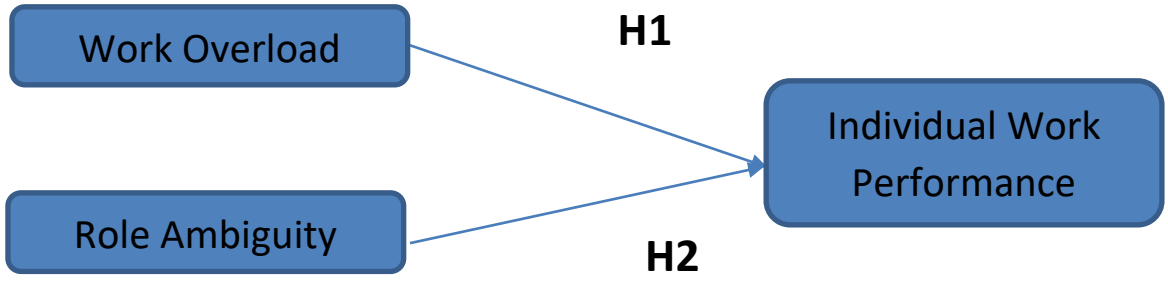
3.3 Data Collection Techniques

In conducting this research, the writer carried out data collection techniques as follows:

a) Documentation Studies, namely collecting and studying data or documents that support research.
b) Questionnaires were given to all employees at PT XYZ Unit XYZ Academy.

3.4 Conceptual Framework and Research Hypotheses

a. Research Conceptual Framework



b. Research Hypothesis

1. H1: *Work overload* has a significant negative effect on individual work performance of employees at PT XYZ Unit XYZ Academy
2. H2: *Role ambiguity* has a significant negative effect on individual work performance of employees at PT XYZ Unit XYZ Academy

The indicators in the questionnaire are the variables to be studied are as follows:

Table 1. Research Indicators

No	Variable	Indicator
1	*Work Overload* (X1)	1. I am pressured to work long hours (X11) 2. I have an unattainable deadline (X12) 3. I have to work fast (X13) 4. I have to work very intensively (X14)

No	Variable	Indicator
		5. I have to neglect some tasks because I have too much to do (X15) 6. Different groups at work demand things from me that are difficult to resolve (X16) 7. I can't take enough rest (X17) 8. I have unrealistic time pressure to complete tasks (X18)
2	*Role Ambiguity* (X2)	9. I'm not sure how much authority I have (X21) 10. My work goals are unclear (X22) 11. I don't know that I divide my time adequately to complete different tasks (X23) 12. I don't know my job responsibilities (X24) 13. I don't know exactly what is expected of me (X25) 14. The explanation of what needs to be done is not conveyed (X26)
3	*Individual Work Performance* (Y)	15. I managed to plan my work at XYZ Academy to finish on time (Y1) 16. My work planning is optimal at XYZ Academy (Y2) 17. I understand the results I have to achieve in my work (Y3) 18. I can separate the main issues from the side issues at work (Y4) 19. I know how to set the right work priorities (Y5) 20. I can do my job well with minimal time (Y6) 21. I can do my job well with little effort (Y7) 22. I take on extra responsibilities at this XYZ Academy (Y8) 23. I start a new task myself, when my old task is finished (Y9) 24. I work to keep the knowledge for my job *up-to-date* (Y10) 25. I work to keep my job skills up to date (Y11) 26. I come up with a creative solution to a new problem (Y12) 27. I am constantly looking for new challenges in my work (Y13) 28. I do more than what is expected of me (Y14) 29. I actively participate in workshop discussions or meetings (Y15) 30. I don't complain about trivial/small things related to work at work (Y16) 31. I don't exaggerate problems at work (Y17) 32. I do not focus on the negative aspects of the work situation rather than the positive aspects (Y18) 33. I do not discuss the negative aspects of my work with my co-workers (Y19) 34. I do not discuss negative aspects of my work with people outside the organization (Y20)

IV. Results and Discussion

4.1 Results

a. Overview of Research Objects/Subjects

The distribution of questionnaires is carried out for 1 week in the period from December 28, 2021, to January 3, 2022, at the XYZ Academy Unit, which is one of the units at PT XYZ which is engaged in education and training. Respondents who returned the questionnaire were 43 people from a total population of 47 employees of the XYZ Academy Unit.

b. Respondent Profile

1. Respondents by Gender

The number of respondents as many as 43 people consisting of men and women.

The characteristics of respondents in this study based on gender are presented in table 2 below:

Table 2. Respondents by Gender

No	Gender	Frequency	Percentage (%)
1	Man	29	67.4
2	Woman	14	32.6
	Amount	***43***	***100***

Source: Primary Data Processing, 2021

Based on Table 2 above, it appears that the respondents in this study were dominated by men, amounting to 67.4%. While the female respondents were 14 people or 32.6%.

2. Respondents by Age

The characteristics of respondents based on age are presented in Table 3 below:

Table 3. Respondents by age

No	Respondent's age	Frequency	Percentage (%)
1	Less than 20 years	0	0
2	Over 20 years to 25 years	4	9.3
3	Above 25 years to 30 years	15	13.9
4	Above 30 years to 35 years	6	14
5	Over 35 years to 40 years	4	9.3
6	Over 40 years to 45 years	4	9.3
7	Above 45 years to 50 years	5	11.6
8	Over 50 years old	5	11.6
	Total	***43***	***100***

Source: Primary Data Processing, 2021

From table 3 above, it can be seen that most of the respondents' ages are between 25-30 years, which is 13.8%. While the smallest number is respondents who have the age of 20-25 years, 35-40 years, and 40-45 years.

3. Respondents Based on Work Location

The characteristics of respondents based on work location are presented in Table 4 below:

Table 4. Respondents by work location

No	Work location	Frequency	Percentage (%)
1	Engineering Learning	5	11.6
2	Non-Technical Learning	4	9.3
3	Planning And Development	5	11.6
4	Administration And Finance	12	27.9
5	GHG campus	4	4.3
6	BRT Campus	2	4.7
7	PTN Kampus Campus	3	7
8	CRT Campus	3	7
9	MTW Kampus Campus	3	7
10	MKR . Campus	2	4.7
	Total	***43***	***100***

Source: Primary Data Processing, 2021

4. Respondents Based on Position Level

The characteristics of respondents based on work location are presented in Table 5 below:

Table 5. Respondents by position level

No	Position Level	Frequency	Percentage (%)
1	Basic management	4	9.3
2	Top supervisor	7	16.3
3	Functional 3	1	2.3
4	Functional 4	8	18.6
5	Functional 5	20	46.5
6	Functional 6	3	7
	Total	***43***	***100***

Source: Primary Data Processing, 2021

5. Respondents Based on Length of Work at XYZ

The characteristics of respondents based on length of service are presented in Table 6 below:

Table 6. Respondents based on length of work

No	Length of work	Frequency	Percentage (%)
1	0 to 5 years	19	44.2
2	Above 5 to 10 years	7	16.3
3	Above 10 to 15 years	3	7
4	Above 15 to 20 years	15	14
5	Over 20 to 25 years	1	2.3
6	Over 25 to 30 years	6	14

7	Over 30 years	1	2.3
	Total	***43***	***100***

Source: Primary Data Processing, 2021

c. Descriptive Analysis

According to Ghozali (2009), this analysis aims to provide an overview or describe the data in the variables seen from the average (mean), minimum, maximum, and standard deviation values. According to Sudjana (2005:47) based on the highest and lowest values, it can be determined the interval range, namely the highest value minus the lowest value divided by the number of criteria. Based on the highest and lowest values, it can be determined the interval range, namely the highest value minus the lowest value divided by the number of criteria.

1. Descriptive Analysis of *Work Overload*

To assess the *Work Overload* variable with the number of statements in the questionnaire is:

Lowest value =1

Highest value = 5

By calculating the length of the interval class as follows: (5-1)/5 = 0.8

Table 7. Interval Scale Assessment

No	Interval Scale Rating	Rating Category
1	1.00 - 1.08	Very low
2	1.81 - 2.60	Low
3	2.61 - 2.40	Currently
4	2.41 - 4.20	Tall
5	4.21 -5.00	Very high

Source: Questionnaire Tabulation Results, 2021

Table 8. Description of Respondents' Assessment of *Work Overload* Variables

Indicator	Average	Criteria
X11	3.00	Tall
X12	2.77	Tall
X13	3.81	Very high
X14	3.81	Very high
X15	3.00	Currently
X16	3.07	Currently
X17	2.84	Tall
X18	2.84	Tall

Source: Primary Data Processing, 2021

2. Descriptive Analysis of *Role Ambiguity*

To assess the *Role Ambiguity* variable with the number of statements in the questionnaire is:

Lowest value =1

Highest value = 3

By calculating the length of the interval class as follows: (3-1)/5 = 0.4

Table 9. Interval Scale Rating

No	Interval Scale Rating	Rating Category
1	1.00 - 1.04	Very low
2	1.41 - 1.81	Low
3	1.81 - 2.21	Currently
4	2.21 - 2.61	Tall
5	2.61 -3.00	Very high

Source: Questionnaire Tabulation Results, 2021

Table 10. Description of Respondents' Assessment of the *Role Ambiguity* variable

Indicator	Average	Criteria
X21	2.53	Tall
X22	2.23	Tall
X23	2.33	Tall
X24	1.91	Currently
X25	2.16	Currently
X26	2.42	Tall

Source: Primary Data Processing, 2021

3. Descriptive Analysis of *Individual Work Performance*

To assess the *Individual Work Performance* variable with the number of statements in the questionnaire are:

Lowest value =1

Highest value = 5

By calculating the length of the interval class as follows: (5-1)/5 = 0.8

Table 11. Interval Scale Rating

No	Interval Scale Rating	Rating Category
1	1.00 - 1.08	Very low
2	1.81 - 2.60	Low
3	2.61 - 2.40	Currently
4	2.41 - 4.20	Tall
5	4.21 -5.00	Very high

Source: Questionnaire Tabulation Results, 2021

Table 12. Description of Respondents' Assessment of Individual Work Performance Variables

Indicator	Average	Criteria
Y1	3.60	Tall
Y2	3.40	Tall
Y3	3.95	Tall
Y4	3.63	Tall
Y5	3.88	Tall
Y6	3.40	Tall
Y7	2.91	Tall
Y8	3.47	Tall
Y9	3.37	Tall

Y10	3.86	Tall
Y11	3.91	Tall
Y12	3.51	Tall
Y13	3.30	Tall
Y14	3.49	Tall
Y15	3.44	Tall
Y16	3.63	Tall
Y17	4.09	Tall
Y18	4.05	Tall
Y19	3.65	Tall
Y20	4.16	Tall

Source: Primary Data Processing, 2021

d. Data Analysis

1. Classic Assumption Test

a) Multicollinearity Test

This test is to test whether there is a correlation between the independent variables in the regression model. A good regression model should not correlate with independent variables. For this study, multicollinearity can be seen from the existing tolerance and variance inflation factor (VIF) values. From the cut-off value that is often used, tolerance (α). < 0.10 and VIF value > 10 results like this are often stated to have multicollinearity and vice versa. The following are the test results using SPSS 22:

Table 13. Multicollinearity Test

Variable	*Tolerance* (α)	*VIEW*	*Description*
Work overload	.999	1,001	There is no multicollinearity
Role ambiguity	.999	1,001	There is no multicollinearity

Source: Primary Data Processing, 2021

Based on table 13, it can be seen that the tolerance (α) value> 0.10 or the VIF value < 10, then there is no multicollinearity.

b) Heteroscedasticity Test

According to Ghozali (2007), a form of the regression model is declared good if there is homoscedasticity in it or there is no heteroscedasticity. An important assumption of the classical linear regression model is that the disturbance that appears in the regression is homoscedasticity, that is, all the disorders have the same variance. Meanwhile, the occurrence of heteroscedasticity symptoms or problems will result in a doubt [inaccuracy] in the results of the regression analysis carried out. The results of the heteroscedasticity test with the Glejser test using SPSS 22 can be seen in the following table:

Table 14. Glejser Heteroscedasticity Test

Variable	*significant*	*Limit*	*Description*
Work overload	.099	>0.05	There is no heteroscedasticity
Role ambiguity	.693	>0.05	There is no heteroscedasticity

Source: Primary Data Processing, 2021

Based on table 14, it can be seen that the probability value is greater than 5%, thus the variables proposed in the study do not occur heteroscedasticity.

c) Normality test

To make decisions in this study, histogram graphs and normal probability plots (Ghozali, 2007) are used as follows:

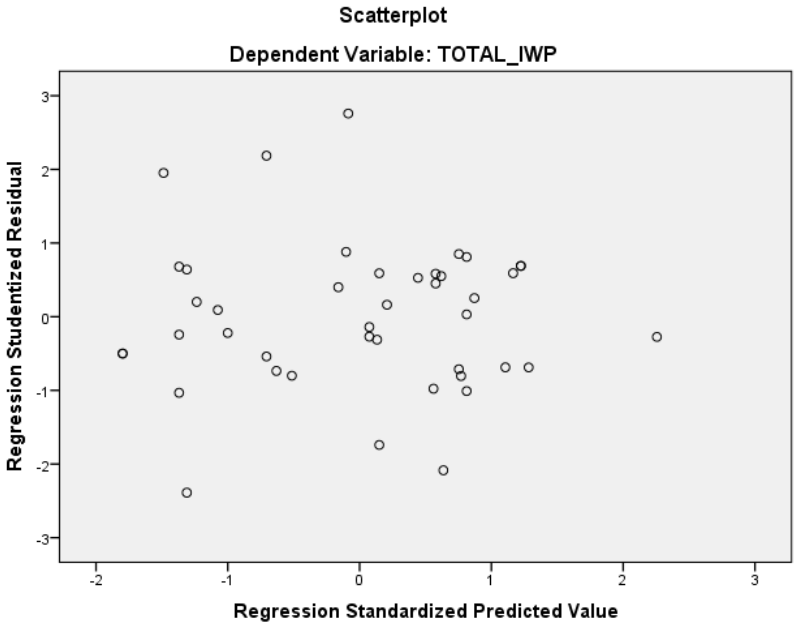
1) The regression model is said to meet the assumptions if the data spread around the diagonal line and follows the direction of the diagonal line or histogram graph.
2) The regression model is said to not meet the assumption of normality if the data spreads far from the diagonal and does not follow the direction of the diagonal line or histogram graph.
3) Kolmogorov Smirnov's calculation results if the significance value is > 0.05, then the residual value is normally distributed

The results of the normality test using SPSS 22 can be seen in the table below:

Table 15. Kolmogorov Smirnov. Normality Test

Variable	Asymp.Sig. (2-tailed)	*Limit*	*Description*
Residual	.153	>0.05	Normal Distributed Data

Source: Primary Data Processing, 2021



Source: Primary Data Processing, 2021

Figure 1. *Scatterplot of Indicator Assessment*

Based on Table 15, it can be seen that the *asymp.sig* value is 0.153 > 0.05. In addition, the regression model fulfills the assumption that the data spread around the diagonal line and follows the direction of the diagonal line or histogram graph and the data spreads away from the diagonal and does not follow the direction of the diagonal line or histogram graph. So it can be concluded that the data in the study were normally distributed.

2. Instrument Quality Testing

a) Validity Test

Ghozali (2012) defines the validity test as a test to determine the size of a valid or valid questionnaire to use. According to Sekaran (2011), reliability of less than 0.6 is not good, while 0.7 is acceptable, and above 0.8 is good.

b) Reliability Test

A questionnaire is said to be reliable or reliable if a person's answer to a question is consistent or stable over time (Sekaran, 2011). The question indicator is said to be reliable if the value of Cronbach's alpha> 0.6.

Based on the results of calculations with the SPSS 22 program, validity and reliability tests can be presented in Table 9 below.

Table 16. Reliability and Validity Testing Results of the Questionnaire

Independent Variable	Reliability (Cronbach)	Indicator	Pearson Correlation	Validity significance < 0.05
Work overload	0.747	X11	.641	0.000
		X12	.730	0.000
		X13	.349	0.022
		X14	.327	0.032
		X15	.622	0.000
		X16	.567	0.000
		X17	.717	0.000
		X18	.775	0.000
Role ambiguity	0.650	X21	.740	0.000
		X22	.799	0.000
		X23	.721	0.000
		X24	.359	0.018
		X25	.591	0.000
		X26	.388	0.016

Source: Primary Data Processing, 2021

Based on Table 16 shows that all indicators (observed) are valid, this can be seen from the significance value <0.05. And all R count indicators > R table 0.301. This evidence shows that all indicators (observed) are suitable to be used as indicators of construct variables. Sekaran (2011) argues that a constructor variable is said to be reliable if it gives a value (Cronbach alpha) > 0.60. All coefficients (*cronbach's alpha)* in table 4 above have values above 0.60 so it can be said that the research variables in the form of work overload and role ambiguity variables have high accuracy to be used as variables (constructs) in a study.

3. Hypothesis Test

a) F test (*Analysis of variance)*

Hypothesis testing is carried out to test whether there is a negative relationship between the independent variables and the dependent variable. Simultaneous testing (F-Test) is used to determine whether all independent variables included in the model have a joint effect on the dependent variable (Ghozali, 2013:40). The test is to compare the calculated F with the F table with degrees of freedom at alpha 0.05. If the significance

value is less than 0.05, then the independent variable has a simultaneous influence on the dependent variable (Ghozali, 2013:40). The test results can be seen from the table below:

Table 17. ANOVA

Model		*Sum of Squares*	*df*	*Mean Square*	*F*	*Sig.*
1	*Regression*	1052.038	2	526,019	8,501	.001 [b]
	Residual	2475,032	40	61.876		
	Total	3527,070	42			

a. Dependent Variable: TOTAL_IWP
b. Predictors: (Constant), TOTAL_RA, TOTAL_WO
Source: Primary Data Processing, 2021

Thus, it is concluded that the simultaneous test of the calculation results obtained a significance value of 0.001 with F count 8.501 > F table 3.230.

This means that the alternative hypothesis (Ha) which reads "at least one of the independent variables (role ambiguity, or work-overload) harms the dependent variable (performance)" can be continued. Because this output shows that the F-sig is smaller than the specified significance level = 0.05.

b) T-test (*Coefficient of regression)*

Testing partially (t-test) is aimed at partially seeing whether there is an influence on the dependent variable. The t-test aims to determine whether or not there is a partial (own) effect given by the independent variable (X) on the dependent variable (Y).

1) If the value of sig < 0.05, or t arithmetic > t table, then there is an effect of variable X on variable Y.
2) If the value of sig > 0.05, or t count < t table, then there is no effect of variable X on variable Y.

The test results can be seen from the table below:

Table 18. Coefficient

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*
		B	*Std. Error*	*Beta*		
1	(Constant)	117,178	11,670		10,041	.000
	TOTAL_WO	-.294	.282	-138	-1.043	.303
	TOTAL_RA	-2,730	.689	-.525	-3.964	.000

Source: Primary Data Processing, 2021

The table above shows the estimated coefficients of each of the hypothesized relationships. With = 0.05, it can be further stated that not all relationships between variables can confirm the proposed hypothesis. The work overload variable on performance is not significant so it cannot be confirmed, so only the hypothesis regarding *role ambiguity* with a significance of 0.000 and t count 3,964 > t table 1,681 on performance can be confirmed negatively by the data.

c) Coefficient of Determination

The coefficient of determination (R2) is used to measure how far the model's ability to describe variations in independent variables is. The small value of R2 means that the ability of the independent variables in explaining the variation of the dependent variable is very limited. The value of R2 that is close to one means that the independent variables provide almost all the information needed to predict the variation of the dependent variable. In general, it is said that the magnitude of the coefficient of multiple determination (R Square) is between 0 and 1 or 0 R Square 1 (Ghozali, 2013:40). According to Santoso (2001) for regression with more than two independent variables, Adjusted R2 is used as the coefficient of determination.

Table 19. Coefficient of determination

R	R Square	Adjusted R Square
.546	.298	.263

Source: Primary Data Processing, 2021

Based on the table above, the R-value of 0.546 is obtained which gives an interpretation of the correlation coefficient being quite strong (Sugiyono, 2011:231). With a value of R2 (R Square) of 0.298 or 29.8% which gives a fairly high interpretation of the coefficient of determination (Sugiyono, 2011: 183). This shows that the percentage of the contribution of the influence of the independent variable on the dependent variable is 29.8%. or the variation of the independent variable used in the model can explain 29.8% of the variation in the dependent variable, while the remaining 77.2% is influenced or explained by other variables not included in this research model.

4.2 Discussion

In this study, there are two hypotheses proposed and from the two proposed hypotheses, not all hypotheses can be confirmed by the data. The hypothesis regarding a significant negative effect between work overload on *individual work performance* failed to be confirmed, while the hypothesis regarding a significant negative effect between *role ambiguity* on *individual work performance was* successfully confirmed. The findings in this study are in line with studies conducted by previous researchers. Novi Rukhviyanti, 2011, in her research on the effect of *role conflict, role ambiguity,* and *work overload* on performance, explained the results of her research that *work overload* has no significant effect on performance, while *role ambiguity* has a significant negative effect on performance. Unique Faradina, 2017, in his research also describes the results that *role ambiguity* has a negative and significant effect on employee performance. Dining Kumalaretna, 2019, in his research also gave the results of a significant negative relationship between *role ambiguity* and performance. However, the results in this study are not in line with previous studies which confirmed that *work overload* harms employee performance. Dianing Kumalaretna, 2019, in his research that examined the effect of work stress, namely *work overload, role conflict,* and *role ambiguity* on employee performance, gave the results of a significant negative relationship between work overload and performance. Ernest Kissi et. all, 2019, in his research also found the results that there was a considerable influence of *work overload* on the overall performance of employees in the construction industry. Meanwhile, Kusumawardani et al., 2014, also researched with the results that *work overload* has a negative and significant effect on employee performance.

V. Conclusion

From the results of this study, the authors conclude that the presence of work overload is not always a predictor of decreasing employee performance. This increase in workload can be a challenge for employees to be more enthusiastic in improving their performance. However, role ambiguity here is proven to have a significant negative effect on employee performance. Based on this research study at the XYZ Academy Unit, with the fields of work in the fields of education and training as well as the transformation from an internal customer training management unit to a profit-oriented institution, it can be seen that the increase in workload does not have a significant effect on employee performance. Employees feel new enthusiasm and motivation in accepting this corporate challenge. This is certainly very supportive of corporate needs in realizing its transformation in the Let's Jump to The New S-Curve program. Currently, the results of this study also found that role ambiguity is not very visible, employees still feel their role is clear or role ambiguity is low. Can be summed up in these conditions, the management unit XYZ Academy has been able to map the role of each employee even though there are no clear duties (the principal task of the function) to organizational units XYZ Academy is updated. However, this needs to be observed because this research was carried out to see conditions in 2021, while in 2022 there are more challenging targets.

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