Burnout And Cyberloafing Behavior: Implications for Human Resource Management

AA Media Martadiani[1*], Ni Nyoman Suriani[2], Ida Bagus Komang Suarka[3]

[123]Faculty Economics and Business, Warmadewa University Denpasar, Bali, Indonesia

Abstract: This study examines the influence of burnout on cyberloafing behavior among private university lecturers in Denpasar, considering the role of personality moderation. The urgency of this research departs from the increasingly heavy demands faced by lecturers, such as scientific publication targets, administrative workloads, and demands for technological adaptation, which have the potential to trigger emotional and psychological fatigue. Cyberloafing, which is the use of the internet for personal gain during working hours, is often seen as a counterproductive behavior, but under certain conditions it can also serve as a coping mechanism against stress. Using a quantitative approach with an explanatory design, this study involved private university lecturers selected through purposive sampling. Data was obtained through a questionnaire based on the Likert scale and analyzed using Partial Least Squares (PLS-SEM) based structural equation modeling techniques. The results showed that burnout had a positive and significant effect on cyberloafing tendencies, while personality not only directly influenced these behaviors but also strengthened the relationship between burnout and cyberloafing. This research contributes to the development of the theory of Job Demands–Resources (JD-R) as well as broadens the understanding of the role of personality in the context of higher education. In practical terms, these findings confirm the importance of workload management strategies, stress mitigation programs, and policies that direct the use of the internet to be more productive and adaptive for lecturers.

Keywords: Burnout; Cyberloafing; Personality; Lecturer; Private Universities

1. Introduction

Lecturers have a strategic role in producing quality human resources, developing science, and supporting the achievement of the Sustainable Development Goals (SDGs), especially SDG 4: Quality Education. However, in recent years, the challenges faced by lecturers have become increasingly complex. The demands of scientific publications, high administrative workloads, and the need to adapt to digital transformation in higher education have increased work pressure on lecturers (Bakker, 2017) This condition has the potential to cause burnout, namely a state of emotional exhaustion, depersonalization, and decreased personal achievement that has an impact on teaching quality, research productivity, and interaction with students (Maslach, 2021). Burnout in lecturers has also been associated with declining organizational commitment and increasing desire to leave the profession (Han, 2021); (Nabeta, 2022). One of the behaviors that has emerged as a form of coping mechanism for burnout is cyberloafing, which is the use of the internet for personal interests during working hours (Koay, 2022). Although often considered a counterproductive behavior, some studies suggest that to some extent, cyberloafing can serve as a stress recovery mechanism (van Zoonen, 2023). For example, Lim & Chen (2012) found that employees who engaged in cyberloafing in a moderate portion actually experienced a reduction in work stress. Similarly, Coker (2013) shows that brief internet activity at work can improve focus and productivity afterwards. However, research on the relationship between burnout and cyberloafing among university lecturers, especially in Indonesia, is still very limited. In fact, this phenomenon is important to understand because it can affect the effectiveness of lecturers' work, both in the field of teaching and research. In addition, personality traits also have the potential to influence the relationship between burnout and cyberloafing. The Big Five Personality Traits Theory (McCrae & Costa, 2022) explains that personality consists of five main dimensions: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. Previous research has shown that personality plays a role in determining how individuals respond to work stress (Jia, 2013). For example, individuals with high conscientiousness tend to be able to control themselves and avoid counterproductive behaviors (Barrick et al.,

2021; Setini et al., 2025), while individuals with high neuroticism are more susceptible to using cyberloafing as an escape from work pressure (Soto & John, 2020). Several empirical studies reinforce this assumption. In an organizational context, Koay (2018) found that burnout increases the tendency to cyberloafing, but the effects differ depending on the employee's personality. In the education sector, Jia's (2013) research shows that lecturers with a high level of conscientiousness are able to reduce the impact of stress on dysfunctional behavior. However, similar studies on private university lecturers in Indonesia are still rare.

Thus, this study has the urgency to fill the gap by analyzing:

Does burnout significantly affect cyberloafing of private university lecturers in Denpasar?
Does personality affect cyberloafing of private university lecturers in Denpasar?
Does personality moderate the effect of burnout on cyberloafing?

2. Literature Review

2.1 Burn Out

The term burnout was first introduced by Freudenberger (1974), a psychologist who found symptoms of emotional decline, fatigue, and suspicion of superiority in volunteer workers at a clinic. Burnout is then understood as a psychological syndrome due to long-term work stress that involves physical, mental, and emotional exhaustion. According to Davis (1985), burnout occurs when a worker experiences fatigue, boredom, depression, and withdrawal from work. Ivencevich (2007) added that burnout causes emotional exhaustion, personality changes, and feelings of decreased achievement. Siagian (2009) explained that burnout is a condition of physical and mental fatigue due to unresolved stress. Furthermore, Azeem (in Zulkifli, 2019) emphasized that burnout is a form of workers' self-adjustment to work pressure that is long-term and marked by physical, mental, and emotional fatigue. A more comprehensive definition is put forward by Maslach and Leiter (2007; 2016) who state that burnout is a psychological syndrome in the form of emotional exhaustion, cynicism or depersonalization, and decreased effectiveness at work. Indicators of burnout include emotional exhaustion, depersonalization, and decreased self-achievement. This condition arises due to an imbalance between the demands of work and individual resources to deal with it, thus having an impact on the performance and psychological health of workers. Based on these various views, burnout can be concluded as a psychological syndrome due to prolonged work stress characterized by physical, mental, and emotional fatigue, accompanied by decreased effectiveness and involvement in work.

CYBERLOAFING

Cyberloafing is a terminology that can be described as an act of an employee using the internet network in activities that have nothing to do with work or personal use during their working hours while pretending to be doing official work also known as goldbricking (Sao et al., 2020). Menurnut (Blanchard, A. L., & Henle, 2008) cyberloafing behavior is the use of the internet that exists in an organization or company that employees deliberately use during working hours for activities that are not related to work. Cyberloafing behavior is characterized by visiting entertainment sites, namely Facebook, Netflix, Youtube, personal email, online shopping sites and others during working hours and utilizing the internet which should be used for the company's needs (Budiarti & Pratama, 2022). Meanwhile, according to (Cahyaningrum & Yulianti, 2022), cyberloafing behavior is all activities related to intentional internet use during working hours and includes internet abuse because it is only for personal purposes.

PERSONALITY

According to Robbins and Judge (2017), personality comes from the Latin word persona, which refers to the mask or mask used by drama actors in the Roman Era as a description of a person's behavior, character, or personality. For the Romans, persona meant how an individual presented himself or herself in front of others. The most widely used definition of personality was formulated by Gordon Allport about 70 years ago, which is that personality is the sum total of the way an individual acts and interacts with others (Robbins & Judge, 2017). Furthermore, Rondo et al. (2018) stated that personality is a number of ways in which individuals react and

interact with other individuals. Personality is an important factor that determines the way an individual thinks, behaves, and feels in dealing with certain situations. Many modern and traditional psychological studies show the existence of five basic dimensions of personality. Evidence of this theory has been developing since 1949 and is known as the Big Five Personality Traits. The five dimensions include extroversion, friendliness, openness, caution, and neuroticism. This model is believed to be able to explain the broad individual differences across humans, as personality contributes significantly to the way a person thinks, behaves, and feels (Allen et al., 2013; ul Haq et al., 2025)

Hypothesis

H1: Burnout has a positive and significant effect on cyberloafing of private higher education lecturers in Denpasar
H2: Personality has a negative and significant effect on cyberloafing of private higher education lecturers in Denpasar
H3: Personality moderates the influence of burnout on cyberloafing of private university lecturers in Denpasar

3. Research Methods

This study was conducted by testing the hypothesis of the influence of burnout on the cyberloafing behavior of private university lecturers in Denpasar with personality as a moderation variable. This research is quantitative, because it uses numerical data or numbers as research data that is analyzed to reach conclusions. The nature of this study is explanatory research, which aims to explain the causal relationship between the variables observed in this study. In this study, the research population is lecturers at private universities in Denpasar. The sample size for SEM with the maximum likelihood estimation model is 100 – 200 samples (Ghozali, 2004), or as many as five times the number of indicators (5 x 20 indicators = 100 samples). The sampling process or sampling technique is carried out by incidental sampling in accordance with the criteria of private university lecturers in Denpasar.

4. Analysis Results

Convergent Validity

The results of this study obtained an external load value above 0.60. Based on Table 1, all indicators reflecting each construct have an outer loading value of > 0.60 and significant at the level of 0.05, so all indicators are valid

Table 1

Indicators	Burn out	Cyberloafing	Personality	Personality*burn out
M1			0.958	
M2			0.951	
M3			0.819	
M4			0.930	
M5			0.692	
X1	0.907			
X2	0.898			
X3	0.813			
X4	0.896			
X5	0.929			
Y1		0.817		
Y10		0.606		
Y2		0.794		
Y3		0.800		
Y4		0.733		
Y5		0.674		
Y6		0.365		

Y7	0.360
Y8	0.403
Y9	0.553
Personality*Burn out	1.000

Source: Data processed 2025

Based on the results of data analysis, all indicators have a value above 0.6 and have met the convergent validity requirements
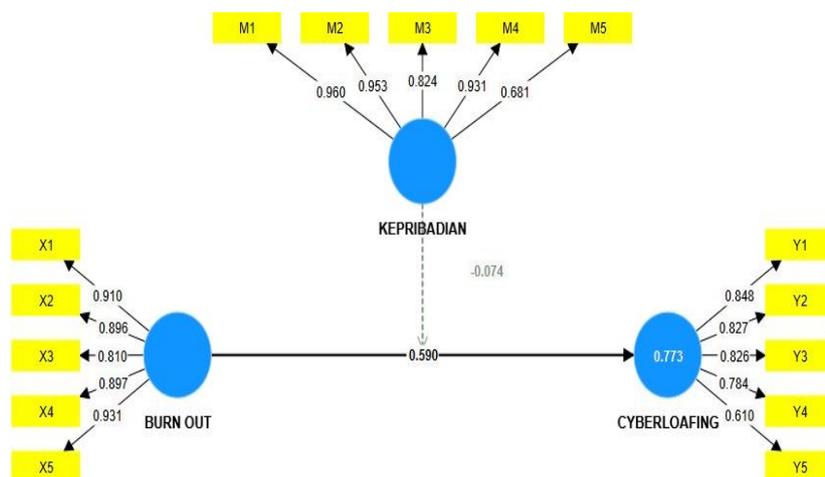

Figure 1. Outer Loading Structural Model After Execution
Source: Data processed 2025

The results of the calculation of the outer loading value in Table 1. show that all indicators have met the valid requirements based on the convergent validity criterion, namely the outer loading value > 0.60. These results can be seen in Table 1 and Figure 1.

Discriminatory Validity

Table 2. Discriminant Validity Test

Fornell-larcker criterion

	Burn out	Cyberloafing	Personality
Burn out	0,890		
Cyberloafing	0,845	0,784	
Personality	0,736	0,781	0,876

Source: Data processed 2025

The results of the discriminant validity test using the Fornell-Larcker criterion showed that the √AVE value for each construct was in the range of 0.784 to 0.890. This value is greater than the correlation between constructs which ranges from 0.736 to 0.845. Thus, all constructs in this research model meet the criteria of discriminant validity. This means that each construct (Burnout, Cyberloafing, and Personality) is capable of representing the measured variables that are uniquely measured and distinguishable from each other, making them valid for use in further analysis.

Composite Reliability and Cronbach Alpha

A measurement can be said to be reliable, if the composite reliability and cronbach alpha have values greater than 0.60 - 0.70. Composite reliability and Cronbach alpha is a measure of reliability between indicator blocks in the research model.

Table 3. Composite Reliability and Cronbach Alpha Tests

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Burn out	0,934	0,938	0,950	0,792
Cyberloafing	0,842	0,864	0,887	0,614
Personality	0,920	0,932	0,942	0,768

Source: Data processed 2025

The composite reliability and Cronbach Alpha values of each construct have shown values greater than 0.60 so that they meet the reliability requirements based on the composite reliability criteria.

Structural Model/Inner Model Evaluation

Structural Model Evaluation (Structural Model/Inner Model) is a measurement to evaluate the level of accuracy of the model in the research as a whole, which is formed through several variables along with their indicators.

Evaluation of Structural Models Through R-Square (R2)

Table 4. Test R Square

	R-square	R-square adjusted
Cyberloafing	0,773	0,766

Source: Data processed 2025

The results of the analysis showed that the R-Square value was based on the Chin (Ghozali, 2021) criteria, for the Cyberloafing variable of 0.773 with the R-Square Adjusted of 0.766. This shows that the independent variables used in the research model were able to explain the variation in the Cyberloafing variable by 77.3%, while the remaining 22.7% were explained by other factors outside the research model. This value is included in the strong category, so the model can be said to have good predictive power. The R square value of cyberloafing is 0.773. This indicates that burnout and personality have a strong influence of 0.773 or 77.30% on cyberloafing

Table 5. F Square Test

	Cyberloafing
Burn out	0,703
Cyberloafing	
Personality	0,126
Personality x burns out	0,016

Source: Data processed 2025

Based on Cohen's (1988) criteria in Ghozali (2021), the interpretation of the f² value is: 0.02 = small, 0.15 = medium, 0.35 = large

1. Burnout to Cyberloafing

An f² value of 0.703 indicates that burnout has a huge influence on cyberloafing. This means that the higher the level of burnout experienced by lecturers, the greater their tendency to engage in cyberloafing behavior. These findings are in line with research by Ahmad & Omar (2020) which shows that emotional exhaustion encourages individuals to seek escape through non-productive activities on the internet during working hours.

2. Personality towards Cyberloafing

The f² value of 0.126 belongs to the intermediate (medium) category. This means that personality (e.g., conscientiousness, agreeableness, or neuroticism) exerts a moderate influence on cyberloafing behavior. In other words, differences in personality traits may explain the variation in cyberloafing behavior, but the effect is not as strong as burnout. Research from Lim & Teo (2020) found that individuals with low conscientiousness are more prone to cyberloafing than individuals with high self-control.

3. Burnout × Personality Interactions to Cyberloafing

The f² value of 0.016 belongs to the small (weak) category. This means that personality has only a small moderation effect on burnout and cyberloafing relationships. In other words, although personality can slightly weaken or amplify the influence of burnout on cyberloafing, its contribution is not very significant. This is in line with research from Koay (2018), who states that although individual factors (such as personality) can influence dysfunctional work behavior, situational factors (such as work stress and burnout) still have a dominant role F-Square Test Conclusion 1. Burnout is the most dominant factor in explaining cyberloafing behavior.2. Personality acts as an additional explanatory factor with moderate influence.3. The interaction of burnout and personality to cyberloafing is relatively weak.

Path Analysis and Hypothesis Testing

Table 6. Statistical Analysis and Testing Path

	Original sample (o)	Sample mean (m)	Standard deviation (stdev)	T statistics ($|o/stdev|$)	P values
Burn out -> cyberloafing	0,590	0,587	0,066	8,964	0,000
Personality -> cyberloafing	0,291	0,296	0,094	3,099	0,001
Personality x burn out -> cyberloafing	0,135	0,175	0,063	2,184	0,001

Source: Data processed, 2025

5. Discussion

Based on the results of data processing shown in Table 6, the discussion of the results of the research is

1. The Effect of Burnout on Cyberloafing of Private University Lecturers in Denpasar

The results of this test show that Hypothesis 1 (H1) is accepted, the results of the study show that burnout has a positive and significant effect on cyberloafing of private university lecturers in Denpasar, with a path coefficient value of 0.590, T-statistic of 8.964, and p-value of 0.000. This means that the higher the level of burnout experienced by lecturers, the greater their tendency to cyberloafing, such as accessing social media, online shopping, or other non-work activities during working hours. These findings are in line with research conducted by Sonnentag & Fritz (2020) which explains that work stress and emotional fatigue (burnout) encourage individuals to seek "coping mechanisms" in the form of mild deviant behaviors such as cyberloafing. Martadiani,

et al. (2024) added empirical evidence from the health context, where burnout and work stress in private hospital nurses in Denpasar have a positive effect on cyberloafing behavior, with a moderation of job satisfaction. This reinforces the assumption that psychological fatigue encourages individuals to engage in non-task online activities as a form of coping or release work tension. In addition, Koay (2018) also found that employees with high levels of emotional fatigue are more susceptible to using office internet facilities for non-productive activities as a form of stress release. Thus, the results of this study strengthen the organizational behavior theory that burnout not only has an impact on decreased work productivity, but also increases the risk of dysfunctional behaviors such as cyberloafing.

2. The influence of personality on the cyberloafing behavior of private university lecturers in Denpasar

The results of the analysis showed that personality had a positive and significant effect on lecturers' cyberloafing behavior, with a path coefficient of 0.291, t-statistic of 3.099 > 1.96, and p = 0.001. Hypothesis 2 (H2), which theoretically predicts negative influences, is rejected, because the direction of the empirical relationship is different from the theoretical prediction. In theory, adaptive personality dimensions, especially conscientiousness (discipline and responsibility), typically suppress dysfunctional work behaviors, including cyberloafing. However, the results of this study show a positive influence, which means that the better the personality of the lecturer, the higher their tendency to cyberloafing. These findings do not support H2's formulation of a negative direction based on the general Big Five theory—specifically that conscientiousness and emotional stability generally suppress dysfunctional behavior in the workplace. Thus, H2 was rejected, but empirically this study indicates that certain personality profiles actually increase the tendency to cyberloafing in Denpasar PTS lecturers. Theoretically, the H2 hypothesis is assumed to be negative, as previous literature has stated that personality dimensions such as conscientiousness suppress cyberloafing behaviors (Aghaz & Sheikh, 2019; Blanchard & Henle, 2008). Thus, the empirical direction of the results of this study is contrary to the theoretical predictions, so the theoretical hypothesis is rejected.

This phenomenon actually provides an important novelty in the context of research. Further analysis showed that the personality composite of the lecturer sample was dominated by openness and extraversion, not by the aspect of self-control (conscientiousness). Individuals with high openness tend to actively explore new ideas, including through online activities, while lecturers with high extroversion tend to interact more online. In the context of flexible working and digitalization in private universities, internet activities detected as cyberloafing are often used as coping or refreshment mechanisms, rather than simply dysfunctional behaviors. Thus, although the empirical results are contrary to conventional theory, these findings provide new insight that certain personality characteristics may facilitate cyberloafing behavior as a form of professional adaptation or exploration. The findings also emphasize the need to understand the specific context of academic work, where the boundaries between task-related and non-task-related activities can become more blurred than in other industry sectors.

3. Personality moderates the influence of burnout on the cyberloafing behavior of private university lecturers in Denpasar

The results of the analysis showed that personality played a significant role as a moderator in the relationship between burnout and lecturer cyberloafing (β = 0.135; t = 2.184; p = 0.001). In other words, the higher the level of burnout experienced by lecturers, the stronger the influence on cyberloafing behavior, especially in lecturers with certain personality characteristics. The findings are in line with the Conservation of Resources Theory (COR), which states that individuals who experience emotional exhaustion (burnout) tend to look for ways to restore their energy. In this context, cyberloafing—such as accessing social media or entertainment sites—can serve as a coping mechanism to reduce psychological stress and fatigue. In addition, research by Shaikh and Kumar (2024) shows that cyberloafing has a significant moderation impact in the relationship between burnout and lecturer work engagement. Their findings indicate that cyberloafing may amplify the negative impact of burnout on work engagement, which is in line with the results of this study. Overall, the results of this moderation test confirm that the personality of the lecturer, as an internal factor, plays an important role in strengthening or weakening the relationship between burnout and cyberloafing. Therefore, interventions aimed at reducing cyberloafing need to consider the personality dimension of lecturers as one of the key factors.

Theoretical Implications. These findings suggest that future research should separate the Big Five dimension rather than using aggregate scores, and distinguish between hedonic vs. informational/recreative cyberloafing that may have different consequences in academic contexts.

Practical Implications. Colleges can design innovation-friendly digital work hygiene: time-boxing, focus mode, structured micro-breaks settings, as well as nudges to minimize irrelevant online breaks. The intervention focused on a profile with high openness/extroversion, while maintaining its positive side to encourage teaching creativity. Research Limitations

This study has several limitations that need to be noted. First, the research sample only included 100 lecturers from private universities in Denpasar, so the generalization of findings to lecturers in other cities or regions may be limited. Second, data was collected using self-report questionnaires, so possible response bias (e.g. social desirability) could not be completely avoided. Third, this study is quantitative and cross-sectional, so the causality relationship between variables cannot be ascertained. Finally, although personality is included as a moderator, other variables that can influence cyberloafing such as organizational culture, specific academic pressure, and the level of digitalization of institutions have not been analyzed.

6. Conclusion

Based on the results of the analysis, this study concludes several things:

1. Burnout has a positive and significant effect on the cyberloafing behavior of private university lecturers in Denpasar
2. Personality had a positive and significant effect on cyber loafing private university lecturers in Denpasar, although early theories predicted negative relationships. This is due to the dominance of openness and extroversion indicators in the sample, as well as flexible and digitized work contexts.
3. Personality moderates the influence of burnout on cyberloafing, with a positive influence direction. This means that when lecturers experience burnout, lecturers with certain personality traits (e.g. openness and high extroversion) tend to show increased cyberloafing, so personality strengthens the relationship between burnout and cyberloafing.

7. Suggestions

Based on the findings of this study, some practical and academic advice can be given:

1. For college management: It is necessary to develop workload management strategies and stress mitigation programs for lecturers, for example through time management workshops, psychological counseling, or supervision systems that still respect work flexibility.
2. Productive use of the internet: Colleges can formulate guidelines that separate academic online activity from non-assignment cyberloafing, while encouraging online use for legitimate academic exploration.
3. Further research: It is recommended to expand the sample to various universities in Indonesia, add other variables such as organizational culture, and use longitudinal design to examine causal effects.
4. Theoretical development: These results open up an opportunity to revisit the relationship between personality and cyberloafing in the context of education, in particular the influence of trait openness and extroversion on online coping mechanisms.

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