

**THE ROLE OF NEGATIVE AFFECTIVITY IN MODERATING THE EFFECT OF
WORK STRESS ON COUNTERPRODUCTIVE WORK BEHAVIOR IN THE SENIOR
HIGH SCHOOL TEACHER IN THE CITY OF BANDA ACEH**

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ABSTRACT

This study aims to examine the role of negative affectivity in moderating the work stress effect on counterproductive work behavior. The population was all public Senior High School teachers in Banda Aceh City. The sampling technique in this research was proportionate stratified random sampling. Data were collected by distributing questionnaires. The analytical equipment used was SEM AMOS. The result proves that work stress, negative affectivity, and counterproductive work behavior are already high, work stress affects counterproductive work behavior, and Negative affectivity moderates as a predictor moderation on the work stress effect on counterproductive work behavior. This reveals that the increase in counterproductive work behavior is a function of work stress which can be predicted or reinforced by negative affectivity.

Keyword: Work Stress, Negative affectivity, Counterproductive Work Behavior.

1. INTRODUCTION

A teacher is a person who conveys knowledge to students. Students in madrasas or outside madrasas are the responsibility of a teacher, so teachers play an important role in their students. The main tasks of the teacher include educating, training, assessing and others carried out to achieve the progress and development of students' learning. Teachers are expected to have good performance, good teachers will improve the quality of education. The results of the efforts obtained by the school or madrasa teachers when on duty with the responsibility to achieve educational goals are a manifestation of the results of teacher performance. A teacher can be successful and have good quality if he fulfills the stipulated conditions, otherwise, the provisions have not been fulfilled.

(Sackett & DeVore, 2018) means that Counterproductive Work Behavior includes all forms of behavior that are intentionally carried out by members of the organization that are contrary to the goals of the organization. (Rotundo & Spector, 2010) defines counterproductive work behavior as an act that is done intentionally that harms the organization or members of the organization.

To see an initial picture of work stress, negative affectivity, and counterproductive work behavior, a random initial survey was conducted on thirty (30) teachers at Senior High School Negeri Banda Aceh. As for the initial survey conducted in this study regarding respondents' perceptions of the teacher's counterproductive work behavior, it can be seen that the average of respondents' perceptions of the dimensions of property deviation is 4.10. This indicates that property deviations for teachers are in a high position. Marked by all indicators that also show high, such as using and taking school-owned items for personal use, damaging school-owned items, and using agency items inappropriately.

Furthermore, in terms of dimensions, production deviations are also at a high level, marked by an average value of 3.94. Several indicators state this, such as being late and resting longer than the allotted time, not being present according to the work schedule more than the specified time and not having a good reason, going home earlier than working hours, and using office facilities for personal use. Then the mean value of 3.24 states that political deviations from the initial survey are in the appropriate position (not high) and all indicators also state that. Finally, the mean value of respondents' perceptions of individual aggression states that it has been running as it should, which is 3.27.

This phenomenon is also supported by (Yoseanto, Zamralita, & Idulfilastri, 2018) where the results of the study prove that negative affectivity affects the organization's counterproductive work behavior while the results of research conducted by (Alpahrasy & Nasution, 2019) empirically prove the work stress effect on negative affectivity and sees the role of transformational leadership as a moderating variable. The results of this study conclude that work stress has a positive impact on negative affectivity.

(Ford, Wang, Jin, & Eisenberger, 2018) mentions that negative affectivity affects counterproductive work behavior and becomes a mediator between organizational justice and counterproductive work behavior. (Cochran, 2012) states that Negative affectivity is a mediator between organizational justice and Counterproductive Work Behavior.

The initial survey conducted in this study regarding the respondent's perception of the teacher's negative affectivity at Public Senior High School Banda Aceh showed that the average of respondents' perceptions of the Tension-Anxiety dimension was 3.64. This indicates that Tension-Anxiety (the state of a person who is anxious because he does not want or feels unable to deal with various emotional problems, and may project his anxiety into various physical complaints) are in a high position. Marked by one of the indicators which also shows high, such as in the case of often feeling anxiety and worry if the work carried out does not match expectations and the schedule that has been set.

Furthermore, in terms of the Depression-Dejection dimension (mood, refers to various forms of deficiency/unhealthiness in a person's mood conditions) they are also at a high level (mean value 3.82). Several indicators state this, such as in terms of losing enthusiasm at work and feeling guilty when the work given is not able to be done as well as possible. Then the mean value of 4.03 states that Anger-Hostility (anger that is not clearly directed can cause conflicts with others, misunderstandings, adhering to angry habits, loss of self-esteem, and loss of respect for others) from the initial survey also is in a high position where all the indicators state the same thing. Finally, Confusion-Bewilderment (a condition related to the psychological situation of severe confusion due to the high intensity of work that must be carried out) also shows a high score (3.66) with the highest indicator, namely feeling confused about completing work in a short time.

Stress can cause the brain to be not clear because too much to think about. New ideas to create a comfortable classroom atmosphere are often hampered for fear of failure and even create new problems. Even at school, teachers can't focus and just want to spend the day in moderation. Teaching is a frightening specter for a teacher. In the end, stress can make a variety of teacher jobs neglected, it can even have an impact on students. According to (Thompson, 2014) in the journal *Child Development*, stress on teachers can make the classroom environment not conducive. As a result, the motivation of students in learning is down because it is difficult to understand the material presented.

The initial survey conducted in this study regarding respondents' perceptions of the work stress variable showed that the average of respondents' perceptions of the Role Conflict dimension was 3.96. This indicates that Role Conflict (expected behavior or tasks that conflict with each other) is in a high position. It is characterized by several indicators that also show high levels, such as the difficulty of teachers complying with all the rules that have been set, the tasks given by the school exceeding the abilities of each teacher, and the completion time of each task is very difficult to realize.

Furthermore, in terms of the Role Ambiguity dimension (uncertainty that occurs when teachers are not sure about what is expected of them and how they should do their work), it is also at a high level, indicated by a mean value of 3.83. Several indicators state this, such as in the case of schools having too high hopes for the abilities possessed by each teacher in working, the placement of teachers not following the abilities possessed in each division, and the unclear direction of work from the school causing work to be neglected.

Then the mean value of 4.03 states that Overload (the condition of individuals or groups that have too many tasks to complete. This situation causes frequent work stress due to unfinished work) from the initial survey is also in a high position where all indicators state that's also the case. The underload state of the work stress variable is also in a high position, where the average is 3.51 with indicators saying that it is difficult to get additional salaries and promotional programs due to the limited number of jobs. In the dimensions of promotions and challenging assignments, they also experience the same situation as under load, namely with an average of 3.51 and a high indicator that is a statement that the workability that is owned is not channeled from the work experience gained. Finally, the dimensions of economic welfare and job security are also in a high position with the average reaching 3.54 and the indicator being at its highest state, which is often not timely in the realization of the disbursement of various forms of incentives provided.

Based on the background above, the authors are interested in focusing and studying more deeply in the form of final work with the title: "The Role of Negative effectiveness in Moderating the Effect of Work Stress on Counterproductive Work Behavior in State Teachers High School in Banda Aceh City".

2.LITERATURE

Counterproductive Work Behavior

Theoretically, counterproductive work behavior can be seen from the way individuals adapt to their environments such as how individuals control emotions, frustration, and dissatisfaction at work (Bennett & Robinson, 2000). (Sackett & DeVore, 2018) means that Counterproductive Work Behavior includes all forms of behavior that are intentionally carried out by members of the organization that are contrary to the goals of the organization. (Rotundo & Spector, 2010) defines counterproductive work behavior as an act that is done intentionally that harms the organization or members of the organization. According to (Roxana, 2013), this counterproductive work behavior is also referred to as deviation. Behaviors that fall into this type are absenteeism, production irregularities, workplace aggression, theft, sabotage, and fraud.

In this study, to measure counterproductive work behavior, several dimensions were used which were later derived as indicators as revealed by (Bennett & Robinson, 2000) and (Sackett & DeVore, 2018), namely property deviations, production deviations, political deviations, and individual aggression.

Negative affectivity

(Watson & L A Clark, 1988) state that negative affectivity is an affective condition that arises in the absence of a specific cause object, certain negative affectivity arises as a result of emotional things. An emotional state can turn into Negative affectivity when the focus on the objects and events that cause the emotion becomes blurred, and the feelings associated with that emotional state also become increasingly unstable or unclear and eventually disappear. (Ahonon, Nebot, & Giménez, 2007) state that affection as emotions and feelings experienced at this time negatively will be called negative affectivity. Negative affectivity is defined as feelings that appear temporarily, whose appearance is not related to certain events or objects, Negative affectivity often appears suddenly and without being aware of the individual experiencing it (Gable, Neal, & Poole, 2016).

In this study, to measure work stress, several dimensions were used which were later derived as indicators as revealed by (Watson & L A Clark, 1988) namely tension-anxiety, depression-dejection, anger-hostility, fatigue-inertia, and confusion-bewilderment.

Work Stress

(Lee, Keegan, Piggott, & Swann, 2011) define work stress as a non-specific reaction of a person's physicality to various demands both from within and from outside the human body. Stress is a balance between how a person perceives the demands faced and how he thinks to be able to cope with all these demands which will then determine whether a person does not feel stressed, feels eustress (positive response), or distressed (negative response). Work stress can occur when a person is unable to coordinate available resources and job demands with personal abilities.

In this study, to measure work stress, several dimensions were used which were later derived as indicators as revealed by (Lee et al., 2011) namely role conflict, role ambiguity, overload, underload, promotion and challenging tasks, economic welfare, and job security.

Research Model and Hypotheses

The authors tried to test the study model and hypotheses as follows.

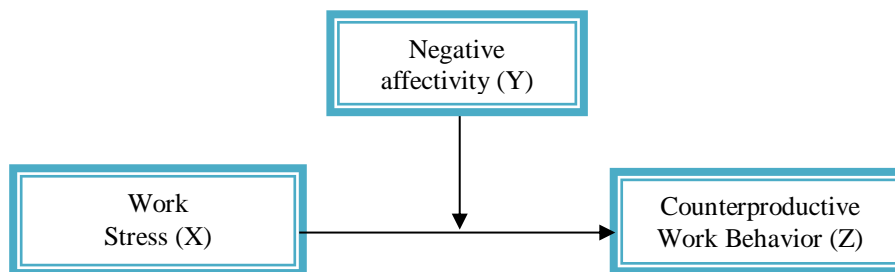


Figure 1
Research Model

Based on the description of the literature above, it can be formulated as follows:

A. Descriptive Hypotheses

H₁: Work Stress, Counterproductive Work Behavior, and Negative affectivity are in high conditions.

B. Verificative Hypotheses

H₂: Work stress affects counterproductive work behavior.

H₃: Work stress affects counterproductive work behavior moderate by negative affectivity.

Novelty

Studies on work stress, negative affectivity, and counterproductive work behaviors have been conducted by a number of researchers. However, in general, research has not placed Negative affectivity as a moderating variable for Counterproductive Work Behavior. These studies only place Counterproductive Work Behavior as the dependent variable for Work Stress.

Although previous studies have discussed teacher performance in an educational institution and placed work stress as a determinant variable (Ali, Harun, & Ar, 2015); (Hafiz & Ma'mur, 2018), but from the results of the literature review that the authors have viewed, with the best of the author's knowledge no one has raised the problem of preventing work stress through training to increase employee endurance against the occurrence of stress itself, for example through progressive muscle relaxation techniques (Purnawati, 2014). In fact, this issue is very important in the context of reducing the occurrence of work stress, to be discussed. This is in line with what was said by (Dougherty et al., 2009) who said that stress must be managed so that burnout does not occur. Therefore, rather than employees having to recover from stress due to a high workload, their ability to manage stress is also important. No matter how great the pressure at work, if managed properly, it will not lead to an increase in work stress (Dougherty et al., 2009), especially for public institutions such as this public high school in Banda Aceh City. This issue is at the same time what the researcher raises as a novelty in this research.

3.METHOD

The location of this research was carried out Government/public Senior High School in Banda Aceh City, Indonesia. The object of this research is work stress (SK), counterproductive work behavior, and negative affectivity (NA). This study presents the negative affectivity role in moderating the effect of work stress on counterproductive work behavior. The population was all teachers in public senior high schools in Banda Aceh, amounting to 685. The sampling technique used was proportionate stratified random sampling. Data were collected by distributing questionnaires. The analytical equipment used was SEM AMOS. The number of samples is as presented in the following table:

Table 1 Population and Research Sample

No.	School Name	Population	Sample	Percentage
1.	Public Senior High School 1 Banda	46	17	6,72

	Aceh			
2.	Public Senior High School 2 Banda Aceh	50	18	7,11
3.	Public Senior High School 3 Banda Aceh	52	19	7,50
4.	Public Senior High School 4 Banda Aceh	61	23	9,09
5.	Public Senior High School 5 Banda Aceh	55	20	7,90
6.	Public Senior High School 6 Banda Aceh	45	17	6,71
7.	Public Senior High School 7 Banda Aceh	60	22	8,69
8.	Public Senior High School 8 Banda Aceh	56	21	8,30
9.	Public Senior High School 9 Banda Aceh	39	14	5,53
10.	Public Senior High School 10 Banda Aceh	33	12	4,74
11.	Public Senior High School 11 Banda Aceh	57	21	8,30
12.	Public Senior High School 12 Banda Aceh	48	18	7,11
13.	Public Senior High School 13 Banda Aceh	28	10	3,95
14.	Public Senior High School 14 Banda Aceh	23	8	3,16
15.	Public Senior High School 15 Banda Aceh	13	5	1,97
16.	Public Senior High School 16 Banda Aceh	19	7	2,76
Amount		685	253	100

Source: Aceh Education Office, 2022 (processed)

4. RESULT

Descriptive Hypothesis (H1)

The results of the questionnaire answers indicate that the work stress variable in this study obtained an average value of 3.71. Respondents felt that the work stress experienced was included in the high category. This is indicated by the high level of all dimensions of work stress and is followed by almost all indicators in each of these dimensions being in a high range. Likewise with negative affectivity variable, according to the test results obtained an average value of 3.78. Respondents felt that the negative affectivity experienced was included in the high category. Furthermore, the counterproductive work behavior variable according to the results obtained an

average value of 3.63. Respondents felt that the counterproductive work behavior experienced was included in the high category.

Verification Hypothesis (H2, H3)

The results of the model analysis are shown below.

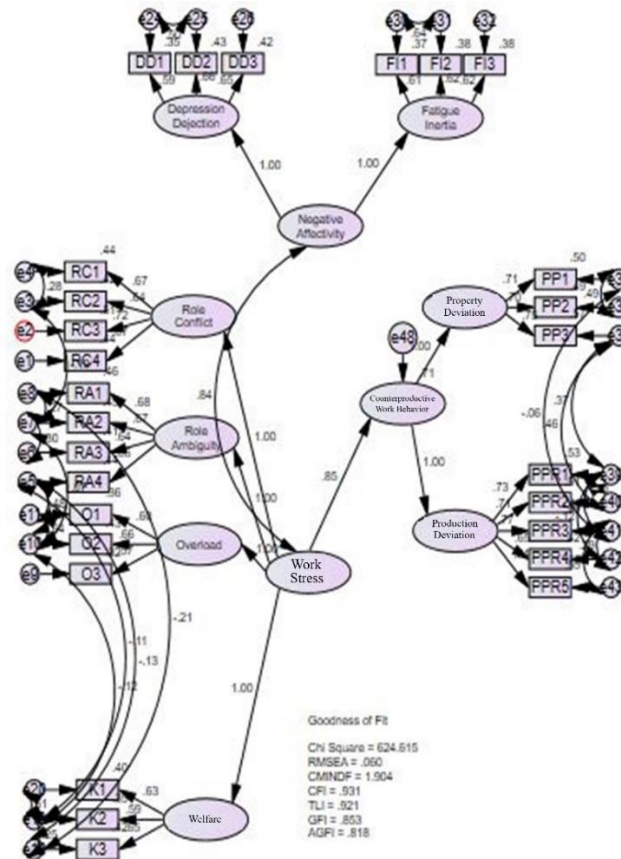


Figure 2 Structural Model

Based on the test results, the results of hypothesis testing are directly presented below.

Table 2. Standardized Regression Weight

		Estimate	S.E.	C.R	P
Counterproductive Behavior	Work <-- Work_Str - es	.845	.065	13.18 6	***

Based on the SEM analysis in the table above, the statistical equations are formulated as follows:

Counterproductive Work Behavior = 0,845 Work Stress

Based on the hypothesis testing, it explains as follows:

1. The Work Stress Role in Counterproductive Work Behavior (H2)

The results showed that work stress affected counterproductive work behavior. The effect of work stress on counterproductive work behavior obtained a CR value of 13.186 with a significance level of 0.000. The magnitude of the influence of Emotional Intelligence on Managerial Performance is 0.845 or 84.5%. This indicates that the higher work stress experienced by teachers also increases counterproductive work behavior.

(Ma & Li, 2019) in their research showed that pressure at work can not only cause counterproductive work behavior, but also negative affectivity, which in turn leads to counterproductive work behavior, while attachment orientation can effectively manage positive stress at work. (Supriyati, Cahya, Yeni, & Roni, 2019) in their research show that there is a positive and significant effect of distributive justice on counterproductive work behavior of PDAM Pancuran Telago employees. There is a positive and significant effect of work stress on counterproductive work behavior of PDAM Pancuran Telago employees. The simultaneous positive effect of Distributive Justice and Work Stress on Employees' Counterproductive Work Behavior.

(Destriana & Dewi, 2021) conducted a study that found that organizational justice and work stress have a simultaneous and significant effect on CWB. Organizational justice has a negative and significant effect on CWB. Work stress has a positive and significant effect on CWB. Company management can improve organizational justice and reduce employee work stress by improving the indicators used in this study. Furthermore, (Clercq, Haq, & Azeem, 2019) in their research shows that employees' feeling that they don't have enough time to do their job tasks stimulates CWB, and this effect is especially strong if they have strong Machiavellian, narcissistic, or psychopathic tendencies. This study adds to existing research by identifying employees' time-related work stress as an unstudied driver of their CWB and three personality traits that make up the dark triad as triggers for translation of time-related work stress into CWB. Research conducted by (Iqbal & Dharma, 2022) with his research found that Leader-Member Exchange had a positive effect on counterproductive work behavior, distributive justice did not affect counterproductive work behavior and work stress did not affect counterproductive work behavior of West Sumatran Forestry Police personnel.

2. Negative Affectivity Moderates The Work Stress Role in Counterproductive Work Behavior (H3)

Subsequent tests were conducted to see whether negative affectivity moderated the effect of work stress on counterproductive work behavior. The following is a moderation model in this study.

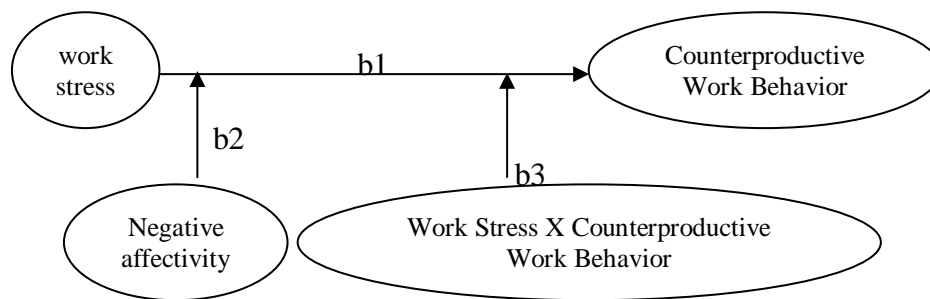


Figure 3. Moderation Model of Negative Affectivity in Work Stress Role in Counterproductive Work Behavior

In this model, it reveals that the effect of work stress on counterproductive work behavior is moderated by negative affectivity and the interaction between work stress and counterproductive work behavior. The results of the moderation will be seen later on in the type of moderation that occurs between work stress and negative affectivity.

The results of the moderation and interaction test can be seen in the following figure.

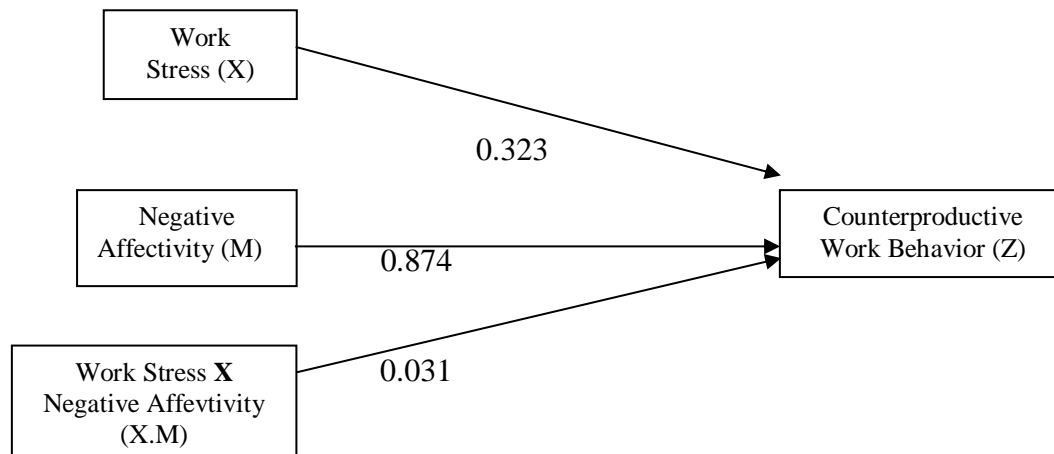


Figure 4. Interaction Test of Moderation Model

In Figure 4, it reveals that the magnitude of the work stress effect on counterproductive work behavior is 0.323, which shows a positive effect. The effect of negative affectivity on the counterproductive work behavior of teachers is 0.874, which indicates a positive effect. Meanwhile, the magnitude of the interaction effect between work stress and negative affectivity on counterproductive work behavior is 0.031, which indicates a positive effect. The results of the moderation test can be seen in Table 3 below.

Table 3. Test Results of Negative affectivity Moderation Model on the Work Stress Role in Counterproductive Work Behavior

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.176	.131		1.341	.191
	X ₁	.222	.059	.241	3.747	.001
	M	.782	.065	.774	12.059	.000

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.151	1.103		-.137	.892
	X ₁	.323	.344	.350	.939	.356
	M	.874	.316	.866	2.765	.010
	X ₁ .M	.031	.095	.193	.299	.767

Source: Primary Data Processed, (2022)

Based on Table 3, it shows that b2 is significant and b3 is not significant. This means that there is moderation in the research model. So it can be concluded that negative affectivity moderates the effect of work stress on counterproductive work behavior. The above model implies that there is a predictor of interaction between the counterproductive work behavior and negative affectivity in influencing the counterproductive work behavior of State Senior High School teachers in Banda Aceh City. Because in the interaction model, b2 and b3 are not significant, so the type of moderation that occurs is a predictor of moderation.

4.CONCLUSION

From the result we can see that Work stress, negative affectivity, and counterproductive work behavior are already high, and work stress has a positive and significant effect on counterproductive work behavior. This shows that the higher the level of work stress felt by teachers, the counterproductive work behavior will increase. Moreover, Negative affectivity is proven to moderate as a predictor moderation on the effect of work stress on counterproductive work behavior. This is reinforced by the results of this study which states that negative affectivity has a predictor role in moderating the effect of work stress on counterproductive work behavior.

Several recommendations based on the facts of this research can be mapped. To avoid high work stress, teachers are expected to continue to maintain and improve their ability to measure the response to any difficulties. By knowing the impact and sources of existing work stress, it is hoped

that teachers will be able to take practical steps to reduce stress levels that can occur. Besides that, responses in the form of emotions experienced by teachers can be anticipated in various steps, such as by placing everything according to the portion of the need to be carried out, thought about, and responded to at every opportunity. An environment with people who are supportive in communicating and often interspersing time with motivational readings and videos is also very helpful to avoid the occurrence of negative affectivity. Furthermore, having a personality that is full of responsibility, discipline, and doing everything according to the applicable rules guides everyone to behave properly to be applied to every environment. Individuals who get used to everything according to the rules that have been set, will avoid them to behave that are detrimental to other people, the environment, and their place of work with counterproductive actions.

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