

Teacher's Job Crafting During *Work From Home*

The Role of Organizational Citizenship Behavior

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ABSTRACT

High school teachers who have been teaching from home (WFH) experience their challenges to teaching online. This condition causes high school teachers to adapt to the changing demands of their work. During this online learning process, high school teachers are also required to do extra-role behavior such as teaching more than needed. Therefore, this study aimed to see the effect of job crafting on Organizational Citizenship Behavior (OCB) in high school teachers during WFH. This research was conducted using a quantitative approach with 111 high school teachers who underwent WFH as respondents. Data analysis using simple linear regression analysis technique. The results of this study indicate an effect of job crafting on OCB in high school teachers who undergo WFH.

Keywords: Job Crafting, Organizational Citizenship Behavior, High School Teachers.

1. INTRODUCTION

The number of SARS-CoV-2 that keeps increasing worldwide pushes the entire world into a pandemic. The pandemic affects almost every aspect of human lives, from health, economic to educational factors. The Indonesian government has enforced several programs to minimize and reduce the number of SARS-CoV-2 infections; that is an extensive social restriction program in which public areas are limited, including schools. The consequences of the limitation of activity in the public area resulted in many employees working from their homes. *Work From Home* or WFH can be defined as the work method where the organization assigns their employees to complete their duties and responsibilities without gathering or coming to the office [9].

Working from home also applied in the educational setting. Teachers were forced to perform teaching-learning activities without facing their students directly. Although it must be done indirectly, the teacher cannot neglect their responsibility since they are playing a prominent role in the educational system [14]. During pandemics, the indirect teaching-learning activity was done fully online, where

interactions rely on the internet connection [8]. Several platforms such as Google Classroom, Zoom Meetings, WhatsApp, and Microsoft Team were frequently used for online classes' media interactions.

The main challenges for teachers performing online classrooms might be the lack of experience and poor ability to use technology as a learning medium [5,3]. Teachers' workload and the task might increase since they need to learn more about online assisting and technology usage. Consequently, teachers need to put more effort into facilitating students, leading to poor job performance.

Performing job crafting is essential to prevent poor job performance from teachers during online class. Job crafting generally refers to an individual's initiative, effort, and expertise in redesigning the work environment to resolve limitations on certain tasks [18]. Tims and Bakker [10] state that changes made by employees are considered important because they can increase and benefit achievement at work. Using job crafting, teachers have greater freedom and play active roles in designing their classes based on their interests and conditions [3]. Thus, the freedom might increase teachers' job performance.

The influence and effect of *job crafting* on *job performance* have been discussed in many studies before. Tims & Derks [10] found that *job crafting* can influence *job performance* positively, especially in the long term. Berg, Dutton, and Wrzesniewski [18] concluded that *job crafting* influences job achievement, job enjoyment, and work meaning. Thus, it leads to better *job performance* which is indicated by an increase in competence, personal growth, and the ability to overcome difficulties in the future. The positive impact of job crafting on job performance happened since employees have the freedom to establish an efficient action that they find interesting or valuable and reframe the characteristics of the job to achieve satisfying results [11]. In the context of teacher' task and responsibility, *crafting* their job or works help teachers to have a high-level career quality.

As the challenges of the online classes differ from regular courses (face-to-face), teachers might need to do an *extra role* in their works. Performing an additional role for the organizations, also known as *Organizational Citizenship Behaviour* or OCB, is a part of *job performance*. OCB can be classified into two, that is OCB-I and OCB-O. The example of OCB-I in teachers can be seen when the teacher decides to give additional lessons to students, while the instance of OCB-O is when teachers voluntarily do unpaid work or provide innovative solutions to improve school quality.

Different roles or OCB themselves are carried out without any coercion from the company, so individuals who perform it will not get *punishment* if they don't do it and will not get *rewarded* if they do it [6]. In the context of *job crafting*, employees tend to do an extra role when they are redesigning their job [12]. Based on those explanations above, the present study focused on examining the effect of job crafting towards employees' extra-role or OCB in teachers, especially during *work from home*.

Hypothesis: Job Crafting will contribute to teacher' OCB during Work from Home

2. METHOD

The present study used a quantitative method and cross-sectional survey design with *job crafting* as the independent variable and *organizational behavior citizenship (OCB)* as the dependent variable. Data in this study was collected online using google form and shared with the teacher in Makassar city who works from home. The form consists of three parts, the first part is demography, and the other two are measurement scales of Job Crafting and OCB. The total response received from the online survey was 111 and all answers enlisted to the analysis process.

Job Crafting was measured with *Job Crafting Scale* constructed by Wrzesniewski and Dutton [18]. The present study reduced the *job crafting scales'* items from 25 to 20 after the construct validity test with the CFA method. All 20 item has a t-value above 1.96 and factor loading above .50. The Cronbach's alpha value was .922. Furthermore, *organizational behavior citizenship* was measured with an OCB scale consisting of four dimensions: *conscientiousness, altruism, civic virtue, sportsmanship, and courtesy*. The OCB Scale used in this present study has 20 items with a t-value above 1.96 and factor loading above .50. The Cronbach's alpha value for OCB Scale was .848. The data were analyzed with *liner-regression* to see the effect of *job crafting on OCB*. *IBM SPSS Statistics ver.25* was used to conduct the statistical analysis on 111 responses.

3. RESULT

The collected data was analyzed using SPSS ver.25, both for descriptive and inferential analysis. The descriptive analysis was performed to explain the data distribution and inferential analysis for testing the hypothesis.

Table 1 shows the result of the descriptive analysis indicated by Mean, Standard Deviation, Minimum Value, and Maximum Value on each variable. The results show the mean for job crafting is 69.50, with a standard deviation of 15.245. As for the organizational citizenship behavior, the mean value is 97.48, with a standard deviation value of 13.043.

Table 1. Descriptive analysis

Variable	Min.	Max.	Mean	SD
Job Crafting	20	132	69.50	15.245
Organizational Citizenship Behavior	55	132	97.48	13.043

Note: N=111 (male=52, female=59); Mean= the average value of total score; SD= standard deviation.

Table 2 shows the inferential analysis' result, indicated by the linear regression analysis. The linear regression analysis shows an F value of .291 with a significant value below .001 ($p<.001$). The value indicates the significant effect of job Crafting on Organizational Behaviour. The results also show the R square .113, which suggests the contribution of Job Crafting is 11% and the remaining 89% OCB variants explained by the other factors.

Table 2. Linear regression analysis

Variable	β	t	R	R ²	F	Std. Error of the Estimate
<i>Job Crafting</i>			.365	.133	16.656	.99
<i>Organizational Citizenship Behavior</i>	9.066	.000				

Note: $N=111$; dependent variable=*Organizational Citizenship Behavior*; *** $p < .001$, ** $p < .01$ and * $p < .05$; Significance of estimates was based on 95% confidence of interval.

4. DISCUSSION

Although teachers are forced to do the teaching-learning process indirectly during the pandemic, they cannot neglect their responsibility since they play a prominent role in the educational system [14]. Thus, during pandemics, the indirect teaching-learning process was done entirely online using specific platforms or media such as Google Classroom, Zoom, WhatsApp chat, and others, where interactions rely on the internet connection [8].

Based on the study results, job crafting has a positive relationship with OCB with a value of F of 16,656 with a significance of 0.00. This shows that the higher the level of JC individual, the higher the level of individual OCB. When teachers experience higher levels of job crafting, they will tend to show a higher OCB. These results align with research that also found a significant influence of job crafting on OCB on hotel employees [4].

The results are also in line with previous research by Shusa [13], which found that job crafting, and OCB has a positive relationship, showing that employees who have higher job crafting rates are more likely to deliver higher levels of OCB. Employees who customize their work to suit themselves can use their best ability to complete their work as a whole. This allows employees to produce better results for the organization [4].

Based on the study results, a significant positive association was found between JC and OCB. In addition, our descriptive analysis shows that the longer the intensity of WFH, also has OCB and JC the higher. It is influenced by the opportunity of the individual to self-organize their work. This is supported by a study of phenomena conducted by Mustajab, et al [9], who found that in doing WFH they gained freedom in determining their work. In other words, when WFH works, flexibility becomes higher.

5. CONCLUSION

The researcher concludes that job crafting has a significant effect on organizational citizenship behavior. The study found that the higher the level of job crafting of a teacher, the higher the level of organizational citizenship behavior. Therefore, the hypothesis of this study was accepted. This is in line with the JDR theory that has been described previously. Teachers who have a high job demand need job crafting to reduce job demand. So, the decrease in job demand will make the emergence of organizational citizenship behavior in teachers. Even so, there are still many shortcomings in this research, so further research is needed on the effect of job crafting on organizational citizenship behavior.

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