

The Impact of Job Crafting Towards Performance with Work Engagement as a Mediator among High School Teachers in South Tangerang, Indonesia

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ABSTRACT

COVID-19 pandemic diminishes teachers' performance and job crafting could affect it. Literature studies have consistently portrayed that the impact of job crafting towards performance is inconsistent. This could suggest that there is a mediator affecting their relationship. This study examines if work engagement could be a mediator between the job crafting and performance. This study used an online survey with 80 high school teachers in South Tangerang as the participants, and results showed that work engagement mediates the impact of job crafting towards performance partially ($b=0.083$, 95% CI [0.0075, 0.198]). Additional analysis reveals that among dimensions of work engagement, dedication has the largest effect in mediating the relationship between job crafting towards performance. It implies that dedication is an essential element that affects performance among teachers.

Keywords: Performance, job crafting, work engagement, teachers, mediation

1. INTRODUCTION

COVID-19 virus has escalated on a global scale and has changed many aspects of daily life, such as religious activities, government activities, public services, education, work habits and the economy [1]. For example, in the field of education, teachers and students are required to adapt with the new norms such as conducting or attending online classes, and simplifying existing curriculum to focus only on the most important materials [2]. Particularly, teachers are instantaneously required to have to learn how to operate technology properly. As a result, they experience difficulties in delivering teaching materials to their students, and in turn cause learning activities to be less effective. Besides, there is also a lack of availability of the tools needed, such as laptops and other gadgets, which is also another aspect that complicates the learning activities [3] [4] [5].

These phenomena have decreased performance on teachers, and it is speculated that the impact will be greater on high school teachers. This is because Guru [6] explained that high school's materials and curriculum are more difficult and complicated respectively compared to both middle and elementary school. Hence, it is equitable to claim that high school teachers have more workload and experience more pressure than the rest of teachers.

Performance, which is also referred to as individual work performance, is an action or behavior that is related and relevant to organizational goals. Individual work

performance is defined as behavior and not as a result. This makes individual work performance different from work productivity which focuses more on results. Performance has three dimensions, namely (a) task performance, the ability to do core tasks; (b) contextual performance, behavior that supports the work environment (c) counterproductive work behavior, destructive behavior at work [7].

Teacher's performance has an important role as he or she is educating the next generation so that they can work efficiently and effectively when they enter the workforce in the future [8]. Thus, it is essential to focus on teachers' performance.

Bakker and Demerouti [9] stated that performance is the final process and there are a lot of factors that affect the performance. For example, in our daily work, by modifying our attitudes and aspects of working conditions, performance can be affected. The act of modifying aspects of their work also can be described as job crafting [10] [11]. It is a way for someone to regulate and change the boundaries of their work to make their working conditions better. Job crafting's nature is bottom-up, so it can be done from the individual themselves without waiting for an action from the organization. Job crafting has four elements and they are; (a) increasing structural job resources, resources that is directly affecting the design or knowledge related to the job itself; (b) increasing social job resources, resources related to the social aspects of work and to achieve satisfactory level of interaction with colleagues; (c)

increasing challenging job demands, to maintain a healthy work motivation as work that is not stimulating can lead to boredom, absences and reduced satisfaction; and (d) decreasing hindering job demands, to reduce negative effect that could be caused by high level of job demands [12]. Looking at the definition of job crafting, one may deduce that it is one of many interventions to boost teachers' performance in this pandemic situation.

This notion has been supported by Bakker et al. [13] who found that job crafting is more effective for individuals who have high work pressure. This perfectly fits with the current condition that experienced by teachers who have increased work pressure (teachers are constantly teaching, having more workload and experiencing greater demands than usual) especially during this pandemic [14][15][16][17]. Based on previous research, the impact of job crafting (particularly its dimensions) towards performance has a mixed result. For dimension of increasing challenging job demands, Gordon et al. [11] reported that it did not affect performance. However, Bakker et al. [13] reported that there is positive impact on performance. Furthermore, for dimension of decreasing hindering job demands, both Gordon et al. [11] and Bakker et al. [13] reported a negative relation to performance, while Petrou and Xanthopoulou [18] reported they are positively related with performance. Moreover, the research of Demerouti et al. [19] concluded that job crafting has negative outcome on performance because in their research, the dimensions of increasing challenging demands in job crafting are positively correlated with the counterproductive work behavior dimension in performance, which can result in decreased performance, while most other research concluded that job crafting has positive impact toward performance [10][11][13].

Based on the findings of several previous studies, it can be inferred that the relation between job crafting and performance is inconsistent. With that, one could suspect that there is a third variable that affects their relationship. This third variable could be named as a mediator because mediator is a possible mechanism by which an independent variable produces changes on a dependent variable [20].

One possible mediator is work engagement. Work engagement is defined as one individual who has a positive feeling and mind in relation to work. It consists of three elements and they are (a) absorption, (b) vigor, and (c) dedication [21].

Theoretically, work engagement could mediate the relationship between job crafting and performance is explained using Job Demands-Resources Model. This model speculates that work engagement is also an aspect that bridges the association between both factors [9].

Empirically, the possibility of work engagement being the mediator is supported by many previous studies, there has been studies proving, (a) job crafting affects work engagement, (b) significant effect from work engagement towards performance, and (c) work engagement has successfully proven to be a mediator on other variables in previous research

In the study done by Bakker et al. [22] on 95 employees, it is concluded that job crafting is significantly related to work

engagement. In Tims et al. [23], they concluded a similar finding.

In Bakker and Bal's [24] study on 54 Dutch teachers and Bakker et al.'s [25] research on 144 workers on different occupation, work engagement affects performance

In India, work engagement mediates the association between job crafting and work-family enrichment [26].

Previous studies have also discussed the impact of job crafting towards performance, with work engagement as a mediator. Such example is the research of Shin et al. [10], where the research examines the mediation of work engagement between job crafting and performance. It was found that work engagement fully mediates the effect of job crafting on performance.

Although research concentrating about work engagement as a mediator has been done before such as by Shin et al. [10], there is no such research targeting at high school teachers in Indonesia. With the ongoing COVID-19 pandemic phenomenon, this topic is considered to be important to be researched.

This research is conducted on teachers in the South Tangerang area in Indonesia because it is an area that has experienced a fairly large impact from the COVID-19 pandemic, and has recently experienced a fairly rapid increase in the number of cases. [27]

The hypothesis of this research is work engagement mediates the impact of job crafting towards performance. Research model for this study is illustrated in Figure 1.

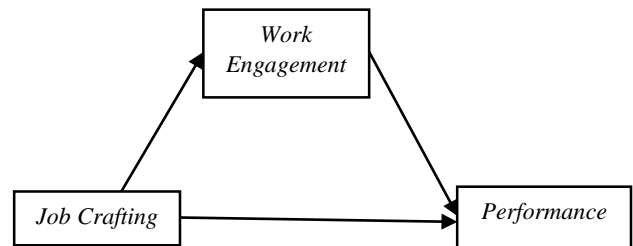


Figure 1 Research Model

2. RESEARCH METHODOLOGY

The study adopted a quantitative research approach. The participants were 80 high school teachers teaching in four different high school in South Tangerang ($M = 40.5$ years old, 57.5% female, and 21.25% having 16-20 years of teaching experience). For safety purposes during COVID-19, all data were collected online through Google Forms.

2.1. Scales of Performance

In this study, performance is measured using Individual Work Performance Questionnaire (IWPQ) by Koopmans [7] that has been adapted to Bahasa Indonesia by Widayastuti and Hidayat [28]. This tool measures three dimensions of performance, which is task performance, contextual performance and counterproductive work behaviour. The details of IWPQ can be seen on Table 1.

Table 1 Performance Measurement Tool

Dimension	Number of Items	Item Example	Cronbach's Alpha
Task Performance	5	I was able to set priorities	0.738
Contextual Performance	8	I took on extra responsibilities	0.725
Counter productive Work Behaviour	5	I made problems at work bigger than they were.	0.697

2.2. Scales of Job Crafting

In this study, job crafting is measured using Job Crafting Scale (JCS) which was proposed by Tims et al. [12] that is

translated into Bahasa Indonesia first before being used in this study. The details of JCS can be seen on Table 2.

Table 2 Job Crafting Measurement Tool

Dimension	Number of Items	Item Example	Cronbach's Alpha
Increasing Structural Job Resources	5	I try to develop my capabilities	0.623
Decreasing Hindering Job Demands	6	I make sure that my work is mentally less intense	0.610
Increasing Social Job Resources	5	I ask colleagues for advice	0.615
Increasing Challenging Job Demands	5	When an interesting project comes along, I offer myself proactively as project co-worker	0.662

2.3. Scales of Work Engagement

Work engagement is assessed using Utrecht Work Engagement Scale 9 Items (UWES-9) by Schaufeli and

Bakker [21] that has been adapted to Bahasa Indonesia by Kristiana and Purwono [29]. The details of UWES-9 can be seen on Table 3.

Table 3 Work Engagement Measurement Tool

Dimension	Number of Items	Item Example	Cronbach's Alpha
Vigor	5	At my job, I feel strong and vigorous	0.738
Dedication	8	My job inspires me	0.725
Absorption	5	I am immersed in my work	0.697

3. RESULTS

The mediation analysis shows a significant impact of job crafting towards work engagement (path a) $b=0.4184$, $p=0.0047$, and there is also a significant impact of work engagement towards performance (path b) $b=0.1984$, $p=0.0128$. With the total effect of job crafting toward performance (path c) shows a significant $b=0.3373$, $p=0.0015$.

The job crafting toward performance (indirect effect via work engagement) shows a significant result of $b=0.083$, $95\%CI$ (0.0075, 0.198) with the direct effect of job crafting toward performance (path c') results in $b=0.2542$, $p=0.0168$. This shows that work engagement has a partial mediation effect on the impact of job crafting toward performance, with score of P_M (ratio of the indirect effect to the total effect) $=0.246$, which indicates work engagement explains 24.6% of the impact of job crafting to performance.

Additional analysis is performed to examine which dimensions of work engagement contribute the largest effect in mediating the impact of job crafting towards performance. Result shows that dedication gives the largest and the only significant indirect effect results.

Vigor shows an insignificant result of indirect effect $b=0.067$, 95%CI (-0.0552, 0.0686), absorption also shows an insignificant result of indirect effect $b=0.0007$, 95%CI (-0.0324, 0.0288), meanwhile dedication shows a significant result of indirect effect $b=0.1441$, 95% CI (0.0448, 0.2692). The comparison can be seen on Table 4.

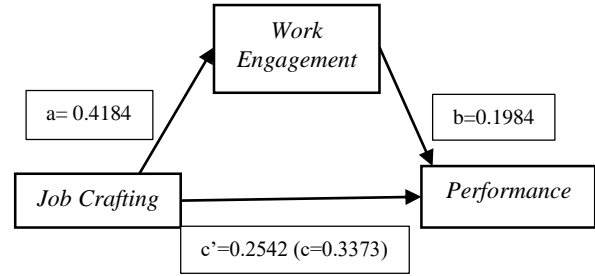


Figure 2 Mediation Analysis Results

Table 4 Indirect Effect Comparison of Each Dimensions of Work Engagement Dimension as a Mediator

Work Engagement Dimensions	Indirect Effect	Significance (95% CI)
Vigor	0.067	-0.0552, 0.0686
Dedication	0.1441	0.0448, 0.2692
Absorption	0.0007	-0.0324, 0.0288

4. DISCUSSIONS

Results show that there is a significant effect of partial mediation done by work engagement on the relationship between job crafting and performance, with work engagement explaining 24.6% of the effect of job crafting on performance, this means the empirical results supported the hypothesis of the study. This result also matched the theory of JDR Model in which work engagement bridges the association between job crafting and performance, and shows a consistent result with the finding of Shin et al. [10], where work engagement mediates the association between job crafting and performance significantly.

Additional analysis shows that among the dimensions of work engagement, dedication has the largest role acting as a mediator. It implies that dedication is the most important aspect in the job as a teacher especially during this pandemic. This could be true because this pandemic has tremendously affected many teachers physically and psychologically (examples are, thinking various teaching methods in conducting online classes, coaching students virtually, continuously looking after the well-beings of their students, attending many online meetings and having a ‘blurred’ division between work and personal activity). When teachers are dedicated, they fully comprehend the true meaning about the role of being a teacher and there is more than just simply teaching the materials to the students. Dedicated teachers will go an extra mile to make sure that they have used all their available resources and fully assure that their students are not in the disadvantaged situation even though they are physically and mentally tired. Hence, this could be an explanation why dedication is the only dimension that mediates significantly between the two variables.

There are also some limitations in this study. First, the participants are from the same area, which might show a different result if the participants are from another area [11]. The second limitation being this study was done during the COVID-19 pandemic, where the situation might differ from normal situation and possibly shows a different result during normal conditions. Last but not least, the measurement in this study also uses self-report method, which might cause some sort of bias [22].

Based on this study, recommendation for future studies is to include control variable, for example like stress level, Bakker et al. [14] shows that job crafting is more effective when stress level is high. Moreover, further studies can also include job demands/resources as additional variables, because the function of job crafting is fundamentally to change job resources/demand, however the direct effect of job crafting itself towards both job resources/demands are not measured in this study [10].

This study provides some suggestions for teachers to perform job crafting and to explore their job boundaries. For example, taking additional tasks such as giving personalized instructions to each students, or to widen their teaching knowledge through exchanging information with colleagues. These activities are worthy as they have been proven to increase individual’s dedication, which is one of the important aspects to produce a remarkable performance [30].

5. CONCLUSION

It was concluded that work engagement partially mediates the impact of job crafting towards performance.

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