The Key to Achieving Workplace Well-Being for Teachers: Job Crafting and Organizational Culture

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Abstract. Workplace well-being is believed to have a positive influence on teacher performance. But in reality, many teachers are unprofessional and cannot interpret their work. The phenomenon of teacher well-being problems in Islamic schools is the high pressure due to complex academic and religious demands. Teachers often face excessive workloads, such as balancing teaching duties and spiritual responsibilities, causing stress and burnout. This study aimed to examine the effect of job crafting on workplace well-being and the impact of organizational culture on workplace well-being among teachers of Islamic private vocational schools in Purwokerto. This study used quantitative methods with a population of 87 Islamic private vocational school teachers in Purwokerto. Data collection using eudemonic well-being in the workplace questionnaire, job crafting, and organizational culture scales. Data analysis techniques using outer and inner model tests with the help of SmartPLS 3.0 software. 1) There is an influence of job crafting on workplace well-being, which is shown by the statistical t value of 3.017 and p values of 0.003; 2) There is an influence of organizational culture on workplace well-being which is indicated by a statistical t value of 9.153 and p values of 0.000. The analysis results show that the r-square value shows that job crafting and organizational culture contribute 53.7% to workplace well-being. In conclusion, there is an influence between job crafting on workplace well-being and there is the influence of organizational culture on workplace well-being.

Keywords: Workplace Well-Being; Job Crafting; Organizational Culture.

1 Introduction

The study of workplace well-being is critical because emotional and social experiences in the work environment affect individual performance and mental health. The impact is the development of a positive and well-functioning personality in employees, both in their personal and professional lives, including in educational organizations. Education has no meaning if there is no active participation from educators. Despite having a good vision, mission, and curriculum, the quality of education will decline if teachers are not actively involved. Conversely, if the teachers have innovation, productivity, and progressiveness, the quality of education will improve, even though the curriculum, vision, and mission may be weak [1]. To achieve success and 'retain' necessary human resources is to create good workplace well-being for school teachers.

Therefore, the study of teachers' workplace well-being is critical because the impact is not only related to the teachers but also impacts students and schools. Workplace well-being is an

essential factor that institutions or organizations must address. Lack of workplace well-being will negatively impact the school. Teachers can increase productivity by defining their work boundaries and creating a work environment that meets their preferences, talents, and abilities [2]. However, a preliminary study on teachers in Purwokerto found that 60% of vocational teachers experienced insecurity. This indicates a problem in the meaning of the work aspect, where teachers do not change how they work. They feel that teaching students every day is challenging because of the diverse student characters they face. As a result, teachers often feel tired of dealing with students, especially when students have no enthusiasm for learning. Teachers find it difficult to change their way of teaching to be more proactive.

The findings also indicate a problem with the independence aspect of work, where teachers may feel limited in taking the initiative or making necessary changes. Teachers find it difficult to achieve maximum work output because they have busy schedules and limited time. This limitation makes it difficult for them to provide optimal teaching to students. This also indicates a problem in the responsibility aspect, where teachers may find it challenging to meet the job demands and feel unable to take full responsibility for their tasks. Teachers who cannot fulfill these responsibilities may also receive poor appraisals and lack appreciation from the school. This can also lead to problems with feelings of achievement, where teachers may feel less satisfied with their accomplishments and feel that they are not achieving the expected results.

These problems form the basis for the importance of an in-depth study of teacher well-being. The results of previous research prove the importance of workplace well-being to be studied because it is influenced by workplace spirituality and emotion regulation [3], transformational leadership [4], Organizational culture [5], job crafting [6] [7]. However, in this study, researchers are more focused on examining job crafting and organizational culture as factors that influence workplace well-being in teachers. However, in this study, researchers are more focused on investigating job crafting and organizational culture as factors that affect workplace well-being in teachers.

2 Literature Review

2.1 Workplace Well-being

Page & Vella-Brodrick argue that employee well-being consists of three core components: subjective well-being, workplace well-being, and psychological well-being [8]. Subjective well-being includes life satisfaction and dispositional affect; psychological well-being includes self-acceptance, positive interpersonal relationships, environmental mastery, autonomy, life purpose, and self-development, while workplace well-being is related to job satisfaction and work-related aspects. Workplace well-being, as part of the concept of employee well-being, is defined as a sense of well-being obtained by workers from employee jobs related to workers' general feelings (core affect) and intrinsic and extrinsic value of work (work value) [9]. Core affect is an emotional state that includes mixed feelings of comfort, discomfort, and arousal that affect human activity. Meanwhile, intrinsic and extrinsic work values relate to an individual's worth, importance, and preference for what they like in the work environment.

In education, teachers' workplace well-being is characterized by fulfilling professional duties, job satisfaction, goal achievement, and happiness built collaboratively with fellow teachers and students [10]. This well-being can be achieved if teachers feel valued and recognized for their contributions, are successful in helping students' development, and are involved in meaningful

learning processes. Teachers who feel well at work are also characterized by their ability to achieve set goals, achieve expected student learning results, improve their skills and knowledge, and achieve set personal targets. Na'imah et al. found that teachers in Islamic-based schools can achieve well-being if there are dimensions of dedication, having positive emotions, getting rewards, being able to work together, having job satisfaction, and having social closeness. These dimensions reflect aspects relevant to the dimensions described by [9]. For example, the dedication dimension relates to the commitment to work, the positive emotion dimension can relate to job satisfaction and emotional aspects of well-being, and the reward dimension relates to the need for recognition and job satisfaction.

In this study, the dimensions used as the basis for the instrument's preparation are the dimensions developed by Page, namely the intrinsic and extrinsic dimensions [9]. The intrinsic dimension consists of responsibility at work, the meaning of work, independence at work, use of abilities at work, and achievement at work. In contrast, the extrinsic dimension includes the best service of time, satisfaction with the work environment, good treatment from superiors, promotion opportunities, recognition of good performance, appreciation as an individual at work, and provision of wages. Thus, workplace well-being is a condition in which teachers subjectively feel psychological and physical well-being when in the work environment. This condition can be indicated by personal satisfaction and happiness, high job satisfaction, positive emotions, good physical health, and good social relationships at work.

2.2 Job Crafting

Job crafting is an initiative from employees to shape their work to change job characteristics better to suit personal needs, goals, and skills [11]. Wrzesniewski and Dutton initially described job crafting in three forms, namely changes made by employees in job tasks (task crafting), job relationships (relational crafting), and job meaning (cognitive crafting) [2]. In task crafting, employees may change, adjust, or reorganize tasks to match their preferences, interests, or expertise. Relational crafting means employees may seek opportunities to build better relationships with coworkers, supervisors, or clients, seek additional support or resources, or find mentors for their professional development. Cognitive crafting: This is an employee's change in understanding and giving meaning to their work. Employees may change their perceptions of work, connect it to personal values, seek more meaningful goals, or look for ways to experience a sense of fulfillment in their work. It is also explained by Van Wingerden et al. that job crafting is a physical and cognitive change that individuals make in doing a task or the relational boundaries of their work [12].

In a later development, Tims and Bakker explained job crafting with the Job-Demands Resources (JD-R) Model [13]. Employees can change the level of job demands and job resources to align with their abilities and preferences. Employees can have the initiative to seek or develop resources that can improve their well-being and performance, such as additional training, technological assistance, or social support. Some job demands can provide positive challenges for employees, such as high task complexity. Therefore, employees can take steps to increase these demands to align with their abilities and preferences. However, some job demands can be barriers, so employees can reduce or eliminate these demands to be more in line with their skills and preferences.

Furthermore, Tims et al. developed four aspects of job crafting: increasing structural job resources, increasing social job resources, increasing challenging job demands, and decreasing

hindering job demands [11]. Increasing structural job resources, namely providing opportunities to take advantage of opportunities by developing interesting tasks and introducing new work processes that give them autonomy; increasing social job resources, namely improving the quality of work relationships through mutual guidance, social support, and mutual feedback between employees and their superiors and coworkers; increasing challenging job demands, namely efforts to seek new challenges that can be completed by involving themselves in new projects, volunteering, adding tasks, or testing new applications relevant to the organization; decreasing hindering job demands is an attempt to reduce job tasks that are considered inhibiting by completing these tasks. Job demands that are too high or inappropriate can hurt employee health and well-being. This dimension was also used by Shang and Pari et al. to measure the effect of job crafting on teacher performance[14] [15]. In this study, researchers used the previously described dimensions: increasing structural and social resources, increasing challenging job demands, and reducing inhibiting job demands.

2.3 Organizational Culture

In examining the construct of organizational culture, two approaches are used: the dimensional approach and the complementary structure approach. The dimensional approach describes how societal values influence organizational culture and recognizes the interaction between national and organizational cultural dimensions. This approach aims to make quantitative measurements of organizational culture. On the other hand, the structured approach describes bidirectional relationships that show dependencies between domains in a model. Linear processes are used to describe the specific relationships between these domains. This approach defines the dynamics of organizational culture in more detail, explaining how these domains influence and interact with each other in the context of organizational culture [16]. Luthans also said that every organization has a unique culture that is part of the society in which they operate. This organizational culture becomes the typical perception of all members of the organization [17]. Therefore, by combining these two approaches, a richer and more comprehensive insight into the culture of organizations can be obtained.

Schein argues that organizational culture emphasizes the basic assumptions forming the core of the culture [18]. So, organizational culture is defined as a collection of inherent and unconscious beliefs and norms accepted by members that direct their behavior and provide a basis for a shared understanding of their world. Organizational culture consists of three levels. First, there is the unconscious level of culture, which is the deepest level. This level includes the inherent and unconscious beliefs and norms influencing organizational members' thinking and acting unconsciously. Second, the conscious level of culture is the more visible organizational culture. This level consists of values, beliefs, and norms that can be recognized and explained by the organization's members. Finally, there is the artifact level, which is the outermost level. This level consists of symbols, rituals, and physical structures that outsiders can observe in the organization.

Organizational culture is the values, beliefs, and principles that serve as the basis for an organization's management system and a set of management practices and behaviors that exemplify and reinforce these basic principles [19]. So, it can be concluded that organizational culture is a belief, values, and norms developed in the organization to guide the behavior of members directed to a shared meaning system and distinguish one organization from another.

Furthermore, Denison et al. explained that the indicators of organizational culture are involvement, consistency, adaptability, and mission. In this study, involvement is interpreted as the extent to which teachers feel involved and participate in organizational activities and processes, while consistency is when teachers consistently follow organizational values, norms, and policies [20]. Adaptability is the ability of teachers to adapt to changes and challenges that arise in the educational environment. Mission: This refers to the extent to which teachers clearly understand the organization's mission and goals and the alignment of their values and goals with the task.

3 Method

This study used a quantitative correlational approach. Participants were teachers of a private Islamic Vocational High School in Purwokerto, which amounted to 87. Data collection is done offline by directly giving research instruments to respondents. The tools used were workplace well-being, job crafting, and organizational culture scales. The Workplace well-being Scale was developed by modifying it using Page's theoretical framework [9]. The number of items is 43, arranged based on the dimensions of workplace well-being, namely the intrinsic and extrinsic dimensions. Sample items: "*Menjadi guru adalah pekerjaan yang penting bagi saya*" ; "*Lingkungan sekolah adalah tempat kerja yang paling positif*".

The job crafting Scale has been modified from Job Crafting Scale (JCS) developed by Tims et al., namely by compiling items based on dimensions of increasing structural job resources, increasing social job resources, increasing challenging job demands, and decreasing hindering job demands totaling 24 items [11]. Example of an item; "*Saya suka dengan pekerjaan yang lebih menantang*" ; "*Saya bersedia melakukan tugas tambahan selain tugas pokok*". The organizational culture scale was modified from The Denison Organizational Culture Survey developed by [20]. New items were developed based on the dimensions of involvement, consistency, adaptability, and mission totaling 48 items. Sample items: "*Guru sering bekerja sama untuk menciptakan perubahan pada sekolah*" ; "*Inovasi saya dihargai di dalam organisasi*".

Data analysis using Partial Least Squares (PLS) software, which is a variant-based structural equation analysis (SEM) that can simultaneously test the measurement model as well as the structural model (outer model and inner model) [21] [22].

4 Result

4.1 Outer model test results

In this study, the measurement model evaluation was carried out based on three essential criteria: convergent validity, discriminant validity, and reliability. The concurrent validity of the research variables was evaluated using outer loadings and average variance extracted (AVE). The standard to assess convergent validity is an external loading value greater than 0.7, although outer loading scores between 0.5-0.6 are still acceptable [23]. In discriminant validity analysis, the main goal is to ensure that the indicators in the measurement model consistently measure the intended construct and have a stronger correlation with the relevant construct than with other constructs. In other words, indicators that should be related to a particular construct should have a higher level of correlation with that construct than with other constructs [21].

The table shows items with an outer loading that exceeds 0.5, indicating a significant contribution in forming the measured factors. This shows that the indicators in each construct have a strong relationship with the element to be measured because the outer loading value exceeds the predetermined limit. In addition, the analysis also shows that all constructs have AVE values that exceed 0.5, indicating adequate validity for the construct.

Reliability testing is done by examining Cronbach's Alpha and composite reliability scores. In PLS analysis, it is recommended to use composite reliability as a method of testing construct reliability because using Cronbach's Alpha tends to produce lower scores (underestimate). A variable is considered reliable if it has a composite reliability value above 0.7 [23]. The following are the results of measuring Cronbach's Alpha and Composite Reliability in this study:

Table 1. Composite Reliability dan Cronbach's Alpha

Variable	Cronbach's Alpha	Composite Reliability
Job Crafting	0.904	0.921
Organizational Culture	0.978	0.979
Workplace Well-being	0.954	0.958

The measuring instrument used in this study has an adequate level of reliability because all variables have a value above 0.7. This means that the constructs measured have acceptable reliability. Thus, it can be concluded that the measuring instrument has an adequate level of reliability, so it can be trusted and used to measure the variables studied.

4.2 Inner Model Testing Results

The results showed that the R-squared value in this study was 0.25. This indicates that job crafting and organizational culture contribute 25% to workplace well-being. Although the contribution is significant, the model can be categorized as a model with weak strength because the R-Square value is below 0.50**.** In this study, the Q-square value obtained was 0.255. This value is greater than 0, indicating the model has predictive relevance. That is, the model can make a significant contribution to predicting the level of workplace well-being. However, the Q-square value obtained falls into the moderate category. This suggests that there is still room for improvement or enhancement in the model's ability to make more accurate predictions related to workplace well-being.

In this study, F-Square measures how exogenous variables affect endogenous variables in the structural model. The analysis results show that the job crafting variable on workplace well-being has an F-Square value of 0.107. This value falls into the weak category, indicating that job crafting variables are limited to explaining variations in workplace well-being. On the other hand, the organizational culture variable on happiness has an F-Square value of 0.779. This value falls into the high category, indicating that the organizational culture variable makes a more significant contribution than the job crafting variable in explaining variations in workplace well-being.

Furthermore, information regarding the results of hypothesis testing through the t-test can be found in Table 2.

Table 2. Hypothesis Test

Hypothesis	Impact	t Statistics	p Values	Result
H1	JC>WWB	3.017	0.003	Accepted
H2	OC>WWB	9.153	0.000	Accepted

The results show that job crafting affects workplace well-being (t=3.017; p=0.003), and organizational culture influences workplace well-being (t=9.153; p=0.000). These results indicate that job crafting has a positive influence on the level of workplace well-being of teachers. In addition, the results also show that organizational culture significantly influences teachers' workplace well-being, with a t-value of 9.153 and a p-value of 0.000. This indicates that organizational culture is essential in improving teachers' workplace well-being.

5 Discussion

From the study results, it can be concluded that organizational culture has a more significant influence than job crafting on the workplace well-being of teachers in Islamic schools. This study confirms previous research by Lumentut and Ambarwati, which shows a significant positive relationship between job crafting and workplace well-being [6]. The dimensions of increasing structural job resources and decreasing hindering job demand contribute the most to workplace well-being [7]. Increasing available job resources, such as increased autonomy, social support, and career development opportunities, contribute to workplace well-being by creating a more adequate and supportive work environment. When teachers have autonomy in performing their duties, support from colleagues and principals, and growth opportunities, they tend to feel more satisfied and engaged in their work, improving workplace well-being. Reducing restrictive job demands, such as excessive workload, role conflict, and task vagueness, contributes significantly to workplace well-being. By reducing factors that burden teachers and hinder their performance, such as excessive workloads or conflicts between work and personal life demands, teachers can cope with stress, maintain a work-life balance, and feel more satisfied with their work.

One crucial aspect is how teachers improve work structures and social relationships. Research conducted by Tims et al. shows that good work behaviors and individual efforts in improving work structures and social relationships can be mediating factors that contribute to improving workplace well-being [11]. Good teacher work behaviors may include initiatives to improve work structures, such as reorganizing tasks or identifying career development opportunities. In addition, good teachers also strive to build positive social relationships with colleagues, students, and other related parties within the school environment. These efforts encourage better interactions, social support, and a positive work environment, contributing to improved workplace well-being.

Wrzesniewski and Dutton said that Job crafting affects changes to assist individuals in appreciating and giving meaning to their work to increase positive emotions while working [2]. In this case, in job crafting, teachers can change their job tasks by adding or removing certain activities, changing the order or method of performing tasks, or even combining different tasks. In addition, individuals can also reorganize relationships with their coworkers, supervisors, or clients by strengthening positive relationships and reducing negative interactions. By job crafting, teachers feel they have more control over their work and can increase job engagement

and satisfaction. This gives their work more profound meaning and significance, leading to the experience of higher positive emotions at work.

Furthermore, organizational culture has an effect size of 0.779, which strongly influences workplace well-being. This is because organizational culture is a system formed through interactions between organizational members and takes place over a long period of time, so it significantly influences workplace well-being factors. The level of individual conformity with the existing organizational culture also significantly impacts well-being at work [5]. Organizational culture includes norms, values, beliefs, and practices that apply within an organization. It shapes the unique work environment and has a pervasive effect on employees. When teachers feel they fit into the organizational culture, they will feel more comfortable, accepted, and adaptable to the work environment. Conversely, when teachers do not fit into the existing organizational culture, they may experience value conflicts, feel disconnected, or find it difficult to participate fully in the work environment.

An Islamic work environment increases employee job satisfaction [24]. Islamic organizational culture involves the application of Islamic values in the context of the work environment. This includes principles such as justice, mutual respect, honesty, fairness, and attention to work-personal life balance. In an Islamic work environment, all organization members consistently apply and value norms and practices based on Islamic values. An Islamic work environment creates an inclusive, supportive atmosphere and is oriented toward the common good. This can increase employees' job satisfaction as they feel valued, supported, and recognized for their contributions. Islamic work environments also encourage honest and open communication, team collaboration, and attention to work-personal life balance.

6 Conclusion

Based on the study results, it can be concluded that organizational culture has a more significant influence than job crafting on the workplace well-being of teachers in Islamic schools. In addition, Islamic organizational culture tends to increase teachers' positive emotions because it includes Islamic values such as justice, mutual respect, honesty, and attention to work-personal life balance. The limitations of this study lie in the limited sample size, and data collection was only conducted in Islamic schools. With a relatively small sample, the generalizability of the research results is limited, so the findings may not be able to represent the teacher population as a whole. In addition, limiting the research to Islamic schools limits the generalizability of the findings to that context, so the study results may not be widely applicable outside the Islamic school environment. To broaden the generalizability of the findings, future research could involve a larger sample and include different types of schools and teacher work contexts.

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