HUMAN RESOURCE DEVELOPMENT STRATEGY ON PERFORMANCE THROUGH JOB CRAFTING AS AN INTERVENING VARIABLE

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Article Info	ABSTRACT
	This study aims to explore the impact of human resource development on performance through job crafting in the environment of Pesantren Tahfidz Maskanul Huffadz. The phenomenon of declining work quality, employee collaboration, and employee loyalty from 2019 to 2022 is suspected to occur due to the increasing number of students and pesantren administrators each year. This study uses an associative method to determine the relationship between the variables Education (X1), Training (X2), Career Development (X3), Job Crafting (Y), and Performance (Z), using path analysis and the PLS-SEM approach. The results show that the variables Education and Training have a positive and significant effect on Job Crafting, with t-statistic results of 2.294 and 4.556, respectively. Additionally, Job Crafting also has a positive and significant influence on employee performance, with hypothesis testing results showing a t-statistic of 5.313. However, other variables mediated or through job crafting do not show a significant influence. Based on these results, it can be concluded that Job Crafting has a direct impact on employee performance compared to research results calculated indirectly. The decline in employee performance is also suspected to be influenced by suboptimal education, training, and career development. Therefore, to improve employee performance at Pesantren Tahfidz Maskanul Huffadz, it is necessary to enhance the aspects of education and training as well as the implementation of more effective job crafting strategies.

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INTRODUCTION

There is a phenomenon or trend of decreasing work quality from 2019 to 2022. Likewise, employee collaboration from 2019 to 2022 has decreased. And finally, employee loyalty from 2019 to 2022 also experienced a decline. The above is thought to happen because every year the number of students and boarding school administrators increases, where the new administrators usually come from former students, so that the phenomenon of cultural adaptation or habituation in the world of work continues to be a phenomenon in the Tahfidz Maskanul Huffadz Islamic Boarding School environment, which is why the author estimates that there is an influence *job crafting* in this Islamic boarding school environment, which has allegedly caused a significant decline in recent years.

Changes in employee behavior with the aim of aligning job demands and job resources with their preferences, skills and needs." This is in line with the results of research from Susi Mega Setyawati in the Journal of Management Science, Volume 7, number 3, which states that there is an influence between HR development on job crafting and performance. This decline in employee

performance is thought to also be influenced by human resource development, such as education, training and career development. Apart from the variables above, the performance of the Tahfidz Islamic boarding school is thought to be influenced by other variables that were not researched, such as compensation and work environment.

Based on the description above, the author is interested in conducting research regarding HR development at the Tahfidz Maskanul Huffadz Islamic Boarding School regarding performance through job crafting for existing employees.

METHOD

In this research, the type of research used is Associative, where the author tries to find out the relationship between the variables Education (X1), Training (X2), Career Development (X3), Job Crafting (Y) and Performance (Z) which are variables that have a relationship with the variables other. musing data collection methods with questionnairesto obtain the data and information needed to write this research, where a list of statements submitted to respondents is closed.

The data analysis in this research was carried out using path analysis and using the PLS-SEM approach. The analysis technique in this research uses the PLS technique which is carried out in two stages, namely: The first stage is to carry out a measurement model test, namely testing the validity and reliability of the construct of each indicator. The second stage is to carry out a structural model test which aims to determine whether there is an influence between variables or a correlation between constructs which are measured using the t test from PLS itself.

Figure 1. Ddiagrams on SmartPLS
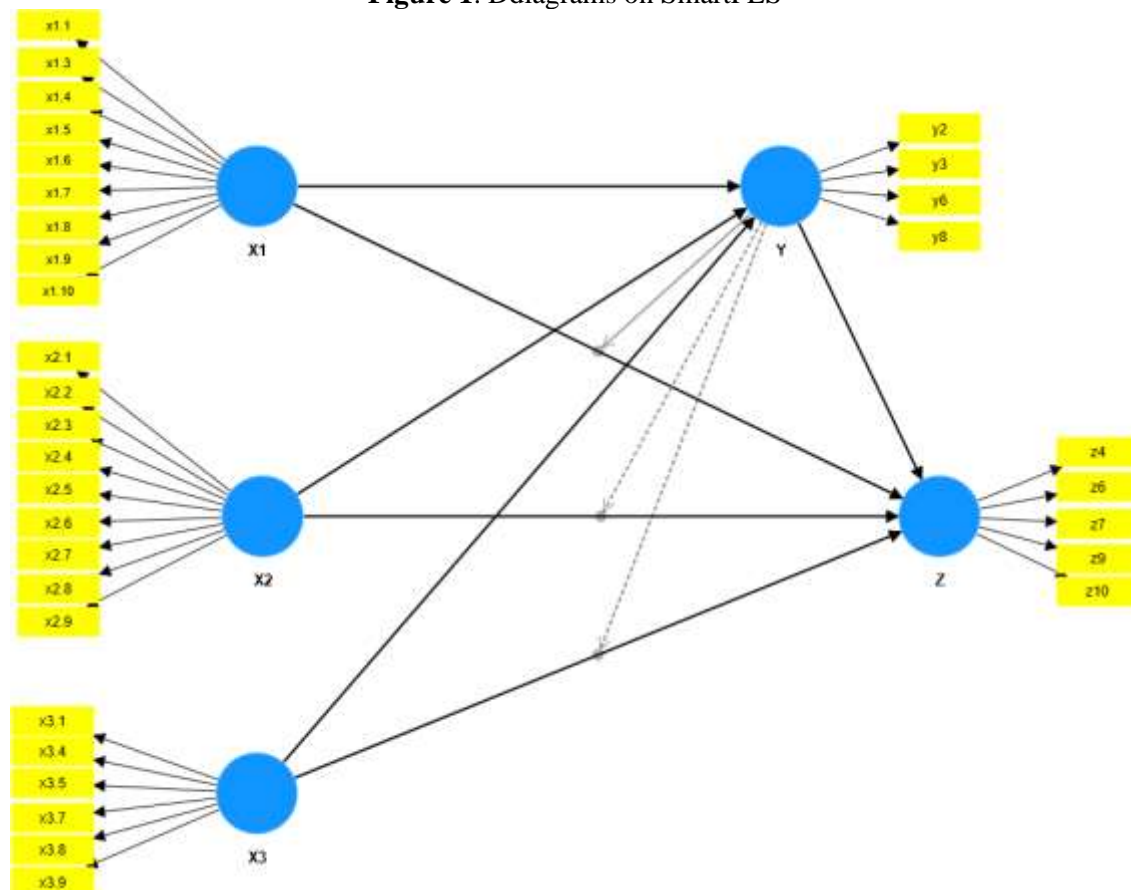
Apart from being used to confirm theories, PLS can also be used to explain whether there is a relationship between latent variables. Because it focuses more on data and with limited estimation procedures, model misspecification does not have much influence on parameter estimates. PLS can simultaneously analyze constructs formed with reflexive indicators and formative indicators, and this is not possible in covariance based SEM because an unidentified model will occur (Latan and Ghozali, 2012).

RESULTS AND DISCUSSION

In this study, the characteristics of the relevant respondents were divided into 4 demographic sections according to their respective profiles, namely based on gender, age, highest level of education and length of service.

Table 1. Number and Percentage of Respondents Based on Gender

No.	Gender	Number of Respondents	Percentage
1	Man	34	25.60%
2	Woman	99	74.40%
Total		133	100%

Source: Primary Data processed via Google Form N=133 (2023)

Table 2. Number and Percentage of Respondents Based on Age

No.	Age Group	Number of Respondents	Percentage
1	17-25 Years	122	91.70%
2	26-35 Years	11	8.30%
3	36-45 Years	0	0%
Total		133	100%

Source: Primary Data processed via Google Form N=133 (2023)

Table 3. Number and Percentage of Respondents Based on Education

No.	Level of education	Number of Respondents	Percentage
1	SMA/SMK	106	79.70%
2	D3 (Diplomat)	1	0.80%
3	S1 (Strata 1)	26	19.50%
4	S2 (Strata 2)	0	0%
Total		133	100%

Source: Primary Data processed via Google Form N=133 (2023)

Table 4. Number and Percentage of Respondents Based on Years of Work

No.	Years of service	Number of Respondents	Percentage
1	<1 year	72	54.10%
2	1-3 Years	50	37.60%
3	4-5 Years	7	5.30%
4	>5 Years	4	3.00%
Total		133	100%

Source: Primary Data processed via Google Form N=133 (2023)

The Model Fit test or what can be called GoF is carried out to assess the quality of the estimated model by comparing the actual value of the dependent variable with the value predicted by the estimated model. The Gof assessment criteria are that a GoF with a value of less than 0.1 is considered small, a GoF with a value of less than 0.25 is considered moderate and a GoF with a value of less than 0.36 is considered large. If the GoF value obtained is more than 0.36 then the suitability of the research model is considered good (Hair, et al, 2016). Following are the results of the model fit testwhich is presented in table 5.

Table 5. Model Fit Test Results

	Saturated models	Estimated model
SRMR	0.07	0.07
d_ULS	2,771	2,721

d_G	1,569	1,568
Chi-square	1,022,742	1,016,427
NFI	0.749	0.75

Source: Processed primary data, 2023

GoF assessment can be carried out by reviewing the SRMR value which shows the root mean square difference between the observed correlation and the model in the correlation. If the SRMR value exceeds 0.08, it means that the model suitability is good. Apart from that, GoF can be measured by calculating the square root of the average AVE value multiplied by the average R square value, as follows:

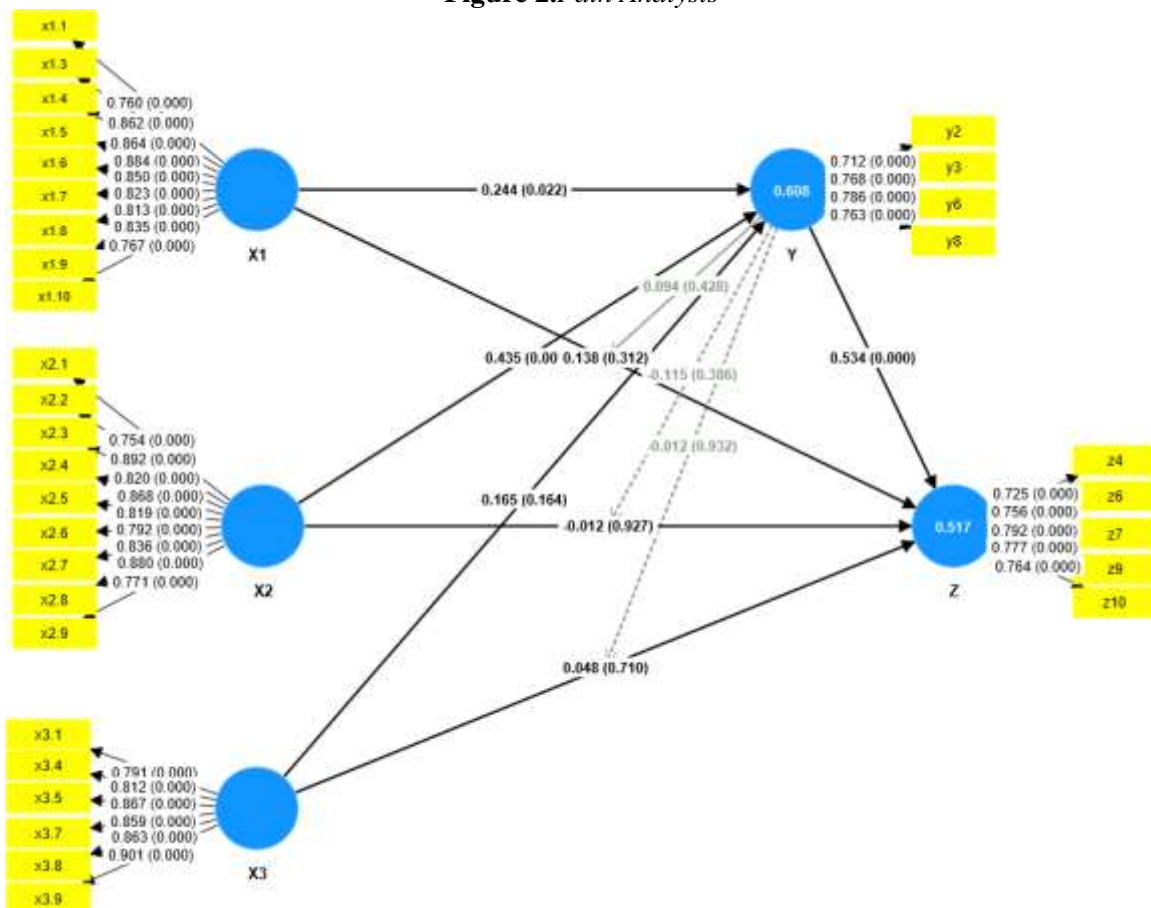$$GoF = \sqrt{\overline{AVE} * \overline{R^2}}$$
$$GoF = \sqrt{0,650 * 0,562}$$
$$GoF = \sqrt{0,3653}$$
$$GoF = 0,6044$$

Based on the calculation above, a GoF value of 0.6044 is obtained, which means that the GoF value in this study is considered large (GoF Large) because the value exceeds 0.36. Based on these results, the GoF value of the research model is considered good and the data can be interpreted empirically.

Figure 2.*Path Analysis*

Source: Processed primary data, 2023

Based on table 6 and figure 2 which describes the results of hypothesis testing using the bootstrapping technique, the results show that of the 7 (ten) proposed hypotheses (H1, H2, H3, H4, H5, H6, H7, H8, H9 and H10) there are 3 (three) hypotheses (H1, H2 and H10) were accepted and the remaining (H3, H4, H5, H6, H7, H8 and H9) were unacceptable (rejected). For the accepted hypotheses, each of them has a t-value of more than 1.96 and a probability value (Plalue) of less than 0.05, while for the rejected hypotheses the t-values are 1.393, 1.011, 0.091, 0.372 , 0.793, 0.867 and

0.086 which is less than 1.96 and the probability values are 0.164, 0.312, 0.927, 0.710, 0.428, 0.386, 0.932 and 0.948 which is more than 0.05.

Table 7. Test ResultsCoefficient of Determination (R²)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics(|O/STDEV|)	P values
Education (X1) -> Job Crafting (Y)	0.244	0.244	0.106	**2,294**	**0.022**
Training (X2) -> Job Crafting (Y)	0.435	0.437	0.095	**4,556**	**0,000**
Career Development (X3) -> Job Crafting (Y)	0.165	0.159	0.118	1,393	0.164
Education (X1) -> Employee Performance (Z) through Job Crafting (Y)	0.138	0.148	0.136	1,011	0.312
Training (X2) -> Employee Performance (Z) through Job Crafting (Y)	-0.012	0.004	0.128	0.091	0.927
Career Development (X3) -> Employee Performance (Z) through Job Crafting (Y)	0.048	0.031	0.13	0.372	0.71
Education (X1) -> Employee Performance (Z)	0.094	0.114	0.119	0.793	0.428
Training (X2) -> Employee Performance (Z)	-0.115	-0.145	0.132	0.867	0.386
Career Development (X3) -> Employee Performance (Z)	-0.012	0.011	0.139	0.086	0.932
Job Crafting (Y) -> Employee Performance (Z)	0.534	0.536	0.101	**5,313**	**0,000**

Source: Processed primary data, 2023

Based on table 4.7 which describes the results of the coefficient of determination testshows an r square value of 0.608 for the Job Crafting (Y) variable. This shows that the Job Crafting variable can be influenced by independent variables amounting to 60.8%, while the remaining 39.2% is explained by other variables not examined in this research. Meanwhile, the r square value obtained was 0.517 for the Employee Performance variable (Z). This shows that the Employee Performance variable can be influenced by the independent variable by 51.7%. And the rest is not researched.

DISCUSSION

The research discussion will be linked to the theories and empirical research that have been described in the literature review to carry out hypothesis testing and answer the research problem formulation as follows:

Education (X1) to Job Crafting (Y)

Based on the results listed in table 6, it shows that the education variable has a positive and significant effect on the job crafting variable as evidenced by the results of hypothesis testing with a t-statistic result of 2.294 and a p-value of 0.022. This can mean that if the employee's education is high, this will increase the quality of the employee's performance.

Kurniawan (2017, p. 26) believes that the meaning of education is transferring (passing on) various values, knowledge, experiences and skills to the younger generation as an effort by the older generation to prepare the next generation's life functions, both physically and spiritually. In education, of course, we are required to be able to control the learning process and interact socially with other people.This serves to create a more positive identity thereby increasing the meaning of

education. In addition, it can increase appropriate work to be beneficial for the company.Therefore, it can be concluded that H1, the educational variable influences job crafting, is accepted.

Training (X2) to Job Crafting (Y)

Based on the results listed in table 6, it shows that the training variable has a positive and significant effect on the job crafting variable as evidenced by the results of hypothesis testing with a t-statistic result of 4.556 and a p-value of 0.000. This can mean that if the application of development to employees is high then this will result in an increase in the quality of the employee's performance.

Trainingis a process to form and equip employees by increasing their skills, abilities, knowledge and behavior. This means that training will shape employee behavior in accordance with what the company expects. Then it will equip employees with various abilities, education and expertise, according to their field of work (Kasmir, 2016: 126). Matters related to training include implementation time, costs, number of participants, education level, employee background, and various other things. Training is basically seen as the application of job skills and abilities, therefore training focuses on learning how to carry out specific tasks within a certain time.

As in task crafting, task crafting is a change in some of the responsibilities or obligations specified in the initial job description. These changes include adding or reducing tasks, changing the nature of tasks, changing the time and energy required, and increasing attention to other tasks that are possible to do. The tasks carried out by employees will be more meaningful and increase motivation and performance if they involve various skills (task variety), knowing the parts that make up the job (task identity), and being useful to others (task significance). Therefore, it can be concluded that H2 the training variable influences job crafting is accepted.

PCareer development (X3) to Job Crafting (Y)

Based on the results listed in table 6, it shows that the career development variable has no effect on the job crafting variable, proven by the results of the hypothesis test with a t-statistic result of 1.393 and a p-value of 0.164. The results of this discussion do not match or contradict previous research which states that career development variables influence job crafting. Therefore, it can be concluded that H3 the career development variable has an effect on the job crafting variable, is rejected.

Peducation (X1) on Employee Performance (Z) through Job Crafting (Y)

Based on the results listed in table 6, it shows that the education variable through job crafting has no effect on employee performance variables as evidenced by the results of hypothesis testing with a t-statistic result of 0.793 and a p-value of 0.428. The results of this discussion do not match or contradict previous research which states that job crafting variables can strengthen or weaken the relationship between the influence of educational variables on employee performance. Therefore, it can be concluded that H4 the education variable on employee performance variables through job crafting is rejected.

PTraining (X2) on Employee Performance (Z) through Job Crafting (Y)

Based on the results listed in table 6, it shows that the training variable through job crafting has no effect on employee performance variables as proven by the results of hypothesis testing with a t-statistic result of 0.867 and a p-value of 0.386. The results of this discussion do not match or contradict previous research which states that job crafting variables can strengthen or weaken the relationship between the influence of training variables on employee performance. Therefore, it can be concluded that H5 training variables influence employee performance variables through job crafting, is rejected.

PCareer Development (X3) on Employee Performance (Z) through Job Crafting (Y)

Based on the results listed in table 4.9, it shows that the career development variable through job crafting has no effect on employee performance variables as evidenced by the results of hypothesis testing with a t-statistic result of 0.086 and a p-value of 0.932. The results of this discussion do not match or contradict previous research which states that job crafting variables can strengthen or weaken the relationship between the influence of career development variables on employee performance. Therefore, it can be concluded that H6 career development variables influence performance variables through job crafting, is rejected.

PEducation (X1) on Employee Performance (Z)

Based on the results listed in table 4.9, it shows that the education variable has no effect on employee performance variables as evidenced by the results of the hypothesis test with a t-statistic

result of 1.011 and a p-value of 0.312. The results of this discussion are not in accordance with or contradict previous research which states that educational variables influence employee performance. Therefore, it can be concluded that H7 educational variables influence employee performance variables, is rejected.

PTraining (X2) on Employee Performance (Z)

Based on the results listed in table 4.9, it shows that the training variable has no effect on employee performance variables as evidenced by the results of hypothesis testing with a t-statistic result of 0.091 and a p-value of 0.927. The results of this discussion are not in accordance with or contradict previous research which states that training variables influence employee performance. Therefore, it can be concluded that H8 training variables influence employee performance variables, is rejected.

Career Development (X3) on Employee Performance (Z)

Based on the results listed in table 4.9, it shows that the career development variable has no effect on employee performance variables as evidenced by the results of hypothesis testing with a t-statistic result of 0.372 and a p-value of 0.710. The results of this discussion do not match or contradict previous research which states that career development variables influence employee performance. Therefore, it can be concluded that H9 career development variables influence employee performance variables, is rejected.

Job Crafting (Y) on Employee Performance (Z)

Based on the results listed in table 4.9, it shows that the job crafting variable has a positive and significant effect on employee performance variables as evidenced by the results of hypothesis testing with a t-statistic result of 5.313 and a p-value of 0.000. This can mean that if the application of job crafting to employees is high then this will increase the quality of the employee's performance.

These results are in accordance with previous research conducted byTri Setia Yuliviantowho said that job crafting had a positive and significant effect on employee performance at PT. Garam (Persero). PT employees. Garam (Persero) tends to change the way they interact at work to make it more comfortable so as to create a family work atmosphere. Conditions like this make it easier for employees when they need feedback on their work. When job crafting is successfully implemented and facilitated in accordance with organizational goals, the benefits of job crafting will not only be felt by employees but the organization will also benefit as a whole and will have a positive impact on several dimensions. job resources, reducing job demands, improving social relationships, and increasing job abilities. Therefore, it can be concluded that H10 variables have a positive and significant effect on employee performance variables, accepted.

CONCLUSION

Based on the results of the research that researchers have conducted above, where there are several variables that have been tested and analyzed regarding human resource development strategies on performance through job crafting as an intervening variable at the Tahfidz Maskanul Huffadz Islamic boarding school, with the implementation of the path analysis method, the following are several conclusions that can be presented by researchers, as follows:

First,There is a positive and significant influence of the education variable on the job crafting variable as evidenced by the results of the hypothesis test with a t-statistic of 2.294 and a p-value of 0.022. This can mean that if the education of employees at Islamic boarding schools is improved, this will improve the quality of employee performance in the Tahfidz Maskanul Huffadz Islamic Boarding School environment, and reduce the influence of the Job Crafting phenomenon.

Second,There is a positive and significant influence of the training variable on the job crafting variable as evidenced by the results of hypothesis testing with a t-statistic of 4.556 and a p-value of 0.000. This can mean that if the implementation of training for Islamic boarding school employees is appropriate and carried out frequently, this will be a means of improving the quality of employee performance in the Tahfidz Maskanul Huffadz Islamic Boarding School environment, and reducing the influence of the Job Crafting phenomenon.

Third,There is no influence of the career development variable on the job crafting variable as evidenced by the results of the hypothesis test with a t-statistic of 1.393 and a p-value of 0.164. In this case, it shows that career development at the Tahfidz Maskanul Huffadz Islamic Boarding School has no influence on the Job Crafting phenomenon experienced by employees.

Fourth, There is no influence of educational variables through job crafting on employee performance variables as proven by the results of hypothesis testing with t-statistic results of 0.793 and p-value of 0.428. In this case, it shows that the increasing Job Crafting phenomenon caused by the level of education of employees at the Tahfidz Maskanul Huffadz Islamic Boarding School has no influence on the quality of employee performance.

Fifth, There is no influence of the training variable through job crafting on employee performance variables as proven by the results of hypothesis testing with a t-statistic of 0.867 and a p-value of 0.386. In this case, it shows that the increasing Job Crafting phenomenon caused by training for employees at the Tahfidz Maskanul Huffadz Islamic Boarding School has no influence on the quality of employee performance.

Sixth, There is no influence of career development variables through job crafting on employee performance variables as evidenced by the results of hypothesis testing with a t-statistic of 0.086 and a p-value of 0.932. In this case, it shows that the increasing Job Crafting phenomenon caused by career development for employees at the Tahfidz Maskanul Huffadz Islamic Boarding School has no influence on the quality of employee performance.

Seventh, There is no influence of education variables on employee performance variables as proven by the results of hypothesis testing with a t-statistic of 1.011 and a p-value of 0.312. In this case, it shows that the level of education of employees at the Tahfidz Maskanul Huffadz Islamic Boarding School does not have a significant influence on the quality of employee performance that occurs in the Islamic boarding school environment.

Eighth, There is no influence of training variables on employee performance variables as evidenced by the results of hypothesis testing with a t-statistic of 0.091 and a p-value of 0.927. In this case, it shows that the intensity of training for employees at the Tahfidz Maskanul Huffadz Islamic Boarding School does not have a significant influence on the quality of employee performance that occurs in the Islamic boarding school environment.

Ninth, There is no influence of the career development variable, it has no effect on the employee performance variable, proven by the results of the hypothesis test with a t-statistic of 0.372 and a p-value of 0.710. In this case, it shows that career development for employees at the Tahfidz Maskanul Huffadz Islamic Boarding School does not have a significant influence on the quality of employee performance that occurs in the Islamic boarding school environment.

Tenth, There is a positive and significant influence of the job crafting variable on employee performance variables as evidenced by the results of hypothesis testing with a t-statistic of 5.313 and a p-value of 0.000. Based on these results, it can be concluded that if the job crafting phenomenon in employees increases, the quality of employee performance will experience significant changes.

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