ADAPTATION OF THE STATE UNIVERSITY-LEGAL ENTITY’S EMPLOYEES ON WORK PATTERN CHANGES DURING COVID-19 PANDEMIC

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ABSTRACT

The COVID-19 pandemic phenomenon is causing increased stimulus to digital acceleration, and organizational work patterns change, thus creating a new work way for X University employees. Human resources management should keep on striving to retain employees as an essential asset. The purpose of this research is to analyze supporting factors and strategize to improve the adaptability of the education supporting staff of X University in changing situations as a result of the COVID-19 pandemic. The number of respondents who filled in the online questionnaire and were selected by using a purposive sampling method was 297 respondents. The data analysis tool used in this study is Structural Equation Modeling-Partial Least Square (SEM-PLS). The research found that engaging leadership, human resources management practice and job demands had no direct effect on work engagement. Job resources and personal resources had a direct effect on work engagement. Engaging leadership, human resources management practice, job demands, and job resources had no direct effect on performance. Personal resources and work engagement had a direct effect on performance. Work engagement was able to become a mediator for job resources and personal resources towards performance.


Keywords: education supporting staff, performance, SEM-PLS, work engagement.

1. INTRODUCTION

The phenomenon of the COVID-19 pandemic that has been experienced since 2019 has caused various changes in the working environment. Programs of physical distancing, restrictions on social activities or crowds encourage organizations to adjust their policies from working from office to working from home or hybrid (Amin & Raudhoh, 2021). Digital and information applications have been enhanced and are massive in all activities. The faster the changes become; the more activities are required to change with the environment. Induction of technology is going to make the work more efficient and effective, yet it raises new challenges. There are several challenges of change that will be faced by organizations and managers during the pandemic, namely: the increasing use of technology and online media, the need of planning and strategies to implement remote working, safeguarding employees in order to prevent any loss, determining supports for ongoing program priorities, managing stakeholder concerns, abilities of learning and adaptability, and maintaining productivity or performance of employees (Esthi, 2020; Indrawati, 2020). These changes are challenges for Human Resources (HR) managers to find out how to adapt and make work still effective and efficient (Agustino, Perdana, Hartawan, Suyoso & Sari, 2020).

University X, as one of the State Universities-Legal Entities (PTN-BH) in Indonesia, has an autonomous management status from academic and non-academic activities. University X is expected to be able to act as a brand-smart in adapting to change. The concept of change and digital-based services are also new inputs that must be carried out by the institution in changing

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situation. The growth of this technology has encouraged all components of the institution to adapt quickly (Pasaribu, 2022). Certainly, it should be understood comprehensively by all resources in the organization, namely management and employees. Implementation of a system that had been created and how effective it works depend on human resources’ ability to perform its work. This should be a concern of the human resources management to assist in supporting the acceleration of the employees’ adaptation process.

One of the important parts in the work component of the University is the education supporting staff (Tendik), who has tasks of providing services and becoming facilitators for students and lecturers in accomplishing descent education. Management of education supporting staff is one of the concerns for HR development because the performance of education supporting staffs will determine the performance of the University. Organizations must be able to keep, maintain and develop their human resources (Diyanti, Hubeis & Affandi, 2017). HR managers must continue to think about models to increase employee engagement with work, so that employees’ performance increases (Jundt, Shoss & Huang, 2014; Rahmadani, Schaufeli, Ivanova & Osin, 2019). Employees who are engaged at work and have supports from management seem more productive, enjoy their working time, and are more efficient at work (Engelbrecht, Heine & Mahembe, 2017). Work engagement and performance can become measurements of adaptation of employees to organizational change (Jundt et al., 2014; Orgambídez-Ramos & de Almeida, 2017; van den Heuvel, Demerouti, Bakker, Hetland & Schaufeli, 2020). Work engagement is also considered able to increase the organization’s competitive advantage, has impacts on employees’ work life, personal life and social life (Eldor, 2016). The expectation of the organization is to preserve employees’ engagement, maintain and increase performance when there is a change of work patterns. The difference between this research and the previous one is that the latest was conducted under the COVID-19 pandemic conditions, hence the situation is naturally different. The latest research focused on the role of work engagement in mediating various factors that influenced performance, and also focused on the employees’ adaptation process described by work engagement and performance factors.

This study aims to analyze the supporting factors and to determine strategies to improve the adaptability of PTN-BH education supporting staff, namely to analyze the influence of engaging leadership, job resources, job demands, human resources management practices, and personal resources on work engagement and performance of work, also to analyze how to improve performance and work engagement of education supporting staffs due to the COVID-19 pandemic. This study is expected to provide benefits as part of the development of theoretical of human resources and performance management strategies, so that they can be used as a reference or scientific. For universities or parties who have an interest in HR management, this research is expected to be a consideration in decision making regarding HR management practices when situations change, especially at approaches regarding adaptation which are characterized by levels of work engagement and adaptive performance.

2. LITERATURE REVIEW

2.1. Engaging Leadership

Leadership is the way a leader does in managing a team, group or organization. Organizational culture depends largely on leadership styles performed by the superiors because leadership will determine strategies, systems that are applied in managing organization, and the
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success of achieving the organization's goals. Managerial behavior affects significantly towards work engagement of employees (Ermis, 2019). It demonstrates that leaders are able to encourage employees to become more attached to their jobs. In many cases, organizations are successful because of the strong leadership. Leaders must be able to translate the organization's direction in order to ensure it works at will. All these capacities will be reflected on how the process and outcome generated during the leadership. Good leadership should also have characteristics that able to make all elements in the organization become harmonious and synergistic. The prior research showed that leadership affects performance and engagement of work (Rahmadani, Schaufeli, Stouten, Zhang & Zulkarnain, 2020; Robijn, Euwema, Schaufeli & Deprez, 2020).

One leadership model that is closely related to work engagement is engaging leadership. According to Kentami & Rostiana (2020), in terms of digitalization technology, engaging leadership is expected to meet the following criteria, namely: adaptable to information and communication technology, applicable to social media, interactive with teams, and has a strong vision. Leadership considered suitable for the digitalization era is a leader who is able to create a clear vision, is able to set measurable targets, and is able to actualize expectations into reality.

The engaging leadership model is oriented to: (1) relationships and fulfilling employees’ needs or welfare in the forms of inspiring, strengthening, empowering and connecting, so that the employees have high work engagement (Rahmadani et al., 2019; Robijn et al., 2020); (2) inspiring and fostering initiatives for employees to do their jobs better even to things that relate to improvement and innovation of work; (3) strengthening, in this case the superior is able to ensure systems, supporting facilities also provide energy to their subordinates morally, psychologically and emotionally; (4) empowering, in this case, the superior is able to see the strengths of each employee, assign tasks according to their capacities, and encourage employees to be more autonomous in their work; (5) connecting, in this case the superior becomes a facilitator for the needs of employees to synergize all available resources in the working environment, so that work can run optimally.

2.2. Human Resources Management (HRM) Practice

Human resource management (HRM) is a human resource management system in order to reach the company's target and well-being professionally and fairly (Kasmir, 2016). Human resource management may also be defined as a human management process in an organization for the realization of organization's purpose (Supomo & Nurhayati, 2018). HRM practice is a system designed by the organization as strategic orientation for human resources development and booster in contributing to the success of the organization (Setyawati & Nugrohoseno, 2019). Descent management systems will create employees’ compatibility rates with the work become higher because employees have been given facilities to adjust to the organizational culture. The quality of work and chemistry between employees and jobs can increase work engagement (Nurheni, Sukmawati & Dirdjosuparto, 2019; Toth, Heinänen & Blomqvist, 2020).

HRM practices applied in public organizations include: performance appraisals, training and development, compensation management, recruitment and selection processes, and employees’ participation (Sunahwati, 2018). In line with this explanation, HRM practices can be carried out by implementing a system of career planning, selection, recruitment, development, training, employees’ participation, and performance appraisal (Otoo, 2019). HRM practices at higher education include: recruitment, selection, performance appraisal, compensation, training, development, rewards, and job security (Aboramadan, Albashiti, Alharazin & Dahleez, 2020).
HRM practices aim to maintain and nurture employees within the organization (Aboramadan et al., 2020; Kasmir, 2016; Otoo, 2019; Supomo & Nurhayati, 2018). Compensation significantly affects employee’s work engagement (Pranazhira & Sukmawati, 2017; Utami & Sukmawati, 2019). HRM practices also affect significantly on employee’s work engagement and commitment, and can be a mediator for performance appraisal, rewards and compensation of employee’s commitment (Aboramadan et al., 2020). The implementation of HRM can also significantly influence performance (Sunahwati, 2018; Evianisa, 2020; Otoo, 2019). It could be concluded that human resource management is a set of management function that focuses HR to meet human resources' needs, developing abilities, sustaining, improving productivity and performance of HR to achieve organizational goals. Practices that could be applied toward employees, particularly PTN X’s education supporting staffs under the COVID-19 conditions to support employees’ adaptation are related to recruitment and selection, awards and compensation, performance assessment, training and development, career planning, employee participation and job security.

2.3. Job Demands, Job Resources dan Personal Resources

Job demands are situations faced by employees based on the workload. Job demands appertain to physical, psychological, social, or organizational aspects of work, which oblige continuous physical and psychological skills, and are associated with costs or expenses (Nugraha, Banani & Anggraeni, 2018). Job demands can be interpreted as physical, psychological, social, and organizational aspects, which are described as efforts or , hard work or costs that employees should spend while working (Ayu, Maarif & Sukmawati, 2015). Job demands are not always seen as detrimental things. However, when the situations of work demands exceed the skills possessed by employees, they experience burnout, lose strength, and have other health issues. Job demands can trigger psychological fatigue. Therefore, job demands become aspects linked to work thought pressure and workload sources. In addition, job demands are task pressures that require innovation, in order to accomplish complex works in an organization.

Job demands have four dimensions: physical, psychological, social, and organizational aspects. The physical aspect represents long hours of work, much physical activity and work environmental ergonomic. The psychological aspect illustrates the pressure of work faced by employees and the level of difficulty faced at work. The social aspect includes interpersonal emotional relationships, whether to the superiors, coworkers, employees and stakeholders. Organizational aspect covers a sense of job future security and the role clarity that is carried out at work and in an organization. The high job demands will make the effort carried out by the employees even higher. Therefore, to overcome it, it requires job resources and personal resources for balancing.

Job resources are work aspects and components that can encourage the employees’ learning process and development, which can also reduce the impact of job demands (Sun & Bunchapattanasakda, 2019). The role of job resources is to help employees coping with the effects of job demands and all the consequences that follow, also encourages learning, growth and personal development. Job resources gained through interpersonal and social bonds, work management, and the work itself. Job resources include work environmental security, encouragement from the superiors, feedback, role clarity, job autonomy, and empowerment. Job resources refers to the physical, psychological, social or organizational aspects that have
functional roles in achieving work goals, reducing the side effects of job demands, strengthening psychological conditions, stimulating self-growth and development.

Job resources consist of three dimensions, namely organizational level, interpersonal level and task level (Ayu et al., 2015; Knight, Patterson & Dawson, 2017; Orgambídez-Ramos & de Almeida, 2017). At the organizational level, the focal point is the safety of the work environment, the career development opportunities and the availability of job information. Interpersonal levels include communication with co-workers that well-established and positive work environmental supports. The level of duty covers the role clarity in groups and various types of tasks that are assigned, so there are always new challenges to meet.

Personal resources are aspects of one self which generally described and associated with feelings that one self is able to change, control and have an impact on the surrounding environment, according to desires and abilities possessed (Karatepe, Ozturk & Kim, 2019). Personal resources can be interpreted as the ability of resilience and individual success in controlling the impact of the work environment. Personal resources consist of three dimensions, namely self-efficacy, self-esteem and optimism (Ayu et al., 2015; Bon & Shire, 2019; Karatepe et al., 2019; Kim & Hyun, 2017; van Wingerden, Derks & Bakker, 2017). Self-efficacy is one's perception of how confident one is of the ability to make planning, self-management, get through work with high difficulty, experiences become strengths, and skills at work. Self-esteem portrays a feeling of appreciation, a self-appraisal and willingness to take a risk at work done to succeed properly. Optimism is an internal conviction to be able to complete all challenges, be at a state of control, be able to think positively, and enjoy the state of things as a learning experience.

The prior research showed that job demands significantly affect engagement of work (Ayu et al., 2015) and performance (Diana & Frianto, 2020; Jinnett, Schwatka, Tenney, Brockbank & Newman, 2017). While job resources affect work engagement (Ayu et al., 2015; van Wingerden et al., 2018) and performance (Kim, 2017; Knight et al., 2017; van Wingerden et al., 2018). Whereas personal resources affect work engagement (Ayu et al., 2015; Karatepe et al., 2019; Kim & Hyun, 2017; van Wingerden et al., 2017) and performance (Bon & Shire, 2019; Karatepe et al., 2019; van Wingerden et al., 2017). These studies hypothesize that job and personal resources, and job demands can significantly affect performance and work engagement.

2.4. Work Engagement

The concept of engagement was first reported by Kahn related to his research results in 1990. Kahn identified the concept as personal engagement term that has three charts, physically engage, emotionally engage and cognitively engagement. It illustrates that the personal engagement has a dimension of attachment, whether physically, emotionally and cognitive on the organization and the work at hand. The concept was developed up to year 2000s, studied by Schaufeli, Salanova, Gonzalez Roma and Bakker by using employee engagement term and work engagement. Both concepts: work engagement and employee engagement although have similar terms, they have constructive differences. On the concept level, both are focused on engagement and in a form of positive psychological energy towards the job and its work place, but we can distinguish them from the indicators used in the quantification. Work engagement is measured using vigor, dedication and absorption indicators (Schaufeli, 2018), while employee engagement can be quantify using say, stay and strive indicators (Sun & Bunchapattanasakda, 2019). Say,
describes an employee who always says positive things about where one works. Stay, describes an employee who hopes to stay in the workplace for a long term. Strive, describes an employee who is willing to put more effort to achieve the success of the company.

Work engagement describes a more specific and micro attachment, namely in the scope of work being carried out by employees. Therefore, a decent work engagement will be able to affect individuals and ultimately the organization. Work engagement is described as a fulfillment, positive things and state of mind attached to work characterized by strength (vigor), dedication, and absorption (Decuyper & Schaufeli, 2020; Schaufeli, 2018). The vigor component involves a high level of energy and persistence. Someone who has high vigor is reflected in someone’s activeness at work, the ability to solve problems and work challenges, and the attitude of not giving up even in difficult situations. The dedication component relates to sense of significance, involvement, and inspiration. High dedication can be described by the ability to do work for a long duration, the desire to keep involved at work, and the willingness to sacrifice energy and thought as an extra effort for the work success. The absorption component refers to focus, full concentration, and attention to work. Employees who have high absorption rates will feel that they get a lot of meaningful things during work, feel happy while doing work, and judge that the work they do has deep meaning for themselves. Organizations that employ employees who have attachment with one’s work (work engagement) are not only able to improve individual and team performances, but can also improve organizational performance (Kašpárková, Vaculík, Procházka & Schaufeli, 2018; Rahmadan et al., 2019; Wicaksono & Rahmawati, 2020). Work engagement can be a predictor of organizational performance (Bakker, 2017; Suomäki, Kianto & Vanhala, 2019).

2.5. Employee Performance

Employee performance according to Ma’arif & Kartika (2012) is a shared understanding of employees about the goals to be achieved and the right way to achieve them, through HR arrangements and strategies to increase the possibility of achieving goals. Another opinion states that employee performance is an employee’s individual and collective achievement of work activities which also affects the achievement of organizational goals (Afifika, Munandar & Syamsun, 2017). Employee performance can be interpreted as employee achievements in work managed by management to achieve organizational goals (Wibowo, 2017). Employee performance can be said as the achievements or results obtained by employees from the work they do, both for each individual or group that encourages the achievement of organizational goals. Performance appraisals are carried out by organizations to achieve strategic goals, administrative goals, and employee development goals (Ma’arif & Kartika, 2012; Simbolon, Padliansyah & Karunia, 2021). Strategic goals are intended to achieve the goals of the organization. The aspect of performance assessment should be able to contribute to achieving the goals of the organization. The performance management system should be able to connect between employee activities and the objectives of the institution, so when applied it will be able to maximize employee’s strengths in achieving results by using feedback because if the company’s strategy changes it will require changes in employee’s characteristics as well. The aim of employees’ development is to enable employees to be effective at work. When employees’ performances are not in accordance with the performance management, then the HR can provide training, counseling, and mentoring to improve performance.
The measurement of education supporting staffs’ performance in remote working conditions can be seen from productivity (Rahman & Arif, 2021). Productivity describes how many and well the work can be done in a given time unit or target. The more and the better the work is done, then the more efficient the time used, the higher the productivity of an employee. Performance can be described by reported work results (self-reported performance), emotional conditions due to job satisfaction and work (well-being) (Wang, Liu, Qian & Parker, 2021). Self-reported performance is a report on work containing the success of the work being done. Employees are able to complete and then report periodically. This is a form of perception regarding the employees' ability to get the job done periodically. Well-being describes the employee's emotional perception side to the process and after doing the job, whether there is a high level of caring and efforts to get the job done as much as possible. Job satisfaction is an indicator used to capture an employee's perception of what has been done by judging the level of satisfaction with the work. Performance can be represented by perception figures or the value of the alphabet. This measure can be used as a report for employees for human resources management or evaluation. Even in changing circumstances, managers have to maintain their employees still have a good level of performances. This is a good adaptation form of each individual employee.

2.6. Research Model

The research model made includes five exogenous variables to endogenous work engagement variable (Y_1), namely engaging leadership type (X_1), human resource management practices (X_2), work efforts (X_3), job resources (X_4), personal resources (X_5) and six variables exogenous towards endogenous variable performance (Y_2), including engaging leadership type (X_1), human resource management practices (X_2), job demands (X_3), job resources (X_4), personal resources (X_5) and work engagement (Y_1). In Y_2 model, work engagement is a mediator variable.

![Figure 1. Research model](image-url)
3. RESEARCH METHODS

3.1. Research Subject

The research subjects were the education supporting staffs of University X with a total population of 2,123 people. Data were collected via a survey in the form of online questionnaire with a Likert scale of 1-5. Determination of respondents was conducted by purposive sampling method. Respondents were determined by equation from Hair, Risher & Sarstedt (2013), namely by multiplying the number 5-10 by the number of indicators. The total number of respondents obtained was 297 respondents. The proportion of male respondents was 50.17%, while the proportion of female respondents was 49.83%.

3.2. Data Analysis

The analytical tool used to answer the research objectives was Structural Equation Modeling-Partial Least Square (SEM-PLS). The use of SEM-PLS is due to the exclusion of normal data assumptions, relatively small numbers of population respondents, all data were reflective, and the testing research models tend to be explorative and predictive. In this context, analysis aimed to discover the direct and indirect effects of exogenous and endogenous variables, as well as to examine the relationship of each indicator (manifest variable) to exogenous and endogenous variables (Hair, Risher, Sarstedt & Ringle, 2019). The steps taken in the SEM analysis included: compiling a model from the theories of previous research results, preparing a research design meeting the criteria or provisions in SEM, testing the identification of the model, then testing the measurement model and the structural model or inner model to observe close inter-relationship among indicators and constructs, also the relationship among constructs (Sunahwati, 2018).

Measurement model testing was done by testing the validity and reliability of instruments. It was done to test the instruments validity measured using reliability and validity tests, which included: loading factor measure (outer model), Average Variance Extracted (AVE), Composite Reliability (CR), and discriminant validity values. Indicators could be said to be valid and reliable if they met several requirements, namely: the value of the outer model was greater than 0.70; a minimum Composite Reliability (CR) value was of 0.70; and standard value of Average Variance Extracted (AVE) was at least 0.50. If the test of the outer model, Average Variance Extracted (AVE), discriminant validity, and Composite Reliability (CR) meet the standards, then the instrument and model could be said to be valid and reliable.

The structural model testing in SEM aimed at maximizing the explained variance or the value of the determination coefficient (R-square) of all endogenous variables on the path diagram, as well as analyzing the data according to the proposed hypothesis (Santosa, 2018). Therefore, the measurement of the structural model focused on the path coefficient, R-square value, f-square size, and hypothesis testing based on the significance value. R-square reveals the combination of the effect of exogenous variables on endogenous variables with values ranging from 0 to 1. If the value is close to 1, then the prediction accuracy is greater. The f-square test is a step to see the measure of the effect of eliminating exogenous variables on the path model. There are several categories showing the magnitude of the effect on the test, namely 0.02 for low effect, 0.15 for moderate effect, and 0.35 for high effect (Santosa, 2018). Furthermore, the significance effect test is a series of hypothesis acceptance and rejection tests using a significance level of 95%, namely t-test value of 1.96 or P-value of 0.05.
4. RESULTS AND DISCUSSIONS

4.1 Characteristics of respondents

Characteristics of respondents based on age were as follows: 3.70% (< 5 years), 13.47% (25-30 years), 11.45% (31-35 years), 18.18% (36-40 years) and 53.20% (> 40 years). The highest level of education was bachelor degree, which was 41.75%, while 21.55% was high school graduates/equivalent, 17.17% was D3 graduates, 18.18% had completed master degree and 1.35% of them completed doctoral education. In terms of employment status, the majority had received status as civil servants (PNS), which amounted to 59.93%, 11.45% worked as non-PNS permanent employees and 28.26% were contract employees. Judging from the work experience of the respondents, the highest proportion was filled by employees who have worked more than 20 years at 28.28%. 14.81% of education staffs served < 5 years, 16.84% of education staffs worked for a time span of 5-10 years, 16.50% of employees worked for 11-15 years, and 23.57% of them served for 16-20 years.

The results of the variable mode scores indicate that there were 4 mode scores, namely the variables of engaging leadership, resources of personal, engagement of work, the practices of HRM, resources of job, and performance. While the value of the 5 mode was occupied by job demands. This illustrates that respondents tended to answer agree and highly agree for all attributes and indicators on research variables. The results of the correlation analysis of respondents’ characteristics on research variables show that age was correlated with demands of job positively. Education level was correlated with human resource management practices negatively, but positively correlated with engagement of work. Length of work had a positive correlation with resources of job. Gender was not correlated with any variables, while job status was positively correlated with job resources.

4.2 Research Model Analysis

The first test of measurement model was testing the constructs’ reliability and validity or research variables, including testing latent variable indicators as research instruments.

<table>
<thead>
<tr>
<th>Latent variable</th>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging leadership</td>
<td>EL1 (inspiring), EL2 (strengthening), EL3 (empowering), EL4 (facilitating) SR (selection and recruitment), RK (reward and compensation), PK (performance appraisal/assessment), KR (career planning), PS (participation), KK (job security)</td>
<td>Valid and reliable</td>
</tr>
<tr>
<td>HR management practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job demands</td>
<td>AS (social aspect), AO (organizational aspect)</td>
<td>Valid and reliable</td>
</tr>
<tr>
<td>Job resources</td>
<td>LO (organizational level), LI (interpersonal level), LT (task level)</td>
<td>Valid and reliable</td>
</tr>
<tr>
<td>Personal resources</td>
<td>ED (self-efficacy), OP (optimism), SE (self-esteem)</td>
<td>Valid and reliable</td>
</tr>
<tr>
<td>Work engagement</td>
<td>VI (vigor), DD (dedication), AB (absorption)</td>
<td>Valid and reliable</td>
</tr>
<tr>
<td>Performance</td>
<td>KN1 (productivity), KN2 (self-report performance), KN3 (well-being), KN4 (job satisfaction)</td>
<td>Valid and reliable</td>
</tr>
</tbody>
</table>

The test results show that all latent variables were valid and reliable because they had CR values > 0.70 and AVE > 0.50. There were 3 indicators categorized as invalid because the
loading factor values were < 0.70, namely training and development (PP) on the HR management practice variable, as well as the physical aspect (AF) and psychological aspect (AP) on the job demands variable. These three indicators were weak to be a measuring instrument in research.

<table>
<thead>
<tr>
<th>Construct</th>
<th>X1</th>
<th>X2</th>
<th>X3</th>
<th>X4</th>
<th>X5</th>
<th>Y1</th>
<th>Y2</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>0.853</td>
<td>0.413</td>
<td>0.309</td>
<td>0.569</td>
<td>0.482</td>
<td>0.466</td>
<td>0.441</td>
</tr>
<tr>
<td>X2</td>
<td>0.413</td>
<td>0.805</td>
<td>0.146</td>
<td>0.490</td>
<td>0.410</td>
<td>0.359</td>
<td>0.262</td>
</tr>
<tr>
<td>X3</td>
<td>0.309</td>
<td>0.146</td>
<td>0.870</td>
<td>0.341</td>
<td>0.269</td>
<td>0.217</td>
<td>0.250</td>
</tr>
<tr>
<td>X4</td>
<td>0.569</td>
<td>0.490</td>
<td>0.341</td>
<td>0.799</td>
<td>0.663</td>
<td>0.592</td>
<td>0.548</td>
</tr>
<tr>
<td>X5</td>
<td>0.482</td>
<td>0.410</td>
<td>0.269</td>
<td>0.663</td>
<td>0.866</td>
<td>0.736</td>
<td>0.675</td>
</tr>
<tr>
<td>Y1</td>
<td>0.466</td>
<td>0.359</td>
<td>0.217</td>
<td>0.592</td>
<td>0.736</td>
<td>0.836</td>
<td>0.741</td>
</tr>
<tr>
<td>Y2</td>
<td>0.441</td>
<td>0.262</td>
<td>0.250</td>
<td>0.548</td>
<td>0.675</td>
<td>0.741</td>
<td>0.822</td>
</tr>
</tbody>
</table>

Description: X1 (engaging leadership), X2 (human resource management practices), X3 (job demands), X4 (job resources), X5 (personal resources), Y1 (work engagement), Y2 (performance)

The results of discriminant validity analysis (Table 2) show the value of AVE root for each construct. In this case, the values of shaded cell were higher than the correlation value between one construct and another. This result is in accordance with the Fornell-Larcker criteria stating that all constructs can be declared valid at the construct level.

<table>
<thead>
<tr>
<th>Measure</th>
<th>The value range</th>
<th>Result</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRMR</td>
<td>&lt; 0.08</td>
<td>0.064</td>
<td>Good</td>
</tr>
<tr>
<td>NFI</td>
<td>0.00-1.00</td>
<td>0.782</td>
<td>Good</td>
</tr>
<tr>
<td>R-square</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work engagement</td>
<td>0.00-1.00</td>
<td>0.56</td>
<td>Moderate</td>
</tr>
<tr>
<td>Performance</td>
<td>0.00-1.00</td>
<td>0.60</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

Description: NFI (Normed Fit Index), SRMR (Standard Root Mean Square Residual)

The model fit test results showed that the Standard Root Mean Square Residual (SRMR) was 0.064 (< 0.08), which was included in the good category, whereas the NFI value was of 0.782, which was included in the good category, then the R-square values of performance and work engagement variables were 0.56 and 0.60, respectively, which were included in the moderate category. The value of 0.56 on engagement of work shows that the engagement of work could be clarified by 56% by the variables in the model. The value of 0.60 on the performance illustrates that the performance variable could be clarified by 60% by the variables in the model.

<table>
<thead>
<tr>
<th>Construct</th>
<th>Work engagement</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging leadership</td>
<td>0.015</td>
<td>0.007</td>
</tr>
<tr>
<td>HR management practice</td>
<td>0.000</td>
<td>0.016</td>
</tr>
<tr>
<td>Job demands</td>
<td>0.001</td>
<td>0.003</td>
</tr>
<tr>
<td>Job resources</td>
<td>0.021</td>
<td>0.007</td>
</tr>
<tr>
<td>Personal resources</td>
<td>0.440</td>
<td>0.055</td>
</tr>
<tr>
<td>Work engagement</td>
<td></td>
<td>0.279</td>
</tr>
</tbody>
</table>

The measure of the f-square effect was determined to see how much influence the exogenous variables after the irrelevant dimensions were removed from the proposed path model. The influence value of exogenous variables was determined by the categories set by Cohen, namely 0.02 for low effect, 0.15 for moderate effect, and 0.35 for high effect (Santosa,
2018). In Table 4, we can see that the magnitude of exogenous variables’ influence on work engagement is sequentially as follows: job demands (low), engaging leadership (low), HR management practices (low), personal resources (high), and job resources (low). The influence of exogenous variables on performance is sequentially as follows: job demands (low), engaging leadership (low), personal resources (high), job resources (low), HR management practices (low), and work engagement (moderate).

Figure 2. Diagram of Structural Model Path
Description: EL1 (inspiring), EL2 (strengthening), EL3 (empowering), EL4 (facilitating), SR (selection and recruitment), RK (reward and compensation), PK (performance appraisal), PP (training and development), KR (career planning), PS (participation), KK (job security), AF (physical aspect), AP (psychological aspect), AS (social aspect), AO (organizational level), LO (organizational level), LI (interpersonal level), LT (task level), ED (self-efficacy), SE (self-esteem), OP (optimism), VI (vigor/strength), DD (dedication), AB (absorption/appreciation), KN1 (productivity), KN2 (self-report performance), KN3 (well-being), KN4 (job satisfaction).

Figure 2 reveals the analysis using SEM-PLS. In this case, the indicator that did not meet the standard had a loading factor (outer model) of > 0.70, then the indicators were eliminated so that the model was categorized as valid, reliable, thus ready to be tested for the relationship and significance level among the variables.

4.3 Hypothesis Test

Hypothesis testing was carried out to see which exogenous variables were able to have influences, either directly or indirectly, on the endogenous variable at the model construct.
Hypothesis testing compared t-test and P values according to the level of confidence used, which was 95%. If the P value was less than 0.05 or the t-test value was greater than 1.96, then the hypothesis (H₀) was rejected while presumptive hypothesis (H₁) was accepted. The outcomes would also show the most dominant variable that gave influence and whether the intervening variable could be a mediator for other variables.

Table 5. The Analysis Results of Direct and Indirect Effects of Variables on SEM Model

<table>
<thead>
<tr>
<th>Path</th>
<th>Original sample (O)</th>
<th>Standard deviation</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaging leadership → work engagement</td>
<td>0.103</td>
<td>0.056</td>
<td>0.065*</td>
</tr>
<tr>
<td>HR management practices → work engagement</td>
<td>0.005</td>
<td>0.044</td>
<td>0.911 ns</td>
</tr>
<tr>
<td>Job demands → work engagement</td>
<td>-0.025</td>
<td>0.043</td>
<td>0.562 ns</td>
</tr>
<tr>
<td>Job resources → work engagement</td>
<td>0.145</td>
<td>0.060</td>
<td>0.016*</td>
</tr>
<tr>
<td>Personal resources → work engagement</td>
<td>0.595</td>
<td>0.046</td>
<td>0.000*</td>
</tr>
<tr>
<td>Engaging leadership → work performance</td>
<td>0.067</td>
<td>0.049</td>
<td>0.167 ns</td>
</tr>
<tr>
<td>HR management practices → work performance</td>
<td>-0.093</td>
<td>0.050</td>
<td>0.066 ns</td>
</tr>
<tr>
<td>Job demands → work performance</td>
<td>0.040</td>
<td>0.039</td>
<td>0.308 ns</td>
</tr>
<tr>
<td>Job resources → work performance</td>
<td>0.080</td>
<td>0.070</td>
<td>0.256 ns</td>
</tr>
<tr>
<td>Personal resources → work performance</td>
<td>0.243</td>
<td>0.066</td>
<td>0.000*</td>
</tr>
<tr>
<td>Work engagement → work performance</td>
<td>0.509</td>
<td>0.062</td>
<td>0.000*</td>
</tr>
<tr>
<td>Indirect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaging leadership → work engagement → work performance</td>
<td>0.052</td>
<td>0.030</td>
<td>0.081 ns</td>
</tr>
<tr>
<td>HR management practices → work engagement → work performance</td>
<td>0.002</td>
<td>0.023</td>
<td>0.913 ns</td>
</tr>
<tr>
<td>Job demands → work engagement → work performance</td>
<td>-0.013</td>
<td>0.022</td>
<td>0.563 ns</td>
</tr>
<tr>
<td>Job resources → work engagement → work performance</td>
<td>0.074</td>
<td>0.030</td>
<td>0.015*</td>
</tr>
<tr>
<td>Personal resources → work engagement → work performance</td>
<td>0.303</td>
<td>0.047</td>
<td>0.000*</td>
</tr>
</tbody>
</table>

Description: *=significance, ns= no significance

The analysis showed that the job resources and personal resources variables influenced work performance significantly. Variables that had a direct influence on performance were personal resources and work engagement. Meanwhile, job resources and personal resources indirectly affect performance. The work engagement variable did not only affects work performance directly, but also became a variable that was able to mediate personal resources and job resources variables.

4.4 Discussion

This study showed that engaging leadership did not affect work engagement. This result is different from the research conducted by Ariani & Rostiana (2020); Rahmadani et al. (2019, 2020); Rahmadani & Schaufeli (2020); and Robijn et al. (2020). However, this finding is in line with the research by Nikolova, Schaufeli & Notelaers (2019), stating that engaging leadership does not affect work engagement positively. Engaging leadership directly did not affect performance positively. This is probably due to the limited interaction during the pandemic. This
Adaptation of the State University-Legal Entity’s Employees

is different from the research by Rahmadani et al. (2020), stating that engaging leadership affects performance positively.

Resource management practices did not affect work engagement significantly. The result is different from the finding of Aboramadan et al. (2020), stating that human resource management practices affect work engagement significantly. Other research states that human resource management requires the mediation of positive psychological capital variables to influence work engagement significantly (Aybas & Acar, 2017). Motivation is also able to be a mediator for the leadership role to increase work engagement (Nurtjahjani, Batilmurik & Pribadi, 2021). HRM practices did not influence performance significantly. This is different with the finding of Jinnett et al. (2017), stating that HRM practice influences performance significantly.

Job demands did not affect work engagement or performance directly. Job demands can potentially create an overload if not managed properly (Nugraha et al., 2018). However, even though there were actually differences in workloads between male and female employees during the pandemic, the demands of women’s work when working from home or hybrid tended to be higher. However, this did not significantly affect work attachment and performance. Research conducted by Ratri & Wahjudono (2021) shows that work stress due to workload on university administrative staffs does not influence performance significantly. However, considering age composition at University X, the majority were more than forty years old, it is necessary to consider the proportion of age in good career planning and regular recruitment. This is expected to help increasing the productivity of education supporting staffs.

Job resources affected work engagement significantly. This is in accordance with the research by Kim (2017) and van Wingerden, Jessica, Derks & Bakker (2018), stating that job resources impact work engagement significantly. Research by Rosyanti, Armanu & Ratnawati (2021) shows that engagement of work is influenced by a positive organizational climate, including conditions that are able to encourage the improvement of HR capabilities. The test results also show that job resources influence performance significantly. This is in accordance with the research by Kim (2017) and van Wingerden et al. (2018), stating that job resources affect performance significantly. The work environment, intrinsic motivation, job autonomy, and technology infrastructure are indeed able to influence performance (Rosidah, Maarif & Sukmawati, 2022).

Personal resources had impact on work engagement significantly. The result is in line with the research by Ayu et al. (2015); Karatepe et al. (2019); Kim & Hyun (2017); van Wingerden et al. (2017), stating that personal resources impact engagement of work significantly. A study by Rosyanti et al. (2021) stated that self-efficacy is able to affect work engagement significantly. Personal resources also had a consequence on performance significantly. The result of this study is in accordance with the research by van Wingerden et al. (2017), stating that personal resources have a consequence on performance significantly. Personal resources are manifested as a form of positive evaluation of oneself, related to resilience, the ability to influence the surrounding environment, self-conformity with goals, the ability to control working conditions, and resilience in high workload situations, so that they can still produce good performance (Kodden & Hupkes, 2019).

The strength of job and personal resources is not only able to have an influence on work management, but can also be a strength in anticipating the influence of high job demands. The
Job Demands-Resources (JD-R) model shows that resources of job can balance negative impacts that arise due to high job demands (Hobfoll, Halbesleben, Neveu & Westman, 2018), especially if they can maximize the strength of resources of personal to elevate engagement and performance of work. Increasing job resources can be done by adding work experiences through varied tasks, flexibility in working, and increasing competencies. The increase in job resources can also be done by ensuring the employees’ job status. This is in line with the correlation test stating that length of work and job status were correlated with job resources positively.

Work engagement impacted performance significantly. This shows that any changes or increases in work engagement would have an effect on significant changes or increases in performance. This study is in accordance with research by Aboramadan et al. (2020); Kašpárková et al. (2018); Lisbona, Palaci, Salanova & Frese (2018); van den Heuvel et al. (2020); van Wingerden et al. (2017), stating that engagement of work has a consequence on performance significantly. Employees who have a strong attachment cognitively, affectively, psychologically and physically, will create a strong desire to do more work than usual. Engaged employees want to give the best results for the work they are doing. This is what causes employee performance to elevate when the engagement level increases. Through strengthening personal resources and job resources, institutions can encourage all employees to be engaged in the work they are doing. Institutions can also conduct formal or non-formal education programs to elevate work engagement. This is in line with the correlation test showing that the level of education was positively correlated with work engagement.

Engaging leadership, human resource management practices and job demands had no significant effect on performance, even they had been mediated by work engagement. Job resources mediated by work engagement had a consequence on performance significantly. This is in line with research by Kim (2017) and van Wingerden et al. (2018), stating that job resources affect performance significantly. This is supported by Aboramadan et al. (2020) and van den Heuvel et al. (2020), stating that work engagement significantly affects performance. The impact of engagement of work and total job resources was also directly and indirectly able to influence performance significantly. Personal resources mediated by work engagement affected performance. This is in accordance with the research by Ayu et al. (2015); Karatepe et al. (2019) and Kim & Hyun (2017), stating that personal resources have a consequence on work engagement significantly. Research done by van Wingerden et al. (2017) also reveals that personal resources impact performance significantly.

HR managers are able to encourage the creation of a positive work environment to increase job resources. There are several recommendations during pandemic conditions and work changes, namely: work facilities that have been provided, such as digital work platforms and infrastructure need to be balanced with the ability to use them; encouraging the ability and achievement of employees to strengthen engagement, accordance with research conducted by Amalia, Wahyuningsih & Surwanti (2021) that increased capability and flexibility can enhance employee achievement and engagement; creating channels for the availability of good information and communication; supporting from the superiors regarding the improvement of the competence and the needs of employees (Sulistiyan, 2022), feedback, clarity of roles both within the team and in the organization; autonomy and flexibility in work and empowerment. Another alternative approach that can be taken to reduce the effects of changes occurring at COVID-19 pandemic is to strengthen work specialization. Autonomy and employee empowerment need to
be supported by more specific employee capabilities. Thus, during the changing process, employees can play a more functional role. HR leaders and managers can also implement work output-oriented management, so that employees are able to provide actual results. HR managers can also create a monitoring system for work results to manage remote working employees.

5. CONCLUSION

It can be concluded that engagement of work was influenced by personal and job resources. Performance was influenced by engagement of work, resources of job and personal. The way to improve either work engagement and performance of education staffs is by creating management that pays attention to the conditions of a positive-cooperative work environment, so that it becomes a support system, fosters feelings of efficacy, believes in abilities/competencies, and a sense of optimism for each individual education staff. Performance can also be increased by strengthening engagement through vigor, dedication and absorption of the work done.

Institutions, especially State Universities (PTN), need to continue to make improvements through people, systems and technology approaches to deal with changes, both from the external and the internal environment. The people approach focuses on increasing competence, so that HR becomes more adaptive and innovative. The system that is built must be integrated and ready to face rapid changes, in relation to maintaining work engagement and employee performance. The technology side focuses on technological intervention in adapting to the impact of change. Employees, especially education supporting staffs, must always be aware of efforts to increase job resources (organizational, interpersonal, and task levels) and continue to strive to improve resources of personal (self-efficacy, optimism, and self-esteem). This research only used one research subject, one institution and at a time. To improve the research, further research has to be done in a longitudinal way, namely taking data for several times, periodically. Suggestion conveyed to improve research and further research is that research should be done longitudinally. Data collection in this case is carried out several times periodically. In addition, the scope of the research population can be developed into several universities with the status of the State Universities-Legal Entities (PTN-BH) and Public Service Agencies (BLU).

REFERENCES


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