

Job Crafting and Role Ambiguity in Adaptive Performance: The Parallel Mediating Roles of Self-Efficacy and Resilience Among Indonesian Educators

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Abstract

The increasing complexity of Islamic educational institutions requires educators and educational staff to demonstrate a high level of adaptability in responding to changing organizational demands and overlapping job roles. This study tests a dual parallel mediation model, in which self-efficacy and resilience act as mediators in the relationship between job crafting, role ambiguity, and adaptive performance. The study aims to address the lack of empirical evidence regarding the psychological mechanisms underlying adaptive performance among educators and educational staff in Islamic educational institutions in Indonesia. Employing an explanatory, cross-sectional quantitative design, this study gathered data through a structured survey completed by 152 PTK members drawn purposively from six private Islamic schools in Polokarto Sub-district, Sukoharjo Regency. Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4 software. The results indicate that job crafting has a positive and significant effect on self-efficacy, resilience, and adaptive performance. Conversely, role ambiguity had a direct negative effect on adaptive performance, while its indirect effects via self-efficacy and resilience were not found to be significant. Furthermore, self-efficacy and resilience fully mediated the relationship between job crafting and adaptive performance, with resilience emerging as the strongest mediator ($f^2 = 0.368$). This study contributes to the development of the literature by integrating Social Cognitive Theory and the Job Demands–Resources Model into a single conceptual framework, while also affirming the central role of psychological resources in enhancing adaptive performance within the context of Islamic educational institutions in non-Western countries. Practically, educational institutions are advised to strengthen job crafting practices, improve role clarity, and develop programs to enhance psychological resources. For future research, it is recommended that researchers adopt a longitudinal design and include a wider variety of educational institutions, so that the findings can be generalized more broadly.

Keywords:

Job crafting; Role ambiguity; Adaptive performance; Resilience; Self-efficacy.

1. INTRODUCTION

The increasing complexity of educational organizations, driven by rapid digitalization, post-pandemic restructuring, and continuous policy reform, has fundamentally transformed the demands placed upon educators and educational staff (pendidik dan tenaga kependidikan, PTK), making adaptive performance the capacity to adjust behavior, skills, and strategies in response to shifting situational demands a critical organizational competency (Loughlin & Priyadarshini, 2021; Pulakos et al., 2000). A report by UNESCO

projects a shortage of approximately 44 million teachers worldwide by 2030, highlighting a critical gap in achieving universal education targets (UNESCO, 2024). Furthermore, global attrition trends indicate increasing teacher turnover, with some regions reporting attrition rates exceeding 9%, reflecting declining attractiveness of the profession and retention challenges (Deutsche Welle, 2023).

In addition, the workload burden on teachers has become increasingly unsustainable. Evidence from international reports suggests that teachers frequently work beyond contracted hours, driven by administrative demands, student management, and institutional pressures (Tamez-Robledo, 2025). These excessive workloads significantly reduce the time available for instructional planning and pedagogical innovation, ultimately constraining adaptive performance. This situation becomes more complex in pesantren-based institutions in Indonesia, where Pendidik dan Tenaga Kependidikan (PTK) often assume multiple overlapping roles as educators, moral guides, and administrative staff without clearly defined role boundaries. Such conditions increase role ambiguity and the risk of burnout. Supporting this, global evidence indicates that rigid institutional systems tend to hinder adaptability, while organizations with stronger systemic support demonstrate significantly faster adaptation rates (UNESCO, 2024).

Against this backdrop, scholars have examined two key antecedents of adaptive performance. First, job crafting a proactive strategy through which individuals modify task scope, relational interactions, and the cognitive framing of their work to align with personal competencies (Wrzesniewski & Dutton, 2001) has been shown to enhance adaptive performance and job satisfaction, including through task crafting, relational crafting, and cognitive crafting (Shin et al., 2020; Sulistiyorini & Safitri, 2023). Second, role ambiguity defined as an individual's lack of clarity regarding tasks, responsibilities, and the boundaries of their role (Cengiz et al., 2021; Kalkman, 2018) has been consistently associated with reduced engagement, emotional exhaustion, and impaired performance outcomes (Silva & Rodrigues, 2024). Survey data from Pew Research Center corroborate this trend, with a substantial proportion of teachers reporting staffing shortages in their schools, reflecting systemic workforce constraints in the education sector (Pew Research Center, 2023). In addition, evidence from RAND Corporation surveys indicates that a significant number of primary and secondary school teachers experience frequent job-related stress and symptoms of burnout, highlighting the growing psychological burden within the profession (Steiner, E. D., & Woo, 2021).

Moreover, empirical evidence consistently demonstrates that psychological resilience plays a critical role in shaping teachers' adaptive performance, functioning as a significant mediator between occupational demands and professional outcomes. Research utilizing Job Demands-Resources (JD-R) theory confirmed that dimensions of teacher resilience particularly motivational and social dimensions directly promoted job performance when environmental pressures such as task overload and role demands were elevated. These findings suggest that psychological resilience contributes more substantially to sustaining performance under high-demand conditions than compensatory mechanisms alone, as resilience enables educators to buffer negative demands while simultaneously capitalizing on available job resources (Chen & Chi-Kin Lee, 2022). Supporting this, studies on emotional resilience further confirm that psychological resources function as essential mediators, enabling educators to cope with complex and demanding work environments while maintaining professional well-being (Bagdžiūnienė et al., 2023). In the Indonesian educational context specifically, evidence indicates that resilience-related psychological attributes are salient factors shaping professional outcomes among teachers, underscoring the need for institutional attention to resilience-building interventions within the national education system (Milla & Faizuddin, 2025).

However, the precise psychological mechanisms through which job crafting and role ambiguity transmit their effects on adaptive performance remain insufficiently theorized. Sulistiyorini and Safitri confirmed a positive effect of job crafting on adaptive performance but excluded psychological mediators and were limited to startup employees outside educational settings (Sulistiyorini & Safitri, 2023). Wang and Hsu tested self-efficacy as a mediator between role ambiguity and task performance, yet relied on a laboratory-based student sample, limiting generalizability to real-world educational environments (Wang & Hsu, 2014). Signore et al., meanwhile, did not integrate resilience as a parallel mediator and overlooked role ambiguity entirely. (Signore et al., 2025) Critically, no study has simultaneously examined job crafting and role ambiguity as dual antecedents with self-efficacy and resilience as parallel mediators, particularly within the context of pesantren-based education in Indonesia.

This study seeks to fill this gap by testing an integrated parallel dual-mediation model grounded in Social Cognitive Theory (Bandura, 1999), and the Job Demands-Resources model (Bakker & Demerouti, 2014), in which self-efficacy which enables educators to confidently attempt new instructional methods (Usher & Morris, 2023), and resilience which allows them to recover from workload pressures and sustain optimal functioning (Kunzelmann & Rigotti, 2021), independently bridge the relationships between the two antecedents and adaptive performance.

The primary objectives of this research are: (1) to examine the direct effects of job crafting and role ambiguity on self-efficacy, resilience, and adaptive performance; and (2) to test the parallel mediating roles of self-efficacy and resilience in these relationships among 152 PTK across six Islamic educational institutions in Polokarto Sub-district, Sukoharjo Regency, Indonesia, using Partial Least Squares Structural Equation Modeling (PLS-SEM). By achieving these objectives, this study is expected to enrich theoretical research by demonstrating how Social Cognitive Theory and the Job Demands-Resources (JD-R) Model complement each

other in explaining adaptive work behavior in the educational context of non-Western countries. From a practical perspective, the findings of this study are expected to serve as a basis for educational institution administrators in designing job crafting strategies and developing programs capable of strengthening the psychological resources of educators and educational staff. Furthermore, this article is organized systematically. The literature review section outlines the theoretical framework and the development of the research hypotheses. The methodology section explains the research design, sampling techniques, and the analysis methods used. The results of the PLS-SEM analysis are presented in the results section, while the discussion and conclusion sections interpret the research findings, outline the theoretical contributions and practical implications, explain the study's limitations, and provide recommendations for future research.

2. RESEARCH METHOD

To examine how job crafting, role ambiguity, self-efficacy, resilience, and adaptive performance relate causally, this research adopts an explanatory quantitative design. A one-time survey was used, meaning every response was gathered within a single window and no variables were manipulated (Sekaran & Bougie, 2016). This approach was chosen because it allows for the empirical testing of hypotheses formulated based on theoretical foundations through statistical analysis. Furthermore, this design aligns with the positivist paradigm, which emphasizes the importance of objectivity, systematic measurement, and the testing of relationships among variables (Creswell, 2012).

The population of this study consisted of all educators and educational staff employed in six Islamic educational institutions in Polokarto District, Sukoharjo Regency, Indonesia. These institutions represented primary, junior secondary, and senior secondary education and shared comparable organizational characteristics as Islamic educational institutions with a pesantren-oriented educational environment. The detailed distribution of the study population across the participating institutions is presented in Table 5. The total population comprised 235 educators and educational staff.

Respondents were selected using purposive sampling, taking into account several criteria: (1) being an educator or educational staff member, (2) having at least one year of work experience, (3) being between 18 and 60 years of age, and (4) being willing to take part in the study of their own free will. number of subjects followed the PLS-SEM rule of thumb that requires at least five respondents per indicator (F. Hair Jr et al., 2014). with 24 indicators in the model, the study needed no fewer than 120 participants. From the data collection process, 152 questionnaires that met the criteria for analysis were obtained, with a response rate of 64.7%. This number exceeded the recommended minimum threshold and was therefore deemed sufficient for analysis using PLS-SEM.

Data collection took place from January to March 2026 using a structured questionnaire distributed online via Google Forms. The questionnaire link was distributed through each institution's official communication channels to reach all respondents who met the study criteria. All questionnaire items were measured using a five-point Likert scale, with a score range from 1 (strongly disagree) to 5 (strongly agree).

Table 1. Operational Variable Table

No	Variable	Reference	Conceptual Definition	Indicator	Scale
1	Job Crafting (JC)	(Lee & Lee, 2018; Wrzesniewski & Dutton, 2001)	The proactive steps people take to reshape their own jobs so they better fit their preferences, skills, and what motivates them.	1. Task Crafting 2. Relational Crafting 3. Cognitive Crafting	Likert (1-5)
2	Role Ambiguity (AP)	(Cengiz et al., 2021)	Lack of clarity regarding tasks, responsibilities, and role expectations within an organization.	1. Task ambiguity 2. Authority and responsibility ambiguity 3. Work expectation uncertainty 4. Performance standard ambiguity	Likert (1-5)
3	Self-efficacy (SFE)	(Bandura, 1997; Vaughan-Johnston & Jacobson, 2020)	This concept describes a person's belief in their own ability to complete tasks and achieve desired results.	1. Magnitude 2. Strength 3. Generality	Likert (1-5)

4	Resilience (R)	(Connor & Davidson, 2003)	The ability to withstand, adapt to, and recover from work-related challenges and pressures.	1. Personal mental strength 2. Confidence 3. Recovery ability 4. Focus under pressure 5. Emotional regulation	Likert (1-5)
5	Adaptive Performance (KNA)	(Charbonnier-Voirin & Roussel, 2012)	The ability to flexibly adjust behavior and skills in response to changing work demands and conditions.	1. Adaptation to change 2. Problem-solving 3. Stress management 4. Learning ability 5. Flexibility	Likert (1-5)

Each construct's validity and reliability were checked before further analysis. An AVE score of at least 0.50 signaled acceptable convergent validity; the Fornell–Larcker comparison served as the discriminant-validity check; and internal consistency relied on CR and Cronbach's Alpha, both expected to clear 0.70. Data analysis in this study relied on PLS-SEM. Method via SmartPLS software version 4.1.1.6. This method is considered the most appropriate, given that the research model being tested involves several mediating relationships that occur simultaneously. Furthermore, PLS-SEM does not require data to be normally distributed and is still capable of producing good estimates even with a relatively moderate sample size (Hair & Alamer, 2022). The analysis begins with an evaluation of the measurement model (outer model). At this stage, the outer loadings, Average Variance Extracted (AVE), composite reliability, Cronbach's alpha, and discriminant validity are tested to ensure that each indicator adequately represents the construct being measured. Once the measurement model meets the established criteria, the analysis proceeds to the structural model (inner model). The evaluation of this model includes testing path coefficients, the coefficient of determination (R^2), predictive relevance (Q^2), and effect size (f^2) to determine the magnitude of the influence between variables and the model's ability to explain the phenomenon under study. Hypothesis testing was conducted using a bootstrapping procedure with 5,000 resamplings. Decisions regarding the hypotheses were based on a one-tailed test with a 5% significance level, specifically when the p-value was less than 0.05 and the t-statistic exceeded 1.645. Mediation analysis was conducted by comparing the direct effects and indirect effects among the variables. A relationship is said to involve partial mediation if both the direct and indirect effects are significant. Conversely, if only the indirect effect is significant while the direct effect is not, the relationship is categorized as full mediation (Baron & Kenny, 1986; F. Hair Jr et al., 2014).

This study was conducted in accordance with the principles of research ethics. Before data collection began, the researcher first obtained official permission from each institution serving as a research site. All respondents participated voluntarily after receiving an explanation of the study's objectives and procedures. To protect respondent confidentiality, this study did not collect information that could reveal personal identities, and all data obtained were used solely for academic purposes. Nevertheless, that said, there are still some limitations inherent in this study. The use of a cross-sectional design means that the relationships between variables identified cannot yet serve as a basis for drawing strong conclusions regarding cause-and-effect relationships. Additionally, the research data was entirely obtained through respondents' perceptions (self-reported data), so there remains a possibility of common method bias. To minimize this potential, the questionnaire was completed anonymously so that respondents' identities remained protected, which is expected to encourage them to provide more objective answers.

3. RESULTS AND DISCUSSION

3.1. Descriptive Statistics and Respondent Profile

This study was conducted among educators and educational staff (Pendidik dan Tenaga Kependidikan/PTK) within formal educational institutions in Polokarto District, Sukoharjo Regency. The tool used in the research was a detailed questionnaire aimed at understanding how people feel about their work environment and their experiences with learning new skills and advancing in their careers. All collected questionnaires underwent an editing process and were deemed suitable for further analysis. Based on the data processing results, a general overview of respondents' characteristics was obtained, focusing on age and gender. In terms of age, the majority of respondents were within the productive age range, indicating that the workforce is dominated by individuals who are actively engaged in their professional roles and face relatively high demands in terms of mobility and performance. Meanwhile, the gender distribution showed a relatively balanced composition between male and female respondents. These general characteristics provide a foundational basis for interpreting the results of the subsequent analysis. A more detailed description of respondent characteristics is presented in the following section.

Table 2. Respondents by Gender

Gender	Frequency	Percentage
Male	70	46,05%
Female	82	53,95%
Total	152	100%

This distribution indicates a slight predominance of female respondents, suggesting that the workforce in the observed institutions is relatively balanced but marginally dominated by women.

Table 3 Respondents Based on Work Tenure

Work Tenure	Frequency	Percentage
Less than 1 year	11	7.24%
1–5 years	34	22.37%
6–10 years	37	24.34%
> 10 years	70	46.05%
Total	152	100%

The distribution of respondents based on work tenure is presented in Table 3. The results indicate that the majority of respondents have more than 10 years of work experience, accounting for 70 individuals (46.05%). This is followed by respondents with 6–10 years of experience, totaling 37 individuals (24.34%), and those with 1–5 years of experience, comprising 34 individuals (22.37%). Meanwhile, respondents with less than one year of experience represent the smallest group, with 11 individuals (7.24%).

This distribution suggests that most respondents possess relatively high levels of work experience. Such conditions indicate that respondents likely have a strong understanding of their tasks, responsibilities, and the dynamics of their work environment. Therefore, their level of experience is expected to support the provision of more accurate and relevant responses to the variables examined in this study, including role ambiguity, self-efficacy, resilience, and job crafting.

Table 4. Responden Berdasarkan klasifikasi peran

Position/Role	Frequency	Percentage
Teaching Staff / Educators	91	59.87%
Educational Support Staff / Administrative Staff	24	15.79%
Student Boarding Affairs	25	16.45%
Managerial/Leadership	12	7.89%
Total	152	100%

The distribution of respondents based on role classification indicates that the majority of respondents in this study belonged to the Teaching Staff / Educators category, totaling 91 individuals (59.87%). This finding suggests that most respondents were directly involved in instructional and educational activities, including classroom teaching and religious instruction. Respondents categorized under Student Boarding Affairs accounted for 25 individuals (16.45%), reflecting personnel responsible for student supervision, boarding management, and pesantren-related caregiving activities. Meanwhile, respondents classified as Educational Support Staff / Administrative Staff totaled 24 individuals (15.79%), representing non-teaching personnel who support institutional administration and operational functions. The smallest group consisted of respondents occupying Managerial/Leadership roles, with 12 individuals (7.89%).

It is important to note that the instrument measured role or position using a multiple-response format, allowing respondents to select more than one role to reflect their actual responsibilities. This approach was particularly relevant within pesantren-based educational institutions, where individuals frequently perform multiple functions simultaneously, such as teaching, student supervision, administrative duties, and managerial responsibilities. However, many respondents tended to select only the role they perceived as most representative of their primary responsibility. Therefore, this study applied a classification based on the dominant role identified by each respondent to ensure consistency in data processing and to avoid double counting, thereby maintaining the accuracy and reliability of the analysis.

Table 5. Respondents Based on Institutional Affiliation

Institutional Affiliation	Frequency	Presentase
Ponpes Modern Imam Syuhodo	42	27,63%
MTs Muhammadiyah Imam Syuhodo	27	17,76%
SMA Muhammadiyah Imam Syuhodo	15	9,87%
SD Muhammadiyah Imam Syuhodo	35	23,03%
MI Al Islam Mranggen	25	16,45%

SMK Muhammadiyah Imam Syuhodo	8	5,26%
Total	152	100%

This distribution indicates that the sample adequately represents various educational levels within pesantren-based institutions, thereby enhancing the generalizability of the findings within similar organizational contexts.

3.2. Measurement Model Evaluation

The measurement model was subsequently evaluated to establish its validity and reliability prior to examining the structural relationships among the variables. As presented in Table 6, the results demonstrate that the measurement model provides an adequate representation of the intended constructs.

Table 6. Convergent Validity and Reliability

Construct	Indicator	Outer Loading	AVE	CR	CA
Job Crafting	JC1	0.812	0.607	0.822	0.679
	JC3	0.788			
	JC4	0.735			
Role Ambiguity	AP1	0.808	0.645	0.901	0.866
	AP2	0.778			
	AP3	0.810			
	AP4	0.763			
	AP5	0.852			
Adaptive Performance	KNA1	0.761	0.6	0.857	0.777
	KNA2	0.792			
	KNA3	0.805			
	KNA4	0.738			
Self-Efficacy	SE1	0.794	0.64	0.869	0.799
	SE2	0.79			
	SE3	0.724			
	SE4	0.847			
Resilience	R1	0.785	0.624	0.877	0.813
	R2	0.771			
	R3	0.836			
	R4	0.807			

Table 6 shows every retained indicator loading above the 0.70 benchmark, confirming that each one adequately captures its intended construct. Based on data processing using SmartPLS, several indicators were initially found to have outer loading values below the established criteria, along with a singular matrix problem indicating perfect linear relationships among indicators. Consequently, several indicators were eliminated from the model, namely JC2 and JC5 from the Job Crafting variable, KNA5 from the Adaptive Performance variable, and one indicator from the Resilience variable that had an identical value to another indicator.

After removing the indicators with insufficient loading values and re-estimating the model, the second-stage measurement model showed that all remaining indicators achieved external loading values above the recommended threshold of 0.70. These results confirm that each indicator adequately represents its respective latent construct and meets the criteria for convergent validity.

In addition, the AVE values obtained for every construct were higher than the 0.50 threshold, demonstrating that the majority of indicator variance was attributable to the underlying construct rather than to error. In terms of reliability, all constructs obtained Composite Reliability (CR) values above 0.70, reflecting satisfactory internal consistency. Cronbach's Alpha values for most constructs also exceeded 0.70, although the Job Crafting construct yielded a value slightly below the ideal threshold at 0.679. This is attributable to the small number of retained indicators for this construct (three items JC1, JC3, and JC4 following the elimination of JC2 and JC5 due to cross-loading and singularity issues); Cronbach's Alpha is known to be sensitive to the number of items in a scale and tends to underestimate reliability for constructs with fewer than four indicators (F. Hair Jr et al., 2014). Composite Reliability (CR), which is not similarly biased by item count and is generally regarded as a more appropriate reliability estimate in PLS-SEM, was 0.822 for this construct well above the 0.70 threshold. Accordingly, the Job Crafting construct is considered reliable overall, and all constructs in this study satisfy the validity and reliability criteria required for subsequent analysis.

Table 7. Discriminant Validity – Fornell Larcker

	AP	JC	KNA	R	SFE
Role Ambiguity	0.803				
Job Crafting	-0.213	0.668			
Adaptive Performance	-0.233	0.500	0.744		
Resilience	-0.123	0.437	0.756	0.800	
Self Efficacy	-0.148	0.392	0.72	0.638	0.790

To test discriminant validity, this study used the Fornell-Larcker criterion, which involves comparing the square root of the Average Variance Extracted ($\sqrt{\text{AVE}}$) for each construct with its correlation with other constructs in the model. A construct can be said to have adequate discriminant validity if its $\sqrt{\text{AVE}}$ value is greater than its correlation with other constructs.

As presented in Table 7, all constructs yielded $\sqrt{\text{AVE}}$ values greater than their respective inter-construct correlations, thereby satisfying the discriminant validity criterion. These results indicate that each variable in the model exhibits a sufficient degree of distinctiveness and is empirically distinguishable from the other constructs.

3.3. Model Fit Evaluation

To gauge how closely the estimated structural model tracked the observed data, several fit indices were examined, since these indicators lend extra credibility to PLS-SEM results in prediction-focused research. Table 8 presents a summary of model fit for the saturated model and the estimated model.

Table 8. Model Fit

Parameter	Rule of Thumb	Nilai Parameter	Keterangan
SRMR	Less than 0.10	0.120	Tidak Fit
d-ULS	> 0,05	3.019	Fit
d-G	> 0,05	0.665	Fit
Chi Square	χ^2 statistic $\geq \chi^2$ table value	529.299 $\geq$ 31.410	Fit
NFI	Close To 1	0.663	Fit

Based on the model fit assessment results, the research model generally demonstrates an acceptable level of fit and is considered suitable for use in subsequent analyses. Although the SRMR value of 0.120 does not meet the ideal threshold of less than 0.10, other fit indicators namely d-ULS and d-G suggest that the model does not exhibit significant deviations and remains within acceptable bounds. It is important to note that the 0.10 threshold for SRMR was originally proposed primarily in the context of covariance-based SEM (CB-SEM) and is treated in the PLS-SEM literature as an approximate guideline rather than a strict cut-off, particularly for models involving multiple latent constructs, formative-reflective combinations, or moderate sample sizes (F. Hair Jr et al., 2014; Henseler et al., 2015). Given that this study involves five interrelated constructs and a parallel dual-mediation structure, a marginally elevated SRMR is not unexpected. More importantly, the convergence of several other fit indicators including favorable d-ULS and d-G values, a Chi-Square statistic exceeding the critical table value, an NFI approaching 1, and a GoF value of 0.547 indicating strong overall fit provides converging evidence that the structural model adequately represents the underlying data. In addition, the predictive relevance test (Q^2) yielded positive values for all endogenous constructs, further supporting the model's adequacy despite the elevated SRMR value.

The Chi-Square value exceeding the table value, together with an NFI value approaching 1, further indicates that the model possesses a satisfactory level of fit. Additionally, a GoF value of 0.547 reflects a strong overall model fit. The predictive relevance test (Q^2) also yielded positive values across all endogenous variables, indicating that the model maintains adequate predictive capability, albeit within the weak-to-moderate range. Accordingly, the research model is declared fit overall and is capable of adequately explaining the relationships among the latent variables.

3.4. Structural Model Result

Next, the structural model was tested against the hypotheses it was intended to support. To measure how well the model explains the research findings, the coefficient of determination (R^2) was used; these findings, presented in Table 9, serve as the basis for evaluating each proposed hypothesis.

Table 9. R-Square

Variabel	R-square	R-square adjusted
Adaptive Performance	0.695	0.686
Resilience	0.192	0.181
Self-efficacy	0.158	0.147

The results indicate that Adaptive Performance has strong explanatory power, suggesting that the independent variables meaningfully account for its variance. In contrast, Resilience and Self-efficacy exhibit relatively weak explanatory power, indicating that their variance is largely influenced by factors outside the model.

Table 10. Effect Size

	AP	JC	KNA	R	SFE
AP			0.027	0.001	0.005
JC			0.050	0.219	0.162
KNA					
R			0.368		
SFE			0.247		

Based on the effect size (f^2) test results presented in Table 10 above, the magnitude of influence among variables in the model exhibits variation ranging from negligible to large. The role ambiguity variable demonstrated a relatively small effect on adaptive performance, resilience, and self-efficacy. In contrast, job crafting showed a more meaningful effect, particularly on resilience and self-efficacy.

Furthermore, resilience exerted a strong effect on adaptive performance, while self-efficacy contributed a moderate effect. These findings suggest that individual psychological factors—particularly resilience and self-efficacy—play a more prominent role in enhancing adaptive performance relative to the other variables included in the model.

3.5. Hypothesis Testing Results

Table 11. Results of Direct Effect Bootstrapping

Hypothesis	Path Coefficient (β)	T-Statistic	P-Value	Decision
H1 Job Crafting → Self-Efficacy	Positive	Significant	< 0.05	Supported
H2 Job Crafting → Resilience	Positive	Significant	< 0.05	Supported
H3 Role Ambiguity → Self-Efficacy	Negative	Not Significant	> 0.05	Not Supported
H4 Role Ambiguity → Resilience	Negative	Not Significant	> 0.05	Not Supported
H5 Job Crafting → Adaptive Performance	Positive	Significant	< 0.05	Supported
H6 Role Ambiguity → Adaptive Performance	Negative	Significant	< 0.05	Supported
H7 Self-Efficacy → Adaptive Performance	Positive	Significant	< 0.05	Supported
H8 Resilience → Adaptive Performance	Positive	Significant	< 0.05	Supported

The results of hypothesis testing indicate that most of the proposed relationships are supported. Job crafting has a positive and significant effect on self-efficacy, resilience, and adaptive performance, highlighting its important role in enhancing both psychological resources and work adaptability. In addition, self-efficacy and resilience significantly contribute to adaptive performance, suggesting that individuals with higher confidence and resilience are better able to respond to changing work demands.

In contrast, role ambiguity shows a negative but non-significant effect on self-efficacy and resilience, indicating that it does not directly influence these psychological factors. However, role ambiguity has a negative and significant effect on adaptive performance, implying that unclear role expectations may directly hinder individuals' ability to adapt effectively.

Table 12 Results of Indirect Effect Bootstrapping

Hypothesis	Path Coefficient (β)	T-Statistic	P-Value	Decision
H9 Role Ambiguity → Self-Efficacy → Adaptive Performance	Negative	Not Significant	> 0.05	Not Supported
H10 Role Ambiguity → Resilience → Adaptive Performance	Negative	Not Significant	> 0.05	Not Supported
H11 Job Crafting → Self-Efficacy → Adaptive Performance	Positive	Significant	< 0.05	Supported
H12 Job Crafting → Resilience → Adaptive Performance	Positive	Significant	< 0.05	Supported

The results of the indirect effects analysis show that job crafting has a positive and significant effect on adaptive performance through self-efficacy and resilience, indicating that these variables act as mediators in

this relationship. These findings highlight the important role of psychological resources in strengthening the impact of proactive work behavior on adaptive capacity.

Conversely, role ambiguity showed a negative but nonsignificant indirect effect on adaptive performance through self-efficacy and resilience, indicating that these variables do not act as mediators in this relationship. This suggests that role ambiguity does not indirectly influence adaptive performance through psychological mechanisms.

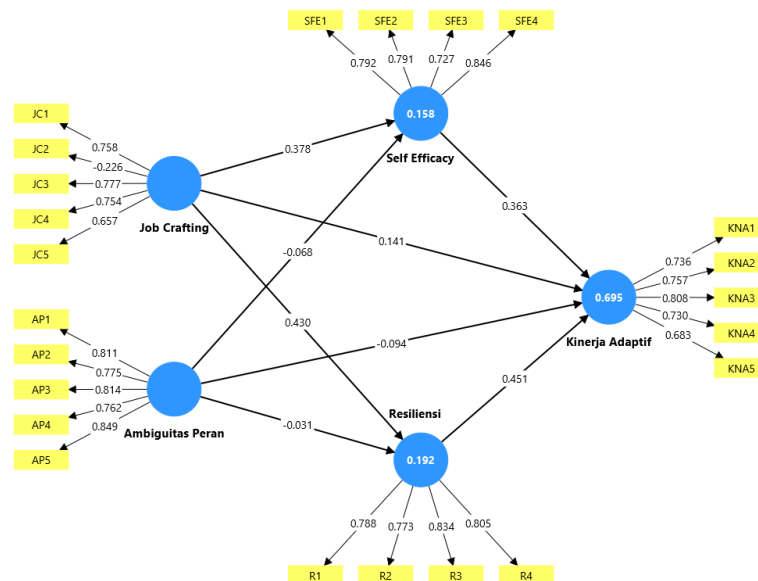


Figure 1. Framework

3.6. Discussions of Findings

Based on the findings, it can be concluded that job crafting plays a significant role in shaping psychological resources and promoting improved adaptive performance among educators working in private Islamic educational institutions. The empirical evidence generated by this study is strong enough to support this conclusion. Its positive effects on self-efficacy and resilience reflect a dynamic consistent with Social Cognitive Theory, wherein proactive behavior in adjusting tasks, work relationships, and the cognitive framing of one's work strengthens individual psychological capacity. When educators actively shape their work, they acquire mastery experiences and social reinforcement that ultimately enhance their confidence and ability to withstand pressure. These findings not only corroborate prior research but also extend it to the distinctive context of Islamic education in Indonesia, where educators navigate complex and overlapping role demands (Shin et al., 2020; Sulistiyorini & Safitri, 2023).

Furthermore, job crafting was found to directly enhance adaptive performance. Educators who proactively adjust their work tend to be more flexible in responding to change, whether arising from policy shifts, institutional demands, or pedagogical challenges. This suggests that agentic work behavior constitutes an essential foundation for adaptive capacity, particularly within educational environments that are continuously evolving. The effect sizes observed further indicate that job crafting's contribution to the strengthening of self-efficacy and resilience is not only statistically significant but also practically meaningful (Dağtaş et al., 2024).

On the other hand, role ambiguity did not demonstrate significant effects on either self-efficacy or resilience. This finding is notable as it departs from theoretical expectations. One plausible explanation is that within the context of private Islamic educational institutions, role ambiguity has become a normalized condition. Educators frequently perform multiple roles simultaneously without clearly defined boundaries, such that this condition is no longer perceived as a psychological stressor. In such circumstances, psychological resources appear to be shaped more by individual proactive behavior such as job crafting than by the clarity of role structures themselves.

Nevertheless, role ambiguity continued to exert a significant negative direct effect on adaptive performance (Adam et al., 2020). This implies that although role ambiguity does not substantially erode psychological resources, it does directly impede individuals' ability to respond effectively to work demands. This suggests that role ambiguity causes disruption primarily at the cognitive level for instance, in decision-making and attentional focus rather than at the psychological level. In other words, individuals become more preoccupied with understanding what is expected of them than with actively adapting to change.

Subsequently, both self-efficacy and resilience were found to play important roles in enhancing adaptive performance, with resilience emerging as the most dominant factor. This indicates that the ability to persevere, maintain focus, and recover from pressure constitutes the primary key to navigating complex work dynamics. Meanwhile, self-efficacy plays a role in encouraging individuals to attempt and sustain adaptive efforts. These

two factors operate in a complementary fashion in supporting adaptive performance (Gashi Tresi & Mihelič, 2018).

The mediation analysis further clarifies this mechanism. Job crafting not only produces direct effects but also operates through the enhancement of self-efficacy and resilience (Rudolph et al., 2017; Vakola, M., Xanthopoulou, D., & Demerouti, 2023). This demonstrates that proactive behavior serves as a catalyst for the formation of psychological resources, which in turn sustain adaptive functioning over time. Accordingly, these two variables are not redundant but rather mutually reinforcing in bridging the influence of job crafting on adaptive performance. Conversely, the absence of mediation effects in the role ambiguity pathway reinforces the conclusion that this variable operates directly on performance outcomes. Therefore, efforts to enhance adaptive performance cannot rely solely on strengthening individual psychological resources, but must be accompanied by improvements in organizational structure particularly in terms of role clarity and communication systems (O. Iroanwusi, 2025).

Overall, these findings affirm that enhancing adaptive performance requires a balanced approach encompassing behavioral, psychological, and structural dimensions. Organizations must not only promote job crafting as an individual empowerment strategy, but also actively reduce role ambiguity to prevent it from becoming a direct barrier to performance. Accordingly, the combination of strong psychological resources and a clearly structured work environment constitute the key to achieving optimal adaptive performance. These findings extend the domain of human resource management by demonstrating that adaptive performance is jointly shaped by proactive work behaviors, psychological resource development, and structural role clarity. This highlights the need for HRM systems that integrate behavioral, psychological, and structural interventions.

4. CONCLUSION

A total of 152 educators and educational staff (PTK) from six private Islamic educational institutions in Polokarto Subdistrict, Sukoharjo Regency comprising one Islamic boarding school and five private Islamic elementary and secondary schools participated in this study. Using an integrated parallel dual-mediation model, the study sought to explore in greater depth the relationships among job crafting, role ambiguity, self-efficacy, resilience, and adaptive performance. The collected data were then analyzed using PLS-SEM, grounded in Social Cognitive Theory and the Job Demands–Resources (JD-R) Model.

Three main findings emerge. Job crafting stood out as the model's most consistent predictor, exerting a significant positive influence on self-efficacy, resilience, and adaptive performance alike. Second, role ambiguity did not significantly influence either self-efficacy or resilience; however, it demonstrated a significant negative direct effect on adaptive performance ($\beta = -0.094$; $p = 0.034$), suggesting that its detrimental influence operates primarily at the level of behavioral execution rather than through the depletion of psychological resources. Third, both self-efficacy and resilience positively and significantly influenced adaptive performance, with resilience exhibiting the largest effect size in the model ($f^2 = 0.368$), confirming its position as the strongest predictor of adaptive performance among the variables examined. The fourth finding relates to the results of the mediation analysis. Both self-efficacy and resilience were found to act as partial mediators in the relationship between job crafting and adaptive performance. This means that job crafting not only has a direct impact on adaptive performance but also an indirect impact through these two psychological resources. This differs from the findings regarding role ambiguity, where neither self-efficacy nor resilience showed a significant mediating effect on adaptive performance. These results are consistent with the direct path from role ambiguity to both mediators, which was also not significant.

These findings provide several important theoretical contributions. By simultaneously examining job crafting and role ambiguity as dual antecedents, alongside self-efficacy and resilience as parallel partial mediators, this study advances the theoretical integration of Social Cognitive Theory and the JD-R model within a unified empirical framework applicable to non-Western, private Islamic educational settings that remain underrepresented in the organizational behavior literature. Furthermore, the findings clarify that proactive work behavior and structural role stressors affect adaptive performance through fundamentally distinct mechanisms: the former operating through both direct and psychologically mediated pathways, the latter operating primarily through a direct behavioral pathway—a distinction that carries important implications for future theoretical development.

From a practical perspective, educational administrators and institutional policymakers within private Islamic educational institutions are encouraged to foster work environments that support constructive job crafting through appropriate autonomy, collaborative task redesign, mentoring systems, and reflective professional learning communities. Critically, such autonomy should be introduced only after formal, individually specific job descriptions are established and mutually agreed upon between supervisors and staff, since the presence of a clear task baseline is what allows the benefits of job crafting to be distinguished from role drift. Autonomy is best extended gradually for instance, beginning with cognitive crafting before broader task crafting and, in hierarchical and community-oriented Islamic institutional cultures, should be framed as a collective, consultative process rather than an individual prerogative, to avoid friction with existing norms of communal decision-making. Institutional leaders should further strengthen role clarity through clearly defined job

descriptions, transparent performance standards, and structured, scheduled two-way communication channels between supervisors and staff, in order to minimize the adverse effects of role ambiguity on adaptive performance. In addition, continuous efforts to enhance self-efficacy and resilience such as professional development programs, stress management support, peer-support systems, and psychological empowerment initiatives are considered essential, particularly given the prominent role of resilience in predicting adaptive performance within this study.

Several limitations of this study should be acknowledged. First, the study employed a cross-sectional design, with data collected during a single period (February–April 2026), limiting the ability to establish strong causal inferences; future research would benefit from a longitudinal design with at least two measurement points. Second, the sample was drawn through purposive sampling from six educational institutions in a single sub-district (Polokarto, Sukoharjo Regency, Indonesia), the majority of which were pesantren- and madrasah-based, which could potentially limit the scope of application of these findings in other regional or institutional contexts; broader and more diverse samples are recommended for future studies. Third, model fit assessment indicated that the structural model was not yet fully optimal, and several indicators had to be removed during analysis due to validity constraints, which may have reduced the extent to which some constructs were fully represented; future studies should employ more robust, context-adapted measurement instruments, particularly for Islamic educational settings. Fourth, the R^2 values obtained for resilience and self-efficacy were relatively low, indicating that a substantial portion of variance in these variables is explained by factors outside the present model, such as social support, organizational culture, or leadership style; incorporating such variables is recommended for future research. Fifth, because staff at pesantren-based institutions frequently hold multiple concurrent roles (e.g., teacher, student caretaker, dormitory supervisor), respondents were classified according to their most dominant role, which may not fully capture the complexity of multi-role positions; future studies should more explicitly differentiate general schools from pesantren-based institutions when operationalizing role classification. Finally, the data relied on self-reported questionnaire responses, which may introduce subjective bias or socially desirable responding, although anonymity and confidentiality procedures were implemented to reduce this risk.

In conclusion, this study affirms that adaptive performance among educators operating within complex institutional environments is not merely a function of structural conditions or psychological capital alone, but rather emerges from the dynamic interplay between proactive work behavior, structural role clarity, and the psychological resources of self-efficacy and resilience with the latter operating as partial, rather than sole, explanatory mechanisms. These findings offer both an integrated theoretical framework and an evidence-based foundation for institutional strategies aimed at cultivating a more adaptive, resilient, and professionally empowered educational workforce within Indonesia's private Islamic education sector.

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