
Nurse Performance in Dr. Zainal Abidin Hospital Banda Aceh with Job Crafting as a Mediation Variable

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Abstract

This study aims to examine the job satisfaction and performance models of nurses with job crafting as a mediating variable, with work-life balance, and emotional intelligence as antecedents. This study was conducted on the people of Banda Aceh City who had been patients at the Zainal Abidin Regional General Hospital (RSUDZA) located in the city of Banda Aceh, Indonesia. The population was RSUDZA nurses totaling 520 people who are distributed in 23 treatment rooms. The sampling technique was probability sampling and the number was determined with the Slovin formula providing 226 respondents and it was following the requirements for using the SEM statistical method through AMOS software. Data were collected by distributing questionnaires. The results prove that work-life balance and emotional intelligence affect job crafting at RSUDZA nurses, work-life balance, emotional intelligence, and job crafting affect job satisfaction of RSUDZA nurses, work-life balance, emotional intelligence, and job crafting affect the performance of RSUDZA nurses, work-life balance and emotional intelligence affects the job satisfaction of RSUDZA nurses through job crafting as a mediating variable, and work-life balance and emotional intelligence affect the performance of RSUDZA nurses through job crafting as a mediating variable.

Keywords: Work-Life Balance, Emotional Intelligence, Job Crafting, Job Satisfaction, Employee Performance.

1. Introduction

Regional General Hospital dr. Zainal Abidin (RSUDZA) located in the city of Banda Aceh is the largest regional general hospital in Aceh Province, Indonesia, which has the function and task of providing comprehensive and affordable health services for all levels of Acehnese society, receiving referral services from clinics and hospitals regions, so that all Acehnese living in the regions can receive the same health services as Acehnese people living in cities. This hospital is also one of the referral hospitals for COVID-19 patients located in the provincial capital, namely Banda Aceh City with the hospital's motto is "Healthy Community, Prosperous Hospital".

Good performance is a must that must be achieved by an individual in an organization. Performance is the output of work achieved by individuals based on predetermined work

standards to achieve their goals. Individuals can be said to be successful if they individuals can achieve results exceeding the standard of their work and the individuals can be said to be a failure if the individuals cannot achieve or exceed their work standards. Therefore, individual performance is considered as an important factor and aspect that can influence the organization in achieving its goals

In hospitals, the performance of nurses is one of the main pillars in reflecting the good and bad performance of a hospital, therefore specifically at RSUDZA, all nurses on duty at RSUDZA are always required to always display professional performance in providing services to all patients and even to patients. Patient's family in the hospital. This is because nurses are the element most often dealing with patients in providing care.

RSUDZA always strives to improve its performance, especially in the field of medical services, so that every employee including nurses is required to be able to provide good health services for people in need. However, this effort is still felt to be unsatisfactory to the community, such as delays in patient handling, lack of attention from nurses to patients, lack of friendliness of nurses to patients' families, and lack of the number of rooms which ultimately make many patients prefer to switch to other hospitals that are considered capable of meeting the needs of the patient his need.

Individuals who have high performance have confidence in themselves to be able to do their jobs well, thus affecting their job satisfaction (Lee, Cho, & Oh, 2017). Individuals who are satisfied with their work will have more effective and efficient performance. This is because individuals are motivated to work harder, resulting in a good performance and increasing job satisfaction. Job satisfaction is an emotional response that arises to work situations that are generally associated with how well the individual gets to meet his expectations, such as if the individual feels that he is not being treated fairly, then the individual feels dissatisfied and has a negative view of work, superiors, and coworkers. . However, if the individual feels he is being treated fairly and fairly, the individual will feel satisfied and have a positive view of his work, superiors, and co-workers (Luthans, Luthans, & Luthans, 2021).

The results of interviews and observations that researchers conducted with several nurses at RSUDZA found that some nurses were dissatisfied with their work because the wages they received were not following the workload they received. In addition, if there are nurses who take time off, the nurses often experience problems with their work due to the increased workload. This makes nurses often feel tired and stressed at work. 83% of health workers experience moderate and severe burnout syndrome, resulting in a long-term effect on the quality of medical services because these health workers can feel depression, extreme fatigue, and even feel less competent in carrying out tasks which ultimately risk disrupting the quality of life and work productivity in services health.

Nurses at RSUDZA also experience high stress due to a higher risk of infection, inadequate personal protective equipment, excessive working hours, and will even experience stigma from the community. This ultimately affects his job satisfaction and performance in providing health services for the community. Interpersonal skills are needed. Individuals who have good interpersonal skills will have a high commitment to work so that they can foster feelings of satisfaction with the work they do. Individuals who have proactive initiatives or actions for changes that occur during work due to job demands and work resources can

design job characteristics according to what they want to meet the needs and demands of their work so that individuals can have a balance and be able to adjust their work to their abilities. -individual personal abilities or what is called job crafting.

Individuals who have good job crafting tend to get job satisfaction from their work and will have good performance following the specified standards. This is because job crafting can change task boundaries, such as changing boundaries with the form or schedule of activities while doing work and also changing cognitive boundaries that refer to how a person sees his work. This is due to the emotional intelligence possessed by individuals, where emotional intelligence can change task-related behavior in terms of the desire to control work, positive self-image, interaction with others, and good self-efficacy. Individuals who have a high level of emotional competence will be more likely to do job crafting.

Emotional intelligence has an important role in creating and maintaining effective relationships in the workplace, thereby affecting the level of employee job satisfaction. Individuals who have good emotional skills will have a positive impact on themselves and can control their thoughts which encourages individual productivity, while individuals who are not able to control their emotions well will experience inner rejection that makes individuals lose the ability to focus their attention on work. This can be seen from how individuals express their emotions at work and can also control negative feelings that arise to positive emotions so that individuals feel more satisfied. Individuals who have higher emotional intelligence can take actions to overcome the factors that affect their emotional intelligence and increase individual job satisfaction.

One of the factors that influence the relationship between emotional intelligence and job satisfaction is the level of job stress. Individuals who have high emotional intelligence can cope with the consequences that may arise from stress, while individuals who have low levels of emotional intelligence will have difficulty dealing with stress. This is due to the demands and pressures that come from work, family, and other external sources, such as task demands, role demands, and demands for interpersonal relationships, organizational structure, organizational leadership, and organizational life stages. The greater the pressure and workload, the higher the stress level and the lower the work-life balance that the individual feels. Work-life balance will have an impact on job satisfaction if an individual has good emotional intelligence. Individuals with high emotional intelligence are predicted to increase job satisfaction and high work-life balance as well. This is due to the ability to assess and manage emotions well not only at work but also in personal life.

2. Literature Study

Employee Performance

In this study, employee performance will be referred to as performance only. Performance is the value of a combination of employee behavior that contributes both positively and negatively to organizational goals (Colquitt, LePine, & Wesson, 2016). In addition, performance is the result of work that has been achieved by individuals in an organization both quantitatively and qualitatively based on the authority and responsibility for their work to achieve work goals legally, not violating the law, and following work morals and ethics

(Prawirosentono, 2014). (Mangkunegara, 2013) also defines performance as work performance obtained by employees both in quantity and quality in carrying out their duties with the responsibilities given to them.

Based on several definitions that have been submitted by experts, the researcher uses the definition submitted by (Bangun, 2012), namely, performance is the output of work achieved by employees based on predetermined work standards to achieve their goals. Employees can be said to be successful if employees can achieve results from work that exceed their work standards. In this study, to measure performance, researchers used indicators as expressed by (Bangun, 2012) namely 1) amount of work, 2) quality of work, 3) punctuality, 4) attendance and 5) cooperation ability.

Job Satisfaction

In this study job satisfaction will often be referred to as job satisfaction. (Luthans, 2013), and (Robbins & Judge, 2017) define job satisfaction as a person's general attitude and level of positive feelings towards his job. Job satisfaction is the way a worker feels about his work and is a generalization of attitudes towards his work based on various aspects of his work (Yukl & Gardner, 2020).

Different from what was stated above, (Jex, Bliese, Buzzell, & Primeau, 2001) defines job satisfaction as a feeling of satisfaction related to the attitude of workers towards their work which includes cognitive and behavioral aspects. (Spector, 1985) also defines job satisfaction as the feelings that individuals have about their work and aspects of the job. Job satisfaction is closely related to the extent to which individuals feel satisfied or not with the work at hand.

Based on some of the definitions and explanations above, it concludes that job satisfaction is an emotional response that arises to work situations that are associated with things that individuals get to fulfill their expectations of work. In this study, to measure job satisfaction, researchers used indicators as expressed by (Luthans, 2013) namely 1) the work itself, 2) salary, 3) promotion, 4) supervision, 5) co-workers, and 6) working conditions.

Job Crafting

Job crafting is defined as a form of positive employee action against boundaries that include the physical, emotional, cognitive, and relational scope of a job. Employees who have job crafting can change task boundaries, such as changing boundaries with the form or schedule of activities while doing work and also changing cognitive boundaries that refer to how someone sees their work (Wrzesniewski & Dutton, 2001). (Tims & Bakker, 2010) also defines job crafting as a deeper form of employee proactive behavior regarding changes that occur during work due to job demands and job resources, so that employees are required to be able to have a balance and be able to adapt their work to their abilities employee personal abilities.

These job demands refer to physical, psychological, and social factors that require employees to be able to do the best possible job, thus affecting the physiological and psychological changes of employees in doing their job. While job resources assist employees to be able to achieving their work goals, reduce job demands and also stimulate personal

growth, learning, and development. (Tims & Bakker, 2010) also found that job crafting makes employees more initiative in redesigning their work without management involvement, so employees are more motivated and more satisfied with their work, thus having a positive impact on the organization.

(Slomp & Vella-Brodrick, 2014) also said that job crafting is described as a way that employees use to establish good work practices so that they are in line with the interests and special values of employees. Job crafting requires employees to be able to play an active role in shaping the work experience, although employees usually cannot redesign their jobs, there are equal opportunities in all jobs, from changes to assignments, interactions, and ways of thinking about their work to be more personally meaningful and fun.

Based on some of the definitions above, it concludes that job crafting is a proactive behavior that employees have regarding changes that occur during work caused by job demands and work resources so that employees are more motivated and able to adapt their work to their abilities. In this study, to measure Job crafting, the researcher used the indicators expressed by (Tims & Bakker, 2010) namely 1) quantity of work, 2) quality of work, 3) competence, 4) skills, 5) ability, 6) opportunities, 7) offering a variety of tasks, 8) having a work performance appraisal system, 9) punctuality, 10) speed in work, and 11) discipline.

Emotional Intelligence

Emotional intelligence is the ability of individuals to be able to recognize and control their own feelings and the feelings of others and be able to motivate themselves to achieve the expected goals, empathize and build relationships with other people and the surrounding environment (Goleman, 2018). Individuals who have good emotional skills will have a positive impact on themselves and can control their thoughts which encourages individual productivity, while individuals who are not able to control their emotions well will experience inner rejection that makes individuals lose the ability to focus their attention on work (Goleman, 2018).

(Salovey & Mayer, 1990) defines emotional intelligence as a type of social intelligence that involves the ability of individuals to be able to see and distinguish one's emotions from others, to be able to use this information to guide one's thoughts and actions. Emotional intelligence is also referred to as emotional competence regarding differences in the ability to process and adapt to affective information. Individuals who have high emotional intelligence can pay attention, use, understand, and manage their emotions well so that they have the potential to benefit themselves and others. Emotional intelligence is not so influenced by genetic factors, thus providing opportunities for individuals to be able to seize opportunities that exist in the surrounding environment in achieving success (Salovey & Mayer, 1990).

Based on the definitions that have been described by several experts above, emotional intelligence can be defined as the ability of individuals to be able to recognize and control their own feelings and the feelings of others and be able to motivate themselves to achieve the expected goals, empathize and build relationships with other people and the environment. Researchers chose this theory because this theory has very clearly described emotional intelligence in-depth with its dimensions, namely recognizing emotions, emotional

regulation, and how it relates to other people. In this study to measure emotional intelligence, researchers used indicators as expressed by (Goleman, 2018) namely 1) emotional awareness, self-accuracy research, 3) self-confidence, 4) empathy, 5) organizational awareness, 6) service, 7) emotional control, 8) transparency, 9) adaptability, 10) initiative, 11) optimistic, 12) influence, 13) inspiring leadership, 14) other development, 15) catalyzing change, 16) bonding, 17) conflict management, 18) cooperation and collaboration.

Work-life balance

Fisher, Bulger & Smith (2009) also said that work-life balance is a stressor consisting of four components, namely the first component is time, and such as how much time is spent at work compared to how much time is spent doing other activities. The second component is related to behavior, such as the achievement of work goals, because life balance is based on a person's belief that he is capable of achieving what he wants at work and in his personal life. The third component is tension, such as anxiety, pressure, loss of important personal activities, and difficulty maintaining attention. The last component is energy, which is the limited power that exists within humans to carry out various work activities and outside work that is used to achieve the expected goals. These four components can be fulfilled if the individual can perceive himself in his ability to organize his work needs without having to interfere with needs outside his work, and vice versa.

(Delecta, 2011) expressed work-life balance as the extent to which individuals are involved and equally satisfied with work and family roles. This theory shows that each person's role is different from certain life domains such as work or family domains which are generally separated by physical, temporal, or psychological boundaries, to minimize conflicts between roles (Clark, 2000).

In this study, to measure Work-Life Balance, researchers used indicators as revealed by Fisher, Bulger & Smith (2009), namely 1) ignoring personal interests for the sake of work, 2) unpleasant/suffering, 3) not doing important activities, 4) tired of doing work, 5) difficult to maintain a personal life, 6) draining energy, 7) suffering from work, 8) tired of being effective, 9) worrying, 10) difficult to get work done, 11) good mood at office, 12) energy for work, 13) energy for doing activities, 14) good mood at home.

Research Model and Hypothesis

The study model and hypotheses are figured as follows.

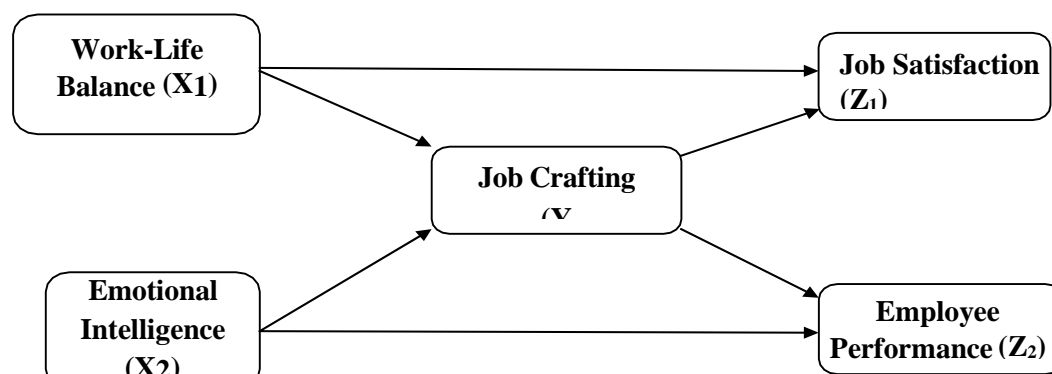


Figure 1. Effects between Variables

- H1 : Work-life balance affects the job crafting of RSUDZA nurses.
- H2 : Work-life balance affects the job satisfaction of RSUDZA nurses.
- H3 : Work-life balance affects the performance of RSUDZA nurses.
- H4 : Emotional Intelligence affects the job crafting of RSUDZA nurses.
- H5 : Emotional intelligence affects the job satisfaction of RSUDZA nurses.
- H6 : Emotional intelligence affects the performance of RSUDZA nurses.
- H7 : Job Crafting affects job satisfaction in RSUDZA nurses.
- H8 : Job Crafting affects the performance of RSUDZA nurses.
- H9 : Work-life balance affects job satisfaction in RSUDZA nurses through job crafting
- H10: Work-life balance affects the performance of RSUDZA nurses through job crafting
- H11: Emotional intelligence affects job satisfaction in RSUDZA nurses through job crafting
- H12: Emotional intelligence affects the performance of RSUDZA nurses through job crafting

Research Novelty

Recently, there have been many studies discussing job satisfaction and nurse performance during the Covid-19 pandemic. This is figured from the phenomena that exist in medical officers including nurses in providing services to the community. Some researchers state that many nurses have low job satisfaction due to fatigue at work which ultimately has an impact on their performance (Fauzan, Suwarsi, & Roosallyn, 2021); (Setianingrum, Hariyati, Pujasari, Novieastari, & Fitri, 2021).

Other studies also add that nurses are required to be able to work professionally in providing services to patients, especially during this pandemic, which raises concerns for themselves and their families about the transmission of this virus as well as restrictions on personal freedom (Yanti, Susiladewi, & Pradiksa, 2020); (Hope et al., 2011); (Koh, Hegney, & Drury, 2012). This eventually triggers the emergence of stress at work if nurses are not able to handle it well between personal life and work. An emotionally intelligent professional is capable of achieving satisfaction on both a personal and organizational level (Pattnaik, Pradhan, & Jena, 2016). The existence of the ability to be able to design the characteristics of his work from various job demands and work resources following his personal abilities called job crafting can reduce employee stress levels at work, thereby affecting job satisfaction and performance (Tims & Bakker, 2010). In line with previous research, (Lee et al., 2017) also said that job crafting has a positive effect on satisfaction and performance and mediates the relationship between emotional intelligence with job satisfaction and performance and suggests for further research to be able to test more broadly the variables he studied with other variables in different samples.

Based on the description of several previous research results, the study aims to describe and analyze the Work-Life Balance and emotional intelligence effect on job satisfaction and performance of RSUDZA nurses by adding the job crafting variable as a mediating variable with different samples and research locations from previous studies. This research can provide the new premises. Based on the references that the researcher found, there have been no other studies that have examined the sample and these five variables. Previous research only examined several variables from these five variables with different samples, so this

research has differences from previous research and is considered important for the development of research in the field of HR

3. Method

This research was conducted at RSUDZA Hospital located in Banda Aceh City, Indonesia, and the object was Work-Life Balance, emotional intelligence, job satisfaction, nurse performance, and job crafting. The population was RSUDZA nurses totaling 520 people who are distributed in 23 treatment rooms. The probability sampling technique was used because the population size was known. Determination of the sample was carried out by stratified random sampling using the Slovin formula, which obtained as many as 226 people.

The sample in each stratum in RSUDZA is explained in Table 1 below.

Table 1. Sample taken at nurses of RSUDZA

No.	Treatment Room	Population	Sample Proportion
1	Jeumpa 1	21	$226 : 520 \times 21 = 9$ people
2	Jeumpa 2	21	$226 : 520 \times 21 = 9$ people
3	Jeumpa 3	21	$226 : 520 \times 21 = 9$ people
4	Jeumpa 4	19	$226 : 520 \times 19 = 8$ people
5	Mamplam 1	30	$226 : 520 \times 30 = 13$ people
6	Mamplam 2	21	$226 : 520 \times 21 = 9$ people
7	Mamplam 3	20	$226 : 520 \times 20 = 9$ people
8	Geulima 1	20	$226 : 520 \times 20 = 9$ people
9	Geulima 2	21	$226 : 520 \times 21 = 9$ people
10	Seurune 1	27	$226 : 520 \times 27 = 12$ people
11	Seurune 2	20	$226 : 520 \times 20 = 9$ people
12	Seurune 3	24	$226 : 520 \times 24 = 10$ people
13	Paviliun Geurute	22	$226 : 520 \times 22 = 9$ people
14	PICU	20	$226 : 520 \times 20 = 9$ people
15	NICU	36	$226 : 520 \times 36 = 15$ people
16	ICCU	25	$226 : 520 \times 25 = 10$ people
17	Cardiac Surgery ICU	20	$226 : 520 \times 20 = 9$ people
18	Centra Thalasemia	20	$226 : 520 \times 20 = 9$ people
19	ICU/Bird Flu Repository	15	$226 : 520 \times 15 = 7$ people
20	RU. Post Op Treatment. Cardiac surgery	22	$226 : 520 \times 22 = 10$ people
21	HCU Intermedie Ward	20	$226 : 520 \times 20 = 9$ people
22	IGD	39	$226 : 520 \times 39 = 17$ people
23	Integrated Family Planning Services	16	$226 : 520 \times 16 = 7$ people
Amount			226 people

Source: RSUZA (2021)

4. Result

The results of the model analysis are shown below.

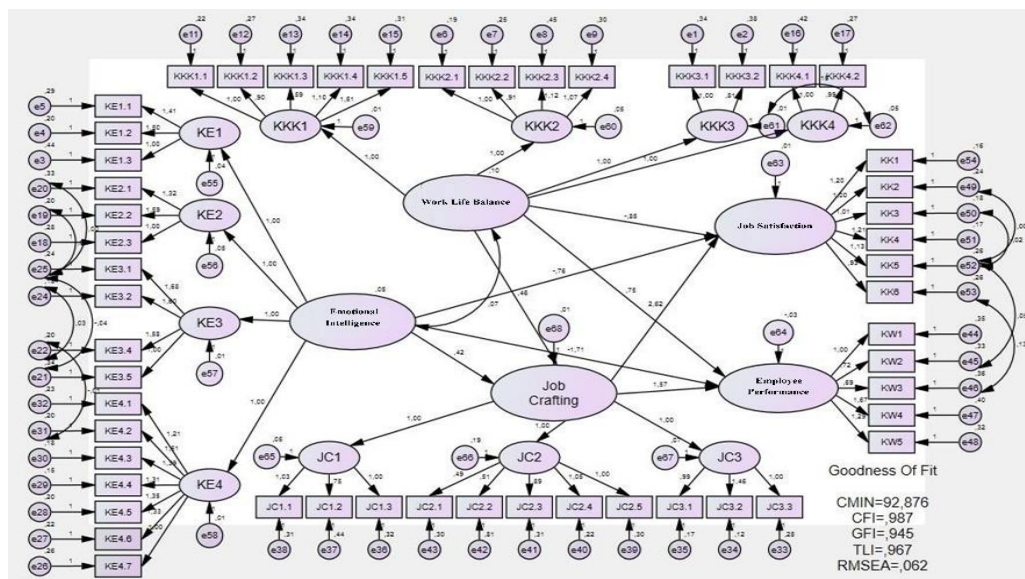


Figure 2. Structural Model

Based on the test results, hypotheses testing with the results are shown below.

Table 2. Regression Weight

		Estimate	S.E.	C.R.	P
Job_Crafting	<--- Work-Life Balance	0.271	0.077	2.839	0.004
Job_Crafting	<--- Emotional Intelligence	0.643	0.132	3.174	0.002
Job Satisfaction	<--- Work-Life Balance	0.328	0.086	2.903	***
Employee Performance	<--- Work-Life Balance	0.565	0.106	3.932	***
Job Satisfaction	<--- Emotional Intelligence	0.429	0.109	3.982	***
Employee Performance	<--- Emotional Intelligence	0.627	0.128	3.080	0.002
Job Satisfaction	<--- Job_Crafting	0.203	0.068	2.759	***
Employee Performance	<--- Job_Crafting	0.819	0.195	4.679	***

The table above is explained as follows:

Role of Work-Life Balance in Job Crafting (H1)

Testing the work-life balance effect on job crafting provides an estimate value 0.271 with P 0.004. This means the Work-Life Balance on job crafting has an effect. This is shown from the significant probability (P) value of 0.004. This probability value is smaller than (<) the specified significant level (α) which is 0.05, and C.R. which is worth 2.839 which means it is smaller than (<) 1.96. Thus Ha1 is accepted and Ho1 is rejected which means Work-life balance has a role that can change job crafting for RSUDZA nurses. The coefficient value for the effect of Work-Life Balance on job crafting is positive (0.077), this indicates that if Work-Life Balance increases it will increase job crafting for RSUDZA nurses in carrying out tasks in the hospital.

This result is following the study of (Sturges, 2012), who argues that individuals who have long working hours need cognitive creation to help individuals believe that individuals have control over work-life balance. (Akkermans & Tims, 2017) also said that job crafting has a positive relationship with individuals' perceptions of their internal and external work abilities to increase the enrichment of the relationship between work and personal life. Therefore, the existence of job crafting requires employees to be able to play an active role in shaping the work experience, although employees usually cannot redesign their jobs, there are equal opportunities in all jobs, both from changes to assignments, interactions, and ways of thinking about their work. become more personally meaningful and fun (Slemp & Vella-Brodrick, 2014).

Role of Work-Life Balance in Satisfaction (H2)

Testing the work-life balance effect on satisfaction provides an estimate value 0.328 with P 0.000. This proves Work-Life Balance on satisfaction has an effect. This is shown from the significant probability value of 0.001. This probability value is smaller than the significant level (α) which is determined at 0.05 and C.R. of 2,903 which means > 1.96 . Thus Ha2 is accepted and Ho2 is rejected which means Work-life balance influences satisfaction in RSUDZA nurses. The coefficient value for the effect of Work-Life Balance on satisfaction is positive (0.086), this indicates that if the Work-Life Balance increases it will also increase the satisfaction of RSUDZA nurses.

This result is following the study of (Poulose & Sudarsan, 2014), which proves that work-life balance affects job satisfaction. Employees who have a high work-life balance will have a high level of job satisfaction as well. Likewise (Hussein, Njati, & Rukangu, 2016) also said that work-life balance affects job satisfaction. The more control an employee has over their lives, the higher the employee's ability to balance work and family, thus providing high satisfaction for employees with their work.

The Role of Work-Life Balance on Performance (H3)

Testing the work-life balance effect on performance provides an estimate value 0.565 with P 0.001. This figures the Work-Life Balance on performance has an effect. This is shown from the significant probability value of 0.001. This probability value is smaller than the specified significant level (α) which is < 0.05 and C.R. 3.932 which means > 1.96 . Thus Ha3 is accepted and Ho3 is rejected which means: Work-life balance influences the performance of RSUDZA nurses. The coefficient value for the effect of Work-Life Balance on performance is positive (0.106), this indicates that if the Work-Life Balance increases it will also increase the performance of RSUDZA nurses.

This result is following the study of (Krishnan, Loon, & Tan, 2018), which has proven that Work-Life Balance affects where the existence of harmony in life helps employees to concentrate on their work, resulting in better performance. This research is also in line with (Vithanage & Arachchige, 2015) also said that Work-Life Balance and performance are important aspects of an individual's life. Individuals who have long working hours lead to higher levels of stress, absenteeism, employee turnover, lower work commitment, lower morale, depression, team dysfunction, and lower productivity (Khatri & Behl, 2013). Furthermore, (Mendis & Weerakkody, 2018) also said that poor work-life balance can affect employee performance to be poor, lack of motivation, and frequent mistakes at work, thus

having an impact on work quality, productivity, job satisfaction, and poor employee commitment.

The Role of Emotional Intelligence in Job Crafting (H4)

Testing the emotional intelligence effect on job crafting provides an estimate value 0.643 with P 0.002. This proves the emotional intelligence on job crafting has an influence. This is figured from the significant probability value of 0.002. This probability value is smaller than the specified significant level (α) which is <0.05 and C.R. 3.174 which means > 1.96 . Thus, Ha4 is accepted and Ho4 is rejected, which means that emotional intelligence has a role that can change job crafting in RSUDZA nurses. The coefficient of the emotional intelligence effect on job crafting is positive (0.132), this indicates that if emotional intelligence increases it will increase job crafting for RSUDZA nurses in carrying out tasks in the hospital.

This result is following (Lee et al., 2017), which states that emotional intelligence has a positive impact on job crafting, where emotional intelligence can change task-related behavior in terms of the desire to control work, positive self-image, interaction with others, and good self-efficacy. Individuals who have a high level of emotional competence will be more likely to do job crafting. This is because emotional competence enables employees to create effective social interactions, including providing high-quality work. The existence of a level of emotional competence allows employees to be able to predict the possibility of using job crafting in rethinking teamwork relationships and work group performance for effective alignment in ensuring maximum effectiveness of business processes (Aleksandrovna, Konstantinovich, & Alekseevna, 2018).

This result is also in line with (Wrzesniewski & Dutton, 2001) which suggests that employees who have job crafting can change task boundaries, such as changing boundaries with the form or schedule of activities while doing work and also changing cognitive boundaries that refer to how someone sees their work.

Role of Emotional Intelligence in Satisfaction (H5)

Testing the emotional intelligence effect on satisfaction provides an estimate value of 0.429 with a significance level of 0.001. This means the emotional intelligence on satisfaction has an effect. This is figured from the significant probability value of 0.001. This probability value is smaller than the specified significant level (α) which is <0.05 and C.R. 3.982 which means > 1.96 . Thus Ha5 is accepted and Ho5 is rejected, which means that emotional intelligence has a role that can change satisfaction in RSUDZA nurses. The coefficient value for the influence of emotional intelligence on satisfaction is positive (0.109), this indicates that if emotional intelligence increases, it will increase the satisfaction of RSUDZA nurses in carrying out tasks in the hospital.

This result is following (Papathanasiou & Siati, 2014) which states that emotional intelligence has an important role in individual job satisfaction in the workplace. (Nwankwo, Obi, Sydney-Agbor, Agu, & Aboh, 2013) also found that emotional intelligence has a significant relationship with job satisfaction, namely the higher the individual's emotional intelligence, the higher the individual's job satisfaction. This result is also following (Pattnaik et al., 2016) which suggests that the emotional intelligence of individuals who can understand and be aware of their own feelings which ultimately increases job satisfaction, organizational

commitment, and better job performance. This is in line with (Suryahim, 2017) which states that individuals who have a high level of emotional intelligence will have high job satisfaction as well, so they can work with a full sense of responsibility and high productivity.

Role of Emotional Intelligence in Performance (H6)

The emotional intelligence effect on performance provides an estimate value 0.627 with P 0.002. This explains that emotional intelligence on performance has an effect. This is figured from the significant probability value of 0.002. This probability value is smaller than the specified significant level (α) which is <0.05 and C.R. 3.080 which means > 1.96 . Thus H_{a6} is accepted and H_{o6} is rejected which means that emotional intelligence has a role that can change the performance of RSUDZA nurses. The coefficient value for the influence of emotional intelligence on performance is positive (0.128), this indicates that if emotional intelligence increases it will increase the performance of RSUDZA nurses in carrying out tasks in the hospital.

This result is following (Zainal, Zawawi, Aziz, & Ali, 2017) who argues that emotional intelligence is the main supporting factor in a person's success, where emotional intelligence allows a person to be able to control and manage his mood efficiently, thus having a significant impact on individual performance. This research is also in line with (Maamari & Shouweiry, 2016) who also said that emotional intelligence has a positive relationship with performance. Employees who have high emotional intelligence have a higher level of performance, where high emotional intelligence is better at working with a team, on time, accurate, and more competent than employees who have low emotional intelligence (Akhtar, Ghufra, Husnain, & Shahid, 2017).

Role of Job Crafting on Satisfaction (H7)

The job crafting effect on satisfaction provides an estimate value 0.203 with P 0.001. This figures that job crafting on satisfaction has an effect. This is figured from the significant probability value of 0.001. This probability value is smaller than the specified significant level (α) which is <0.05 and C.R. 2.759 which means > 1.96 . Thus H_{a7} is accepted and H_{o7} is rejected, which means that job crafting has a role that can change the satisfaction of RSUDZA nurses. The coefficient value for the effect of job crafting on satisfaction is positive (0.068), this indicates that if job crafting increases it will increase the satisfaction of RSUDZA nurses in carrying out their responsibilities at the hospital.

This result is following (Ogbuanya & Chukwuedo, 2017) that state employees who have good job crafting tend to get job satisfaction from their work. (Ingusci, Callea, Chirumbolo, & Urbini, 2017) also found a significant relationship between job crafting and job satisfaction. (Beer, Tims, & Bakker, 2016) also said that demands can affect job satisfaction negatively due to ineffective proactive behavior so that effective proactive behavior is needed to increase job satisfaction. Employees who have job crafting can change task boundaries, such as changing boundaries with the form or schedule of activities while doing work and also changing cognitive boundaries that refer to how someone sees their work (Wrzesniewski & Dutton, 2001).

Role of Job Crafting in Performance (H8)

Testing the job crafting effect on performance provides an estimate value 0.819 with P 0.001. This shows that job crafting on performance has an effect. This is figured from the significant probability value of 0.001. This probability value is smaller than the specified significant level (α) which is <0.05 and C.R. 4.679 which means > 1.96 . Thus, H_{a8} is accepted and H_{o8} is rejected, which means that job crafting has a role that can change the performance of RSUDZA nurses. The coefficient value for the effect of job crafting on performance is positive (0.195), this indicates that if job crafting increases it will increase the performance of RSUDZA nurses in carrying out their responsibilities in the hospital.

This result is following (Hooff, 2016) said that employees who have job crafting will have high-performance values. This is because job crafting can reduce employee work stress, provide a healthy work environment and motivate employees, thereby affecting employee performance levels (Bacaksız, Tuna, & Harmanci, 2017). This research is also in line with (Wingerden & Poell, 2017) that said that employees who have good job crafting will be valued as valuable to the organization. This is due to the involvement and awareness of employees to be able to realize work goals, thereby affecting the level of employee performance values. (Bhargkavi, 2016) also said that job crafting is closely related to performance through employee involvement. Therefore, the existence of job crafting is expected to enable employees to be able to adapt their work to their personal knowledge, skills, and abilities, as well as to their preferences and needs, so that employees can increase meaning in their work.

Role of Work-Life Balance in Satisfaction with Job Crafting as Mediator (H9)

Testing the mediation hypothesis, namely the work balance effect on satisfaction through job crafting using a Sobel calculator as shown in Figure 3 below:

Input:		Test statistic:		Std. Error:	p-value:
a	0.271	Sobel test:	2.27661135	0.02416442	0.02280944
b	0.203	Aroian test:	2.22497781	0.02472519	0.02608273
s _a	0.077	Goodman test:	2.3320149	0.02359033	0.01969991
s _b	0.068	Reset all	Calculate		

Figure 3. Sobel Calculation of H9

The calculation of the p-value on the path of Work-Life Balance indirect influence on satisfaction through Job crafting as a mediation obtained a t statistic of $2.276 < 1.96$ and P (0.02) $<$ Sig (0.05) so it can be said to be significant. For more details, the results is figured below:

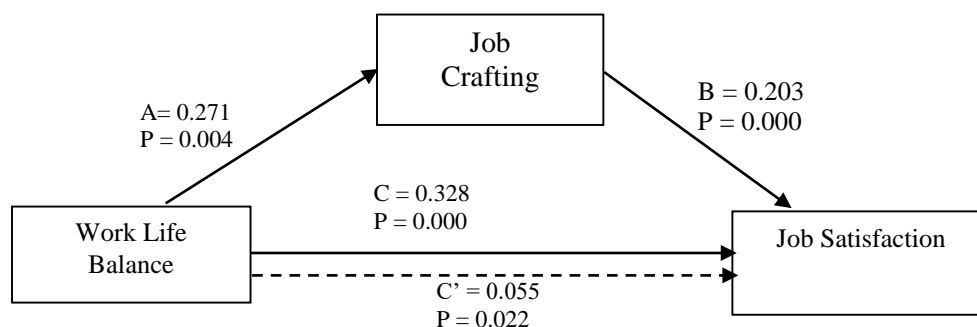


Figure 4. Model of H9

The test above figures that job crafting mediates the effect of Work-Life Balance on satisfaction. Thus, Ha9 is accepted and Ho9 is rejected. These results indicate that job crafting acts as a partial mediation of the two relationships. The magnitude of the job crafting in mediating the two relationships is 0.055 or 5.5%.

Role of Work-Life Balance in Performance with Job Crafting as Mediator (H10)

Testing the mediation hypothesis, namely the work balance effect on performance through job crafting using a Sobel calculator as shown in Figure 4 below :

Input:		Test statistic:	Std. Error:	p-value:
a	0.271	Sobel test: 2.69757633	0.08227719	0.00698463
b	0.819	Aroian test: 2.6537485	0.08363603	0.00796031
s _a	0.077	Goodman test: 2.74364995	0.08089552	0.00607603
s _b	0.195	Reset all	Calculate	

Figure 5. Sobel Calculation of H10

The test above explains that the acquisition of the t statistic value was 2.697 > 1.96 and P 0.007 < 0.05. Obtaining these values concludes that job crafting mediates the work balance effect on performance. Thus these results also prove that Ha10 is accepted.

Based on the results of significance for path C' using the Sobel test, it can be visually depicted charts for all paths A, B, C, and C' for the indirect effect of work balance on performance through job crafting as shown below:

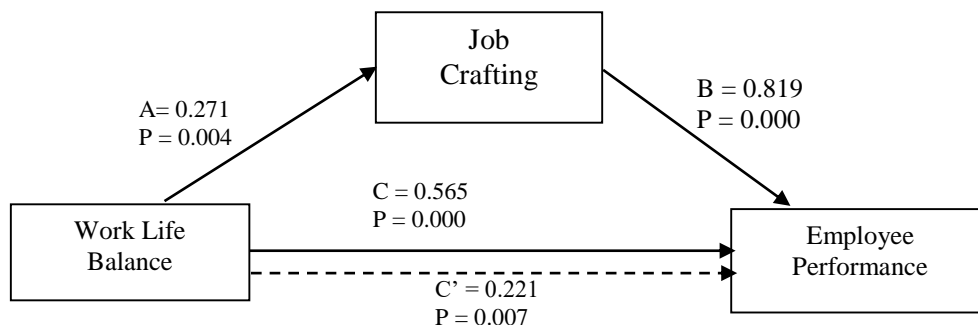


Figure 6. Model of H10

The test above shows that job crafting mediates the effect of Work-Life Balance on employees. The amount of job crafting acts as a partial mediation of the two relationships. The magnitude of the job crafting in mediating the two relationships is 0.221 or 22.1%.

Role of Emotional Intelligence on Satisfaction with Job Crafting as a Mediator (H11)

Testing the mediation hypothesis, namely the influence of emotional intelligence on satisfaction through job crafting using a Sobel calculator as shown in Figure 6 below:

Input:		Test statistic:	Std. Error:	p-value:
a	0.643	Sobel test: 2.54533243	0.05128171	0.01091737
b	0.203	Aroian test: 2.50721588	0.05206133	0.01216864
s _a	0.132	Goodman test: 2.58524201	0.05049005	0.00973107
s _b	0.068	Reset all	Calculate	

Figure 7. Sobel Calculation of H11

The test above figures that the acquisition of the t statistic value is $2.545 > 1.96$ and $P = 0.010 < 0.05$. Obtaining these values concludes that job crafting mediates the emotional intelligence effect on satisfaction. Thus these results also prove that H_{a11} is accepted.

Based on the results of significance for path C' using the Sobel test, it can be visually depicted charts for all paths A, B, C, and C' for the indirect effect of work balance on performance through job crafting as shown below:

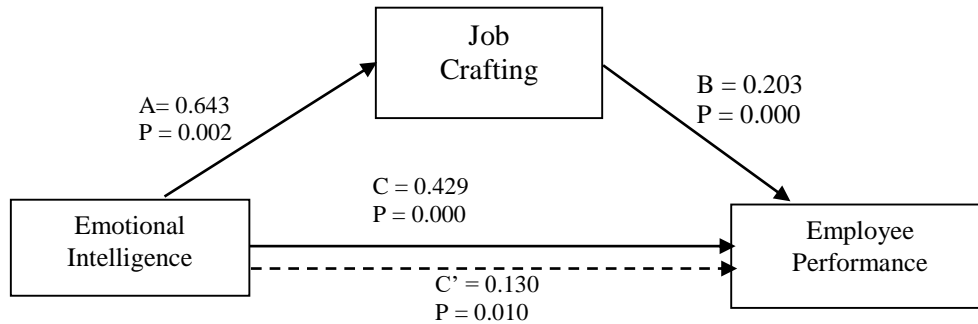


Figure 8. Model of H11

From the test results above, it can be seen that job crafting partially mediates the emotional intelligence effect on satisfaction. The magnitude of the role of job crafting in mediating the two relationships is 0.130 or 13.0%.

Role of Emotional Intelligence on Performance with Job Crafting as a Mediator (H12)

Testing the mediation hypothesis, namely the emotional intelligence effect on satisfaction through job crafting using a Sobel calculator as shown in Figure 8 below:

Input:		Test statistic:		Std. Error:	p-value:
a	0.643	Sobel test:	3.18090249	0.16555585	0.00146817
b	0.819	Aroian test:	3.14313999	0.16754488	0.00167146
s _a	0.132	Goodman test:	3.2200596	0.16354263	0.00128164
s _b	0.195	Reset all	Calculate		

Figure 9. Sobel Calculation of H12

The test above reveals that the acquisition of the t statistic value is $3.180 > 1.96$ and $P = 0.001 < 0.05$. Obtaining these values can be concluded that job crafting mediates the emotional intelligence effect on employees. Thus these results also prove that hypothesis 12 is accepted where H_{a12} is accepted and H_{012} is rejected.

Based on the results of significance for path C' using the Sobel test, it can be visually depicted charts for all paths A, B, C, and C' for the indirect effect of work balance on performance through job crafting as shown in the following figure:

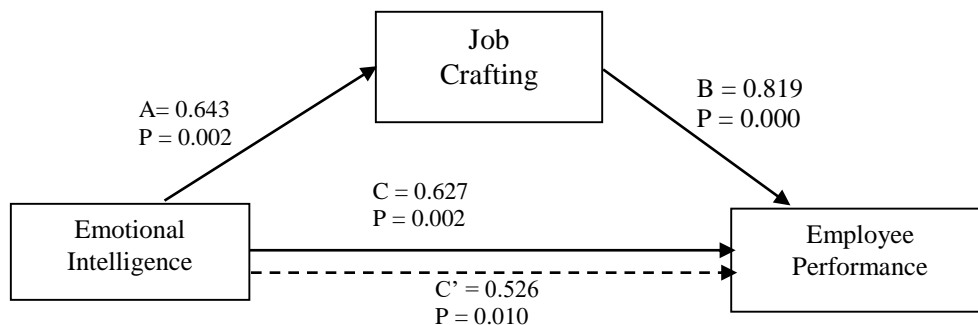


Figure 10. Model of H12

The test above reveals that job crafting partially mediates the effect of emotional intelligence on performance. The magnitude of the job crafting in mediating the two relationships is 0.526 or 52.6%.

5. Conclusion

The results prove that work-life balance affects job crafting in RSUDZA nurses, work-life balance affects job satisfaction in RSUDZA nurses, work-life balance affects employee performance in RSUDZA nurses, Emotional Intelligence affects job crafting in RSUDZA nurses, Emotional intelligence affects job satisfaction in nurses RSUDZA, Emotional intelligence affects employee performance at RSUDZA nurses, Job crafting affects job satisfaction at RSUDZA nurses, Job crafting affects employee performance at RSUDZA nurses, Work-life balance affects job satisfaction at RSUDZA nurses through job crafting as a mediating variable, Work-life balance affects performance RSUDZA nurses through job crafting as a mediating variable, emotional intelligence affects job satisfaction in RSUDZA nurses through job crafting as a mediating variable, and emotional intelligence affects performance. RSUDZA nurses work through job crafting as a mediating variable. These findings all show a significant effect, meaning that the model of increasing job satisfaction and nurse performance at RSUZA is a function of increasing work-life balance, increasing emotional intelligence, and increasing job crafting. This tested model can be used as a basis for further theory development by conducting further research, adding other variables outside this model, and also developing the scope of the research. These results are also useful for developing and improving the policies of the research subject, namely RSUDZA.

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