

I Am Mismatched, I Am Doing Well: Horizontal Job-Education Mismatches and Workers' Well-Being

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Received: 27/02/2022

Revised: 4/10/2022

Accepted: 13/6/2023

Published: 30/5/2024

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Citation: Wardani, L. M. I., Syaputra, R. D., Malek, M. D. A. ., Risnawati, E., Kartikawati, M. S. ., Sekarini, D. A. ., Dawanti, R. ., Putri, P. K., Aprianti, M. ., & Irmawan, D. . (2024). I Am Mismatched, I Am Doing Well: Horizontal Job-Education Mismatches and Workers' Well-Being. *Dirasat: Human and Social Sciences*, 51(3), 128–142. <https://doi.org/10.35516/hum.v51i3.408>

Abstract

Objectives: This study examines whether psychological empowerment plays a role in job crafting and employee well-being for workers who face horizontal educational mismatches. A horizontal educational mismatch could be defined as a mismatch between the field of education and current occupation. This study shows that horizontal educational mismatches which are increasingly commonplace in society, especially in Indonesia, may affect the well-being of workers. Employee well-being describes the overall well-being of employees, such as physical, psychological, and individual aspects.

Methods: The study's respondents are 361 Indonesian workers with horizontal educational mismatches. The study's tools are employee well-being scale (EWBS), job crafting questionnaire (JCQ), and psychological empowerment questionnaire (PEQ). The measuring tools were adapted into the Indonesian language, and data was analyzed by Andrew F. Hayes's simple regression mediation model no.4 PROCESS v4.0.

Results: The study reveals that psychological empowerment facilitates job crafting and employee well-being for workers with horizontal educational mismatches. It also shows that employees who are psychologically empowered are those who are supported in taking responsibility for enhancing their performance and their contribution to the organization. As a result of the increased demand for productivity, employees must enhance their skills and knowledge to achieve higher job demands instead of simply establishing opportunities for well-being and self-development. That is, workers are given the abilities and resources required to compensate for the shortages caused by the horizontal educational mismatch they face.

Conclusions: This study fills in a research gap by shedding light on the indirect effect a horizontal educational mismatch might have on workers' competence and will-being.

Keywords: Employee well-being, horizontal educational mismatch, Indonesia, job crafting, psychological empowerment, workers.

أنا غير متطابق، أنا بخير: عدم التطابق الأفقي للتعليم ورفاهية العمال

ملخص

الأهداف: تبحث هذه الدراسة فيما إذا كان التمكين النفسي يلعب دوراً في صياغة الوظائف ورفاهية العمال الذين يواجهون عدم توافق أفقي للتعليم. عدم التطابق الأفقي للتعليم هو عدم التطابق بين نوع التعليم والوظيفة، الذي أصبح شائعاً في مجتمعاتنا خاصة في إندونيسيا. توضح الدراسة أن رفاه العمال الذي يشمل الجوانب الجسدية والنفسية والفردية يتأثر سلباً في حال عدم موائمة الخلفيات التعليمية للوظيفة. **المنهجية:** تكونت عينة الدراسة من 361 عاملاً إندونيسياً ممن لا يتوافق تعليمهم مع وظيفتهم. استخدمت الدراسة مقياس مستوى رفاه الموظف (EWBS)، واستبيان صياغة الوظائف (JCQ)، واستبيان التمكين النفسي (PEQ). جرى تكييف أدوات القياس المستخدمة إلى اللغة الإندونيسية، وُحِلَّت البيانات بواسطة نموذج وساطة الانحدار البسيط رقم 4 إصدار 4.0 لأندرو ف. هايز. **النتائج:** تشير نتائج الدراسة إلى أن التمكين النفسي يلعب دوراً مهماً في صياغة الوظائف ورفاهية الموظف في حال عدم التطابق الأفقي للتعليم. وتؤكد الدراسة أن تمكين الموظفين نفسياً يتم من خلال دعمهم في تحمل مسؤولية تحسين أدائهم ومساهماتهم في الشركة. ونتيجة للطلب المتزايد على الإنتاجية، يجب على الموظفين تعزيز مهاراتهم ومعرفتهم لتحقيق متطلبات عمل أعلى بدلاً من مجرد إنشاء فرص للرفاهية والتطوير الذاتي. وبذلك يتم تعزيز قدرات العمال وتزويدهم بالموارد اللازمة لضمان سد الثغرات والنقص الناجم عن عدم التوافق الأفقي للتعليم الذي يواجهونه. **الخلاصة:** توصلت الدراسة إلى أن ظاهرة عدم التطابق الأفقي للتعليم تؤثر في أداء الموظف وبالتالي رفاهيته. تكمن أهمية هذه الدراسة في أنها تضيف للدراسات السابقة التي تجاهلت تأثير عدم موائمة التعليم العامل لوظيفته على كفاءته ورفاهيته. **الكلمات الدالة:** التمكين النفسي، صياغة الوظائف، رفاهية الموظف، عدم التوافق التعليمي الأفقي، العمال، إندونيسيا.



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1. Introduction

Discussing labor issues, especially in Indonesia, what comes to mind for the first time is the word unemployment. Data released by the Badan Statistik Nasional (BPS - Statistics Indonesia, 2020) in February explained that there were around 6.88 million unemployed in Indonesia. This number increased by 60 thousand people when compared to the number of unemployed in February 2019 ago. Unemployment that increases every year is caused by an imbalance between the available employment opportunities and the number of people who need work. There is a shortage of applicants related to their expertise against the skills that are the criteria for job openings (Franita & Fuady, 2019). Then, this makes the competition in looking for work even higher among fellow job seekers. Finally, any work is carried out in order not to become unemployed even though the work is not following the education achieved, which is commonly known as an educational mismatch (Bender & Roche, 2013; Robst, 2007; Suryono & Pitoyo, 2013; Wardani et al., 2021; Wardani & Fatimah, 2020; Wardani et al., 2022).

Educational mismatch in Indonesia, especially in Jakarta, has become a natural thing in the community. As already known, Jakarta is the second-largest city in Southeast Asia as a metropolitan city, which means it is the center of business, government, skyscrapers, and others (Silitonga, 2010). Then it is also known that 70% of money circulation in Indonesia is in Jakarta (Dnl, 2013). This makes many people come to Jakarta to try their luck finding a job. Any job acted as subsistence for themselves and their families.

Therefore, we find primarily within families, neighbors, or around us. Some people have jobs that do not fit with the education they studied, like an engineering degree to work as a bank clerk, a scholar of public health working as a mechanic, or a psychology graduate who turned into a hydroponic farmer like Faris who went viral two years ago because he has succeeded in becoming a hydroponic vegetable farmer in his area, Yogyakarta (CapCapung, 2017).

Minister of Labor Muhammad Hanif Dhakiri says there are 63% of the total workforce in Indonesia have educational backgrounds that are different from the work that occupied now, which means there are three or four out of ten people who only match his current job (Rahmawati, 2017). Although educational mismatch is divided into two, horizontal educational mismatch and vertical educational mismatch, this study only focuses on horizontal educational mismatch, which is the mismatch between the type of education one has and the work currently occupied (Robst, 2007).

Problems related to educational mismatch in Indonesia, common among job seekers, are also a problem for job providers. Pedulla (in Wardani & Fatimah, 2020) explains that this situation makes companies providing jobs, ultimately dependent on the labor market, not matching the need to fill in where needed. With conditions like this, making employees who experience a horizontal educational mismatch inevitably spend more effort than normal employees on the work they do. They are required to learn things that have not become a habit before, starting from competencies, abilities, skills, culture, and other things in the current workplace (Bender & Roche, 2013; Wardani & Fatimah, 2020; Wardani et al., 2022).

It is necessary to understand that this incident did not go well; of course, an impact will occur if an employee chooses to work not by the Field of education taken. Mismatches in the labor force have resulted in low levels of employee satisfaction, increased turnover in the Company, and lower earnings for each employee (Bender & Roche, 2013). Furthermore, it will have an impact on employees who may experience job stress. This can happen because the employees will undoubtedly face things that are different than before and the demands that have never felt or become firsts in this case (Florentine & Prabowo, 1999). The burden of employees in adjusting it then has the potential to cause worse health, work performance, and employee well-being, also known as employee well-being (Anwarsyah et al., 2012).

Employee well-being is a picture of the condition of employees in the workplace, which is seen not only from their perspective regarding perceived job satisfaction or emotional exhaustion but also describes the overall well-being of employees, such as physical, psychological, and individual aspects (Chou et al., 2014; Hakanen et al., 2019; Page & Vella-Brodrick, 2009; Wardani et al., 2020; Wardani & Amelia, 2022; Wulandari & Wardani, 2021; Zheng et al., 2015). Page & Vella-Brodrick (2009) further state that there are three dimensions in explaining employee well-being, namely subjective well-being, workplace well-being, and psychological well-being. As previously explained, to see overall well-being must be described through the quality of individual well-being, workplace well-being, and well-being in terms of the

psychological aspects of the individual concerned (Page & Vella-Brodrick, 2013b). The health of the workforce is also crucial to a business or organization. This is due to the fact that boosting employee performance depends heavily on employee well-being (Russell, 2008), and vice versa when that wellbeing is high. Contribute to improving employee performance in the workplace as well as employee well-being which also affects turnover in the Company, job satisfaction, and absenteeism (Chou et al., 2014; Hakanen et al., 2019; Naruse et al., 2013; O'Donoghue et al., 2016; Sukandar & Wardani, 2022).

When a company or organization knows that the way to improve employee performance is through increasing employee well-being, improvement can happen because workers who have high employee well-being will work more passionately more energetically, and will exert more effort and do positive things (Costa et al., 2014; Page & Vella-Brodrick, 2013b; Wardani & Noviyani, 2020; Wardani et al., 2020). Therefore, the Company must take action to maintain the well-being of its employees so that it continues to increase. As we know, changes in the Company will occur in the future due to global competition, such as changes in culture or technology. With such circumstances, companies are required to have resources that can compete and, of course, be able to adapt to upcoming changes as well as unpredictable conditions (Azmi & Fajrianthi, 2018; Wardani, Kartikawati, et al., 2021). The ability of an employee to modify his work from a physical or cognitive standpoint, while balancing job qualities and personal traits, is one factor that might affect employee well-being. The concept of "job crafting" refers to this (Elbanawey, 2018).

Berg et al. (2008) explain that there are three dimensions in job crafting, namely increasing structural job resources, which in this case refers to employees who actively develop themselves in the form of the latest abilities and knowledge related to their work. Increasing social job resources, which are related to assessments given by colleagues or superiors in the form of suggestions and criticism as self-learning, social support is formed harmoniously, as well as supervision guidance (Akkermans & Tims, 2017; Arachie et al., 2021; Azmi & Fajrianthi, 2018; Hu et al., 2020; Nguyen et al., 2019; Svicher et al., 2021; Tims et al., 2012, 2013), and finally increasing challenging job demand, which explains that more challenging job demands will make employees take action to develop their knowledge and skills (Bakker et al., 2015; Federici et al., 2021; Lumentut & Ambarwati, 2021; Wahyuni & Wardani, 2020; Wardani et al., 2023; Yoon et al., 2019).

The opportunity to shape one's workplace to suit one's unique qualities (job crafting), which is on the rise, should ultimately be maintained along with an employee's wellbeing. However, the researcher later came to the conclusion that, in addition to improving an employee's well-being by boosting the job skills he possessed, other factors can also have an impact on employee wellbeing. As we know, employee well-being will lead the individual to develop a positive function in himself. This positive function enables them to set goals and meanings in their life, be able to control their work environment, and be able to build harmonious relationships with the people around them (Amaliah & Wardani, 2021; Wardani & Amelia, 2022; Wardani & Noviyani, 2021). This situation is a manifestation of the construction motivation of an employee who understands true competence so that employees consciously enhance their capabilities and demonstrates the need for Power or independence. This is called psychological empowerment (Oktaviani & Dahesihsari, 2018; Siddiqui et al., 2017; Spreitzer, 1995; Wardani, Kartikawati, et al., 2021; Wardani & Amaliah, 2020).

Then, the researcher realized that the actual psychological empowerment that an employee had in influencing employee well-being was based on the proactive behavior representation of employees who had job crafting. In research conducted by (Siddiqui et al., 2017), it was explained that job crafting positively affected psychological empowerment. Furthermore, psychological empowerment is an intervention by superiors to subordinates. In this case, the boss gives responsibility to subordinates or employees to assume a job that must be done well, and the result of feeling empowered by the employer will increase motivation and confidence at work (Amaliah & Wardani, 2021; Wardani, Kartikawati, et al., 2021). Job crafting behavior is required to deal with problems like this. Employees who have job crafting will show proactive behavior in their work roles, such as taking advantage of opportunities, showing initiative, looking for challenging work assignments and arranging additional work assignments according to company goals (Azmi & Fajrianthi, 2018). Then, proactive behavior turns into part of the dimensions of psychological empowerment, namely meaning, competence, self-determination, and impact.

Psychological empowerment has an important role in employment, especially for workers. We know that in the future, there will be changes in the work undertaken due to global competition. To deal with this, workers are required to be able to overcome these problems by increasing psychological empowerment. Workers are required to instill a sense of confidence in completing all tasks or work demands that are obtained. This confidence is obtained not without cause. This confidence arises from workers who can understand their job roles and take the meaning of the work (Spreitzer, 1995). Then, the sense of confidence arises from trust in the needed abilities and skills, as well as the confidence that comes from continuing to develop oneself by honing the skills, abilities, and knowledge required to support work (Spreitzer, 1995). This feeling of confidence can prevent workers from excessive work pressures.

Based on described above, researchers realized that employee well-being, job crafting, and psychological empowerment are interconnected. Previous research only discussed the relationship between job crafting and employee well-being (Wardani & Amaliah, 2020), but researchers saw that there is another variable that can act as a mediator between job crafting and employee well-being, namely psychological empowerment. The mediator variable is a variable that has a relationship between the independent variable and the dependent variable (Sari, 2016). In this case, it was explained that psychological empowerment was a factor in influencing employee well-being and psychological empowerment was influenced by job crafting.

Moreover, coupled with the presence of an employee who is a horizontal educational mismatch, education competencies that owned different from the fieldwork performed make researchers think whether job crafting and employee well-being will remain interconnected positively as previous studies, as well as the job of crafting and psychological empowerment and employee well-being for employees who face horizontal educational mismatch. Furthermore, this study was conducted to determine whether psychological empowerment as a mediator can indirectly improve employee well-being through career competencies. This research is expected to provide an overview of the Company, especially related to the unique characteristics of horizontal educational mismatch workers so that it can provide the right program to develop to improve the skills of these workers so that they can adapt to future job changes so as to create confidence in the work they do.

2. Methodology

2.1 The Study Sample

This study used quantitative research methods, research design correlation, and mediators. The population in this study included employees who face horizontal educational mismatch. Based on the Indonesian Minister of Manpower, there were 63% of the number of educational mismatch workers out of the total workforce in Indonesia. Based on a survey conducted by the BPS - Statistics Indonesia (2020), the working population that faces horizontal educational mismatch in Indonesia is quite large, namely 60.25% of the 131.06 million workers. In other words, there are 78 million workers who face horizontal educational mismatch in the population, which means that there are three or four out of ten people face horizontal educational mismatch in Indonesia. The researcher gets a sample of 880 respondents, but only 380 workers face horizontal educational mismatch in Jakarta, Bogor, Depok, Tangerang, and Bekasi (JaBoDeTaBek), Indonesia.

Furthermore, in determining the minimum sample size in this study, the researcher used G*Power. G*Power is carried out to calculate the research sample size needed to obtain statistical test results that have Power and are free from statistical errors (Widhiarso, 2012). Based on the output of the sample size calculation using G*Power for correlation analysis, it shows that the total sample size or sample size that researchers need is minimum of 71 respondents with two tail(s) calculations, effect size $|\rho| .523$, error probability used .001 and .95 for Power ($1-\beta$ error probability). Figure 3.1 below is the result of the G*Power analysis conducted by the researcher. Then, the final results of the respondents obtained were 361 workers; 19 respondents had been declared invalid because of outliers. The respondents consisted of 185 (51.2%) male workers and 176 (48.8 %) female workers. The sampling technique used in this study was accidental sampling. This technique is used because of significant sources of data that researchers can obtain so that researchers determine which sample to choose based on the data distribution that can be reached by google form.

2.2 The Study tools

In collecting data, the researcher used a survey with three measuring tools. The three measuring tools were the employee well-being scale (EWBS), developed by Zheng et al. (2015). The job crafting scale (JCS) was developed by Tims et al. (2012), and the psychological empowerment questionnaire (JCQ) was developed by Spreitzer (1995). The validity of this research measurement tool uses evidence regarding relationships with conceptually related constructs. The employee well-being scale (EWBS) consists of 19 items, the job crafting scale (JCS) consists of 15 items, and the psychological empowerment questionnaire (JCQ) consists of 12 impacts. Cronbach's alpha reliability can be seen in table 1.

Table 1. Reliability

Variables	Items	Alpha Cronbach
<i>Employee Well-being</i>	19	.911
<i>Job Crafting</i>	15	.837
<i>Psychological Empowerment</i>	12	.878

This study used confirmatory factor analysis (CFA) to fulfill the validity test based on evidence regarding internal structure, which is looking for a number of items (indicators) that either explain a factor or, in this case, a construct. The results of the CFA test on the employee well-being variable were CFI .916; TLI .89; and RMSEA .0724; the job crafting variable was CFI .910; TLI .892; and RMSE .0676, and the psychological empowerment variable was CFI .942; TLI .920; and RMSEA .0756.

2.3 The Study Procedures

Respondents were instructed to fill out a well-being questionnaire via a google form link that had been sent through various social media platforms such as WhatsApp, Instagram, Telegram, and line. We chat, etc. Links are sent through groups or privately. Cover letters and informed consent became part of the questionnaire. Previously, in the cover letter, the research objectives, characteristics, and criteria of research respondents were explained, respondents' willingness to participate in the study, the right to withdraw as research participants, permission to use data for research and publication, guarantee the confidentiality of participants' identities, give giveaways, procedures for filling out questionnaires for each participant. Section, and contact person of this research. The data obtained were analyzed and used for research and publication purposes. A pilot test was carried out in this study before conducting field research to minimize errors.

2.4 The Statistical analysis Procedures

Basic assumption tests were performed before conducting a regression analysis. The basic assumption tests carried out in this study are as follows: normality test, heteroscedastic test, homogeneity test, linearity test, and multicollinearity test. Based on the results of the normality test, it was obtained that the Kolmogorov-Smirnov was .128 ($p < .001$). Furthermore, the results showed that the data were not normally distributed. Therefore to minimize the distribution of abnormal data, bootstrap was carried out. According to Field (2018), bootstrap is a method to overcome the abnormality of the data obtained, while according to Hayes (2022), the bootstrap method is a method for viewing abnormally distributed data that can be analyzed and intervened so that abnormal data can be ignored due to lack of data that does not normal has been eliminated by bootstrap. Hayes (2022) also said that apart from ensuring that there were no outliers, box plots or normality tests were carried out visually. Figure 1 below is a visualization of the normality of this research measuring instrument:

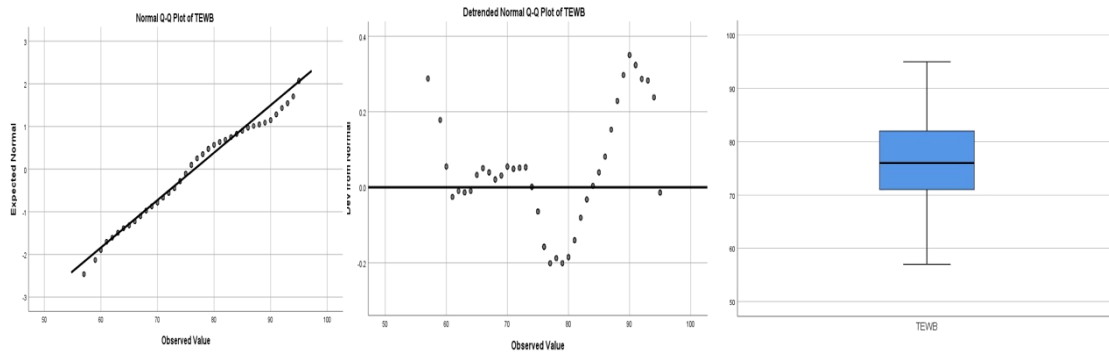


Figure 1: Normality

Furthermore, based on figure 2, it is known that the data is spread out and does not form a particular pattern. This means that there is no heteroscedasticity, which means that the assumption of homoscedasticity is fulfilled.

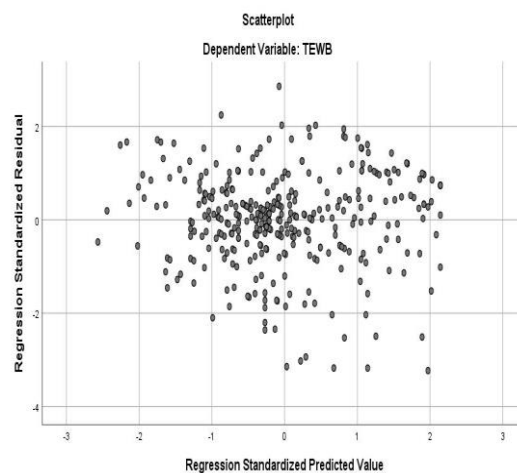


Figure 2: Heteroscedasticity

Regarding homogeneity, based on the results of the homogeneity test of the 361 respondents who were analyzed, the Levene statistic value was 1,272 ($p = .141$). These results indicate that the research data is homogeneous and comes from the same population. Furthermore, multicollinearity was also not detected as the tolerance value was .520 ($>.10$) with a VIF index of 1.924 (<10.00). Afterward, for linearity test showed deviation from linearity indicates linearity (Mean square 35.714; $F(23,24)=1,528$; $p = .059$). Furthermore, after all these assumptions are met, a simple mediation regression analysis using PROCESS V.4.0 model no.4 by Hayes analysis is carried out.

3. Results

The hypothetical descriptive analysis result obtained that job crafting (JC), psychological empowerment (PE), and employee well-being (EWB) of horizontal educational mismatch workers was above the standard mean. The details of the overall results obtained are in table 2.

Table 2. Hypothetical Category Result

Scale	X _{MIN}	X _{MAX}	SD	MEAN	Categories	RANGE	F	%
JC	15	75	10	45	Low	15-35	0	0
					Moderate	36-55	75	20.8
					High	56-75	286	79.2
PE	12	60	8	36	Low	12-28	0	0
					Moderate	29-44	60	16.6
					High	45-60	301	83.4
EWB	19	95	12,7	57	Low	19-44.3	0	0
					Moderate	44.4-69.7	73	20.2
					High	69.8-95	288	79.8

Based on table 2, EWB showed mean = 57 (Xmax = 95; Xmin = 19; SD = 12.7). There 73 (79.8%) respondents indicated high, and 73 (20.2%) respondents in moderate level. Moreover, PE had mean = 36 (Xmax = 60; Xmin = 12; SD = 8). The result showed 60 (16.6%) respondents in the moderate level and 301 (83.4%) respondents in the high range of PE. Furthermore, JC had mean = 45 (Xmax = 75; Xmin = 15; SD = 10), the result indicated 75 (20.8%) respondents are in moderate, and 286 (79.2%) respondents had high JC.

Hereinafter, to find out whether the psychological empowerment mediator variable has a role in the relationship between variable X (job crafting) and variable Y (employee well-being), a simple mediation regression analysis was conducted using PROCESS v4.0 Procedure for SPSS Model No. 4 by Andrew F. Hayes. Based on analysis, it is obtained the value of the model's feasibility test or the value of F, the value of the regression coefficient or the value of t, the value of the coefficient of determination and the regression equation. This analysis will also produce the value of the mediation through a single intervening variable (M), namely psychological empowerment. The following are the results of the mediation regression analysis which are summarized in the table 3.

Table 3. Result of The Simple Mediation Regression Analysis (Model No. 4)

Consequent								
			M (PE)				Y(EWB)	
Antecedent		Coeff.	SE	P		Coeff.	SE	p
X(JC)	<i>a</i>	.560	.031	<.001	(<i>c'</i>)	.365	.067	<.001
M (PE)		-	-	-	<i>b</i>	.890	.083	<.001
Constant	<i>im</i>	14.96	1.860	<.001	<i>iy</i>	14.39	3.226	<.001
		R ² = .480				R ² = .516		
		F(1,359) = 331.833				F(2,358) = 190.619		

The coefficient of determination explains the variation in the influence of the independent variable on the dependent variable. The coefficient of determination is obtained by looking at the output R² or Adjusted R-Square, with mediation analysis, the steps taken are to estimate the paths *a*, *b*, *c'*, *c*, and *ab*. Line *a* is the path of a direct effect of the independent variable on the mediator, *b* is the path of a direct effect of mediators on the dependent variable, *c'* is the path effects (direct) independent variable on the dependent variable, the path *c* is the total value is an indirect relationship between the independent variable on the dependent variable which the mediator mediates. *Ab* is the combined value of the relationship between path *a* and path *b*. Here is the estimated mediation model described in figure 3:

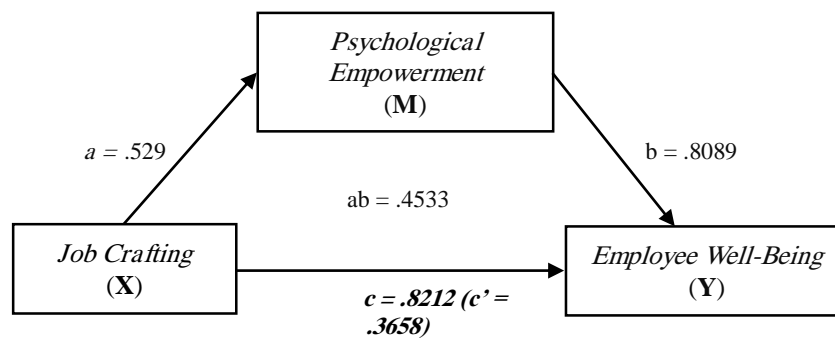


Figure 3: The Simple Mediation Regression Model No. 4

The results showed that there was a positive relationship between psychological empowerment and employee well-being, as indicated by the value (b) of .8089 ($R = .718$; $R^2 = .516$; $p < .001$). These results indicate that 51.6% of employee well-being is influenced by psychological empowerment. Moreover, the results also indicated that job crafting has a positive relationship with psychological empowerment with a value (a) of .529 ($R = .6931$ and $R^2 = .480$; $p < .001$). These results indicate that job crafting affects psychological empowerment by 48%. Figure 3 shows that the direct relationship (c') between job crafting and employee well-being is .3658 ($p < .001$) with a value of $R = .718$ and $R^2 = .516$. These results indicated that job crafting is related to employee well-being, with 51.6% of employee well-being influenced by job crafting. Moreover the total for this model (C) is .8212 (LLCI = .7139; ULCI = .9284; $p < .001$).

Furthermore, the model in figure 3 represents that psychological empowerment is a mediator in the relationship between job crafting and employee well-being. As is known, this research shows that job crafting and employee well-being have a significant relationship. However, job crafting will have a relationship with employee well-being if first through psychological empowerment. This is indicated by the indirect effect (ab) value of .4533 (BootLLCI = .3242; BootULCI = .5913). Based on the result analysis, the formulated mediation regression equation is as follows:

$$Y = \text{constant} + BX + BM$$

Each edition of the constant X (independent variable) and M (mediator) will also increase the value of Y (dependent variable). And vice versa, if the values of the constants X and M decrease, the value of Y will also decrease. If the results of this research analysis are applied to the regression equation formula based on the results obtained, are as follows

$$Y(\text{EWB}) = 14.3896 + .3658X(\text{JC}) + .8089M(\text{PE})$$

The regression coefficient for the job crafting variable is .3658, and the psychological empowerment variable is .8089. The regression coefficient for job crafting and psychological empowerment are both positive.

Analysis of the inter-dimensional matrix correlation test was carried out in this study to determine that the employee well-being variable (Y) with the greatest relationship was the psychological well-being dimension (Y3) with the psychological empowerment variable (X1) being the competence dimension with the correlation value $R = .653$ ($p < .001$). Based on the results of these data, it can be concluded that the condition of a prosperous individual can affect the ability of each employee to do their job with the skills and knowledge required. Furthermore, the variable of employee well-being (Y) with the least relationship was the dimension of life well-being (Y1), and the job crafting variable (X2) was the dimension of increasing structural job resources with a correlation value of $R = .241$ ($p < .001$). Based on the results in the table 4 below, it can be concluded that the ability of employees to perceive their life experiences will affect employees who are actively developing themselves in the form of the latest abilities and knowledge related to their work.

Table 4. Matrix Correlation

DIMENSIONS	1	2	3	4	5	6	7	8	9	10
1. EWB_LS	1									
2. EWB_WWB	.754**	1								
3. EWB_PWB	.644**	.817**	1							
4. JC_Struk	.241**	.426**	.524**	1						
5. JC_Sos	.443**	.496**	.492**	.387**	1					
6. JC_Chall	.390**	.521**	.528**	.509**	.461**	1				
7. PE_M	.448**	.644**	.630**	.471**	.477**	.505**	1			
8. PE_C	.386**	.635**	.653**	.479**	.376**	.543**	.615**	1		
9. PE_SD	.426**	.563**	.589**	.491**	.318**	.518**	.549**	.779**	1	
10. PE_I	.361**	.457**	.512**	.414**	.309**	.561**	.512**	.515**	.533**	1

4. Discussion

Based on the results obtained in this study, the three variables showed a positive and significant relationship and obtained results indicating that psychological empowerment can play a role as a mediator of the relationship between job crafting and employee well-being which can be identified from the indirect effect value on path ab Figure 4.9 which is a research mediation regression model. This value is obtained from the relationship between employee well-being and job crafting, which has been mediated by psychological empowerment. If we look back, the job crafting variable with employee well-being has a significant positive relationship even though it is not mediated by psychological empowerment (path c'). However, the value of the relationship effect is much smaller than the value when both are mediated by psychological empowerment ($c' < c$). The results of the study show that employees who feel psychologically empowered consists of those who encourage themselves to take responsibility for optimizing their performance and contributing to the organization. Instead of just creating possibilities for well-being and self-development, employees must improve their skills and knowledge to meet the higher job expectations as a result of the rising demand for productivity. Workers are provided with the skills and resources they need to continue filling the gaps and shortages caused forth by the horizontal educational mismatch they face. Workers with horizontal educational mismatches therefore have to learn previously considered concepts like competence, capacity, skills, culture, and other components of contemporary workplaces in order to achieve the company's goals.

According to Wardani & Amaliah (2020), psychological empowerment means encouraging and enabling workers to take personal responsibility for improving the way they work and their contribution to the company. Empowerment also provides opportunities for workers to play an active role independently in controlling their work simultaneously so that they can continue to develop (Wardani, Kartikawati, et al., 2021; Wardani & Amalia, 2021). This self-development will then impact job satisfaction obtained as a result of independent decision-making in the workplace (Spreitzer, 1995).

Afterward, the researcher found that job crafting and employee well-being had a positive and significant relationship. This result is certainly in line with previous research. Lumentut & Ambarwati (2021) explain that problems are related to employee well-being, namely work that is considered monotonous, social relationships with other people, and matters concerning undeveloped abilities. Therefore, job crafting is a solution. In this case, Ryff (in Ramadhani et al., 2016) said that the dimensions of job crafting have a role in avoiding existing pressures (employee well-being). Workers can do increasing structural job resources, this makes workers carry out self-development, including skills and knowledge related to their work so that it can support the completion of the tasks they face, and there will be no work fatigue due to the mismatch of their abilities with the work demands that are obtained (Berg et al., 2008).

Moreover, employee well-being is one of the problems related to social relationships. By increasing social work resources, employees will establish social relationships according to who and how it happens in the work environment (Berg et al., 2008). Furthermore, an employee's claim for work to be more challenging (increasingly challenging demands)

can avoid boredom in an employee's work (Azmi & Fajrianthi, 2018).

Regarding the matrix correlation test between these two variables, it was found that the dimension of increasing challenging job demand on the job crafting variable had the strongest relationship with the psychological well-being dimension of the employee well-being variable. This means, Ryff (in Ramadhan, Djunaedi, & Sismiati, 2016) explains that the increase in demands for more challenging jobs will make workers develop their abilities and knowledge to adapt to the higher job demands than before, this leads to conditions of well-being which are helpful as self-development (psychological well-being).

Moreover this study, job crafting has a positive and significant relationship with employee well-being. Therefore, horizontal educational mismatch workers must learn things that had formerly become effortless, such as competence, capacities, skills, culture, and other elements of contemporary workplaces, as a way to fulfill the goals of the organization (Wardani & Fatimah, 2020). Through carrying out so, it can prevent the stresses that are present or poor health caused by the demands of the job that people must bear because they have never experienced it before (Florentine & Prabowo, 1999).

Hereafter, it could also be seen that job crafting and psychological empowerment had a positive and significant relationship. This happens because, according to Arachie et al., (2021), job crafting is a bottom-up approach from superiors to subordinates to encourage workers in terms of worker commitment to be more proactive, motivation, participation, and also empowerment. Moreover, this approach helps make workers have a proactive role in redesigning their work to suit their needs, skills, and abilities to the job demand, and this is the concept of employee empowerment (Arachie et al., 2021). Furthermore, Wrzesniewski & Dutton (2001) said that when employees feel empowered, they will increase their motivation as well as self-confidence in doing their work. This means that workers who have high psychological empowerment obtained from the results of their work in terms of balancing the demands of their work according to their own personal abilities and knowledge.

The correlation matrix test results found that the dimensions of meaning, competence, self-determination, and impact on the psychological empowerment variable had the strongest relationship with the dimensions of increasing challenging job demand on the job crafting variable. Increasing complex job demand is defined as an increase in demands for more challenging jobs that will make workers develop their abilities and knowledge so that they can adapt to the higher job demands than before. This then makes employees able to interpret work (Hu et al., 2020; Van den Broeck et al., 2010). This is done to gain the trust of workers, so that workers can complete their work and can control actions to suit the work (Spreitzer, 1995).

Furthermore, job crafting also had a positive and significant relationship to psychological empowerment, especially for respondents with horizontal educational mismatch workers. As is known, workers who experience this are required to learn things that have not become a habit before, starting from competencies, abilities, skills, culture, and other things in the current workplace (Wardani et al., 2022; Wardani & Anwar, 2019; Wardani & Amaliah, 2020). Therefore, to be able to survive, they must make adjustments to their work with their own characteristics independently so that they finally feel empowered.

This study also found that psychological empowerment and employee well-being had a positive and significant relationship. These results are consistent with previous research by (Wardani & Amelia, 2022), which explains that when an employee is expected to be able to interpret the role of his work, were able to improve their ability to complete the work or duties by the required skills and be able to create creativity or innovation in his work that to be more efficient, will reduce the vulnerability of workers from conditions that can make themselves depressed about the demands of existing work (employee well-being).

In the matrix correlation test, it was found that the psychological well-being dimension of the employee well-being variable had a strong relationship with the competence dimension on the psychological empowerment variable. This shows that a worker who feels confident that he can complete a job or task with the required skills and abilities means that the worker can realize his/her potential so that it will lead to a well-being condition that is useful for self-development.

For horizontal mismatch education workers, they are asked to learn extra in increasing their skills, abilities and

knowledge in order to be able to complete the work given (Wardani & Fatimah, 2020). Other than that, with a different educational background from their Field of work, they must be able to adapt to a new atmosphere and be able to adapt their work to their personal characteristics, this is done in order to avoid the pressure of workloads (Anwarsyah et al., 2012).

The variables of this study were employee well-being, job crafting, and psychological empowerment. Respondents obtained in this study, namely horizontal educational mismatch workers, the proper selection of respondents is done by first asking questions in the questionnaire, namely "is the work carried out by the educational background taken?", Otherwise the respondent will be directed to the questions that have been provided. Still, if so, the respondent will stop there. Most of the respondents who worked with the horizontal educational mismatch in this study had high employee well-being. This occurs due to a different educational background from their Field of work. They must be able to adapt to a new atmosphere and be able to adjust their work to their characteristics. This is done to avoid the pressure of workloads (Anwarsyah et al., 2012).

Furthermore, in the employee well-being variable, it can be seen that most respondents have high psychological well-being, this explains that horizontal mismatch has a well-being condition related to other people, this is because workers choose to work not in accordance with their educational background so they won't become unemployed and can supply the needs of family life (Anwar & Wardani, 2021; Archie et al., 2021; Atika & Wardani, 2021; Hakanen et al., 2019; Kurniawati, 2014; Wardani & Oktafiansyah, 2020). According to Ryff (2014), someone who has a good psychological well-being is an individual who is able to survive when faced with bad experiences or unwanted situations, and is able to avoid adverse emotional conditions from those bad experiences. A person with good psychological well-being is expected to be able to establish good interpersonal relationships, be able to determine his own future, not depend on others, be able to manage external environmental conditions, have clear life goals, and be able to develop themselves in a better direction, especially in difficult circumstances unwanted (Ryff, 2014; Wardani, Jeanne, et al., 2021; Wardani & Astuti, 2019; Wardani & Firmansyah, 2021).

Moreover, it is also known that most respondents in this study have high job crafting. This also shows that workers who experience a horizontal educational mismatch are required to learn things that were not a previous habit, starting from competence, ability, skills, culture, and other things in the current workplace to suit their work (Wardani & Fatimah, 2020). Finally, most of the respondents in this study also had high psychological empowerment. This explains the psychological empowerment that has been proven to be sustainable with effectiveness and innovation in work (job crafting) (Oktaviani & Dahesihsari, 2018).

5. Conclusion

The study found that there is a positive relationship between psychological empowerment and employee well-being, there is a positive relationship between job crafting and employee well-being, there is a positive relationship between job crafting and psychological empowerment, and there is the role of psychological empowerment as a mediator of the relationship between job crafting. Employee well-being who works in Indonesia are faced with a horizontal educational mismatch. However, there are limitations in this study, namely the lack of control and supervision in distributing and filling in data to respondents in this study, which can cause differences in perceptions between statement items and the lack of additional characteristics such as salary in determining the right respondent.

Furthermore, the suggestion for the following research is researcher needs to be developed in a broader and deeper direction regarding the factors that can affect employees' well-being. Moreover, the Company and institution can provide training or seminars related to the skills or needs needed. Therefore, as a way to meet the goals of the company, workers with horizontal educational mismatch must learn things that were previously taken for granted, such as competence, capacities, skills, culture, and other aspects of current workplaces. The workers can do self-development that can improve the skills, abilities, and knowledge of workers in the company so that employees can adapt to job changes that will be coming (job crafting) thus creating confidence in the work being performed (psychological empowerment).

6. Acknowledge

Part of the funding for this research was sponsored by Research and Community Service Centre, Universitas Mercu Buana, Jakarta, Indonesia. We would like say thank you for the opportunity and the grants. Moreover, we would also like to thank Universiti Malaysia Sabah for the opportunity and collaboration in International joint research. This study is part of joint research with the #YukSkripsian collaboration research team. Several results from this project collaboration have been published in books and journals related to the horizontal educational mismatch between workers' and workers' life in the new normal era. Therefore, we also want to thank all of our collaboration research team #YukSkripsian for their cooperation, extraordinary efforts, togetherness, and cohesiveness. Furthermore, we would like to thank all of our respondents who were willing to participate and contribute to this research.

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