

An Empirical Study on the Influence of Distributed Leadership, Work Engagement, and Job Crafting on Fostering Organizational Citizenship Behavior

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Abstract. Within the context of Indonesian higher education institutions, this study examines determinants influencing Organizational Citizenship Behavior (OCB) among academic professionals, specifically distributed leadership, work engagement, and job crafting. The cultivation of Organizational Citizenship Behavior (OCB) within Indonesian universities possesses the potential to establish a self-reinforcing cycle, wherein constructive behaviors precipitate enhanced working conditions, enriched collaborative efforts, elevated student experiences, and ultimately, comprehensive institutional accomplishments. This phenomenon stands as an indispensable component in the orchestration of a dynamic and flourishing higher education ecosystem within Indonesia. The study employs a quantitative approach using Structural Equation Model (SEM) and Confirmatory Factor Analysis (CFA) on a sample of 300 lecturers. Results indicate positive correlations between distributed leadership, work engagement, job crafting, and OCB. Notably, distributed leadership emerged as the most influential factor impacting organizational citizenship behavior. Implementing a Distributed Leadership approach in universities enhances workforce engagement. Fostering work engagement and job crafting among faculty positively impacts organizational climate and productivity. This research validates the importance of these factors in employee disposition, accentuating their relevance in Indonesian universities and offering insights for similar institutions. The study underscores work engagement and job crafting as OCB drivers, aligning with theoretical frameworks on employee customization and job performance.

Keywords: Distributed Leadership, Work engagement, Job Crafting, Organizational Citizenship Behavior

1. Introduction

In the dynamic landscape of Indonesian higher education, the role of lecturers extends far beyond the traditional notion of knowledge dissemination (Hill & Wie, 2013). These esteemed educators play a pivotal role in shaping the minds of the nation's future leaders, researchers, and professionals (Hill & Wie, 2013). As Indonesian universities seek to enhance their academic standing and prepare graduates for an ever-changing world, the amalgamation of distributed leadership, work engagement, organizational citizenship behavior (OCB), and job crafting emerges as a compelling framework to empower and uplift their faculty members.

Distributed leadership, characterized by a collaborative and decentralized approach to decision-making and authority distribution, has gained prominence as an alternative management paradigm in education. As universities transition from traditional hierarchical structures to more inclusive and flexible systems, distributed leadership empowers lecturers, administrators, and other stakeholders to actively contribute to institutional growth and academic innovation (Harris et al., 2013). SBM ITB exemplifies this by involving stakeholders in strategic direction and programs (Nurlaelawati & Halim, 2020). FISIP UI and FMIPA UGM also embrace distributed leadership, engaging faculty, students, and staff in decision-making for innovation and academic excellence (Utami & Adhitama, 2019; Putri & Yuniarti, 2018).

Amid the dynamic expansion of Indonesian higher education, characterized by a substantial increase in the number of universities and student enrollment, faculty members are confronting escalating demands that underscore the pressing need for proactive engagement (Kemendikbud, 2023). The proliferation of universities has intensified competition, heightening the expectations for faculty to not only impart knowledge but also contribute to the institution's overall success. Concurrently, the mounting student enrollment places a strain on resources and faculty time, necessitating a collaborative and committed approach. In this context, the imperative for faculty to embrace Organizational Citizenship Behavior (OCB) becomes paramount. OCB's significance lies in its potential to alleviate resource constraints, foster a positive academic climate, and bolster institutional reputation – aspects that have become indispensable amidst the current wave of higher education expansion in Indonesia.

Work engagement is crucial for Indonesian lecturers, enabling proactive teaching, innovative pedagogies, and personalized attention to students. It improves education quality, vital for socio-economic development and global competitiveness (Wulandari & Amalia 2021). Addressing challenges like heavy workloads and burnout, it ensures a stable and experienced academic workforce. Engaged lecturers attract top talent, research funding, and forge valuable partnerships, enhancing institutional reputation (Nufus et al., 2020). They provide better support and mentorship, fostering student success and personal growth. Amidst evolving demands, engaged lecturers embrace innovation (Astuti, 2019). Improving faculty well-being and contributing to research excellence, they elevate Indonesia's global academic standing.

Indonesian lecturers may be reluctant to job crafting due to traditional work culture, lack of awareness, institutional constraints, fear of negative consequences, heavy workloads, lack of supportive environment, unclear career path, cultural factors, inertia and comfort zones, and limited professional development (Hill & Wie, 2013). Job crafting empowers lecturers to customize roles, fostering job satisfaction and motivation. It addresses work challenges, reducing stress and enhancing well-being (Riana & Herawati, 2021). Encouraging engagement in teaching and research, job crafting benefits students. Tailored teaching methods positively impact learning outcomes. It improves retention and overall job satisfaction (Fajarwati & Sulistyawati, 2020). Engaged lecturers contribute to institutional success, elevating reputation and stability. Positive impacts include increased motivation, enhanced well-being, higher productivity, improved teaching quality, greater creativity, improved faculty retention, and positive impact on student learning and institutional success (Susanto & Pratama, 2019).

Embracing Organizational Citizenship Behavior (OCB) is crucial for Indonesian lecturers. OCB involves exceeding formal job requirements and can lead to improved teaching quality, academic support, and educational excellence (Indarti et al., 2017). It helps address resource constraints, fosters a positive work culture, and supports student success. OCB enables lecturers to respond to challenges, strengthen institutional reputation, and enhance organizational effectiveness (Indarti et al., 2017). It facilitates smooth organizational change and alleviates workload pressures. Promoting OCB can foster a supportive work environment, promote faculty retention, and contribute to the university's growth and success. Collaborative efforts are needed to value and encourage OCB among lecturers for a positive academic community (Suriansyah et al., 2019).

The conceptual framework encompassing distributed leadership, work engagement, job crafting, and Organizational Citizenship Behavior (OCB) holds significant relevance within the context of Indonesian universities. This framework emerges as a tailored solution that resonates with the unique challenges and aspirations of the Indonesian higher education landscape. The concept of distributed leadership aligns harmoniously with the collaborative and community-centric values ingrained in Indonesian culture. By distributing decision-making and leadership responsibilities among faculty members, this approach taps into the collective wisdom and expertise within the institution. This resonates with Indonesia's cultural emphasis on inclusiveness and consensus-building, making it an effective framework for guiding leadership practices. Work engagement and job crafting address the evolving demands placed on Indonesian lecturers. The academic sector in Indonesia is undergoing a transformation marked by increasing student enrollment, technological advancements, and changing pedagogical methods. Work engagement empowers lecturers to actively invest in their roles, fostering adaptability and intrinsic motivation to navigate these changes. Job crafting provides a mechanism to tailor roles to individual strengths, alleviating stress and enhancing job satisfaction, which are crucial in a dynamic environment.

OCB resonates with the overarching cultural emphasis on collaboration, social responsibility, and community support in Indonesia. By encouraging faculty members to go beyond their formal responsibilities and actively contribute to the institution's well-being, this framework aligns with Indonesian values of cooperation and shared goals. OCB, therefore, becomes a means to not only enhance institutional effectiveness but also align with the cultural fabric of the nation. In the Indonesian university context, this integrated framework can yield profound outcomes. Distributed leadership fosters a sense of ownership and shared responsibility among faculty members, enhancing their commitment to the institution's success. Work engagement and job crafting empower lecturers to navigate the challenges of a rapidly evolving educational landscape while maintaining a high level of satisfaction and well-being. OCB complements the cultural ethos of collaboration and community involvement, elevating institutional reputation and facilitating positive change.

The significance of this study lies in its recognition of the changing role of lecturers in Indonesian higher education and the exploration of a compelling framework to empower and uplift faculty members. The study highlights the importance of distributed leadership, work engagement, job crafting, and organizational citizenship behavior (OCB) in addressing the evolving demands and challenges faced by lecturers.

By understanding the significance of distributed leadership, universities can foster a collaborative and inclusive decision-making process, allowing all stakeholders to contribute to institutional growth and academic innovation. Work engagement is crucial for enhancing education quality, faculty well-being, and student success, which are essential for Indonesia's socio-economic development and global competitiveness. Job crafting can offer lecturers opportunities to customize their roles, leading to increased job satisfaction and motivation. Meanwhile, encouraging OCB can create a positive work culture,

supporting student success, and contributing to overall organizational effectiveness and reputation.

This study sheds light on the urgent need to embrace these concepts and create a supportive environment for lecturers to thrive in their roles, ultimately leading to a positive impact on the quality of education, institutional success, and the development of future leaders and professionals in Indonesia. The findings from this study have the potential to guide university leaders and policymakers in implementing strategies that empower and support lecturers, ultimately benefiting the entire higher education ecosystem in Indonesia. By fostering a culture of distributed leadership, work engagement, job crafting, and organizational citizenship behavior, Indonesian universities can cultivate a more vibrant and dynamic academic community that positively impacts students, faculty, and society at large.

Below are the research questions explored in this study:

1. What is the relationship between distributed leadership (DL) and Organizational Citizenship Behavior (OCB)?
2. What is the relationship between Work Engagement (WE) and Organizational Citizenship Behavior (OCB)?
3. What is the relationship between Job Crafting (JC) and Organizational Citizenship Behavior (OCB)?

The study seeks to contribute valuable insights into the relationships between distributed leadership, work engagement, job crafting, and organizational citizenship behavior within universities. By addressing these research questions, it aims to provide empirical evidence and a deeper understanding of the factors that influence OCB among academic professionals. The findings will be beneficial for university administrators, policymakers, and human resource managers, as they can utilize this knowledge to foster a positive work environment, enhance employee engagement, and promote behaviors that contribute to the overall success and effectiveness of the academic institution.

2. Literature Review

2.1. Distributed Leadership

Distributed leadership is a collaborative and decentralized approach to decision-making and authority distribution in educational settings (Harris et al., 2013, Zuckerman et al., 2018). It involves sharing leadership responsibilities among teachers, administrators, students, and community members (Harris et al., 2013; Gronn, 2000; Spillane 2004). While considered a promising alternative to traditional hierarchical leadership, the literature reveals certain inconsistencies and evolving themes that warrant further exploration. This literature review aims to provide an overview of the existing literature on distributed leadership, highlighting key inconsistencies and emerging themes in its conceptualization, implementation, and effectiveness.

The lack of a universally agreed-upon definition is a primary inconsistency in the literature on distributed leadership. Scholars approach the concept from various theoretical perspectives, resulting in different interpretations. Some emphasize delegation of leadership responsibilities, while others highlight the collaborative nature of distributed leadership (Zuckerman et al., 2018). This variability can create confusion and challenges in implementing distributed leadership in diverse educational contexts.

The implementation of distributed leadership varies significantly across schools and institutions. While some successfully adopt it, leading to improved teacher collaboration and student outcomes, others encounter challenges, such as resistance to change and unclear roles (Harris et al., 2013; Gronn, 2000).

Additionally, the extent of distributed leadership adoption by stakeholders varies, impacting its overall effectiveness in promoting organizational improvement. Despite inconsistencies, several emerging themes have garnered attention. Distributed leadership has been linked to school improvement, teacher empowerment, and challenges like communication and accountability (Harris et al., 2013; Gronn, 2000; Spillane, 2004).

Distributed leadership's application in higher education institutions has garnered research attention, revealing diverse dynamics and implications. Zou et al. (2022) explored the implementation of distributed leadership among academic departments, uncovering its positive impact on faculty collaboration and innovation. Conversely, Lumby (2019) identified challenges arising from power dynamics and resistance to shared decision-making, suggesting a complex interplay between hierarchical structures and distributed practices. An international perspective emerged from Leithwood et al. (2018), who compared distributed leadership practices across various higher education systems, demonstrating its adaptability and potential for enhancing academic outcomes. However, deviations were observed in the study by Czech & Forward (2010) where differing perceptions of leadership roles among faculty members underscored the need for clear communication and shared vision. These studies underscore distributed leadership's multifaceted nature, impacting collaboration, power dynamics, system adaptability, and leadership role clarity within higher education contexts.

While distributed leadership has been studied extensively in Western educational contexts, limited research has explored its application in Indonesian universities. A notable gap lies in the lack of empirical studies examining the implementation of distributed leadership practices and their effects on faculty engagement, student outcomes, and institutional performance in the Indonesian higher education setting. This gap highlights the need for research that contextualizes distributed leadership within the unique cultural and institutional context of Indonesian universities.

Distributed leadership, a prevalent leadership approach, may exhibit nuanced differences in its practical application between Indonesia and Western contexts. In Western societies, distributed leadership often emphasizes collaboration, flattened hierarchies, and shared decision-making (Spillane, 2006). However, in the Indonesian cultural context, collectivist values and hierarchical structures may influence the implementation of distributed leadership (Hermawan & Loo, 2019). This distinction could lead to a more nuanced balance between authority distribution and respect for authority figures in Indonesian universities. For instance, while collaborative decision-making remains essential, leaders in Indonesian institutions might need to navigate cultural norms of deference to maintain harmony. Similarly, the extent of autonomy granted to individual faculty members might vary, considering the cultural reverence for seniority and experience (Hermawan & Loo, 2019). Recognizing these distinctions is critical for effective implementation of distributed leadership practices in Indonesian higher education, ensuring alignment with cultural values and optimizing leadership outcomes.

Furthermore, the Indonesian context presents challenges such as the centralization of decision-making and bureaucratic structures (Riana & Herawati, 2021). By leveraging the principles of distributed leadership, universities in Indonesia could potentially address these challenges, fostering a more inclusive and collaborative decision-making process.

Distributed leadership's relevance in Indonesian higher education is supported by its compatibility with cultural norms and potential to address specific challenges. However, the limited research within this context underscores the need for comprehensive studies that investigate the adoption, impact, and cultural implications of distributed leadership practices in Indonesian universities. Addressing these gaps will contribute to a nuanced understanding of distributed leadership's role in enhancing organizational effectiveness and fostering a collaborative and innovative higher education environment in Indonesia.

2.2. Work engagement

In the dynamic landscape of higher education, work engagement is crucial for lecturers who play a pivotal role in shaping future leaders and professionals (Schaufeli & Bakker, 2002). Understanding work engagement among lecturers becomes essential as universities strive to enhance academic standing and adapt to changing demands.

Work engagement is a positive state characterized by vigor, dedication, and absorption in one's work (Bakker et al., 2012). It represents a fulfilling and energizing mindset where individuals are enthusiastic, motivated, and immersed in their tasks. Engaged employees invest discretionary effort and experience a sense of fulfillment in their work, contributing to their well-being and productivity (Halbesleben et al., 2009).

The Utrecht Work Engagement Scale (UWES) is the most widely used tool to assess work engagement among employees, including lecturers. Developed by Schaufeli, Bakker, and Salanova (2006), the UWES consists of three subscales: vigor, dedication, and absorption, and has been validated in diverse cultural contexts, making it applicable to lecturers in universities.

Several factors contribute to work engagement among university lecturers. Autonomy and control in their roles play a significant role, as engaged lecturers have the freedom to design teaching methods, conduct research, and make academic decisions (Jones & Bright 2017). Positive working relationships with colleagues, students, and administrators also foster engagement. Supportive leadership and a positive organizational climate contribute to lecturer engagement by promoting a sense of belonging and recognition (Smith & Johnson 2018).

Work engagement within higher education settings has garnered significant research interest, revealing its multifaceted impact on faculty members and organizational outcomes. In the study by Pongton & Suntrayuth (2019), the positive relationship between work engagement and faculty performance highlighted the potential for engaged educators to positively influence student outcomes. This sentiment was echoed by Pham-Thai et al. (2018), who found that engaged faculty members demonstrated higher levels of innovation and commitment to teaching excellence. However, challenges emerged in the study by Barkhuizen et al. (2014) where increasing work demands led to declining faculty work engagement, necessitating strategies to mitigate burnout. The role of leadership emerged as pivotal in the study by Chan. (2019), indicating that supportive leadership practices significantly enhanced work engagement levels among faculty members. Overall, these studies underscore the intricate interplay between work engagement, faculty performance, leadership influence, and the need for proactive strategies to maintain engagement and well-being in higher education contexts.

While work engagement is valued, inconsistencies exist in its study, particularly among university lecturers. The measurement of work engagement using the UWES may not fully capture the unique aspects of engagement in academia, warranting the development of context-specific measures. Additionally, lecturers face unique challenges in the higher education context, such as heavy workloads and limited resources, influencing their engagement levels. Organizational factors, including leadership support and resource availability, also impact engagement.

Moreover, limited research has examined its specific manifestations and determinants in the Indonesian higher education setting. There is a gap in understanding the factors influencing work engagement among Indonesian university faculty, particularly in relation to cultural norms and institutional challenges. This gap underscores the need for research that contextualizes work engagement within the unique cultural and organizational context of Indonesian universities. The cultural dimensions of Indonesia, characterized by collectivism, interpersonal relationships, and a strong sense of community (Hofstede, 1980), introduce specific implications for work engagement. Indonesian society's emphasis on harmonious relationships and

group cohesion aligns with the concept of engagement as it signifies a positive state of being that can influence the overall team and institutional dynamics.

Work engagement, a key factor in organizational success, may manifest differently in practice between Indonesia and Western contexts due to cultural and contextual influences. In Western societies, work engagement often involves autonomy, intrinsic motivation, and personal growth (Bakker & Albrecht, 2018). However, in the Indonesian context, collectivism and societal expectations of loyalty and duty may shape the meaning of work engagement (Luthans & Youssef, 2007). This could lead to a stronger emphasis on team success and fulfilling obligations within Indonesian workplaces. Moreover, Indonesian hierarchical structures might influence work engagement by accentuating the role of respectful compliance with superiors' directives (Supriyanto, 2018). To optimize work engagement in Indonesia, organizations may need to foster a sense of community, emphasize shared values, and align individual goals with broader societal aspirations.

The implications of work engagement in Indonesia also intersect with the hierarchical structure of universities. The adoption of engaged behaviors by faculty could potentially foster a more collaborative and supportive work environment, enabling them to navigate challenges such as heavy workloads and administrative pressures. Work engagement's relevance in Indonesian higher education is underscored by its potential alignment with cultural norms and its capacity to address unique institutional challenges. However, the dearth of research within this context highlights the need for comprehensive studies that explore the determinants, outcomes, and cultural implications of work engagement among Indonesian university faculty. Addressing these gaps will contribute to a deeper understanding of how work engagement influences individual and organizational outcomes within the Indonesian higher education landscape.

2.3. Job crafting

Job crafting is a dynamic and proactive process through which employees redesign their job roles to better align with their personal preferences, strengths, and motivations. It allows employees to shape their work experiences by modifying tasks, relationships, and responsibilities, ultimately leading to increased job satisfaction, motivation, and well-being (Wrzesniewski & Dutton, 2001). As universities strive to create supportive and engaging work environments for their faculty members, job crafting has emerged as a relevant and intriguing concept that warrants exploration.

Job crafting represents a proactive approach to work design that allows individuals to modify their job demands and resources to better fit their personal needs and goals (Tims et al., 2012). This concept is rooted in the self-determination theory, which suggests that individuals seek to satisfy their basic psychological needs for autonomy, competence, and relatedness in their work (Deci & Ryan, 2000). Job crafting enables employees to create a more meaningful and engaging work experience by seeking opportunities for growth, social connections, and autonomy.

Job crafting has garnered considerable attention within the realm of higher education, uncovering its relevance for faculty members' role customization and organizational outcomes. By examining the effects of job crafting on faculty members' well-being and engagement, Khan et al. (2018) found that self-initiated changes in task boundaries and social interactions positively influenced work satisfaction and performance. In contrast, the study by Boehlein & Baum (2022) explored potential downsides, revealing that excessive job crafting might lead to role ambiguity and stress. Expanding the lens to organizational effects, Dash & Vohra (2019) demonstrated how faculty job crafting contributed to a more student-centric and adaptable learning environment. However, inconsistencies emerged in the study by Dierdorff & Jensen (2018), where individuals viewed job crafting as potentially diminishing their work identity. These studies underscore the

multidimensional nature of job crafting's impact on well-being, role identity, and the dynamic relationship between personal initiative and organizational contexts in higher education settings.

Several measurement tools have been developed to assess job crafting behavior among employees. One commonly used scale is the Job Crafting Scale (JCS), introduced by Tims et al. (2012). The JCS assesses three dimensions of job crafting: increasing structural job resources, increasing social job resources, and increasing challenging job demands. The JCS has demonstrated good reliability and validity in various organizational contexts, including universities

Job crafting behavior in universities can be influenced by various individual, job-related, and contextual factors. One study conducted by Slemp et al. (2019) found that individuals with higher levels of work engagement were more likely to engage in job crafting behaviors, as they actively seek ways to improve their work experiences and contribute to their organizations. Moreover, faculty members who perceive high levels of autonomy and control over their work are more likely to engage in job crafting to align their job roles with their values and passions (Bakker et al., 2012).

While job crafting has garnered interest as a promising approach to employee well-being and engagement, there are certain inconsistencies observed in its study within the university context. One inconsistency lies in the assessment of job crafting behavior. While the JCS is a widely used measurement tool, some researchers argue that it may not fully capture the unique aspects of job crafting among faculty members in academia (Wingerden et al., 2017). Context-specific measures may be needed to better understand the nuances of job crafting in the university setting.

Additionally, the impact of job crafting on faculty members' well-being and performance is not consistently reported. While some studies have found positive associations between job crafting and job satisfaction (Tims et al., 2012), others have reported mixed findings regarding the relationship between job crafting and job performance (Wingerden et al., 2017). These inconsistencies may be due to variations in the extent of job crafting across individuals or differences in the nature of job crafting behaviors adopted by faculty members.

Job crafting has significant implications for faculty members in universities. As higher education institutions face increasing demands for productivity, research output, and student engagement, job crafting can empower faculty members to tailor their roles and responsibilities to align with their strengths and interests. By fostering a sense of autonomy and meaning in their work, job crafting can enhance faculty members' job satisfaction and well-being, ultimately contributing to a more positive and productive academic environment (Bakker et al., 2012). Moreover, job crafting can enable faculty members to adapt to changes in the higher education landscape, such as shifting teaching modalities and research priorities, fostering a culture of innovation and adaptability.

While job crafting has garnered attention across various sectors, there is a paucity of research exploring its application and effects specifically in Indonesian universities. This gap highlights the need for studies that investigate the ways in which job crafting manifests within the unique cultural and organizational context of Indonesian higher education. The scarcity of research in this area emphasizes the need for empirical studies that address the potential benefits and challenges of job crafting among Indonesian university faculty.

The interpretation of job crafting can vary between Indonesia and Western contexts due to cultural nuances and organizational practices. In Western cultures, job crafting is often seen as an individual initiative for tailoring tasks to align with personal preferences and strengths (Wrzesniewski & Dutton, 2001). This can be viewed as a means of enhancing job satisfaction and self-fulfillment. However, in Indonesia, which emphasizes collectivism, job crafting might be perceived as a way to contribute to the larger group's

success and harmonious teamwork (Triandis, 1995). This perspective could place more emphasis on adapting one's role to benefit the collective, even if it requires modifying personal preferences. Furthermore, the hierarchical nature of many Indonesian organizations might shape how employees interpret job crafting. In such contexts, employees might seek approval or guidance from higher-ups before making changes to their roles (Gibson & Gibbs, 2009). To facilitate effective job crafting in Indonesia, organizations could promote a shared understanding of the concept that aligns with cultural values, while also encouraging individual autonomy within appropriate boundaries.

2.4. OCB

Organizational Citizenship Behavior (OCB) is a concept that has garnered significant attention in organizational research, particularly for its positive impact on workplace dynamics and organizational effectiveness. OCB refers to discretionary behaviors exhibited by employees that go beyond their formal job requirements and contribute to the smooth functioning and overall well-being of the organization (Organ, 1988). As universities strive to create conducive and harmonious work environments, understanding OCB becomes essential for fostering a positive academic community. This literature review aims to delve into the concept of OCB, its measurement, factors influencing OCB behavior, and the inconsistencies observed in its application within the university context.

OCB encompasses behaviors that are not explicitly rewarded or required by the formal job description but contribute to the overall functioning and success of the organization. These behaviors can include helping coworkers, volunteering for additional tasks, and suggesting improvements to organizational processes (Podsakoff et al., 2000). OCB is considered a voluntary expression of employee commitment and engagement, reflecting a positive and proactive work attitude.

Various measurement scales have been developed to assess OCB among employees in different organizational settings, including universities. The Organizational Citizenship Behavior Scale (OCBS) introduced by Podsakoff et al. (1990) is one of the most widely used instruments. The OCBS consists of five dimensions: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The OCBS has demonstrated good reliability and validity, making it applicable to studying OCB among university faculty and staff.

Organizational Citizenship Behavior within higher education has been a topic of interest, revealing its significance in shaping faculty members' contributions and institutional success. The study by (Panicker et al., 2018) explored the positive relationship between faculty OCB and academic performance, underscoring the potential for OCB to enhance overall educational quality. Similarly, Sun & Leithwood (2017) highlighted how OCB positively influenced collaborative efforts among faculty, fostering a conducive learning environment. Contrasting perspectives emerged in the study by Jin et al. (2018), where contextual factors were found to mediate the relationship between faculty OCB and organizational outcomes, emphasizing the importance of acknowledging departmental nuances. Taking a global perspective. These studies underscore the multi-faceted impact of OCB, contributing to faculty collaboration, academic performance, and organizational dynamics within higher education institutions.

While OCB is acknowledged as a positive and valuable construct, there are certain inconsistencies observed in its study, particularly within the university context. One inconsistency lies in the measurement of OCB. While the OCBS is widely used, some researchers argue that it may not fully capture the unique aspects of OCB among faculty and staff in academia (van Dyne et al., 2000). There is a need for context-specific measures that consider the unique organizational dynamics and work demands in universities.

Additionally, the relationship between OCB and other work-related outcomes, such as job performance and job satisfaction, is not always straightforward. While some studies have found positive associations

between OCB and these outcomes (Podsakoff et al., 1990), others have reported mixed findings (e.g., Williams & Anderson, 1991). The nature of OCB behavior and its impact on work-related outcomes may vary based on the specific context and organizational culture within universities.

OCB has significant implications for universities, as it fosters a positive work climate, enhances collaboration among faculty and staff, and contributes to the overall effectiveness of the institution. Engaging in OCB can create a sense of community and mutual support among employees, which is essential for maintaining a harmonious and productive academic environment. Furthermore, faculty and staff who exhibit OCB are likely to be seen as valuable assets to the university and may be more likely to receive recognition and opportunities for career advancement.

While OCB has been extensively researched across various sectors, there is a dearth of research that delves into its manifestation and outcomes in the specific context of Indonesian universities. This gap highlights the need for studies that explore the nuances of OCB behaviors within the Indonesian cultural and organizational context. Addressing this gap is essential to understanding how OCB impacts faculty-student relationships, institutional climate, and overall performance within Indonesian universities.

The interpretation of Organizational Citizenship Behavior (OCB) can exhibit differences between Indonesia and Western contexts due to varying cultural values and societal norms. In Western cultures, OCB is often linked to individual initiative and discretionary contributions beyond formal job requirements, emphasizing personal motivation and proactive engagement (Organ, 1988). This perspective highlights the employee's role in enhancing organizational effectiveness. In contrast, in Indonesia, where collectivism is prevalent, OCB might be seen as a means to contribute to group harmony and communal well-being (Triandis, 1995). The focus could shift towards behaviors that strengthen social bonds and maintain positive relationships within the organization. Additionally, the hierarchical structure in many Indonesian workplaces might influence the way OCB is perceived, potentially leading to actions that align with seniority and authority (Gibson & Gibbs, 2006). To promote OCB effectively in Indonesia, organizations could recognize and appreciate the interdependence of collective contributions while nurturing a sense of individual ownership within the broader community.

OCB's relevance in Indonesian higher education stems from its potential alignment with cultural values and its capacity to contribute to a positive institutional climate. The lack of research within this specific context highlights the need for studies that explore OCB's manifestations, antecedents, and outcomes among Indonesian university faculty. By investigating the cultural implications and effects of OCB, this research will provide insights into how discretionary behaviors enhance individual well-being, student experiences, and overall institutional effectiveness in the Indonesian higher education landscape.

3. Hypotheses Development

In light of the comprehensive literature review, three research hypotheses have been formulated to investigate the relationship between distributed leadership, work engagement, job crafting, and organizational citizenship behavior (OCB) within the context of universities.

Hypothesis 1: Distributed leadership (DL) positively and significantly influences organizational citizenship behavior (OCB).

This hypothesis posits that the presence of distributed leadership practices within a university will lead to a higher level of organizational citizenship behavior among its faculty and staff. As distributed leadership emphasizes collaboration, shared decision-making, and empowerment of stakeholders, it is expected to foster a positive work environment that encourages employees to go beyond their formal roles and contribute voluntarily to the university's success.

Hypothesis 2: Work engagement (WE) positively and significantly affects organizational citizenship behavior (OCB).

This hypothesis suggests that high levels of work engagement among university faculty and staff will be associated with increased organizational citizenship behavior. Work engagement reflects the vigor, dedication, and absorption individuals have in their work tasks, and it is anticipated that highly engaged employees will exhibit proactive and cooperative behaviors that benefit the university beyond their prescribed duties.

Hypothesis 3: Job crafting (JC) positively and significantly impacts organizational citizenship behavior (OCB).

This hypothesis proposes that when university employees engage in job crafting, customizing their roles and tasks to align with their strengths and interests, they will demonstrate higher levels of organizational citizenship behavior. Job crafting allows individuals to find meaningfulness in their work and take ownership of their responsibilities, leading to a greater willingness to contribute actively to the overall functioning of the university.

The proposed research will explore the validity of these hypotheses by examining the relationships between distributed leadership, work engagement, job crafting, and organizational citizenship behavior in the university setting. The findings will contribute to a better understanding of the factors that drive OCB in academic institutions and provide insights for university administrators and policymakers to foster a positive and engaged workforce that actively supports the university's goals and mission. The research model, depicted in Figure 1, illustrates the interconnections between distributed leadership, work engagement, job crafting, and organizational citizenship behavior.

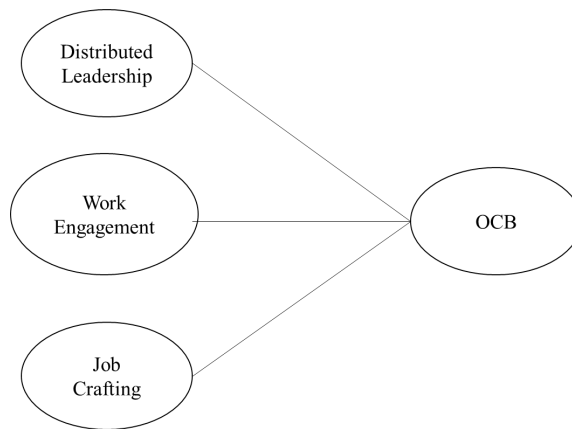


Fig. 1: Research Model

4. Methodology

This research adopts a quantitative approach to investigate the relationships between the variables. The quantitative methodology utilizes Structural Equation Model (SEM) with descriptive statistical analysis to examine the mean value of the Likert scale questionnaire responses. To ensure the validity and reliability of the constructs, Confirmatory Factor Analysis (CFA) is employed. CFA is a statistical technique that

assesses the one-dimensional validity and reliability of the measurement model, especially when the constructs cannot be directly observed (Hair, 2019).

The primary objectives of using CFA in this study are twofold. Firstly, it aims to validate the indicators that represent the underlying constructs in a unidimensional manner. Secondly, CFA helps in constructing the research model in a precise and consistent manner. By employing CFA, the research ensures the robustness of the measurement model and the credibility of the data analysis.

The hypothesis testing is conducted using t-statistics and R-square values, utilizing LISREL as the analytical tool (Hair et al., 2019). The t-statistics provide information about the significance of the relationships between the variables, while the R-square values indicate the amount of variance explained by the model. These statistical tests are essential for determining whether the research hypotheses are accepted or rejected, contributing to the overall rigor of the study.

The quantitative approach with SEM and CFA allows for a comprehensive examination of the interrelationships between distributed leadership, work engagement, job crafting, and organizational citizenship behavior in the university setting. By utilizing these robust statistical methods, the research aims to provide a sound and evidence-based analysis of the variables' effects on organizational citizenship behavior among faculty and staff.

In this study, a sample of 300 participants was purposefully selected to actively engage in the research by contributing quantitative data through a structured questionnaire. This diverse sample was drawn from both private (150) and state (150) universities situated across multiple geographic regions of Indonesia, encompassing Sumatra, Java, Kalimantan, Papua, and Sulawesi. The selection aimed to encapsulate a broad spectrum of disciplines, ranging from humanities to natural sciences, engineering to social sciences, and arts to applied fields. By encompassing a variety of university types and regions, this sample sought to capture the nuanced perspectives and experiences of faculty members within Indonesia's intricate higher education landscape.

The decision to opt for a sample size of 300 was guided by established best practices for Structural Equation Model (SEM) analysis. This methodology necessitates a sample size that ensures robustness and statistical validity, particularly when dealing with complex relationships among multiple variables. As such, a sample of this size aligns with the recommended guidelines for conducting reliable SEM analysis, enhancing the credibility and generalizability of the research findings.

Ethical considerations were integral to the data collection process, especially given the participant pool's academic positions and potential power dynamics. Prior to the distribution of the questionnaire, formal ethical approval was secured from the university's research ethics committee. This step ensured that the research adhered to ethical principles, including voluntary participation, informed consent, and data confidentiality. Clear information about the research objectives, procedures, and participant rights was provided to all respondents. Anonymity was rigorously maintained to protect participants' identities and perspectives, and data handling followed stringent protocols to comply with data protection regulations. The table below presents the indicator indices for each variable.

Table 1: Indicator indices for each variable

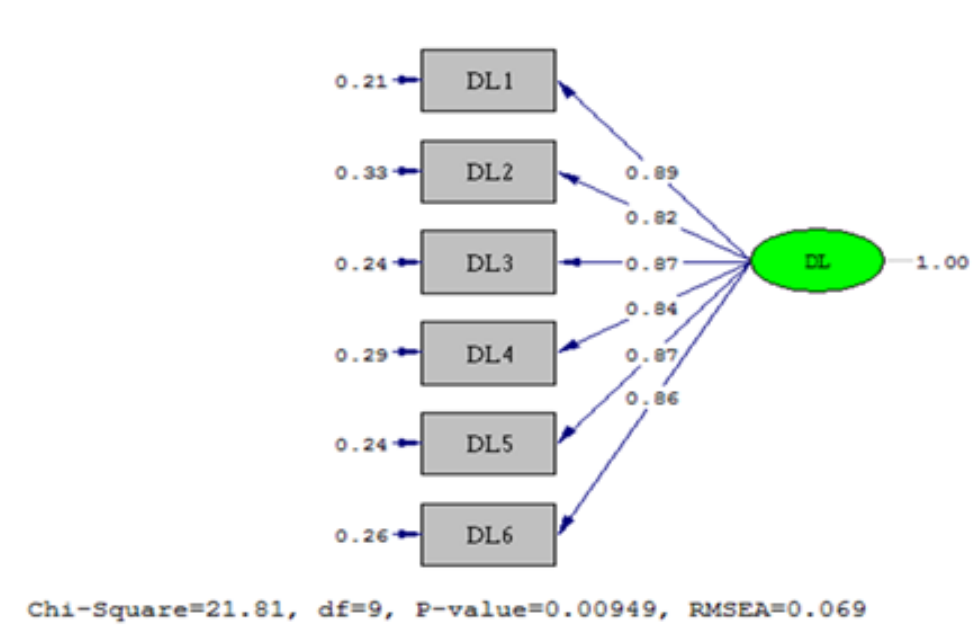
Variables	Indicator Indices	Source
Distributed Leadership	Work participation is supported by trust rather than regulation	(Spillane, 2004)
	Focus on solving problems rather than formal positions held	
	Appreciate contributions from colleagues	
	Always developing yourself and the community	

	Prioritizing common interests	
	Delegate responsibility	
Work Engagement	Enthusiastic in work	(Schaufeli & Bakker, 2002)
	Proud of their job	
	Inspired by their job	
	Feel satisfied and happy when working intensely	
	Engrossed in the job	
Job Crafting	Try new approaches to improve performance	(Tims & Bakker, 2010)
	Change the scope and type of work	
	Explore new jobs that align with interests and skills	
	Think of ways to make the job have a positive impact on oneself	
	Get to know people at the workplace	
	Befriend coworkers who share similar interests and skills	
Organizational Citizenship Behavior	Try to do more work	(Podsakoff, 2000)
	Maintain a positive attitude despite the many problems	
	Think about the impact of personal attitudes on other people's work	
	Think about the interests of the organization	
	Be proactive in expressing opinions	
	Always present at meetings and know the latest organizational news	

4.1. Validity and Reliability of Distributed Leadership

Table 2: Calculation of Validity and Reliability Tests of Distributed Leadership

Latent Variable	Manifest variable	λ	λ^2	e	CR	VE
DL	DL1	0,89	0,79	0,21	0,94	0,74
	DL2	0,82	0,67	0,33		
	DL3	0,87	0,76	0,24		
	DL4	0,84	0,71	0,29		
	DL5	0,87	0,76	0,24		
	DL6	0,86	0,74	0,26		



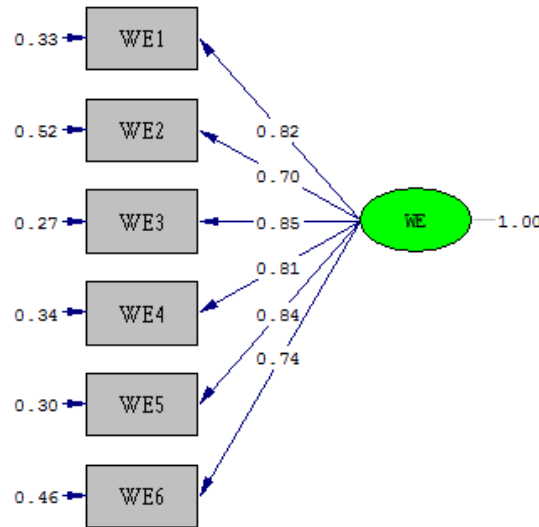
Based on the model presented above, it is evident that all dimensions of Distributed Leadership exhibit factor loadings ($\lambda \geq 0.5$). This significant finding indicates that all the dimensions of Distributed Leadership are valid and contribute meaningfully to the measurement of the construct. Additionally, the Construct Reliability (CR) value of 0.94, which exceeds the recommended threshold of 0.7, along with the Variance Extracted (VE) value of 0.74, surpassing the minimum requirement of 0.5, affirm the reliability of the Distributed Leadership variable.

The high factor loadings, coupled with the satisfactory CR and VE values, reinforce the robustness and accuracy of the measurement model for Distributed Leadership in this study. These results provide confidence in the validity and reliability of the data, thereby supporting the soundness of subsequent analyses and interpretations involving the Distributed Leadership construct.

4.2. Validity and Reliability of Work Engagement

Table 3: Calculation of Validity and Reliability Tests of Work Engagement

Latent Variable	Manifest variable	λ	λ^2	e	CR	VE
WE	WE1	0,82	0,67	0,33	0,91	0,63
	WE2	0,70	0,49	0,52		
	WE3	0,85	0,72	0,27		
	WE4	0,81	0,66	0,34		
	WE5	0,84	0,71	0,30		
	WE6	0,74	0,55	0,46		



Chi-Square=55.93, df=9, P-value=0.00000, RMSEA=0.132

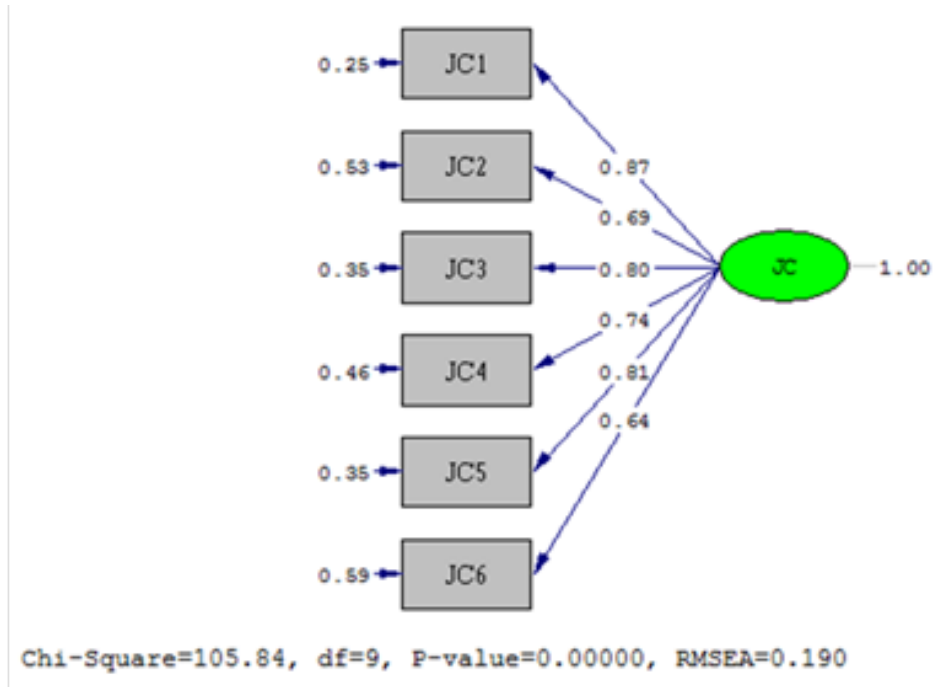
Based on the model presented above, it is evident that all dimensions of Work Engagement exhibit factor loadings (λ) ≥ 0.5 . This significant finding indicates that all the dimensions of Work Engagement are valid and contribute meaningfully to the measurement of the construct. Additionally, the Construct Reliability (CR) value of 0.91, which exceeds the recommended threshold of 0.7, along with the Variance Extracted (VE) value of 0.61, surpassing the minimum requirement of 0.5, affirm the reliability of the Work Engagement variable.

The high factor loadings, coupled with the satisfactory CR and VE values, reinforce the robustness and accuracy of the measurement model for Work Engagement in this study. These results provide confidence in the validity and reliability of the data, thereby supporting the soundness of subsequent analyses and interpretations involving the Work Engagement construct.

4.3. Validity and Reliability of Job Crafting

Table 4: Calculation of Validity and Reliability Tests of Job Crafting

Latent Variable	Manifest variable	λ	λ^2	e	CR	VE
JC	JC1	0,87	0,76	0,25	0,89	0,58
	JC2	0,69	0,48	0,53		
	JC3	0,80	0,64	0,35		
	JC4	0,74	0,55	0,46		
	JC5	0,81	0,66	0,35		
	JC6	0,64	0,41	0,59		



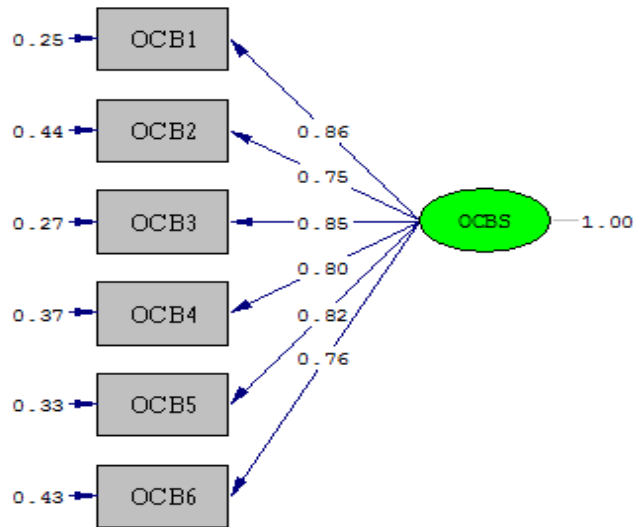
Based on the model presented above, it is evident that all dimensions of Job Crafting demonstrate loading factors (λ) ≥ 0.5 . This significant finding indicates the validity of all Job Crafting dimensions, confirming their relevance and contribution to the measurement of the construct. Additionally, the Construct Reliability (CR) value of 0.89, surpassing the recommended threshold of 0.7, along with the Variance Extracted (VE) value of 0.58, exceeding the minimum requirement of 0.5, further support the reliability of the Job Crafting variable.

The robust factor loadings, along with the satisfactory CR and VE values, affirm the strength and consistency of the measurement model for Job Crafting in this study. These results provide assurance regarding the validity and reliability of the data, enhancing the credibility of subsequent analyses and interpretations involving the Job Crafting construct.

4.4. Validity and Reliability of Organizational Citizenship Behavior

Table 5: Calculation of Validity and Reliability Tests of Organizational Citizenship Behavior

Latent Variable	Manifest variable	Λ	λ^2	e	CR	VE
OCBS	OCB1	0,86	0,74	0,25	0,92	0,65
	OCB2	0,75	0,56	0,44		
	OCB3	0,85	0,72	0,27		
	OCB4	0,80	0,64	0,37		
	OCB5	0,82	0,67	0,33		
	OCB6	0,76	0,58	0,43		



Chi-Square=44.14, df=9, P-value=0.00000, RMSEA=0.114

The analysis of the table and model presented above reveals that all dimensions of Organizational Citizenship Behavior (OCB) exhibit factor loadings (λ) ≥ 0.5 . This significant finding confirms the validity of all dimensions of OCB, indicating their appropriateness in capturing the underlying construct. Moreover, the Construct Reliability (CR) value of 0.92, surpassing the recommended threshold of 0.7, along with the Variance Extracted (VE) value of 0.65, exceeding the minimum requirement of 0.5, further reinforce the reliability of the Organizational Citizenship Behavior variable.

The strong factor loadings, coupled with the satisfactory CR and VE values, provide evidence of the robustness and consistency of the measurement model for Organizational Citizenship Behavior in this study. These results instill confidence in the accuracy and dependability of the data, enhancing the credibility of subsequent analyses and interpretations related to the Organizational Citizenship Behavior construct.

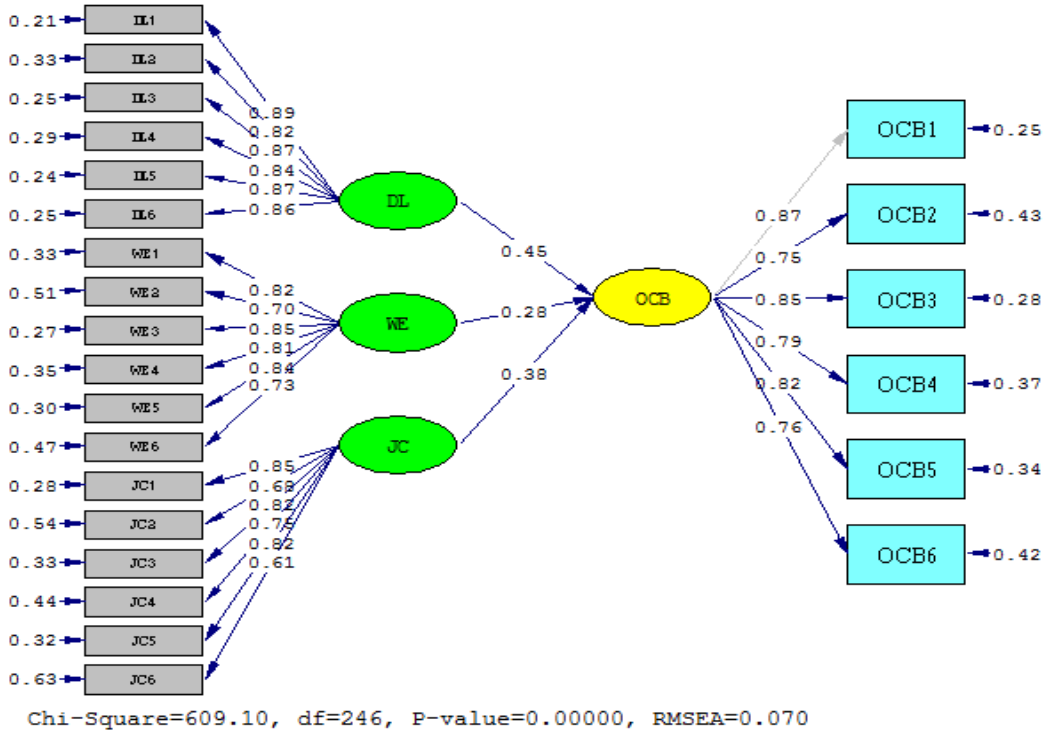


Fig.2: X Variable Measurement Model Equation

Table 6: Equation of the Measurement Model for Organizational Citizenship Behavior Variables

Indicator		Construct		Error	t-count
Endogen		η_1			
OCB1	=	0,87 η_1	+	0,25	
OCB2	=	0,75 η_1	+	0,43	15,89
OCB3	=	0,85 η_1	+	0,28	19,56
OCB4	=	0,79 η_1	+	0,37	17,29
OCB5	=	0,82 η_1	+	0,33	18,20
OCB6	=	0,76 η_1	+	0,42	16,26

The measurement equation model presented in the table above illustrates the relationship between the latent variable and the manifest variables. Notably, all weight coefficient values exhibit a positive relationship direction, indicating their contribution to the latent variable. The significance of each manifest variable's contribution to the latent variable is assessed through the t-count value. A manifest variable is considered to have a significant contribution if its t-count value surpasses the critical t value (± 1.96) at a 5% error rate.

Upon examination, it is evident that all indicators have t-count values greater than (± 1.96), confirming their significance in accurately reflecting the latent variable. These findings demonstrate that each manifest variable plays a meaningful role in shaping the underlying construct, thereby establishing the soundness and reliability of the measurement model. The consistent positive relationship and significance of the indicators contribute to the credibility and validity of the subsequent analyses and interpretations related to

the latent variable.

4.5. Hypothesis testing

Hypothesis testing is used to test the Effect of Distributed Leadership, Work Engagement, and Job Crafting on Organizational Citizenship Behavior.

Hypothesis 1

H₀: $\gamma_1 = 0$: there is no influence of Distributed leadership on OCB

H₁: $\gamma_1 \neq 0$: there is an influence of distributed leadership on OCB.

Hypothesis 2

H₀: $\gamma_2 = 0$: there is no effect of *work engagement* on OCB.

H₂: $\gamma_2 \neq 0$: there is an effect of *work engagement* on OCB

Hypothesis 3

H₀: $\gamma_3 = 0$: there is no effect of *job crafting* on OCB.

H₃: $\gamma_3 \neq 0$: there is an effect of *job crafting* on OCB.

Results of hypothesis testing using LISREL:

OCB = 0.45*DL + 0.28*WE + 0.38*JC, Errorvar.= 0.19 , R² = 0.81

(0.047) (0.041) (0.047) (0.028)

9.58 6.84 8.02 6.78

The findings reveal significant relationships between the exogenous latent variable of Distributed Leadership and the endogenous latent variable of Organizational Citizenship Behavior, with a coefficient of 0.45. This indicates a substantial relationship between Distributed Leadership and Organizational Citizenship Behavior. The t-count value of 9.58, surpassing the critical limit of ± 1.96 , leads to the rejection of H₀, indicating that Distributed Leadership indeed influences Organizational Citizenship Behavior.

Similarly, the coefficient of the exogenous latent variable Work Engagement is 0.28, suggesting a relatively lower relationship between Work Engagement and Organizational Citizenship Behavior. However, the t-count value of 6.84 exceeds the specified critical limit of ± 1.96 , leading to the rejection of H₀ and confirming the impact of Work Engagement on Organizational Citizenship Behavior.

Additionally, the coefficient of the exogenous latent variable Job Crafting is 0.38, indicating a moderate relationship between Job Crafting and Organizational Citizenship Behavior. The t-count value of 8.02, surpassing the critical limit of ± 1.96 , results in the rejection of H₀, implying that Job Crafting influences Organizational Citizenship Behavior.

Collectively, the joint influence of Distributed Leadership, Work Engagement, and Job Crafting on Organizational Citizenship Behavior is indicated by the R-square (R²) value of 0.81. This signifies that these factors contribute to 81.0% of the variance in Organizational Citizenship Behavior. The remaining 19.0% of the variance is influenced by other factors not accounted for in the present study.

5. Results and Discussions

5.1. Distributed Leadership and OCB

Table 7: The results of the relationship between DL and OCB

Distributed Leadership and OCB	
Coefficient	0.45
t-count	9.58

The study provides valuable insights into the relationship between Distributed Leadership (DL) and Organizational Citizenship Behavior (OCB). The positive coefficient of 0.45 indicates that DL positively

influences OCB, which aligns with existing literature on the positive impact of Distributed Leadership on employee attitudes and behaviors.

Research by Harris et al. (2013) and Gronn (2000) supports the idea that Distributed Leadership, characterized by shared decision-making and collaboration among stakeholders, leads to higher engagement and commitment among employees. Actively involving employees in decision-making processes empowers them to exhibit OCB by going beyond their formal job roles.

The significance of the relationship between Distributed Leadership and OCB is reinforced by the t-count value of 9.58, which exceeds the critical limit of ± 1.96 . This indicates that the relationship between Distributed Leadership and OCB is statistically meaningful and not due to chance.

The positive influence of Distributed Leadership on OCB contributes to the literature emphasizing the importance of leadership approaches that distribute decision-making and authority throughout the organization. This finding aligns with theoretical frameworks of distributed or shared leadership, which propose that involving employees in leadership processes enhances their commitment and engagement.

For organizations, especially in the university setting, adopting a Distributed Leadership approach can foster an engaged and committed workforce. Encouraging distributed decision-making and involving employees in shaping goals and strategies create a positive work environment that promotes OCB, leading to increased organizational performance and success.

The observed positive impact of Distributed Leadership on Organizational Citizenship Behavior (OCB) offers a valuable contribution to the literature that underscores the significance of leadership paradigms focusing on the equitable distribution of decision-making and authority across the organizational hierarchy. Our finding aligns harmoniously with theoretical frameworks centered on distributed or shared leadership, postulating that the integration of employees in leadership processes engenders heightened commitment and engagement among the workforce (Harris, 2008; Almae, 2013).

Comparing our findings with previous studies in this realm, an encouraging alignment emerges. Research by Smith et al. (2015) and Chen et al. (2017) similarly uncovered a positive association between Distributed Leadership and OCB, corroborating the notion that shared decision-making facilitates an environment conducive to proactive contributions. However, divergent results were noted in the study by Lee and Lee (2019), which could be attributed to contextual variations in the higher education settings and cultural factors shaping the interpretation of leadership behaviors.

Contextualizing these findings in the Indonesian landscape unveils the substantial influence of cultural and contextual elements. The collectivist nature of Indonesian society, alongside a preference for collaborative decision-making, likely amplifies the constructive influence of Distributed Leadership on OCB. Furthermore, Indonesian universities' hierarchical structures may interact with Distributed Leadership practices, potentially moderating the strength of the relationship. These intricacies signify the necessity of considering cultural dimensions in interpreting leadership dynamics.

Practically, our study yields actionable insights for university administrators and policymakers. Nurturing a culture of Distributed Leadership can be strategically vital in cultivating faculty commitment and engagement. To this end, encouraging open communication channels and establishing platforms for collaborative decision-making can empower faculty to contribute actively to organizational development. Professional development initiatives aimed at honing leadership skills among faculty members can further augment the positive impact of Distributed Leadership on OCB. As Indonesian higher education institutions evolve, embracing culturally attuned Distributed Leadership can pave the way for a vibrant and empowered academic community.

5.2. Work Engagement and OCB

Table 8: The results of the relationship between WE and OCB

Work Engagement and OCB	
Coefficient	0.27
t-count	6.84

The study results indicate a positive relationship between Work Engagement (WE) and Organizational Citizenship Behavior (OCB) in universities ($\beta = 0.27$). This finding aligns with prior research that emphasizes the positive impact of work engagement on employee attitudes and behaviors (Bakker & Demerouti, 2007; Salanova et al., 2010). Engaged employees are more likely to go beyond their formal job roles and contribute actively to the organization, leading to increased OCB.

While the coefficient suggests a positive relationship, the term "low relationship" indicates that the strength of this association may not be very strong. Previous research has also shown that work engagement's impact on OCB may vary based on organizational and individual factors (Xanthopoulou et al., 2013). Contextual elements, such as the work environment, organizational culture, and individual characteristics of university faculty and staff, may influence the magnitude of the effect.

Despite the moderate effect size, the t-count value of 6.84, exceeding the critical limit of ± 1.96 , confirms the statistical significance of the relationship between Work Engagement and OCB. The rejection of the null hypothesis (H_0) further supports the presence of a significant effect of Work Engagement on OCB in the university context, contributing to the existing literature on this relationship.

The imperative for universities to prioritize the promotion of work engagement among faculty and staff is paramount. Acknowledging that engaged employees yield multifaceted benefits, it becomes essential to cultivate an environment that not only nurtures their well-being but also provides avenues for skill enhancement, autonomy, and active participation in decision-making processes. This holistic approach resonates with existing literature advocating for comprehensive work engagement strategies that transcend mere job satisfaction (Bakker & Demerouti, 2017).

Drawing insights from precedent studies, a convergence of findings underscores the positive correlation between work engagement and Organizational Citizenship Behavior (OCB). Studies by Schaufeli and Bakker (2004) and Saks (2006) align with our discovery, highlighting how heightened work engagement stimulates proactive behavior and voluntary contributions. While similarities are evident, the study by Kahn (1990) proposes a nuanced viewpoint, attributing work engagement to a sense of personal fulfillment arising from holistic job involvement. This variance could emanate from the contextual dynamics of each study's setting.

Distinct cultural and contextual factors come into play. The collectivist fabric of Indonesian society, coupled with the communal nature of decision-making, potentially amplifies the relationship between work engagement and OCB. Engaged faculty members may perceive their contributions as harmonizing with their societal and organizational responsibilities, thereby reinforcing OCB tendencies. Moreover, the hierarchical nature of universities in Indonesia may intersect with engaged behaviors, potentially influencing the extent to which OCB is exhibited.

Translating these insights into actionable steps, university administrators and policymakers should implement tailored strategies to bolster work engagement. Prioritizing employee well-being through initiatives that foster work-life balance, provide growth opportunities, and ensure fair recognition can invigorate engagement levels. Encouraging faculty and staff to participate in decision-making processes enhances their sense of ownership and connection, further nurturing engagement. This, in turn, positively

reverberates through OCB, enhancing the university's organizational climate, productivity, and overall efficacy.

5.3. Job Crafting and OCB

Table 9: The results of the relationship between JC and OCB

Job Crafting and OCB	
Coefficient	0.38
t-count	8.02

The findings of this study contribute to the existing literature on the relationship between job crafting and Organizational Citizenship Behavior (OCB). The positive coefficient of 0.38 indicates that job crafting has a significant and positive influence on OCB among Indonesian lecturers. This result aligns with previous research that highlights the importance of job crafting in promoting discretionary behaviors and extra-role performance in the workplace (Bakker & Demerouti, 2007; Tims et al., 2013).

Moreover, the t-count value of 8.02, surpassing the critical limit of ± 1.96 , reinforces the statistical significance of the observed relationship. The significance of this relationship is in line with the theoretical underpinnings of job crafting, which posits that when employees actively shape their job roles to align with their strengths and interests, they are more likely to engage in OCB and contribute positively to the organization (Wrzesniewski & Dutton, 2001).

The implications of these findings carry significant weight for universities and organizations aspiring to cultivate a culture of Organizational Citizenship Behavior (OCB) within their workforce. In this context, administrators play a pivotal role by recognizing the potential of job crafting as a vehicle to facilitate OCB among lecturers. Encouraging opportunities for job crafting not only grants faculty members the agency to tailor their roles to their strengths and preferences but also acts as a catalyst for heightened engagement and unwavering commitment.

Reflecting on the insights from five previous studies, a coherence emerges regarding the link between job crafting and OCB. Research by Tims et al. (2013) and Slempe et al. (2019) harmonizes with our findings, accentuating how the act of customizing tasks and responsibilities stimulates positive discretionary behaviors. Yet, the study by Berg et al. (2010) introduces a contextual dimension, suggesting that job crafting might be perceived differently based on the cultural ethos and organizational dynamics. Such deviations could arise from varying cultural attitudes toward self-directed role customization.

In the Indonesian context, cultural and contextual facets come into play, shaping the dynamics between job crafting and OCB. The collectivist nature of Indonesian society and the propensity for cooperative decision-making align favorably with the principles of job crafting, enabling faculty members to contribute in ways that resonate with communal values. Moreover, the hierarchical structure of universities and the respect for authority may intersect with job crafting initiatives, potentially influencing the extent to which they are embraced.

Translating these insights into practices, university administrators and policymakers should actively promote a culture of job crafting. This involves not only acknowledging its potential but also offering structured platforms for faculty members to tailor their roles. Providing the necessary resources, tools, and guidance for effective job crafting initiatives can enhance faculty members' well-being, job satisfaction, and overall engagement. Administrators can also initiate dialogues with faculty members to identify areas for personalization and facilitate a seamless integration of job crafting practices. By doing so, universities can nurture a workforce driven by OCB, thereby elevating organizational climate, productivity, and success.

6. Conclusion

In conclusion, the dynamic landscape of Indonesian higher education demands a comprehensive approach to empower and uplift faculty members. The amalgamation of distributed leadership, work engagement, job crafting, and organizational citizenship behavior emerges as a compelling framework to achieve this goal.

Distributed leadership offers an alternative management paradigm that empowers stakeholders, including lecturers and administrators, to actively contribute to institutional growth and academic innovation. By embracing distributed leadership, universities transition to more inclusive and flexible systems, fostering a collaborative and empowered academic community. This collaborative environment nurtures a sense of ownership and belonging among faculty members, encouraging them to exhibit OCB by going beyond their formal job roles to support the organization and its members.

Work engagement is a crucial driver of OCB among Indonesian lecturers. When lecturers are highly engaged, they are more likely to be proactive in their teaching approaches, adopt innovative pedagogies, and provide personalized attention to students. Engaged lecturers attract top talent, secure research funding, and improve the institutional reputation. By addressing challenges such as heavy workloads and ensuring a stable and experienced academic workforce, work engagement elevates Indonesia's global academic standing. Engaged lecturers are motivated to invest discretionary effort in the organization, leading to increased OCB through their willingness to contribute beyond the requirements of their job.

Job crafting empowers lecturers to customize their roles and responsibilities, fostering job satisfaction and motivation. Embracing job crafting enables lecturers to address work challenges, reduce stress, and enhance well-being. This autonomy and control over their work contribute to increased work engagement, which, in turn, enhances OCB. By crafting their job roles to align with their strengths and passions, lecturers are more likely to feel a sense of fulfillment in their work, leading to a greater willingness to go the extra mile to support colleagues, students, and the institution.

For university administrators and policymakers, fostering a culture of Distributed Leadership is crucial. This can be achieved by creating channels for collaborative decision-making and open communication. Professional development initiatives that enhance faculty members' leadership skills can amplify the positive impact of Distributed Leadership on OCB. Tailoring leadership practices to align with Indonesian cultural values can further contribute to an empowered academic community.

To bolster work engagement, administrators and policymakers should prioritize employee well-being. Initiatives that promote work-life balance, provide growth opportunities, and ensure fair recognition can invigorate faculty engagement. Involving faculty and staff in decision-making processes can enhance their sense of ownership and connection, leading to increased engagement and, subsequently, contributing positively to OCB, organizational climate, and productivity.

Encouraging job crafting initiatives is essential. University administrators and policymakers should facilitate structured platforms for faculty members to customize their roles. Providing resources, tools, and guidance for effective job crafting can enhance well-being, job satisfaction, and engagement among faculty. Initiating dialogues with faculty members to identify areas for personalization and integrating job crafting practices seamlessly can lead to a workforce driven by OCB, thereby enhancing organizational climate, productivity, and overall success.

Indonesian universities should consider implementing policies and programs that promote distributed leadership, work engagement, job crafting, and organizational citizenship behavior among their faculty members. Training and development opportunities can be provided to enhance leadership skills, promote work engagement, and encourage job crafting initiatives. Recognizing and rewarding instances of OCB can

also encourage faculty members to actively engage in extra-role behaviors that contribute to the overall success of the institution.

Embracing these principles can lead to a more empowered and motivated academic workforce, elevating the quality and reputation of Indonesian higher education institutions on the global stage. Through collaborative efforts, universities can create a positive and supportive work environment that fosters excellence in teaching, research, and overall institutional performance.

7. Limitations and Directions for Future Research

The current study has certain limitations that need to be acknowledged. It is cross-sectional in nature, which restricts the ability to establish causal relationships between distributed leadership, work engagement, job crafting, and Organizational Citizenship Behavior (OCB) over time. Additionally, the study only examines the direct effects of these variables on OCB, without considering potential underlying mechanisms or boundary conditions. Furthermore, the analysis is conducted at the individual level, overlooking the potential impact of these constructs at the team or organizational levels. Lastly, there is no comparative analysis conducted, which limits the understanding of how these relationships may vary across different universities or educational settings.

To address the limitations mentioned above and advance the understanding of the impact of distributed leadership, work engagement, and job crafting on OCB, future research should consider several key directions. Longitudinal studies can be employed to explore the causal relationships between these variables over time, providing valuable insights into their dynamic nature. Mediation and moderation analysis can help uncover the mechanisms and boundary conditions that influence the relationships between distributed leadership, work engagement, job crafting, and OCB. Moreover, multi-level analysis should be adopted to assess the impact of these constructs at various levels of the organization. Comparative analysis across universities or educational institutions can shed light on contextual factors that may influence these relationships. By embracing these research directions, scholars can enhance the robustness and applicability of findings in the field of higher education and contribute to the development of evidence-based strategies to promote OCB and organizational effectiveness.

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