

THE INFLUENCE OF JOB CRAFTING AND WORK LIFE BALANCE ON PSYCHOLOGICAL SAFETY IN STUDENTS

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Abstract. *This study aims to examine the effect of job crafting and work-life balance on psychological safety among university students. The research involved 103 respondents and employed a quantitative approach using questionnaire-based data collection. The results of descriptive statistical analysis indicate that job crafting is at a high level, as reflected in task crafting, relational crafting, and cognitive crafting dimensions, with mean scores above 4.0. Work-life balance is categorized as moderate to high, although the satisfaction balance dimension shows relatively lower scores compared to time and involvement balance. Meanwhile, psychological safety is also found to be high, indicated by strong levels of speaking up, risk-taking, and error acceptance among respondents. Overall, the findings suggest that higher levels of job crafting and better work-life balance are associated with increased psychological safety. This implies that students who actively shape their work or academic roles and maintain a balanced life tend to feel safer in expressing ideas, taking risks, and accepting mistakes.*

Keywords: *Job Crafting; Work-Life Balance; Psychological Safety; Students*

1. INTRODUCTION

In the modern educational environment, students face various academic and non-academic demands that may affect their psychological condition and learning performance. The increasing pressure to balance academic activities, organizational participation, internships, and personal life often creates challenges related to stress, anxiety, and reduced confidence in expressing ideas. Therefore, psychological safety becomes an important factor in supporting students' academic and social development.

Psychological safety refers to an individual's perception that they can express opinions, ask questions, make mistakes, and take interpersonal risks without fear of negative consequences. In the context of education, students with high psychological safety tend to be more active in discussions, collaborative learning, and innovation.

One factor that may influence psychological safety is job crafting. Job crafting is defined as the proactive behavior of individuals in modifying tasks, relationships, and perceptions related to their roles to create more meaningful experiences. Although originally discussed in workplace settings, the concept can also be applied to students who actively manage their academic responsibilities.

Another important factor is work-life balance. Students often struggle to balance academic obligations with social life, family responsibilities, and personal well-being. Poor balance may lead to emotional exhaustion and lower psychological comfort. Conversely, good work-life balance may help students feel more secure and confident in academic environments.

This study aims to analyze the influence of job crafting and work-life balance on

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psychological safety among university students. The findings are expected to contribute to educational psychology and provide recommendations for universities in supporting students' mental well-being.

1. LITERATURE REVIEW

1.1 *Job Crafting*

Job crafting is a concept introduced by Wrzesniewski and Dutton (2001), referring to proactive efforts by individuals to redesign their work in ways that improve meaning, motivation, and engagement. The concept emphasizes that individuals are not passive recipients of assigned tasks but actively shape their responsibilities according to their abilities, interests, and values. According to Wrzesniewski and Dutton (2001), job crafting consists of three dimensions:

1. **Task Crafting** – modifying the number, scope, sequence, or type of tasks performed. In the student context, this may involve changing learning strategies, organizing study schedules, or seeking additional academic activities to improve competence.
2. **Relational Crafting** – changing interactions and relationships with others. Students may increase collaboration with classmates, lecturers, or academic communities to create more supportive learning environments.
3. **Cognitive Crafting** – altering perceptions regarding the meaning and purpose of tasks. Students who view academic responsibilities as opportunities for growth and future career preparation are more likely to feel motivated and engaged.

Tims, Bakker, and Derks (2012) further developed the job crafting concept through the Job Demands–Resources (JD-R) perspective. They explained that individuals can optimize their performance by increasing job resources, seeking challenges, and reducing hindering demands. This perspective suggests that proactive behavior can enhance well-being, engagement, and psychological comfort.

In educational settings, job crafting enables students to adapt to academic demands more effectively. Students who actively shape their learning experiences are likely to feel more competent, autonomous, and psychologically secure. Previous studies also indicate that job crafting positively influences engagement, satisfaction, and psychological well-being.

1.2 *Work-Life Balance*

Work-life balance refers to the ability of individuals to maintain equilibrium between work or academic responsibilities and personal life. The concept emphasizes the importance of balancing multiple roles to achieve psychological well-being and life satisfaction. In the student context, work-life balance involves balancing academic activities, organizational participation, social interaction, family responsibilities, and personal interests. According to Greenhaus, Collins, and Shaw (2003), work-life balance consists of three dimensions:

1. **Time Balance** – the equal allocation of time between academic/work activities and personal life. Students with good time balance are able to manage schedules effectively without sacrificing either academic performance or personal well-being.
2. **Involvement Balance** – equal psychological involvement in different life roles. This dimension reflects the extent to which students can engage emotionally and mentally in both academic and non-academic activities.
3. **Satisfaction Balance** – equal levels of satisfaction obtained from academic and personal domains. Students who experience satisfaction in both areas tend to have better emotional stability and lower stress levels.

Guest (2002) explained that work-life balance is strongly related to quality of life, stress

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management, and psychological health. Poor balance may lead to emotional exhaustion, anxiety, and reduced academic performance, while good balance contributes to increased motivation, well-being, and productivity.

Furthermore, Clark (2000) introduced the Work-Family Border Theory, which explains that individuals continuously manage boundaries between work or academic life and personal life. Effective boundary management allows individuals to reduce conflict between roles and maintain psychological comfort.

In educational settings, work-life balance is essential because students often face high academic pressure alongside social and personal demands. Students who successfully maintain balance are more likely to feel emotionally secure, confident, and psychologically safe in participating in academic activities. Previous studies have also shown that work-life balance positively influences mental health, engagement, and life satisfaction among students and workers.

1.3 Psychological Safety

Psychological safety is defined by Edmondson (1999) as a shared belief among members of a group that the environment is safe for interpersonal risk-taking. Individuals with psychological safety feel comfortable expressing ideas, asking questions, providing opinions, and making mistakes without fear of embarrassment, rejection, or punishment.

The concept of psychological safety is important in educational environments because it supports active participation, collaboration, creativity, and learning effectiveness. Students who feel psychologically safe are more likely to communicate openly, engage in discussions, and explore innovative ideas.

According to Edmondson (1999), psychological safety creates an atmosphere where individuals can learn from mistakes and improve performance through open interaction. In the classroom context, psychological safety encourages students to ask questions, share perspectives, and participate in teamwork without fear of negative judgment.

Kahn (1990) also explained that psychological safety is one of the main psychological conditions influencing engagement. Individuals are more likely to express themselves authentically when they perceive their environment as supportive and non-threatening.

Furthermore, Newman, Donohue, and Eva (2017) emphasized that psychological safety contributes positively to learning behavior, motivation, engagement, and well-being. In educational settings, students with high psychological safety tend to experience greater confidence, lower anxiety, and stronger academic participation. Indicators of psychological safety include:

1. **Speaking Up** – the confidence to express opinions, ideas, or concerns openly.
2. **Risk-Taking** – willingness to try new approaches or participate in challenging activities.
3. **Error Acceptance** – viewing mistakes as opportunities for learning and improvement.

In this study, psychological safety is considered an important outcome influenced by students' proactive behavior and their ability to maintain balance between academic and personal life.

1.4 Research Hypothesis

Based on the literature review, the hypotheses are:

H1: Job crafting has a positive effect on psychological safety among students.

H2: Work-life balance has a positive effect on psychological safety among students.

H3: Job crafting and work-life balance simultaneously influence psychological safety.

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2. RESEARCH METHODS

This study employed a quantitative research approach using survey methods. Quantitative research is appropriate for examining relationships between variables and testing hypotheses using numerical data and statistical analysis. According to Creswell (2014), quantitative methods are commonly used to identify patterns, relationships, and causal influences among variables.

The respondents consisted of 103 university students selected through purposive sampling. Purposive sampling was chosen because the participants met specific criteria related to academic activities and student experiences. Sugiyono (2019) explained that purposive sampling is a sampling technique based on particular considerations relevant to research objectives.

Data were collected through online questionnaires distributed using Google Forms. The questionnaire method allows researchers to gather data efficiently from a large number of respondents. The instrument used statements related to job crafting, work-life balance, and psychological safety.

2.1 Research Variables

- Independent Variables:
 - Job Crafting (X1)
 - Work-Life Balance (X2)
- Dependent Variable:
 - Psychological Safety (Y)

1. Job Crafting (X1)

Job crafting refers to proactive efforts by individuals to modify and shape their tasks, interactions, and perceptions in order to create more meaningful and engaging experiences. Wrzesniewski and Dutton (2001) explained that individuals actively redesign their roles to align with personal values, strengths, and interests. The indicators of job crafting used in this study were adapted from Wrzesniewski and Dutton (2001) and Tims et al. (2012), consisting of:

- **Task Crafting:** changing or organizing academic tasks to improve effectiveness and motivation.
- **Relational Crafting:** building and managing interactions with classmates, lecturers, and academic communities.
- **Cognitive Crafting:** changing perceptions about academic responsibilities to create positive meaning.

Tims et al. (2012) further emphasized that job crafting allows individuals to increase resources, seek challenges, and reduce barriers in achieving goals. In the student context, proactive academic behavior can improve engagement, motivation, and psychological well-being.

2. Work Life Balance (X2)

Work-life balance refers to the ability of individuals to maintain equilibrium between academic activities and personal life. According to Greenhaus et al. (2003), balance is achieved when individuals can allocate time, involvement, and satisfaction equally across different life roles. The indicators of work-life balance in this study include:

- **Time Balance:** the ability to divide time fairly between academic and personal activities.
- **Involvement Balance:** equal psychological involvement in academic and non-academic roles.
- **Satisfaction Balance:** achieving satisfaction in both academic and personal life domains.

Guest (2002) explained that work-life balance contributes significantly to psychological well-

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being and quality of life. Students who maintain balance tend to experience lower stress and better emotional stability.

3. *Psychological Safety (Y)*

Psychological safety refers to an individual's perception that the environment is safe for expressing opinions, asking questions, making mistakes, and taking interpersonal risks without fear of negative consequences.

According to Edmondson (1999), psychological safety encourages learning behavior, participation, and collaboration. Students who feel psychologically safe are more likely to engage actively in academic activities and communicate openly. The indicators of psychological safety used in this study include:

- **Speaking Up:** confidence in expressing ideas and opinions.
- **Risk-Taking:** willingness to try new approaches or participate actively.
- **Error Acceptance:** viewing mistakes as part of the learning process.

Kahn (1990) explained that psychological safety is one of the main psychological conditions influencing engagement and self-expression.

Operational Definition Table

Variable	Indicators	References
Job Crafting (X1)	Task Crafting, Relational Crafting, Cognitive Crafting	Wrzesniewski & Dutton (2001) Tims et al. (2012)
Work-Life Balance (X2)	Time Balance, Involvement Balance, Satisfaction Balance	Greenhaus et al. (2003); Guest (2002)
Psychological Safety (Y)	Speaking Up, Risk-Taking, Error Acceptance	Edmondson (1999); Kahn (1990)

3.2 *Data Collection Instrument*

The data collection instrument used in this study was a structured questionnaire distributed online through Google Forms. Questionnaires are widely used in quantitative research because they allow researchers to collect standardized data efficiently from many respondents.

According to Sekaran and Bougie (2016), questionnaires are effective instruments for measuring perceptions, attitudes, and behavioral tendencies. The questionnaire in this study was designed based on indicators adapted from previous validated studies related to job crafting, work-life balance, and psychological safety. The instrument used a five-point Likert scale ranging from: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; and 5 = Strongly Agree. Sugiyono (2019) explained that the Likert scale is commonly used to measure attitudes, opinions, and perceptions because it provides measurable and analyzable quantitative data.

Questionnaire Indicators

The questionnaire consisted of several statements representing each research variable:

3.2.1 Job Crafting (X1) Indicators adapted from Wrzesniewski and Dutton (2001) and Tims et al. (2012):

3.2.1.1 Task Crafting

3.2.1.2 Relational Crafting

3.2.1.3 Cognitive Crafting Example statements:

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1. "I actively organize my academic tasks to improve learning effectiveness."
2. "I build positive academic relationships with classmates and lecturers."
3. "I view academic responsibilities as opportunities for self-development."

3.2.2 *Work-Life Balance (X2) Indicators adapted from Greenhaus et al. (2003):*

3.2.2.1 Time Balance

3.2.2.2 Involvement Balance

3.2.2.3 Satisfaction Balance Example statements:

1. "I can manage my study time and personal life effectively."
2. "I feel equally involved in academic and personal activities."
3. "I am satisfied with the balance between my academic and personal life."

3. Psychological Safety (Y) Indicators adapted from Edmondson (1999):

- Speaking Up
- Risk-Taking
- Error Acceptance Example statements:
 1. "I feel comfortable expressing my opinions during class discussions."
 2. "I am willing to try new ideas in academic activities."
 3. "I see mistakes as opportunities for learning."

Validity and Reliability Testing

Before conducting the main analysis, the questionnaire instrument was tested for validity and reliability to ensure data quality.

1. *Validity Test*

Validity testing was conducted to determine whether the questionnaire items accurately measured the intended variables. According to Ghazali (2018), an item is considered valid if the correlation coefficient value is greater than the critical value of r -table or if the significance value is below 0.05.

2. *Reliability Test*

Reliability testing was conducted using Cronbach's Alpha coefficient. Hair et al. (2014) stated that a Cronbach's Alpha value greater than 0.70 indicates that the instrument has acceptable internal consistency and reliability.

The use of validated and reliable instruments ensures that the collected data accurately represent respondents' perceptions regarding job crafting, work-life balance, and psychological safety.

3.3 *Data Analysis Technique*

Descriptive statistical analysis was used to describe respondents' perceptions regarding job crafting, work-life balance, and psychological safety. The analysis included:

- Mean
- Minimum value
- Maximum value
- Standard deviation
- Frequency distribution

Sugiyono (2019) explained that descriptive statistics are used to summarize and present data systematically so researchers can understand general response patterns. The interpretation of mean values in this study used the following categories:

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Mean Score	Category
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

4. RESULTS AND DISCUSSION

- *Descriptive Analysis*

Descriptive statistical analysis was conducted to identify the overall condition of job crafting, work-life balance, and psychological safety among university students. According to Sugiyono (2019), descriptive analysis is used to describe data systematically based on mean values, percentages, and distribution patterns without making generalized conclusions.

The descriptive analysis showed that students demonstrated high levels of job crafting. The average scores for task crafting, relational crafting, and cognitive crafting were above 4.0, indicating that respondents actively managed and shaped their academic activities.

Students with high task crafting tend to organize academic tasks proactively, improve learning strategies, and seek more effective ways to complete responsibilities. Meanwhile, relational crafting reflects students’ efforts to build positive interactions with classmates, lecturers, and academic communities. Cognitive crafting indicates that students positively perceive academic responsibilities as opportunities for growth and self-development.

According to Wrzesniewski and Dutton (2001), individuals who engage in job crafting are more likely to experience meaningfulness, motivation, and engagement in their activities. Tims, Bakker, and Derks (2012) also emphasized that proactive behavior through job crafting can improve well-being and learning engagement.

Work-life balance was categorized as moderate to high. Time balance and involvement balance showed relatively high scores, while satisfaction balance was slightly lower. This indicates that although students can manage academic and personal responsibilities effectively, some still experience challenges in achieving equal satisfaction across life domains.

Greenhaus, Collins, and Shaw (2003) explained that work-life balance is achieved when individuals can maintain balance in terms of time allocation, psychological involvement, and satisfaction. Students who maintain balance are more likely to experience lower stress levels and better emotional stability.

The findings also align with Guest (2002), who stated that balanced life management contributes positively to mental health, quality of life, and overall well-being.

Psychological safety was also found to be high among respondents. Most students reported feeling comfortable expressing opinions, asking questions, participating in discussions, and accepting mistakes as part of the learning process.

According to Edmondson (1999), psychological safety allows individuals to take interpersonal risks without fear of embarrassment or punishment. In educational settings, psychologically safe environments encourage participation, collaboration, and learning effectiveness.

Kahn (1990) further explained that psychological safety is an important psychological condition that supports engagement and self-expression. Students who perceive academic environments as safe are more likely to participate actively and confidently.

Overall, the descriptive findings indicate that students in this study generally demonstrate proactive academic behavior, balanced life management, and positive psychological conditions.

- *Influence of Job Crafting on Psychological Safety*

The regression analysis indicated that job crafting positively affects psychological safety

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among students. This finding suggests that students who actively shape, organize, and redefine their academic activities tend to feel more confident and secure in expressing opinions, participating in discussions, and taking interpersonal risks in academic environments.

Job crafting allows students to create more meaningful academic experiences by adjusting tasks, improving social interactions, and changing their perceptions regarding academic responsibilities. Through proactive behavior, students become more engaged and psychologically comfortable in learning environments.

According to Wrzesniewski and Dutton (2001), individuals who engage in job crafting can improve work meaning and personal identity by modifying tasks, relationships, and cognitive perceptions. In educational settings, this proactive behavior enables students to feel more autonomous and emotionally connected to academic activities.

Tims, Bakker, and Derks (2012) explained that job crafting contributes to increased job resources, motivation, engagement, and well-being. Students who actively seek academic challenges and supportive interactions are more likely to experience psychological comfort and confidence.

Furthermore, Bakker and Demerouti (2017) emphasized that proactive management of academic demands can reduce stress and improve engagement through the Job Demands–Resources (JD-R) framework. Students who can optimize resources and academic support tend to feel safer in communicating ideas and participating actively.

The results of this study are also consistent with the theory of psychological safety proposed by Edmondson (1999), which states that supportive environments encourage individuals to express themselves without fear of embarrassment or punishment. Students who actively engage in job crafting are more likely to create positive interactions and supportive academic environments that foster psychological safety.

In addition, Kahn (1990) explained that psychological safety is a key condition for engagement and self-expression. Students who perceive academic environments as safe and supportive are more willing to contribute ideas, ask questions, and participate in collaborative learning.

The findings of this study indicate that proactive academic behavior through job crafting not only improves learning engagement but also strengthens students' psychological safety. Therefore, universities should encourage students to develop initiative, flexibility, and collaborative learning strategies.

- *Influence of Work-Life Balance on Psychological Safety*

The results of the regression analysis showed that work-life balance has a positive influence on psychological safety among students. This finding indicates that students who are able to maintain balance between academic responsibilities and personal life tend to feel more emotionally stable, confident, and secure in expressing themselves in academic environments.

Work-life balance helps students reduce academic stress and emotional exhaustion, allowing them to participate more actively in learning activities. Students who can manage time effectively and maintain healthy involvement in both academic and personal domains are more likely to experience psychological comfort and confidence.

According to Greenhaus, Collins, and Shaw (2003), work-life balance is achieved when individuals experience balance in terms of time allocation, psychological involvement, and satisfaction across different life roles. Students who achieve this balance are better able to cope with academic demands while maintaining emotional well-being.

Guest (2002) explained that work-life balance contributes significantly to quality of life, mental health, and psychological well-being. Poor balance may increase stress, anxiety, and burnout, whereas balanced individuals are more likely to feel satisfied and psychologically secure. Clark (2000), through the Work-Family Border Theory, emphasized that individuals continuously manage boundaries between different life domains. Effective boundary management allows students to minimize conflict between academic and personal roles, thereby

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creating emotional stability and psychological safety.

The findings of this study are also supported by Haar et al. (2014), who found that work-life balance positively influences job satisfaction, life satisfaction, and mental health. In the context of students, maintaining balance can increase motivation, concentration, and participation in collaborative learning.

Furthermore, Edmondson (1999) stated that psychological safety develops in environments where individuals feel supported and free from fear of negative judgment. Students with balanced lives are more emotionally prepared to communicate openly, ask questions, and take interpersonal risks in academic settings.

The results suggest that universities should support students in maintaining work-life balance through flexible academic systems, counseling services, time-management training, and mental health programs.

- *Simultaneous Influence of Job Crafting and Work-Life Balance*

The results of this study indicate that job crafting and work-life balance simultaneously have a positive and significant influence on psychological safety among students. This finding suggests that students who actively shape their academic experiences while maintaining balance between academic and personal life tend to feel safer, more confident, and more comfortable participating in academic activities.

The simultaneous influence of these variables demonstrates that psychological safety is not only influenced by internal proactive behavior but also by individuals' ability to manage multiple life roles effectively. Students who can proactively organize academic tasks and maintain emotional balance are more likely to experience positive learning environments.

According to Wrzesniewski and Dutton (2001), job crafting enables individuals to create meaningful experiences through proactive changes in tasks, relationships, and perceptions. Students who engage in job crafting tend to develop stronger academic engagement and interpersonal confidence.

Meanwhile, Greenhaus, Collins, and Shaw (2003) emphasized that work-life balance contributes to emotional stability and quality of life. Students who successfully balance academic responsibilities and personal life are less likely to experience stress and burnout, which supports psychological well-being.

The Job Demands–Resources (JD-R) theory proposed by Bakker and Demerouti (2017) also explains the relationship between proactive behavior, balance, and psychological outcomes. According to this theory, individuals can improve well-being and engagement by increasing resources and managing demands effectively. In the student context, job crafting functions as a proactive strategy, while work-life balance helps reduce emotional strain.

Furthermore, Edmondson (1999) explained that psychological safety develops in environments where individuals feel supported, respected, and free from fear of negative consequences. Students who proactively manage academic activities and maintain balanced lives are more likely to create supportive social interactions and positive learning experiences.

The findings of this study are also consistent with previous research showing that proactive behavior, emotional well-being, and balanced life management contribute positively to engagement, collaboration, and psychological comfort.

From an educational perspective, universities should create supportive learning environments that encourage student autonomy, flexibility, and mental well-being. Academic institutions can support psychological safety through mentoring programs, counseling services, collaborative learning systems, and time-management support.

The simultaneous effect of job crafting and work-life balance highlights the importance of holistic student development. Psychological safety can be strengthened when students are empowered to actively shape their academic experiences while maintaining healthy personal lives.

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CONCLUSION

This study concludes that job crafting and work-life balance have important roles in improving psychological safety among students. The findings indicate that students who actively shape their academic experiences and maintain balance between academic responsibilities and personal life tend to feel safer, more confident, and more comfortable participating in academic activities.

The first finding shows that job crafting positively influences psychological safety. Students who proactively organize academic tasks, build supportive relationships, and create positive perceptions toward learning activities are more likely to express opinions, participate in discussions, and engage in collaborative learning. This finding supports the theory proposed by Wrzesniewski and Dutton (2001), which states that proactive role modification can improve engagement and meaningful experiences.

The second finding indicates that work-life balance positively affects psychological safety. Students who are able to manage time, involvement, and satisfaction across academic and personal domains experience better emotional stability and lower stress levels. This finding is consistent with Greenhaus et al. (2003), who explained that balance between different life roles contributes significantly to quality of life and well-being.

The third finding demonstrates that job crafting and work-life balance simultaneously influence psychological safety. The combination of proactive academic behavior and balanced life management creates a supportive environment that encourages confidence, participation, and interpersonal comfort among students.

These findings are also supported by the Job Demands–Resources (JD-R) theory proposed by Bakker and Demerouti (2017), which explains that proactive behavior and effective resource management can improve engagement and psychological well-being.

In educational contexts, psychological safety is essential because it encourages students to communicate openly, ask questions, share ideas, and learn from mistakes without fear of negative judgment. Edmondson (1999) emphasized that psychologically safe environments improve learning behavior, collaboration, and innovation.

Based on the results of this study, universities are encouraged to create supportive and flexible academic environments. Educational institutions should provide mental health support programs, counseling services, mentoring systems, and collaborative learning opportunities to strengthen students' psychological safety.

This study contributes theoretically by expanding the application of job crafting and work-life balance concepts within educational settings. Practically, the findings may help universities develop policies and programs that support student well-being and academic engagement.

However, this study has several limitations. The sample size was limited to 103 respondents, and the study focused only on students from specific educational backgrounds. Future research is recommended to involve larger and more diverse samples and explore additional variables such as academic stress, resilience, or social support.

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