

The Role of Psychological Capital Towards Work Engagement at Private University Lecturers in Bandung

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ARTICLE INFO

Keywords:

Psychological capital;
Work Engagement;
Private University Lecturers in
Bandung

Article history:

Received 2024-01-05
Revised 2024-02-19
Accepted 2024-05-21

ABSTRACT

The objective of this study was to explore the role of psychological capital in work engagement among lecturers at private universities in Bandung. Utilizing a quantitative research methodology, the study involved 50 lecturers, comprising 36 men and 14 women. The Utrecht Work Engagement Scale (UWES) and the Psychological Capital Questionnaire (PCQ) were employed as instruments. Initially, the research involved an in-depth review of relevant literature. Following this, the scales were distributed to the participants, and the collected data were subjected to factor analysis. The analysis was conducted using SPSS 16 software, employing linear regression techniques. The findings indicate that psychological capital significantly influences work engagement, accounting for 46.1% of the variance. Specifically, the self-efficacy component contributes 24.8% to work engagement, the hope component contributes 34.0%, the optimism component contributes 40.5%, and the resilience component contributes 25.6%. These results suggest that psychological capital plays a crucial role in enhancing work engagement among lecturers at private universities in Bandung.

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1. INTRODUCTION

In an organizational context, human resource management (HRM) according to Nur Rizqi, (2019) plays an important role in managing the relationship between the organization and its workforce. HRM involves the process of planning, procuring, developing, managing, and deploying human resources in order to efficiently and effectively contribute to the achievement of common goals. Human resource planning involves identifying the organization's needs in terms of manpower, both in terms of numbers and qualifications. This involves job analysis, manpower requirements planning, and planning employee development activities.

Procurement of human resources involves the process of recruiting and selecting employees according to the needs of the organization. In this process, HRM aims to get qualified employees who have the potential to make maximum contributions to organizational goals. Human resource development involves efforts to improve employee qualifications and competencies in order to be able to deal with changes and demands that exist in the work environment and involves training, career development, performance management, and appropriate rewards (Suhariato & Effendy, 2015) . Human resource management involves daily activities related to personnel administration, employee

needs fulfillment, performance management, conflict management, and industrial relations. The purpose of this management is to create a productive work environment, maintain employee welfare, and ensure compliance with labor regulations.

Whereas termination of human resources involves the process of removing employees from the organization, either through retirement, termination of employment, or resignation. This is done by paying attention to legal and ethical aspects, as well as maintaining a good relationship between the organization and the retired employees. By managing human resources efficiently and effectively, organizations can maximize employee potential, improve organizational performance, and achieve common goals. HRM plays an important role in maintaining fairness and equality in the workplace, as well as increasing workforce welfare and contributing to economic and social development on a wider scale (Wardhani et al., 2020).

In higher education, lecturers play a crucial role in facilitating the educational process and contributing to the continued development of students' knowledge and skills post-graduation. According to Nafila et al. (2021), lecturers fulfill several key functions. As mentors and career advisers, they help students identify their interests, talents, and career goals, offering guidance on career paths, industry challenges, and opportunities. They also aid in developing non-technical skills such as communication, leadership, and time management.

In fostering professional values and ethics, lecturers emphasize academic integrity, responsibility, and work ethics, guiding students to understand the consequences of unethical behaviors like plagiarism and data falsification. As curriculum leaders and innovators, they update and improve curriculum content and teaching methods, ensuring they reflect the latest trends and developments in their field, and evaluate the effectiveness of educational programs. Lecturers encourage creativity and innovation by providing academic challenges and projects that push students to think critically and develop innovative solutions. They also facilitate collaborations with industry and the community, creating opportunities for students through internships, collaborative projects, and research. Additionally, lecturers invite industry practitioners to enhance students' understanding of the professional world. As providers of emotional support and counseling, lecturers offer advice and guidance on personal and academic challenges, stress management, and problem-solving, and connect students with campus resources for additional assistance. They are also stakeholders in decision-making processes related to academic policies and institutional development, contributing to faculty committees and the creation of academic guidelines and standards. Finally, as researchers, lecturers contribute to the advancement of knowledge in their field through scientific research and publications. Their research efforts not only benefit academia but also offer students opportunities to engage in research and access up-to-date knowledge.

Therefore, lecturers act as facilitators, mentors, and inspirations for students in their journey in the world of higher education. Their roles and contributions are not only limited to the classroom, but also extend to the areas of personal development, professional skills and collaboration opportunities (Anggreni, 2023). Lecturers play an important role in shaping graduates who are ready to face the challenges of the world of work, and play a role in developing knowledge and skills that are relevant to the times. Basically this research will examine several factors that can affect lecturer performance including psychological capital on work engagement in Private University lecturers in Bandung.

According to the results of research by Suharianto & Effendy, (2015) conducted at UKWMS lecturers already have very high psychological capital, so factors outside of psychological capital such as job resources should be taken into account more so that lecturers at UKWMS can make a more optimal contribution to students, society and University. Meanwhile, a study conducted by Hariyadi, (2019) shows that there is a positive influence between psychological capital on work engagement among employees. This shows that the higher the psychological capital, the higher the work engagement. Conversely, the lower the psychological capital, the lower the work engagement. The influence of psychological capital on work engagement is 34.1 %.

Luthans said that when psychological capital is defined as a positive individual psychological state, it is characterized by (1) the existence of self-confidence or self-efficacy in carrying out the necessary actions to achieve success in challenging tasks (self-efficacy); (2) positive attribution (optimism) about present and future success; (3) persistence (seriousness in trying, so that it is carried out continuously even though it always fails) in achieving goals, with the ability to redefine the path to achieve goals if necessary in order to achieve success (hope); and (4) when facing problems and difficulties, individuals are able to survive and move on (resiliency) to achieve success.

Psychological Capital itself has four elements, namely self-efficacy, optimism, hope, and resilience, which have a positive impact on individuals and organizations. First, self-efficacy plays an important role in individual motivation. Individuals who believe in their ability to succeed tend to have higher levels of motivation to achieve difficult goals. They are more likely to take risks, try harder, and last longer in the face of challenges (Chen et al., 2019). Second, optimism, which involves the individual's belief that the future will bring good things, influencing individual attitudes and perceptions of the expected situation and results. Individuals who are optimistic tend to have a more positive attitude, are more prepared to deal with change, and have greater resilience in overcoming obstacles. Optimism is also associated with higher levels of job satisfaction and better decision making (Dudasova et al., 2021; Shan et al., 2022).

Furthermore, hope reflects an individual's belief that they have the ability to plan, take appropriate action, and achieve the desired goals. Individuals with high levels of expectations tend to have a strong future orientation, have a focus on long-term goals, and face obstacles in a more constructive manner. Hope is also associated with higher levels of life satisfaction, better adaptability, and more effective problem solving (Görgens-Ekermans & Herbert, 2013). Finally, resilience, or endurance, is the individual's ability to recover and adapt after experiencing failure or adversity. Individuals who have high resilience will be able to deal with stress, pressure, and change better. They will see failure as an opportunity to learn and grow, and they have the ability to adapt quickly in changing situations (Knight, Patterson, & Dawson, 2017; Tamer et al., 2014).

According to Luthans et al., (2006) The application of Psychological Capital in an organizational context can bring various benefits. First, a high level of Psychological Capital in employees is associated with better work performance. They are more likely to achieve targets, more productive, and highly motivated to deliver the best results. Second, Psychological Capital is also associated with higher job satisfaction. Employees who have a high level of Psychological Capital feel more satisfied with their jobs, feel more involved, and have a stronger commitment to the organization. In addition, employees with a high level of Psychological Capital also tend to take more initiative in taking productive actions and looking for opportunities to develop. They have a more proactive attitude, are more willing to take risks, and are better equipped to deal with change. It contributes to innovation and positive change in the organization.

Psychological Capital is not a fixed trait, but can be developed and improved. Organizations can provide employee training and development with the aim of increasing Psychological Capital. Such training may include skills development, providing constructive feedback, coaching, and leadership development programs. A supportive work environment is also important in building and maintaining Psychological Capital, including social support, recognition and appreciation for individual achievements (Knight, Patterson, Dawson, et al., 2017).

In conclusion, Psychological Capital is a collection of positive psychological resources owned by individuals, consisting of self-efficacy, optimism, hope, and resilience. Psychological Capital has an important role in motivation, adaptability, job satisfaction, initiative, and individual performance in an organizational context. With the right efforts, Psychological capital can be developed and enhanced through training, education, experience, and social support. Organizations that pay attention to and maintain employee Psychological Capital can generate long-term benefits, both for individuals and for the organization as a whole.

Meanwhile, in the world of work, not only Psychological Capital but also requires work engagement which is a concept of the level of involvement and attachment of employees to work. This includes the extent to which employees feel emotionally connected to their work, are motivated to achieve goals, and feel they have meaning and value in the work they do (Salanova, 2021). An employee who is engaged in their work tends to feel more energized, dedicated and focused on the tasks they are doing. They feel involved in the work as a whole, and have a strong desire to give their best in their work. In addition, engaged employees tend to feel satisfied with their jobs, have good relationships with co-workers, and feel valued by the organizations they work for (Petrović et al., 2017)

According to Leiter (2010), The advantages of high levels of work engagement are increased productivity, better quality work, more enthusiastic employees, and higher levels of job satisfaction. Engaged employees also tend to have lower absenteeism and higher retention rates, because they feel engaged and have a strong commitment to their job and to their organization.

In an organizational context, Konermann (2012) explains that leaders are required to manage so as to create a work environment that supports work engagement. This can include providing constructive feedback, providing challenges appropriate to employee abilities, promoting fairness and fairness, providing appropriate recognition and appreciation, and encouraging employee participation and involvement in decision making. Therefore, work engagement is an important concept in the world of work related to the level of involvement, engagement, and quality of employee work experience. Paying attention to work engagement can help organizations achieve higher productivity, better employee retention, and create a more positive and meaningful work environment.

From the explanation above, the researcher was then interested in conducting research entitled *The Role of Psychological Capital in Work Engagement at private university Lecturers in Bandung*.

2. METHODS

This study employed a quantitative research method using systematic random sampling, involving lecturers from ten private universities in Bandung. Initially, the researcher reviewed and deepened the relevant material. The sample consisted of 50 lecturers, including 36 men and 14 women. The researcher then developed an instrument incorporating the Utrecht Work Engagement Scale (UWES) by Leiter (2010) and the Psychological Capital Questionnaire (PCQ) by Luthans et al. (2006). Following the instrument creation, trials were conducted and evaluated using factor analysis methods to ensure validity and reliability.

The researcher distributed the finalized scale to the selected lecturers. To determine whether the predictor variables could serve as criteria for the dependent variables, data were inputted and processed using the SPSS 16 statistical software. Linear regression analysis techniques were employed to analyze the data, aiming to identify significant relationships between work engagement, psychological capital, and other relevant factors. This approach allowed for a comprehensive examination of the predictors of lecturer engagement and provided insights into potential areas for improvement in lecturer support and development programs.

3. FINDINGS AND DISCUSSION

In the following, the researchers describe the results of research on 50 private university lecturers in the city of Bandung:

Table 1. Research Sample

No.	Gender	Frequency	Percentage
1.	Man	36	72%
2.	Woman	14	28%
Amount		50	100%

Table 1. The above describes the number of research samples, namely as many as 36 men and 14 women using a random sampling technique.

Table 2. Categories of Psychological Capital

Gender Respondents	Psychological Capital category				Total
	Low	%	High	%	
Man	0	0 %	36	72 %	36
Woman	1	2 %	13	26 %	14

Table 2. Describes the Psychological Capital Category where the categories are visible Psychological Capital is 72% for men and 26% for women.

Table 3. Level of Psychological Capital

Gender Respondents	of	Self Efficacy		Hope		optimism		resilience	
		Category		Low	High	Low	High	Low	High
		Low (%)	High (%)	Low (%)	High (%)	Low (%)	High (%)	Low (%)	High (%)
Man		0 (0 %)	36 (72 %)	3 (6 %)	33 (66 %)	0 (0 %)	36 (72 %)	1 (2 %)	35 (70 %)
Woman		1 (2 %)	13 (26 %)	1 (2 %)	13 (26 %)	1 (2 %)	13 (26 %)	0 (0 %)	14 (28 %)

Table 3 above explains each sub-variable score of Psychological Capital where the result is the lowest level of male self-efficacy, namely 0% and the highest is 72%, while the lowest is 2% for women and the highest is 26%. The lowest hope for men is 6% and the highest is 66% while the lowest for women is 2% and the highest is 26%. The lowest male optimism is 0% and the highest is 72%, while the lowest for women is 2% and the highest is 26%. The lowest male resilience is 2% and the highest is 70% while the lowest for women is 0% and the highest is 28%.

Table 4. Categories of Work Engagement

Gender Respondents	of	Work Engagement category				Total
		Low	%	High	%	
Man		1	2 %	5	70 %	36
Woman		1	2 %	3	26 %	14

Table 4. This shows that the lowest male Work Engagement category is 2%, and the highest is 70%, while the lowest for women is 2%, and the highest is 26%.

The next step is the researcher carries out the classic assumption test as follows:

3.1 Classical Assumption Test Results

3.1.1 Normality test

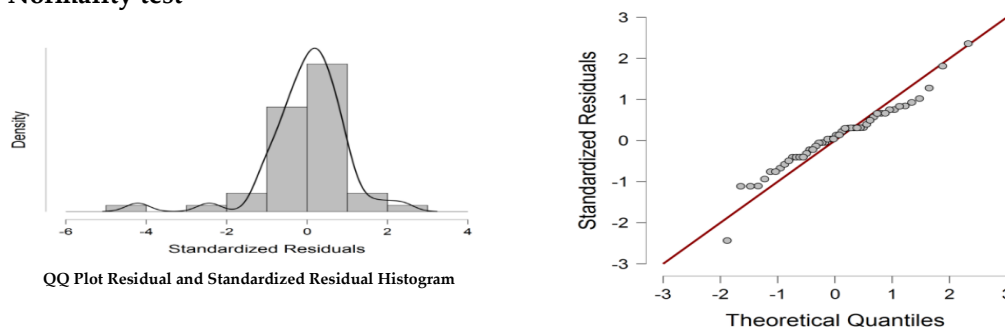


Figure 1. Residual QQ Plot diagram and Standardized Residual Histogram

Figure 1 is a Residual QQ Plot diagram and Standardized Residual Histogram giving sample statements in normally distributed research.

Table 5. Descriptive Statistics of Normality Test

Descriptive Statistics		
Variable	Skewness	P-value of Shapiro-Wilk
Psychological Capital	-0.153	0.594
Work Engagement	-1,046	0.001

The Kolmogorov – Smirnov and Shapiro – Wilk tests , from the table the results show that the data is normally distributed because of the *p-value Shapiro Wilk* > 0.05 significance level, namely 0.594 and 0.001 and the value of *skewness* -0.153 and -1.046 which means the data is normally distributed, because the *skewness value* is getting closer to 0.

3.1.2 Heteroscedasticity Test

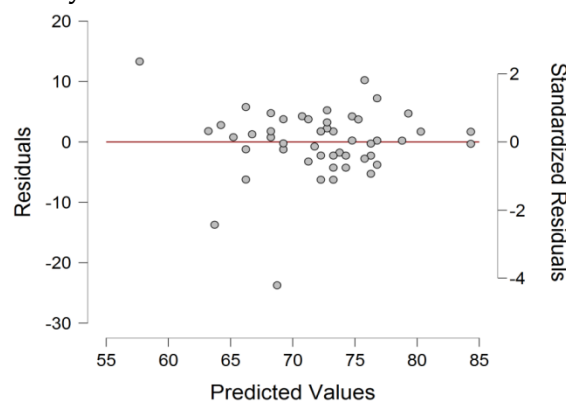


Figure 2. Residual vs Predicted Images

Figure 2 shows that the heteroscedasticity test is fulfilled, because the points in the image appear to be spread out, which means that there is no similarity in the variance of the error for all things observed in each independent variable in this regression model.

3.1.3 Multicollinearity Test

Table 6. Multicollinearity Test Results

Coefficients								
Model	variables & Components	Unstandardized	Standard Error	standardized	t	p.s	Collinearity Statistics	
							tolerance	VIF
H1	PSYCHOLOGICAL CAPITAL	0.502	0.078	0.679	6,407	<.001	1,000	1,000
H1	(Intercept Private University)	15,481	8,892		1,741	0.088		
	SELF EFFICACY	1,071	0.269	0.498	3,979	<.001	1,000	1,000
H1	(Intercept Private University)	40,568	8012		5063	<.001		
	HOPE	1,295	0.260	0.583	4,975	<.001	1,000	1,000
H1	(Intercept Private University)	36,608	7,213		5,075	<.001		
	RESILIENCY	1,563	0.385	0.506	4,063	<.001	1,000	1,000
H1	(Intercept Private University)	31,324	10.109		3,099	0.003		
	OPTIMISM	1,562	0.273	0.637	5,721	<.001	1,000	1,000

Table 6 is a table of multicollinearity test results, from this table the value of variance inflation factor (VIF) <10 is obtained for each variable, with details : Psychological capital of 1.00, Self Efficacy 1.00 , Hope 1.00 , Resiliency 1.00 and optimism 1.00 . So it can be said that there is high correlation between independent variables in a multiple linear regression model.

3.1.4 Linearity test

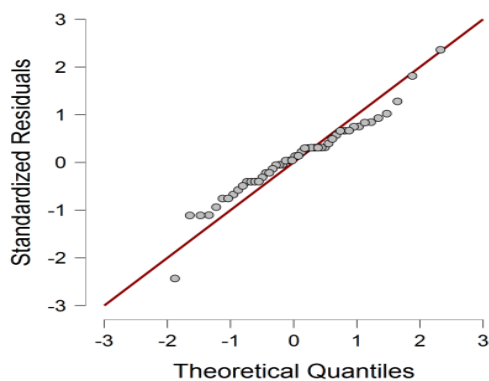


Figure 3. QQ Plot Standardized Residuals

Based on the data in the QQ Plot image above, it can be said that the linearity test is fulfilled, because the points in the graph are directed vertically diagonally and approach the red line.

3.1.5 Multiple Linear Regression Results

Table 7. Multiple Linear Regression

Model Summary				
Model	R	R ²	Adjusted R ²	RMSE
PSYCAP	0.679	0.461	0.450	5.697
SELF EFF	0.498	0.248	0.232	6.729
HOPE	0.583	0.340	0.327	6.303
RESILIENCY	0.506	0.256	0.240	6.694
OPTIMISM	0.637	0.405	0.393	5.984

Coefficients						
Model		Unstandardized	Standard Error	standardized	t	p.s
H ₀ _	(Intercept Private University)	72,220	1,086		66,489	< .001
H ₁ _	(Intercept Private University)	15,481	8,892		1,741	0.088
	PSYCHOLOGICAL CAPITAL	0.502	0.078	0.679	6,407	< .001
	SELF EFF	1,071	0.269	0.498	3,979	< .001
	OPTIMISM	1,562	0.273	0.637	5,721	< .001
	HOPE	1,295	0.260	0.583	4,975	< .001
	RESILIENCY	1,563	0.385	0.506	4,063	< .001

Based on the data in the table, the p-value is $< .001 < 0.05$ and the coefficient of determination (R-Square) is 0.461. So it can be concluded that psychological capital has a significant effect on work engagement of 46.1%. On components Self efficacy obtained a p-value of $< .001 < 0.05$ and results coefficient of determination (R-Square) of 0.248. So it can be concluded that self-efficacy has a significant effect on work engagement, at 24.8%. The Hope component obtained a p-value of $< .001 < 0.05$ and the result of the coefficient of determination (R-Square) is 0.340. So it can be concluded that there is a significant effect of hope on work engagement by 34.0%. On components Optimism obtained a p-value of $< .001 < 0.05$ and the result of the coefficient of determination (R-Square) is 0.405. So it can be concluded that there is a significant influence of optimism on work engagement by 40.5%. On components Resiliency obtained a p-value of $< .001 < 0.05$ and the result of the coefficient of determination (R-Square) is 0.256. So it can be concluded that there is a significant effect of resilience on work engagement by 25.6%.

From the findings above, it is very clear that Psychological Capital has an effect on work engagement of 46.1% of Private University lecturers in the city of Bandung. Of course, these results can be used as a reference for creating a work environment that supports increasing psychological capital. What needs to be done is to understand what is meant by psychological capital. Psychological capital refers to a combination of four dimensions, namely self-efficacy (self-confidence), optimism (optimism), hope (hope), and resilience (resilience). When someone has a high level of psychological capital, they tend to be more emotionally, mentally, and behaviorally involved in their work.

3.2 Discussion

The research conducted on 50 private university lecturers in Bandung reveals significant findings on the impact of Psychological Capital (PsyCap) on Work Engagement. The sample consisted of 36 men (72%) and 14 women (28%). The study found that 72% of male lecturers and 26% of female lecturers exhibited high levels of PsyCap. The breakdown of PsyCap dimensions showed varying levels: male lecturers had 0% low and 72% high self-efficacy, 6% low and 66% high hope, 0% low and 72% high optimism, and 2% low and 70% high resilience. Female lecturers showed 2% low and 26% high self-efficacy, hope, and optimism, with 0% low and 28% high resilience.

Work engagement levels were also high, with 70% of male and 26% of female lecturers exhibiting high engagement. Statistical analysis using SPSS 16 demonstrated that PsyCap significantly influences work engagement by 46.1%. Individual components such as self-efficacy, hope, optimism, and resilience showed significant positive effects on work engagement, with p -values $< .001$ and varying coefficients of determination (R-Square).

These findings suggest that increasing PsyCap among lecturers can substantially enhance their work engagement. Strategies to boost PsyCap should focus on promoting self-efficacy, optimism, hope, and resilience through professional development, supportive leadership, open communication, and recognition of achievements. However, the study's limitation includes its relatively small sample size and geographic focus, which may affect the generalizability of the results. Future research should expand the participant pool and include diverse data collection methods to validate and extend these findings across different contexts and regions.

Previous research by Fitri, Prakoso, and Putera (2023) examined the effect of Psychological Capital (PsyCap) on Work Engagement among lecturers. The study found that all lecturers had a high level of PsyCap (100%), and 98.9% had a high level of work engagement. Data analysis revealed that PsyCap influences work engagement by 44.6%, with hope being the dimension that makes the greatest contribution. Similarly, research by Wardani et al. (2019) concluded that employee well-being serves as a significant partial mediator in the relationship between PsyCap and work engagement among private company workers in Jabodetabek. Their findings indicated that work engagement increases when PsyCap is mediated by employee well-being.

To create a work environment that supports the enhancement of PsyCap, several steps can be taken. Encouraging self-development is crucial, as it allows lecturers to improve their academic, teaching, and research competencies. Providing opportunities for attending seminars, training sessions, and conferences, along with recognizing and awarding their achievements, can significantly boost PsyCap. Establishing a culture of open and honest communication between faculty, staff, and management is also essential. This creates a safe space for sharing ideas, input, and feedback, thereby increasing lecturers' confidence and willingness to contribute.

Building a collaborative and supportive work culture is another important step. Regular meetings, group discussions, and joint activities can foster teamwork and mutual support among lecturers. Recognizing and appreciating lecturers' achievements and contributions on a regular basis, through awards or sincere praise, can enhance motivation and optimism. Supportive leadership is also vital; leaders who provide necessary resources, facilitate career development, and show concern for lecturers' welfare can significantly boost PsyCap.

Adequate assignment of tasks is important to ensure that lecturers have challenging yet manageable workloads, which can enhance their expectations, self-confidence, and resilience. Lastly, promoting a balance between work and personal life is crucial. Encouraging lecturers to take sufficient leave, engage in non-work activities, and ensure they have free time to restore energy can help maintain a healthy work-life balance and contribute to higher PsyCap.

4. CONCLUSION

Based on the findings and discussion above, it can be concluded that psychological capital significantly influences work engagement among lecturers at private universities in Bandung. Psychological capital plays a crucial role in enhancing work attachment, suggesting that universities should focus on creating a supportive work environment by encouraging self-development, promoting open and honest communication, fostering collaboration and team support, providing recognition and appreciation, ensuring supportive leadership, organizing tasks adequately, and maintaining a balance between work and personal life. However, this research has limitations, including a restricted sample size and geographic focus, which may affect the generalizability of the results. Future research should explore additional variables and involve a larger, more diverse participant pool to provide a more comprehensive understanding of the factors influencing work engagement among lecturers.

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