

**THE INFLUENCE OF PSYCHOLOGICAL CAPITAL AND
ROLE CLARITY ON STAFF'S WORK ENGAGEMENT
IN "GLOBAL ENGLISH" EDUCATIONAL
INSTITUTION**

THESIS



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UNIVERSITAS ISLAM NEGERI
MAULANA MALIK IBRAHIM
MALANG**

2025

HEADLINES PAGE

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THESIS

Presented to:

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Psikologi (S. Psi).

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UNIVERSITAS ISLAM NEGERI
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MALANG**

2025

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***THE INFLUENCE OF PSYCHOLOGICAL CAPITAL AND
ROLE CLARITY ON STAFF'S WORK ENGAGEMENT
IN "GLOBAL ENGLISH" EDUCATIONAL
INSTITUTION***


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THE INFLUENCE OF PSYCHOLOGICAL CAPITAL AND ROLE CLARITY ON STAFF'S WORK ENGAGEMENT IN "GLOBAL ENGLISH" EDUCATIONAL INSTITUTION

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OFFICIAL COVER LETTER

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MOTTO

"Faith is taking the first step even when you don't see the whole staircase."
~ Martin Luther King Jr.

DEDICATION

I dedicated this thesis to:

I dedicate this thesis to Momom. The toughest figure in my life. With all the sacrifices, sincerity, she has given all her efforts so that I can pursue my education up to the university. May this thesis be one small proof of the results of a long struggle of Momom.

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This thesis, titled **“THE INFLUENCE OF PSYCHOLOGICAL CAPITAL AND ROLE CLARITY ON STAFF’S WORK ENGAGEMENT IN “GLOBAL ENGLISH” EDUCATIONAL INSTITUTION”** is submitted in partial fulfillment of the requirements for the *Sarjana Psikologi* (S. Psi) at the Faculty of Psychology, Universitas Islam Negeri Maulana Malik Ibrahim Malang. The research topic reflects my interest in the field of Industrial and Organizational Psychology, particularly in examining factors that influence employee work engagement within organizations. I hope this study provides meaningful insights and contributes to the advancement of knowledge in this field.

Writing this thesis was certainly not been the result of my efforts alone. I am fully aware that without the support, guidance, and assistance of many individuals, this research would not have gone as easily as it did. The process of completing this thesis has been filled with challenges from finding relevant literature and collecting and analyzing data, to writing a report that meets academic standards. However,

through the prayers, encouragement, and motivation of those around me, I was able to overcome these difficulties and complete this work.

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ABSTRACT

Aziz, Al Fira Elisa (2025). The Influence of Psychological Capital and Role Clarity on Staff's Work Engagement in "Global English" Educational Institution. Thesis. Faculty of Psychology. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor : Muhammad Arif Furqon, M. Psi. Psychologist.

Keywords : Psychological Capital, Role Clarity, Work Engagement, Global English Staff

The increasingly competitive environment requires every organization to manage human resources (HR) optimally. The increasingly competitive environment requires every organization to manage human resources (HR) optimally. The quality of human resources is an important element in achieving organizational goals, one of which is through psychological aspects, such as work engagement. Work engagement is a positive psychological condition that encourages individuals to work with passion, dedication, and full of engagement. Factors that influence work engagement are psychological capital, which includes self-efficacy, hope, optimism, and resilience, and role clarity, which shows the extent to which individuals understand their duties and responsibilities in the organization.

This study aims to determine the effect of psychological capital and role clarity on work engagement among the staff of Global English. The measurement instruments used in this study include the work engagement scale, role clarity scale, and the PCQ-12. A quantitative method was employed using multiple linear regression analysis. The sample consisted of all 77 staff members of Global English, selected using a total sampling technique.

The results showed that psychological capital has a significant effect on work engagement (significance = 0.000; regression coefficient = 1.127), as well as role clarity (significance = 0.001; regression coefficient = 0.516). Simultaneously, these two variables have a significant effect on work engagement, with an R^2 value of 0.439, which means these two variables can explain 43.9% of the variation in work engagement. This study shows that increasing psychological capital and role clarity can increase the level of employee work engagement.

المستخلص

عزيز، الفيرا إليسا (2025). تأثير رأس المال النفسي ووضوح الدور على التزام الموظفين بالعمل في مؤسسة أطروحة. كلية علم النفس. جامعة مولانا مالك إبراهيم الإسلامية في مالانج. "Global English" التعليم



الكلمات المفتاحية : رأس المال النفسي، وضوح الدور، الانخراط في العمل، المشاركة في العمل، للموظفين
Global English

..المشرف: محمد عارف فرقون، ماجستير في علم النفس، أخصائي نفسي

تتطلب المنافسة المتزايدة من كل منظمة إدارة الموارد البشرية على النحو الأمثل. تُعد جودة الموارد البشرية عنصراً مهماً في تحقيق الأهداف التنظيمية، وأحد هذه العناصر هو الجوانب النفسية التي تتمثل في المشاركة في العمل. المشاركة في العمل هي حالة نفسية إيجابية تشجع الأفراد على العمل بشغف وتفانٍ ومشاركة كاملة. وتتمثل العوامل التي تؤثر على المشاركة في العمل في رأس المال النفسي الذي يشمل الكفاءة الذاتية والأمل والتفاؤل والمرونة، ووضوح الدور الذي يُظهر مدى فهم الأفراد لواجباتهم ومسؤولياتهم في المنظمة.

يهدف هذا البحث إلى معرفة تأثير رأس المال النفسي ووضوح الدور على الارتباط الوظيفي لدى موظفي كأدوات PCQ-12 تم استخدام مقاييس الارتباط الوظيفي، ووضوح الدور، ومقياس Global English. للقياس في هذا البحث. وقد تم اعتماد المنهج الكمي باستخدام تحليل الانحدار الخطي المتعدد. تكونت عينة البالغ عددهم ٧٧ موظفاً، وتم اختيارهم باستخدام تقنية العينة Global English البحث من جميع موظفي الكلية.

أظهرت النتائج أن رأس المال النفسي له تأثير كبير على المشاركة في العمل (الدلالة = 0.000؛ معامل الانحدار = 1.127)، وكذلك وضوح الدور (الدلالة = 0.001؛ معامل الانحدار = 0.516). في الوقت نفسه، ما يعني أن 43.9% من R^2 0.439 لهذين المتغيرين تأثير كبير على المشاركة في العمل، حيث تبلغ قيمة التباين في المشاركة في العمل يمكن تفسيرها من خلال هذين المتغيرين. توضح هذه الدراسة أن زيادة رأس المال النفسي ووضوح الدور يمكن أن يزيد من مستوى مشاركة الموظفين في العمل.

ABSTRAK

Aziz, Al Fira Elisa (2025). *Pengaruh Psychological Capital dan Role Clarity Terhadap Work Engagement pada Staff Institusi Pendidikan “Global English”*. Skripsi. Fakultas Psikologi. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Muhammad Arif Furqon, M.Psi. Psikolog.

Kata Kunci : Psychological Capital, Role Clarity, Work Engagement, *Staff Global English*

Persaingan yang semakin kompetitif menuntut setiap organisasi untuk mengelola sumber daya manusia (SDM) secara optimal. Kualitas SDM menjadi elemen penting dalam mencapai tujuan organisasi, salah satunya melalui aspek psikologis, yaitu work engagement. Work engagement adalah kondisi psikologis positif yang mendorong individu untuk bekerja dengan semangat, dedikasi, dan keterlibatan penuh. Faktor yang memengaruhi work engagement adalah psychological capital, yang mencakup self-efficacy, hope, optimism, dan resilience, serta role clarity, yang menunjukkan sejauh mana individu memahami tugas dan tanggung jawabnya dalam organisasi.

Penelitian ini bertujuan untuk mengetahui pengaruh psychological capital dan role clarity terhadap work engagement pada staf Global English. Alat ukur yang digunakan dalam penelitian ini adalah skala work engagement, kejelasan peran, serta PCQ-12. Metode yang digunakan adalah kuantitatif dengan analisis regresi linear berganda. Sampel penelitian ini terdiri dari seluruh staf Global English yang berjumlah 77 orang, yang dipilih menggunakan teknik total sampling.

Hasil penelitian menunjukkan bahwa psychological capital berpengaruh signifikan terhadap work engagement (signifikansi = 0,000; koefisien regresi = 1,127), begitu pula dengan role clarity (signifikansi = 0,001; koefisien regresi = 0,516). Secara simultan, kedua variabel ini memberikan pengaruh signifikan terhadap work engagement, dengan nilai R^2 sebesar 0,439, yang berarti 43,9% variasi dalam work engagement dapat dijelaskan oleh kedua variabel tersebut. Penelitian ini menunjukkan bahwa meningkatkan psychological capital dan role clarity dapat meningkatkan tingkat work engagement karyawan.

CHAPTER 1

INTRODUCTION

A. Background of The Study

Global English is one of the English educational institution located in the Pare District, Kediri. Pare is a district in Kediri Regency that is well known as "*Kampung Inggris*". The district has many language educational institution, especially English educational institution. The large number of institutions indirectly creates a competitive environment. In order to survive in market competition, it is crucial to optimize existing sources, particularly human resources.

Human resources represent a crucial component of the institutional performance. Human resources are the fundamental driving force behind various resources owned by an institution. Human resources are a crucial factor determining the direction and development of an institution in the future. To prevail and prosper in business competition, it is essential to allocate qualified human resources to oversee an institution in an increasingly competitive business (Bangun, 2017). These resources have proved to influence the performance outcomes (Nur et al., 2020). The psychological aspect is a salient factor that can influence an employee's performance, such as work engagement.

Work engagement, defined as a complete immersion in and absorption in one's work, is characterized by a strong sense of connection to one's

professional responsibilities. This connection encompasses emotional involvement and commitment, as well as a readiness to work (Schaufeli & Bakker, 2010). Staff with work engagement have been shown to demonstrate increased productivity. Staff who are engaged go beyond their required tasks, driven by a sense of enthusiasm and dedication (Bakker & Demerouti, 2008). These staff members are more likely to demonstrate high loyalty, work with dedication, and contribute to a positive organizational culture (Schaufeli et al., 2002).

Low levels of work engagement significantly impact institutional performance. This leads to a decrease in productivity and tends to be unmotivated to complete their tasks properly (Bakker & Demerouti, 2008). Suboptimal performance also affects creating poor relationships between staff and their superiors, which leads to an unhealthy and uncollaborative work environment (Kahn, 1990). Therefore, low work engagement affects not only individual productivity but also the overall performance of the institution.

Based on field observations, researchers found that staff lacked work engagement. This phenomenon was seen in several staff who attended work to fulfill their working hours without showing enthusiasm or initiative in completing tasks. Consequently, work progresses slowly. The results of their work are often below the standard, leading to a decline in employee productivity and performance. This is in line with research conducted by Rifqi, Hadjri, and Zunaidah, which states that the level of work engagement can affect employee performance (Naufal Rifqi et al., 2024).

According to Schaufeli & Bakker (2010), in Bakker and Demerouti's (2017) work engagement is influenced by several factors, one of which is psychological capital. Psychological capital is an individual psychological factor that includes four main aspects, which are self-efficacy, hope, optimism, and resilience (Bakker & Demerouti, 2017). Staff with high psychological capital tend to be more optimistic, confident, and resilient in the face of difficulties. They have high expectations for achieving their goals and believe they can overcome any work-related challenges. Consequently, they tend to stay motivated and emotionally invested in their work. High psychological capital enables staff to be better prepared mentally to face obstacles, providing them with the motivation, optimism, and resilience necessary to stay engaged (Luthans, Youssef, et al., 2007a).

Psychological capital builds a positive and supportive organizational culture. The presence of resilience and optimism fosters positive relationships among staff members. In a supportive work environment, staff members feel more comfortable and loyal to the institution. Additionally, high psychological capital can help organizations retain competent staff by reducing turnover rates and maintaining team stability (Luthans, Youssef, et al., 2007b). Therefore, the organization is able to develop competitiveness and achieve long-term growth when staff are engaged, motivated, and optimistic.

High psychological capital among staff has a substantial impact on both individual and institutional performance. Staff' self-efficacy makes them more confident in facing tasks. They are more likely to take initiative and

responsibility for their work, and tasks are completed more efficiently and effectively. Some staff tend to view work as an opportunity for growth and development, rather than a duty (Bandura, 2000). They also have strong resilience, which enables them to bounce back from adversity or failure without losing motivation, and are able to maintain consistent performance despite work pressures and challenges.

Based on field observations, researchers identified characteristics of low psychological capital among staff. Low hope was found in staff' lack of motivation to achieve the institution's long-term goals, such as improving work quality or developing their abilities. Some staff worked only to fulfill their daily tasks without any drive to improve their skills or further develop themselves. It has been proven that some staff are reluctant to participate in training offered by the organization because they feel that it will not have a significant impact on their careers.

The low level of optimism among staff is also evident in their responses to new policies or innovations introduced by the institution. Some staff respond with a pessimistic attitude. They feel these changes will only increase their workload without producing tangible results. They prefer the old, comfortable methods. This means stifling innovation, which can hinder the institution's growth (Carver & Scheier, 2014). Additionally, low resilience can cause staff to become easily demoralized when facing challenges. During the busy student enrollment period, for instance, administrative staff often felt overwhelmed and stressed, leading to a decrease in productivity. This reduces individual work

efficiency and creates an additional burden for coworkers who must cover pending work. Ultimately, this results in the institution's overall service quality being lowered (Luthans, Youssef, et al., 2007a).

Overall, the staff' low psychological capital results in suboptimal institution performance, low work engagement, and a lack of adaptability to change. An atmosphere of uncertainty makes the work environment less conducive. This not only leads to a less conducive work environment, but it can also damage institutional culture and hinder the institution's long-term development.

Work engagement is influenced not only by psychological capital but also by role clarity. Role clarity is how well a staff understands the tasks, responsibilities, and expectations of their role in the organization (Rizzo et al., 1970). Staff with a clear understanding of their roles have more confidence, feel more in control of their work, and are capable of working more productively (Kahn, 1990). When roles are clear, staff understand their responsibilities and job expectations. Well-defined roles positively impact staff' work engagement (Bakker & Demerouti, 2008).

Based on field observations, researchers found that some staff were confused because their work did not align with the Standard Operating Procedure (SOP). This resulted in frequent misunderstandings with coworkers. This misunderstanding causes avoidable problems. Additionally, many staff are unaware of the applicable standard operating procedures (SOPs). Conversely, some jobs do not yet have standard operating procedures (SOPs) established

by the institution, so they rely on old habits instead of clear guidelines. This causes irregularity in the workflow and hinders performance effectiveness. Role ambiguity causes work stress, which often arises when staff are unclear about what is expected of them (Rizzo et al., 1970). When they understand how their roles have contributed to the organization's goals, they find their work valuable and essential. When roles are described well, it builds stronger emotional bonds between staff and their work, which has a direct positive impact on work engagement (Ojeleye et al., 2023). Therefore, role clarity is a key aspect that contributes to work engagement.

Several recent studies have also examined these variables in various context, such as research by Pratiwi et al. (2024) titled "*The Role of Psychological Capital Towards Work Engagement at Private University Lecturers in Bandung*" states that psychological capital significantly influences work engagement, contributing 46.1% of the variance (Pratiwi et al., 2024). Research by Yao J, et al. (2022), entitled "*The Relationship Between Work Engagement and Job Performance: Psychological Capital as a Moderating Factor*" states that psychological capital is positively correlated with work engagement (Yao et al., 2022). Research by Tan (2021) titled "*The Effect of Work Engagement on Meaningful Work and Psychological Capital: Perspectives from Social Workers in New Zealand*" states that job resources and personal resources support each other to increase work engagement among staff (Tan et al., 2021).

Research by Ojeleye et al. (2023) titled “*Co-Worker Support and Work Engagement of Staff of Federal Colleges of Education in Nigeria: Moderating Role of Role Clarity*” examine that role clarity has a significant effect on work engagement. Staff with a clear understanding of their roles and responsibilities are more likely to view coworker support as a valuable resource that enhances work engagement (Ojeleye et al., 2023). Research by O'Rourke (2021), entitled “*Work Engagement: Passion–Role Clarity Connection in a Turbulent Time*” found that role clarity helps staff better understand their responsibilities and tasks. Consequently, they become more enthusiastic about their work. This can also indirectly create a more positive work environment (O'Rourke, 2021). Research by Choo (2017) examined the role of work resources, particularly coworker support and role clarity, in influencing work engagement levels among frontline staff in the Malaysian hospitality industry. The findings revealed that a clear understanding of tasks, responsibilities, and work expectations is crucial in fostering enthusiastic, energetic work attitudes and high levels of dedication (Choo, 2017).

Based on the research above, it is evident that both role clarity and psychological capital make essential contributions to increasing employee work engagement. A research study by Heman et al. titled “*Work Condition Factors and Employee Engagement: The Mediating Role of Psychological Capital*” examined how role clarity and leadership transition influence employee engagement levels mediated by psychological capital (Heman et al., 2024). The study revealed that role clarity and leadership transition have a

significant influence on work engagement. The study also noted that psychological capital can mediate this relationship.

This study fills a gap in the research, as no studies have directly examined the contribution of role clarity and psychological capital to work engagement. Psychological capital acts as an internal factor, while role clarity acts as an external factor that influences work engagement. Psychological capital provides individuals with the inner strength to remain motivated, confident, and resilient in the face of work challenges (Luthans, Youssef, et al., 2007a). Role clarity provides the clarity of work structure and expectations needed by staff to perform their duties effectively (Rizzo et al., 1970). Together, these two variables build overall work engagement levels.

This study aims to investigate further the extent to which psychological capital and role clarity directly influence the level of work engagement. Multiple linear regression analysis is expected to provide a comprehensive understanding of the contribution of these two factors to employee work engagement. Additionally, the results of this study will likely have practical implications for institutions, particularly in developing strategies to improve employee engagement and enthusiasm sustainably.

B. Problem of the Study

1. What is the level of work engagement, psychological capital, and role clarity among Global English staff?
2. How does psychological capital influence work engagement among Global English staff?

3. How does role clarity influence work engagement among Global English staff?
4. How do psychological capital and role clarity influence work engagement among Global English staff?

C. Purposes of the Study

1. To know the level of work engagement, psychological capital, and role clarity among Global English staff.
2. To know the influence of psychological capital on work engagement among Global English staff.
3. To know the influence of role clarity on work engagement among Global English staff.
4. To know the influence of psychological capital and role clarity on work engagement among Global English staff.

D. Significance of the Study

a. Theoretical Benefits

This research is intended to be a reference for further research on the same theme, with a more complex discussion, and can be refined by future researchers. Also, it is a contribution to the theoretical studies related to the title of this research.

b. Practical Benefits

This research is intended to be a reference for the institution as a finding to add insight, especially on psychological dynamics in the world of work and the sustainability of the institution.

CHAPTER II

LITERATURE REVIEW

A. Work Engagement

1. Definition of Work Engagement

Kahn (1990) conceptualized work engagement as staff who express themselves physically, emotionally, and cognitively when performing their work. They demonstrate full presence, focus, and empathy when interacting with others. They invest their energy into their work, expressing their identity, values, and creativity. Conversely, work disengagement is a condition in which individuals withdraw from their work roles, keeping their distance and protecting themselves. In this condition, a person tends to be physically, mentally, and emotionally disengaged from their work, passively and superficially performing their duties (Kahn, 1990).

According to Maslach (1996), engagement is characterized by energy, involvement, and a sense of effectiveness, the direct opposite of the three dimensions of burnout. Burnout is defined as a psychological syndrome involving a prolonged response to chronic interpersonal stressors at work and is characterized by three main dimensions, including emotional exhaustion, depersonalization (cynical attitudes and distancing oneself from others at work), and reduced personal accomplishment (Maslach, C., Jackson, S. E., & Leiter, 1996).

Work engagement is a state in which staff experience positive emotions, find meaning in their work, and form a connection with their job. This leads to well-being, the opposite of job burnout. Staff with high work engagement have high energy and are enthusiastic about their work (Bakker et al., 2008). Work engagement is characterized by vigor, dedication, and absorption. Vigor is described by high energy, mental resilience, and a willingness to exert effort and persevere in the face of obstacles. Dedication refers to a strong commitment to one's work. The individual experiences enthusiasm, inspiration, pride, significance, and challenge. Absorption is described as a state of deep concentration and enjoyment while working, where time passes quickly (Bakker & Bal, 2010).

Staff who are engaged at work are enthusiastic about their jobs. They don't hold back, and they believe their work deserves their energy. Staff consider the details and understand their essence when facing challenging situations. Engaged staff enjoy their work so much that they lose track of time. In this state, staff are less responsive to distractions (Bakker & Leiter, 2010). Individuals who have work engagement have good beliefs. They hold their values and social aspects with others. In contrast, those who are not engaged at work withdraw. This encourages a lack of connection between individuals and work, as well as cognitive, emotional, and physical absenteeism. Those who are not engaged with their work suppress

or reduce their energetic self-expression while performing their job (Bakker & Demerouti, 2017).

The above explanation leads to the conclusion that work engagement is a positive psychological state in which staff are physically, emotionally, and cognitively involved in their work. This involvement leads to a sense of pride and enthusiasm, and a sense of belonging to their work. As a result, they are encouraged and energized to overcome obstacles and achieve their goals. This leads to feelings of pride, enthusiasm, and a sense of belonging to their work. It encourages and energizes them to overcome existing obstacles to achieve existing goals.

2. Factors that Cause Work Engagement

According to Schaufeli and Bakker (2004), job demand, job resources, and personal resources are strong predictors of work engagement. (Schaufeli & Bakker, 2004).

a. Job demands

Job demands are described as the demands or commands of the work environment, providing feedback on existing orders. This is because the demands are generally related to organizational aspects, which are typically more stable and predictable than individual requirements. Job demands can be affected by emotional, mental, physical, and occupational needs.

There is feedback from existing orders. This is because the demands are generally related to organizational aspects. Some things

that can affect job demands include emotional, mental, physical, and occupational needs.

b. Job Resources

Job resources include the psychological, social, physical, and organizational aspects of work. These resources aim to reduce existing job demands, both psychological and physical, and help achieve goals. Job resources support staff in dealing with work demands and fatigue (Halbesleben & Buckley, 2004).

c. Personal Resources

Personal resources refer to the cognitive and emotional aspects of an individual's personality. These resources are positive views and beliefs about themselves and the environment. However, they aren't fixed and can develop. These resources support individuals in achieving their goals and overcoming obstacles (Bakker & Demerouti, 2008).

3. Aspects of Work Engagement

The aspects of work engagement used in this study are based on Schaufeli & Bakker (2002) because these aspects have been proven to show high relevance and reliability across various cultures (Fong & Siu-Man Ng, 2012). This positive affection is reflected in three aspects (Schaufeli et al., 2002). Including:

a. **Vigor**

Vigor is a condition in which individuals are mentally strong and energized at work. These staff are brave and able to overcome

obstacles. They are persistent in overcoming these obstacles. These individuals strive as hard as possible and bravely deal with challenges in their jobs. Additionally, a high level of vigor is characterized by a strong willingness to exert effort in their work.

b. Dedication

Dedication is a condition in which an individual feels deeply involved in their work, experiencing enthusiasm, meaningfulness, pride, inspiration, and a sense of being challenged. They believe that their work inspires them (Schaufeli et al., 2006).

c. Absorption

Absorption is a condition in which individuals are fully concentrated on their work. They tend to take their work seriously and lose track of time. Additionally, they find it difficult to detach from their work even after designated working hours have passed (Schaufeli et al., 2006).

4. Work Engagement in Islamic Perspective

Work engagement is a state in which a person works with vigor, dedication, and full involvement (absorption) in their work (Schaufeli & Bakker, 2004). In Islam, work is not only a mundane obligation; it is also an act of worship when done with good intentions and in accordance with Sharia law. This aligns with Allah SWT's words in Surah Al - Kahf (18):

30 :

إِنَّ الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ إِنَّا لَا نُضِيعُ أَجْرَ مَنْ أَحْسَنَ عَمَلًا ﴿٣٠﴾

“As for those who believe and do good, We certainly never deny the reward of those who are best in deeds.” (Q.S. Al-Kahf (18) : 30).

Surah Al-Kahf, verse 30, Allah SWT promises that believers who perform righteous deeds will be rewarded for their faith and good works. He will not waste any good deed done by His servants and will not diminish their right to a fair reward (Departemen Agama, 2005).

Mentioned in the book Mu'jam Al-Awsat, from Aisha RA the Messenger of Allah ﷺ said:

إِنَّ اللَّهَ عَزَّ وَجَلَّ يُحِبُّ إِذَا عَمِلَ أَحَدُكُمْ عَمَلًا أَنْ يُتْقِنَهُ

“Indeed, Allah (exalted and glorified) likes that when one of you does work, to do it with perfection.” (HR. Al Baihaqi)

Al-Tabarani elucidates that this Hadīth highlights the significance of professionalism in Islam. Work performed to the highest standard, whether in science, da'wah, or daily tasks, is a form of worship that Allah greatly favors. This reflects the idea in Islam that good intentions are important, as are the utmost effort and attention to results (Al-Tabarani, 2012).

Shaykh Muhammad bin Shalih al-Uthaimin has explained that work performed with *itqan* is a form of worship. This is because Allah loves work done with the highest quality. According to him, the quality of work is not only seen in the final result, but also in an honest, disciplined, and responsible work process (Al-Utsaimin, 2011).

B. Psychological Capital

1. Definition of Psychological Capital

According to Luthans (2007), psychological capital is a person's positive psychological state, characterized by the self-confidence necessary to face challenges. Individuals with psychological capital have a positive outlook on their present and future success. They persevere to achieve goals and have resilience. They are also able to overcome problems (Luthans, Avolio, et al., 2007). High level of psychological capital demonstrates the ability to effectively and optimistically bounce back from problems. They are more confident in their ability to persevere and exert the necessary effort to find solutions and get back on track (Avey et al., 2010). Psychological Capital is a psychological asset that can be developed through organizational intervention (Luthans et al., 2015).

Psychological capital is characterized by four main dimensions, including self-efficacy (confidence in facing challenges), hope (hope to achieve goals), resilience (ability to survive in the face of difficulties), and optimism (belief in positive future outcomes) (Luthans, Youssef, et al., 2007a). Psychological capital is a psychological resource that enhances motivation, well-being, and individual performance in the work environment (Avey et al., 2011). The four aspects do not stand alone, and they combine to produce an impact or value greater than that of the individual variables (Luthans, Youssef, et al., 2007a). The four aspects interact to create relationships and strengthen each other. Together, the four

aspects are believed to predict employee satisfaction and performance better than when studied in separate variables (Avey, Luthans, Smith, & Palmer, 2010).

Therefore, it can be defined as a positive psychological state consisting of self-efficacy, hope, resilience, and optimism. These four aspects interact and strengthen each other, forming psychological resources that increase motivation, engagement, well-being, and individual performance in the work environment. This state is influenced not only by personality factors, but also by appropriate organizational interventions.

2. Factors that Caused Psychological Capital

a. Self-efficacy

Bandura (1994) states that four factors shape individual self-efficacy (Bandura, 1994). Including:

1) Experiences and abilities

Positive experiences related to an individual's successes. In contrast, experiences regarding failure will weaken a person's self-efficacy. Self-efficacy is further weakened when failure occurs before success. Self-efficacy is built by overcoming obstacles through persistent effort.

2) Social model observance

The process of an individual observing another individual who is successful and has similarities. The more similar the

observer feels to the model, the stronger the influence on self-efficacy. Conversely, if the model fails, it will weaken the observer's self-efficacy.

3) Social destruction

Social persuasion is one of the shapers of a person's self-efficacy, meaning that it can influence how confident a person feels in their abilities. When individuals receive encouragement or confidence from others, their self-confidence increases, which indirectly creates a positive environment.

4) Physiological and psychological

Physiological and psychological factors can affect an individual's level of self-efficacy, which is the belief in one's ability to achieve a goal. People assess their abilities based on their physical and emotional state. When their body is in optimal condition, they tend to have better self-efficacy and emotional state. The presence of a good mood in a person results in increased confidence in their ability to overcome challenges.

b. Hope

Weil (2000) hope is influenced by three factors (Weil, 2000)

Including:

1) Social support

Social support is one of the sources of forming one's hope, and it is important to recognize the role that social support plays

in people's lives. When the others offer assistance, recognition, inspiration, and support, it can exert a favorable influence on an individual. The individual will feel cared for and appreciated, which provides positive encouragement.

2) Religious beliefs

Everyone has their own set of beliefs. These beliefs and convictions work when individuals feel there is no other way or solution to survive, and they are often the only thing keeping them going in the face of overwhelming challenges. They believe positivity is the primary source of their faith and trust.

3) Controlling

Self-control in individuals is developed through exploration, self-determination, and independence, which fosters proper hope. Self-control enables people to adhere to their goals and develop new skills, leading to the fulfil the expectations.

c. Optimism

According to Seligman, optimism is shaped by several factors including (Seligman, 1990) :

1) Social support

Individuals' optimism can be bolstered by social support, fostering the belief that help is always available when needed.

2) Self-confident

A high level of optimism is characteristic of individuals who possess strong self-confidence and have a high level of confidence in their abilities.

3) Self-esteem

Individuals with high self-esteem tend to be motivated to maintain a positive image of themselves and find personal advantages that can make up for failures, thus continuing to try harder and improve their performance on the next occasion.

4) Accumulation of experience

Individual experiences in dealing with problems or challenges, especially successes that have been achieved, can build an optimistic attitude when facing future challenges.

d. Resilience

Herrman, et al (2011) mentioned several things that can affect resilience, including (Herrman et al., 2011) :

1) Personality

These personality factors include demographic factors such as age, gender, and ethnicity; intellectual capacity, internal locus of control, personality characteristics, self-concept, optimism, self-belief; and emotion regulation.

2) Biological factors

An individual's early environment is influenced by biological factors. The structure and function of the brain can be shaped by factors such as upbringing, nutrition, and exposure to stress or trauma. This affects how a person responds to stress, how they regulate their emotions, and how they build resilience in the face of life's challenges.

3) Environmental Factors

Social support, family relationships, the school environment, and peers are all examples of environmental factors.

3. Aspects of Psychological Capital

Luthans (2007), a person's psychological capital consists of several aspects, including (Luthans, Avolio, et al., 2007):

a. Hope

Hope includes two main components: willpower and a plan. Willpower, also known as agency, is the energy or motivation that drives us to achieve our goals. The pathway, or plan, is the ability to devise strategies for achieving goals and alternative methods in case of obstacles. Individuals who set their sights high and have hope are more likely to keep their eyes on the prize, even when the going gets tough. In organizations, individuals with high hope tend to be more resilient and better able to manage change.

b. Self-efficacy

Self-efficacy is defined as an individual's self-belief in their ability to accomplish a task or overcome an obstacle. This is exemplified by the boldness to venture into the unknown, confront challenges, and take decisive actions to accomplish objectives. Staff who have high levels of self-efficacy tend to be more proactive, innovative, and enthusiastic in fulfilling their job responsibilities in an organizational context.

c. Optimism

Optimism is the belief that good things will happen, either now or in the future. Optimistic individuals have positive outlooks and a positive attribution style. They view failure as temporary, specific, and surmountable. Success, on the other hand, is seen as the result of their efforts and abilities. In organizations, optimism helps individuals stay motivated and face obstacles and challenges with a positive attitude.

d. Resilience

The ability to overcome challenges, failure, or stress and to grow stronger in the process is known as resilience. The ability to manage stress, adapt to change, and find creative solutions to problems is a key component of what makes someone resilient. In the workplace, resilient staff can stay productive and manage their emotions effectively when faced with challenges.

4. Psychological Capital in Islamic Perspective

Psychological capital, a concept in positive psychology, refers to the positive psychological condition of an individual that can be developed and managed to achieve optimal performance in the workplace. (Luthans, Youssef, et al., 2007b). Psychological capital consists of four main dimensions: hope, self-efficacy, resilience, and optimism. These dimensions interact to create a psychological strength that empowers individuals to face challenges and achieve goals.

In an Islamic perspective, the concept of psychological capital is in line with the values taught in the Qur'an. This is reflected in the word of Allah in Surah Al-Ankabut verse 69:

وَالَّذِينَ جَاهَدُوا فِينَا لَنَهْدِيَنَّهُمْ سُبُلَنَا وَإِنَّ اللَّهَ لَمَعَ الْمُحْسِنِينَ ﴿٦٩﴾

“As for those who struggle in Our cause, We will surely guide them along Our Way. And Allah is certainly with the good-doers.” (Q.S. Al-Ankabut (29) : 69).

In this verse, Allah makes a promise to those who strive in His way: He will show them the right path of His guidance. The jihad mentioned in this verse isn't just physical combat. It encompasses all efforts to uphold one's religion, resist lust, and obey God's commands while avoiding His prohibitions. Allah emphasizes that He is always with those who do good. He calls these people *muhsinīn*. They are the people who carry out good deeds sincerely. They also follow His guidance. This verse reassures believers that their struggle in the way of Allah will not be in vain because

Allah will guide, help, and bestow the greatest reward upon them (Departemen Agama, 2005).

Abu Huraira reported Allah's Messenger (ﷺ) as saying:

الْمُؤْمِنُ الْقَوِيُّ خَيْرٌ وَأَحَبُّ إِلَى اللَّهِ مِنَ الْمُؤْمِنِ الضَّعِيفِ وَفِي كُلِّ خَيْرٍ اخِرٌ عَلَى مَا يَنْفَعُكَ وَاسْتَعِذْ بِاللَّهِ وَلَا تَعْجَزْ وَإِنْ أَصَابَكَ شَيْءٌ فَلَا تَقُلْ لَوْ أَنِّي فَعَلْتُ كَذَا وَكَذَا وَلَكِنْ قُلْ قَدَرُ اللَّهِ وَمَا شَاءَ فَعَلَ فَإِنَّ لَوْ تَفْتَحُ عَمَلَ الشَّيْطَانِ

“A strong believer is better and is more lovable to Allah than a weak believer; and there is good in everyone, (but) cherish that which gives you benefit (in the Hereafter) and seek help from Allah and do not lose heart, and if anything (in the form of trouble) comes to you, don't say: If I had not done that, it would not have happened so and so, but say: Allah did that what He had ordained to do and your" if" opens the (gate) for the Satan” (HR. Muslim, (An-Nawawi, n.d.).

This Hadīth illustrates that Allah holds strong believers in higher esteem than weak believers, despite the fact that both types of believers are considered good. Faith, determination, knowledge, charity, and physical strength used to fight for Goodness are all aspects of the strength in question. A believer must be enthusiastic about achieving beneficial things and always rely on Allah's help without feeling weak or giving in to circumstances (as-Sa'di, 1405).

This hadith is an example of facing fate gracefully. When faced with misfortune or setbacks, it's important to avoid self-recrimination, as this can give rise to negative thoughts and influences. Instead, believers are

encouraged to say, "This is Allah's destiny, and what He wills, He does."

The combination of maximum effort and complete reliance on Allah is the core of the essential Islamic principle (as-Sa'di, 1405).

C. Role Clarity

1. Definition of Role Clarity

Role clarity reflects how well a person understands what they need to do, how to do it, and how their role contributes to achieving organizational goals. (Rizzo et al., 1970). Suwandi explained that role clarity refers to the extent to which an individual understands the tasks, responsibilities, and expectations assigned to them in the work environment (Suwandi, 2004). Role clarity refers to the extent to which a person knows the expectations that the organization, supervisor, or coworkers have for the role (Robert L. Kahn & Donald M. Wolfe, 1965).

When individuals have a clear understanding of their duties and responsibilities, they tend to perform better at work and make decisions more confidently. Conversely, role ambiguity can lead to confusion, uncertainty, and job stress. These factors negatively impact employee performance and well-being (Schmidt et al., 2014). Role clarity is essential because it affects job satisfaction, motivation, and employee involvement in the organization. (Suwandi, 2004).

Therefore, role clarity is defined as a condition in which individuals have a clear understanding of the tasks, responsibilities, and expectations given to them in the work environment. This role clarity encompasses a

sense of what must be done, how the task is carried out, and how the individual's role contributes to achieving organizational goals.

2. Aspects of Role Clarity

The aspects used in this variable are based on Suwandi (2004). This is based on the proven use of this construct in Indonesia, particularly in the fields of industry and organization. Suwandi divides aspects of role clarity into two main approaches (Suwandi, 2004). Including:

a. Structuralists

Structuralists in role clarity focus on how organizations establish role clarity through formal systems and rules applied in the work environment, as well as clear hierarchies and lines of command (Suwandi, 2004).

b. Interactional

The interactional approach focuses on how role clarity is formed through social interactions in the work environment. This approach highlights that the interaction between individuals and the work experiences of staff does not solely determine role clarity (Suwandi, 2004). In an Islamic perspective, the concept of role clarity is very important. Islam emphasizes the responsibility (*amanah*) that each individual must carry out. This responsibility must be carried out in accordance with the role that each individual carries. This is reflected in the word of Allah in Surah Al-Ahzab verse 72:

إِنَّا عَرَضْنَا الْأَمَانَةَ عَلَى السَّمَوَاتِ وَالْأَرْضِ وَالْجِبَالِ فَأَبَيْنَ أَنْ يَحْمِلْنَهَا وَأَشْفَقْنَ مِنْهَا وَحَمَلَهَا
الْإِنْسَانُ إِنَّهُ كَانَ ظَلُومًا جَهُولًا ﴿٧٢﴾

“Indeed, We offered the trust to the heavens and the earth and the mountains, but they ‘all’ declined to bear it, being fearful of it. But humanity assumed it, ‘for’ they are truly wrongful ‘to themselves’ and ignorant ‘of the consequences’” (Q.S Al-Ahzab: 72).

In this verse, Allah explains that He offered a trust to the heavens, the earth, and the mountains. However, they all refused to carry it out because they felt unable to do so and worried that they would not be able to do it properly. Human beings then assumed the mandate. Human beings often act wrongfully and foolishly. This is because they neglect their responsibilities. In this verse, "trust" refers to the duties of religion and sharia, which impose obligations on humans, such as prayer, fasting, zakat, and being fair and honest in social life. This verse illustrates the enormity and weight of human responsibility. It emphasizes the importance of carrying out each responsibility with full awareness because Allah will hold every individual accountable for their actions on the Day of Judgment (Departemen Agama, 2005).

In addition, it was narrated by Bukhari that the Prophet Muhammad (peace be upon him) said:

حَدَّثَنَا مُحَمَّدُ بْنُ سِنَانٍ، قَالَ حَدَّثَنَا فُلَيْحٌ، ح وَحَدَّثَنِي إِبرَاهِيمُ بْنُ الْمُنْذِرِ، قَالَ حَدَّثَنَا مُحَمَّدُ بْنُ فُلَيْحٍ، قَالَ حَدَّثَنِي أَبِي قَالَ، حَدَّثَنِي هِلَالُ بْنُ عَلِيٍّ، عَنْ عَطَاءِ بْنِ يَسَارٍ، عَنْ أَبِي هُرَيْرَةَ، قَالَ بَيْنَمَا النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فِي مَجْلِسٍ يُحَدِّثُ الْقَوْمَ جَاءَهُ أَعْرَابِيٌّ فَقَالَ مَتَى السَّاعَةُ فَمَضَى رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يُحَدِّثُ، فَقَالَ بَعْضُ الْقَوْمِ سَمِعَ مَا قَالَ، فَكَرِهَ مَا قَالَ، وَقَالَ بَعْضُهُمْ بَلْ لَمْ يَسْمَعْ، حَتَّى إِذَا قَضَى حَدِيثَهُ قَالَ " أَتَيْنَ - أَرَأَيْتُمْ - السَّائِلُ عَنِ السَّاعَةِ ". قَالَ هَا أَنَا يَا

رَسُولُ اللَّهِ ﷺ قَالَ " فَإِذَا ضُيِّعَتِ الْأَمَانَةُ فَانْتَظِرِ السَّاعَةَ ". قَالَ كَيْفَ إِضَاعَتُهَا قَالَ " إِذَا وُسِّدَ الْأَمْرُ إِلَى غَيْرِ أَهْلِهِ فَانْتَظِرِ السَّاعَةَ "

"While the Prophet (ﷺ) was saying something in a gathering, a Bedouin came and asked him, "When would the Hour (Doomsday) take place?" Allah's Messenger (ﷺ) continued his talk, so some people said that Allah's Messenger (ﷺ) had heard the question, but did not like what that Bedouin had asked. Some of them said that Allah's Messenger (ﷺ) had not heard it. When the Prophet (ﷺ) finished his speech, he said, "Where is the questioner, who inquired about the Hour (Doomsday)?" The Bedouin said, "I am here, O Allah's Apostle." Then the Prophet (ﷺ) said, "When honesty is lost, then wait for the Hour (Doomsday)." The Bedouin said, "How will that be lost?" The Prophet (ﷺ) said, "When the power or authority comes in the hands of unfit persons, then wait for the Hour (Doomsday)."" (Bukhari – 6015).

Shaykh Muhammad Mutawalli ash-Shafi'rawi interpreted this hadith about trust as a profound warning about the breakdown of social order when competent individuals no longer assume their responsibilities. For him, trust encompasses not only wealth but also leadership, knowledge, positions, and societal roles. When a matter is handed over to a non-expert due to nepotism, financial gain, or personal interests, it constitutes a form of betrayal of the people. Destruction becomes inevitable. It may come slowly. He views this as a loss of trust and justice and a disappearance of blessings (Sha'rawī, 1991).

D. The Influence of Psychological Capital on Work Engagement

Psychological capital significantly influences work engagement. Psychological capital is an individual resource that plays a significant role in the work of individuals, consist of self-efficacy, optimism, hope, and resilience. On a different note, work engagement is a state in which individuals have positive thoughts related to their work. When an individual's level of psychological capital is high, they tend to be confident and motivated at work. This motivation fosters work engagement, enabling individuals to achieve work goals and persevere in the face of challenges. This means that when confronted with a problem, the person is more invested in their work.

E. The Influence of Role Clarity on Work Engagement

Role clarity is a condition where an individual has certainty in their duties, responsibilities, or expectations in their work. Work engagement refers to the extent to which an employee feels passionate, dedicated, and actively involved in their work. Role clarity affects employee motivation. When the information or orders given are unclear, it will cause work stress. This will reduce employee dedication and enthusiasm. Role clarity can increase work engagement in individuals.

F. The Influence of Psychological Capital and Role Clarity on Work Engagement

Individuals with high psychological capital tend to be more motivated and emotionally involved in their work, which increases their engagement. Staff who have role clarity tend to have lower stress levels and are more adaptable

to the demands of the job. Thus, the higher role clarity an individual has, the more likely they are to be highly motivated, more engaged in their work, and able to improve their performance in the organization.

G. Conceptual Framework

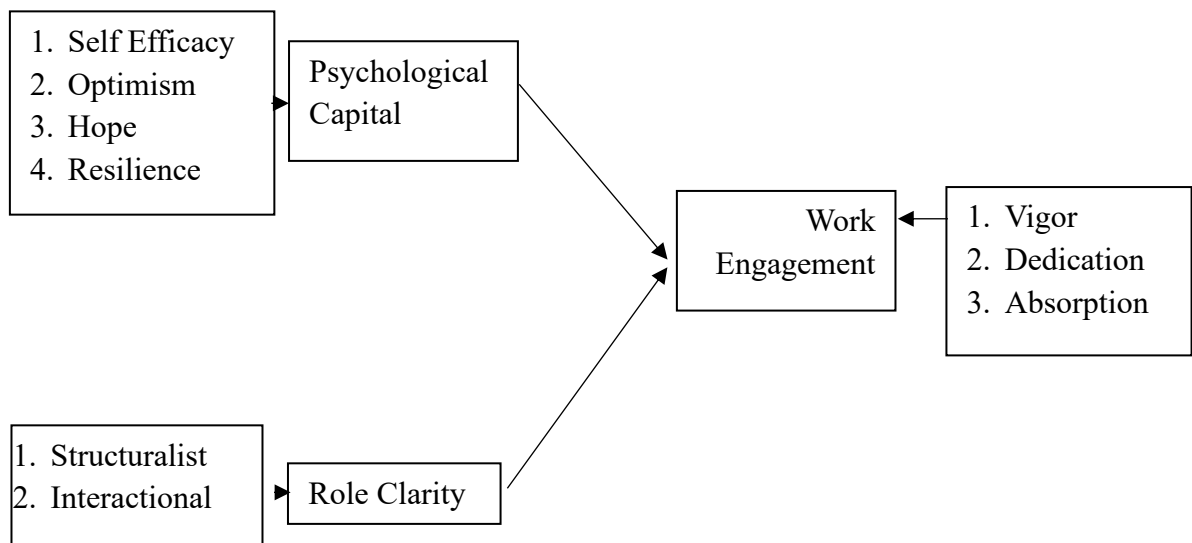


Figure 2. 1 Conceptual Framework

Sources: (Luthans, Avolio, et al., 2007; Schaufeli et al., 2002; Suwandi, 2004)

H. Hypotheses

The hypotheses in this study are:

H0: Psychological capital and role clarity have no significant effect on work engagement among Global English staff.

H1: Psychological capital and role clarity have a significant effect on work engagement among Global English staff.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design used in this study is a quantitative study with a quantitative regression approach. Regression analysis is used to evaluate the degree to which the independent variable influences the dependent variable, either individually or collectively (Ghozali, 2018). Researchers use regression to determine if an independent variable has a significant influence on the dependent variable.

Quantitative research begins with data collection. The next step is for the researcher to interpret the data. The data will be analyzed, and numerical research methods will reinforce the results (Arikunto, 2006). A quantitative approach is used in this study entitled "*THE INFLUENCE OF PSYCHOLOGICAL CAPITAL AND ROLE CLARITY ON STAFF'S WORK ENGAGEMENT IN "GLOBAL ENGLISH" EDUCATIONAL INSTITUTION.*" The purpose is to answer the formulated problems and hypotheses previously set by researchers.

B. Identification of the Research Variables

Research variables are individuals whom researchers have identified as suitable for study. This determination is made based on the presence of variations. The study of these variables leads to the formation of conclusions (Sugiyono, 2019). This study uses three variables, including:

1. Independent Variable (X)

Independent variables impact or influence the dependent variable (Sugiyono, 2019). The independent variables in this study are:

X1: Psychological Capital

X2: Role Clarity

2. Dependent Variable (Y)

The dependent variable is the variable that is affected by or the variable that is the outcome of the independent variable. In this study, the dependent variable is work engagement.

C. Operational Definition

1. Work Engagement

Work engagement is a positive psychological condition of staff who are involved in their work both physically, emotionally and cognitively which is reflected in the emergence of a sense of pride, enthusiasm, a sense of belonging in their work so that they are encouraged and energized to exert all their efforts to face existing obstacles to achieve existing goals (Bakker & Leiter, 2010).

2. Psychological Capital

Psychological capital is a positive psychological state consisting of self-efficacy, hope, resilience, and optimism. These four aspects interact and reinforce each other, forming psychological resources that increase motivation, engagement, well-being, and individual performance in the workplace (Luthans, Youssef, et al., 2007a).

3. Role Clarity

Role clarity is defined as a condition in which individuals have a clear understanding of the tasks, responsibilities, and expectations given to them in the

work environment. Role clarity includes knowing what must be done, how tasks are carried out, and how one's role contributes to achieving organizational goals (Suwandi, 2004).

D. Population and Sample

1. Population

The scope of a study's subjects is defined as the population. The population is the whole subject that will later be measured and has specific characteristics determined by the researcher. (Sugiyono, 2019). As explained above, the population to be studied by the researchers consists of Global English staff, in total 77 people.

2. Sample

The sample is part of a population that will be the subject of study by researchers. The sample represents the characteristics and number of a population. Therefore, when tasting is necessary, certain methods are employed based on factors that are taken into account in advance (Sugiyono, 2019). The sample characteristics of this study are teacher and staff members of Global English that consists 77 people.

According to Bafarasat (2021), a census is suitable when the population size is small, the variance of characteristics is high, or the risk of sampling error is substantial, due to the absence of error resulting from sample selection (Ziafati Bafarasat, 2021). In this study, the census method was chosen because the population was small, the data were easily accessible, and the goal was to obtain complete, representative data.

E. Research Instruments

1. Work Engagement Scale Instrument

The work engagement scale in this study adopted the scale compiled by (Rokhim, 2023). Which measures aspects of work engagement proposed by Schaufeli and Bakker (2008), including vigor, dedication, and absorption (Bakker et al., 2008).

Table 3. 1 Blueprint of Work Engagement

No.	Aspect	Indicator	Item		Percentage	Total
			Fav	Unfav		
1.	Vigor	Do not give up easily	5,9,11	2,6,8,35	19,4%	7
		Willingness to try	3,13,36	4,28,32	16,6%	6
2.	Dedication	Be proud of the job	1,7,21	10,20,29	16,6%	6
		Feel challenged	19,30,31	12,34	13,8%	5
3.	Absorption	Focus	17,23,27	14,16,22	16,6%	6
		Get immersed in work	15,25,33	18,24,26	16,6%	6
		Total	18	18	100%	36

2. Psychological Capital Scale Instruments

This study uses the PCQ-12 (Psychological Capital Questionnaire) scale from Avay, Luthans, and Mhatre (2008), which was adapted by Kanny (2019) and adjustment by the researcher. These adjustments were based on input from prospective respondents and aimed to improve understanding without affecting the core construct. Since the changes were minor and non-substantive, re-evaluation by a panel of experts was not required (Beaton et al., 2000).

Table 3. 2 Blueprint of Psychological Capital

No.	Aspect	Indicator	Item		Percentage	Total
			Fav	Unfav		
1.	Self Efficacy	Believes that he/she is capable to completing the task.	1,2,3	-		3
2.	Hopes	Has a goal at work.	11,12	-		2
3.	Optimism	Looking for opportunities in the future	5,6,7,8	-		4
4.	Resilience	Does not give up easily (ability to see the risks that will be faced)	4,9,10	-		3
Total			12	-	100%	

3. Role Clarity Scale Instrument

The role clarity scale instrument used in this study is Suwandi's (2004) scale, which has been modified by Parhusip (2010) and modified by the researcher (Suwandi, 2004). The items were modified to help respondents understand. The modified instrument has been judged by two lecturers of I/O psychology, Faculty of Psychology at UIN Maulana Malik Ibrahim Malang.

Table 3. 3 Blueprint of Role Clarity

N o.	Aspect	Indicator	Item		Perce ntage	Total
			Fav	Unfav		
1.	Structuralist	Understanding duties and responsibilitie s	-	1,2,3, 4	25%	4
		Understanding the limits of authority and rights at work	6,8	5,7	25%	4
2.	Interactional	Received tasks that are in accordance with the background experience	10,11	9,12	25%	4
		Obstacles experienced in carrying out tasks	13,14,15,1 6	-	25%	4
		Total	8	8	100%	16

F. Data Collection Technique

The data collection techniques used in this study were interview techniques, observation, and research instruments in the form of questionnaires. Data collection techniques, such as questionnaires, involve presenting respondents with a set of written questions or statements to answer.

The type of questionnaire used in this research is the Likert scale, a commonly used instrument in social science research. The Likert scale presents respondents with questions or statements that offer four possible answers, which are completed by selecting the conditions that best align with the respondent's perspective. The questions are closed and measured on an interval scale. The answer choices are "strongly agree," "agree," "disagree," and "strongly disagree".

G. Validity and Reliability Test

1. Validity Test of Measuring Tools

According to Sugiyono, the validity test is the degree of accuracy between the data studied and the data obtained by the researcher. The validity test is conducted to assess the accuracy of the measuring instrument (Sugiyono, 2022). In this study, researchers tested the validity of using the SPSS 25.0 Microsoft for Windows program. The questionnaire is declared valid if the significance value is > 0.3 .

Table 3. 4 Work Engagement Variable Validity

Aspect	No. Item	Total	Validity Index
Vigor	3,5,9,11,36,2,6, 4,28,	28	0,320-0,711
Dedication	1,7,21,30,31,12,34, 10,20,29		
Absorption	17,23,27,15,18,24,26, 14,22		

Table 3.4 shows the results of the validity test for the work engagement variable. The falling items come from the three aforementioned aspects, including items 8, 13, 32, and 35 from the vigor aspect. These items include number 19 in the dedication aspect and numbers 16, 25, and 33 in the absorption aspect. Thus, 28 items remain eligible for use, with a validity value range of 0.32-0.711.

Table 3. 5 Psychological Capital Variable Validity

Aspect	No. Item	Total	Validity Index
Self -Efficacy	1,2,3	12	0,458-0,713
Hope	11,12		
Optimism	5,6,7,8		
Resilience	4,9,10		

The results of the validity test for the psychological capital variable found that no items were identified as invalid. The 12 items above were suitable for use in research. The validity value obtained ranged from 0.458 to 0.713.

Table 3. 6 Role Clarity Variable Validity

Aspect	No. Item	Total	Validity Index
Structuralist	1,2,3,4,5,7	13	0,300-0,582
Interactional	9,10,11,12,14,15,16		

Table 3.6 shows the results of the validity test for the role clarity variable. The items that fall into this category include items 6 and 8 from the structuralist aspect and item 13 from the interactional aspect. This leaves 13 items with a validity value range of 0.300-0.582.

2. Reliability Test of Measuring Tools

The reliability test measures the consistency of results produced by a measuring instrument when used with the same subject. The purpose of this reliability test is to evaluate the consistency of a measuring instrument (Sugiyono, 2022). This research uses SPSS 25.0 for Windows, a Microsoft program, to conduct reliability tests. A questionnaire is considered reliable if its significance value is greater than 0.6.

Table 3. 7 Reliability Test Result

Variable	Number of Initial Items	Number of Valid Items	Alpha Coefficient	Status
Work Engagement	36	28	0,881	Reliable
Psychological Capital	12	12	0,910	Reliable
Role Clarity	16	13	0,824	Reliable

The results of the reliability test found that the three variables above are reliable and suitable for use as research instruments. The three variables are significant at a level greater than 0.06, including the work engagement variable, which has a reliability value of 0.881; the psychological capital variable, which has a reliability value of 0.910; and the role clarity variable, which has a reliability value of 0.824.

H. Data Analysis Technique

1. Classical Assumption Test

a. Normality Test

The normality test is used to determine if the data in the study follows a normal distribution. Decisions based on this test are made using the significance value (Sig.), where data is considered normally distributed if Sig. is greater than 0.05. Conversely, if Sig. is less than 0.05, the data are considered not normally distributed (Gunawan, 2015).

b. Linearity Test

The linearity test aims to determine whether a linear relationship exists between two or more variables. In qualified research, the relationship between the independent variable (X) and the dependent variable (Y) should be linear. Decision making in this test is based on the significance value (Sig.), which we compare to 0.05. If Sig. a significant linear relationship between the independent and dependent variables is indicated when the linearity value is less than 0.05. Conversely, if the

Sig. linearity value is more than 0.05, then the relationship between the two variables is not significantly linear (Widhiarso, 2010).

c. Multicollinearity Test

The multicollinearity test is conducted to determine whether there is a high relationship or correlation between the independent variables in a regression model. The existence of a strong correlation between independent variables is an indication of the similarity between the aspects being measured, which leads to multicollinearity. The presence of multicollinearity can be discerned through the examination of tolerance and variance inflation factor (VIF) values (Ghozali, 2018).

The criteria used in this test are if the tolerance value is more than 0.10. This means there is no multicollinearity in the regression model. The absence of multicollinearity in the regression model is indicated by a VIF value less than 10.00 (Ghozali, 2018).

d. Heteroscedasticity Test

The heteroscedasticity test aims to assess whether there are differences in the regression model related to the variance of the residuals between one observation and another. Heteroscedasticity is the term for a condition in which the residual variance is different between observations. An effective regression model should not be affected by heteroscedasticity (Ghozali, 2018). To determine the presence of heteroscedasticity in the regression model, the significance value (Sig.) of each independent variable can be evaluated. If the significance value

is greater than 0.05, it can be concluded that the model does not exhibit heteroscedasticity, meaning the residual variance remains constant and the regression assumptions are met.

2. Descriptive Analysis

This study uses descriptive analysis as a medium to present the raw data that has been collected and analyzed through the following stages:

- a. Find the hypothetical mean value with the following formula:

$$M = 1/2 (i \text{ Max} + i \text{ Min}) \times \Sigma \text{ Item}$$

Description:

M: hypothetical mean

i Max: the highest score of an item

i Min: the lowest score of an item

Σ item: number of items in the scale

- b. Find the empirical mean value with the following formula:

$$M = \Sigma \text{ subject score} + \Sigma \text{ subject}$$

Description:

M: empirical mean

Σ subject score: sum of the scores of all subjects

Σ subject: number of research subjects

- c. Find the standard deviation value with the following formula:

$$SD = 1/6 (i \text{ Max} - i \text{ Min})$$

Description:

SD: Standard deviation

i Max: The highest score of an item

i Min: The lowest score of an item

- d. Performing categorization to determine the level of each variable with the following formula:

Table 3. 8 Categorization Norms

Categorization	Norms
High	$X > (M + 1SD)$
Medium	$(M - 1SD) \leq X \leq (M + 1SD)$
Low	$X < (M - 1SD)$

3. Hypothesis Test

This study uses multiple regression analysis. Multiple regression analysis is a statistical method used by researchers to predict the value of a dependent variable based on the values of two or more independent variables (Ghozali, 2018). This study uses multiple regression analysis. Multiple regression analysis is a statistical method used by researchers to predict the value of a dependent variable based on the values of two or more independent variables.

This study has two aims. First, it aims to see the effect of independent variables on the dependent variable. Second, it aims to determine the proportion of work engagement variance that variations in psychological capital and role clarity can explain. The coefficient of determination (R^2) can be used to identify this relationship. If the R^2 value is significant ($p < 0.05$), then it can be concluded that the proportion of work engagement explained by psychological capital and role clarity is substantial.

After obtaining the R^2 value, the next step is to conduct an F test. This test aims to determine whether all independent variables together can explain variations in

the dependent variable (Lubis, 2022). A substantial effect of the independent variables on the dependent variable can be concluded if the F-test results show a significant value ($p < 0.05$) or an F-count greater than the F-table value (Gunawan, 2015).

The next stage is the t-test, which aims to determine whether each independent variable has a significant effect on the dependent variable. In this study, the significance level is 0.05, or 5%. If the significance value (Sig.) is less than 0.05, the alternative hypothesis (H_a) is accepted. This means that the independent variable has a partially significant effect on the dependent variable.

CHAPTER IV

RESULT AND DISCUSSION

A. Location Description

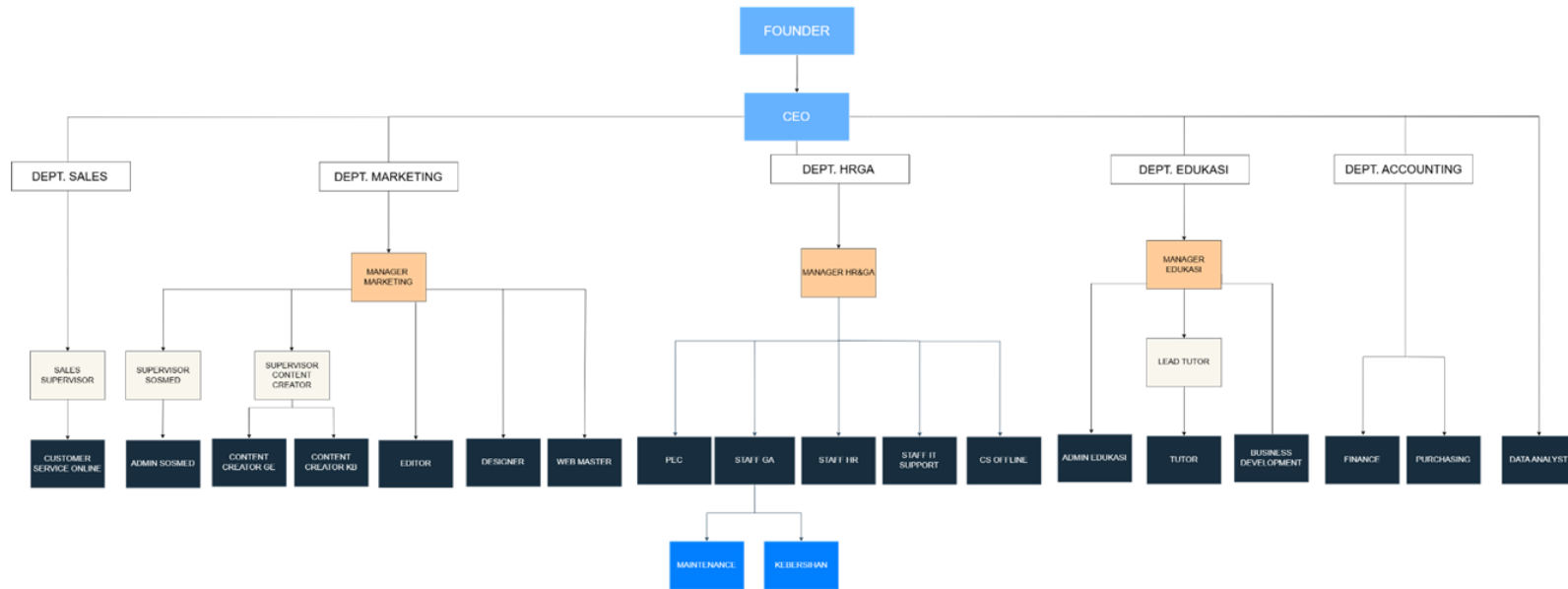
Global English is an English language educational institution located at 66 Jalan Brawijaya, Mangunrejo, Tulungrejo, Pare, Kediri. This institution has an intensive dormitory system that works together with the Integrated Language System to create an effective and conducive learning environment. Founded on November 10, 2008, Global English is registered with the Ministry of National Education (*Depdiknas*) under number 05109.1.0074. Global English offers a variety of programs designed to meet the needs of learners at different levels, from beginner to advanced.

Structurally, the institution consists of five departments as well as one data analyst who is directly under the coordination of the Chief Executive Officer (CEO). The five divisions include the sales, marketing, Human Resources and General Affairs (HRGA), education, and accounting departments.

The education department is the core department responsible for handling all aspects of teaching, curriculum, and instructor development. This department has the largest number of staff, comprising 52 individuals. The marketing department is responsible for designing and executing the institution's promotional strategies, both through digital channels and business-to-business initiatives. The department has 10 staff. The HRGA (Human Resource and General Affairs) Department is responsible for handling labor affairs, general administration, and managing the institution's operational needs. This department consists of 9 people. The sales

department plays a crucial role in the process of selling programs, providing customer service, and managing relationships with prospective members. The department has three staff.

STRUKTUR ORGANISASI GLOBAL ENGLISH



Kediri, 27 September 2024

Agus Tri Winarso
Chief Executive Officer

Figure 4. 1 Organizational Structure of Global English

Each department plays a role in supporting the implementation of institutional programs, both academically and operationally. This collaborative work fosters a culture oriented toward achieving the institution's vision and improving the quality of educational services in a sustainable way.

B. Research Implementation

This research was conducted at Global English Pare, located at Jalan Brawijaya No. 66 in Mangunrejo, Tulungrejo, Pare, Kediri. The first stage of the study consisted of two months of observation from September to October 2024. The purpose of this observation was to gain an in-depth understanding of the work environment at Global English, including its learning system, staff interaction patterns, and the role of psychological capital and role clarity in supporting work engagement. During this period, the researcher conducted direct observations of activities in the institutional environment to ensure the appropriateness of the research instruments for the field conditions.

The next stage is data collection, which took place on March 17-18, 2025. Data was collected via a Google Form questionnaire designed to measure psychological capital (X1), role clarity (X2), and work engagement (Y). The questionnaire was distributed via the organization's official WhatsApp group, consisting of Global English staff. This method was chosen to simplify the process of distributing questionnaires and increase the participation of respondents in the research.

The subsequent step is data analysis, which will be conducted using SPSS software. Regression analysis will be used to determine the extent to which

psychological capital and role clarity affect the work engagement of Global English staff.

C. Research Results

1. Classical Assumption Test

a. Normality Test

The normality test is a method used to determine if the data obtained follows a normal distribution. This distribution is necessary for the data to be used in parametric statistical analysis, also known as inferential statistics. In this study, the normality test was performed using the Kolmogorov-Smirnov test in the SPSS 25.0 for Windows program. This test is based on the principle that if p is greater than 0.05, then the data is normally distributed. The results of the normality test are shown in the following table.

Table 4. 1 Normality Test Result

Variable	N	Sig	Status
Work Engagement	77	0,074	Normal
Psychological Capital		0,79	Normal
Role Clarity		0,200	Normal

The normality test results show that the significance values for the work engagement variable, the psychological capital variable, and the role clarity variable are 0.074, 0.200, and 0.079, respectively. Since $p > 0.05$, it can be concluded that the data for the three variables are normally distributed.

Table 4. 2 Normality Test Result

Variable	N	Sig	Status
X1, X2 and Y	77	0.200	Normal

The normality test results show that the significance value of the three variables when combined is 0.200. The result of this significance value is $p > 0.05$, which means that the data is normally distributed.

b. Linearity Test

The linearity test determines if the relationship between the variables in this study is significantly linear. The linearity test will be analyzed using the Deviation from Linearity function in SPSS 25.0 for Windows. Decisions are based on a significance level of 0.05. If the p-value is greater than 0.05, the relationship between the variables can be considered linear.

The results of the linearity test are shown in the following table.

Table 4. 3 Linearity Test Results of Work Engagement and Psychological Capital Variables

Variable	Sig	Status
Work Engagement - Psychological Capital	0,679	Linier

The linearity test results show that the significance value between the variables is 0.679. Since $p > 0.05$, it can be concluded that there is a linear relationship between work engagement and psychological capital.

Table 4. 4 Linearity Test Results of Work Engagement and Role Clarity Variables

Variable	Sig	Status
Work engagement – Role Clarity	0,333	Linear

The linearity test results show that the significance value between the two variables is 0.333, meaning $p > 0.05$. Therefore, it can be concluded

that there is a linear relationship between work engagement and role clarity.

c. Multicollinearity Test

The multicollinearity test is used to identify and measure the relationship or correlation between the independent variables in a regression model. If the correlation between the independent variables is too strong, it indicates that the aspects being measured are too similar, which can cause multicollinearity.

Multicollinearity occurs when the independent variables in a regression model have an almost perfect relationship with each other. Ideally, a good model would not show any correlation between the independent variables. If multicollinearity occurs, it can lead to significant variance in the regression model, making it challenging to obtain accurate estimates. The Variance Inflation Factor (VIF) value can be used to detect multicollinearity.

The VIF value must be less than 10.00. If it is, it can be concluded that there are no multicollinearity symptoms in the model. The following are the results of the multicollinearity test based on the output of the Microsoft SPSS 25.0 for Windows application (Santoso, 2005).

Table 4. 5 Multicollinearity Test Results Out of SPSS

Variable	Tolerance	VIF
Psychological Capital	0.937	1.068
Role Clarity	0.937	1.068

The table of multicollinearity test results above shows that the tolerance value is 0.937 for variables X1 and X2. This indicates that $p > 0.100$. Meanwhile, the VIF value is 1.068, meaning $p < 10$. These values indicate that there is no multicollinearity problem.

d. Heteroscedasticity Test

The heteroscedasticity test is used to identify any potential deviations from the standard assumptions of regression analysis. Heteroscedasticity occurs when the variance of the residuals is not uniform across all observations in the regression model. A good regression model must be free of symptoms of heteroscedasticity because their presence can affect the accuracy of the estimation and the validity of the analysis results.

The presence or absence of heteroscedasticity in the regression model can be determined by examining the significance value (Sig.) of each independent variable. If the significance value is > 0.05 , then there is no heteroscedasticity. In that case, one can conclude that there is no heteroscedasticity in the model. This means that the residual variance is constant, and the regression assumption is met. The following are the results of the heteroscedasticity test based on SPSS 25.0 output for Microsoft Windows.

Table 4. 6 Multicollinearity Test Results Out of SPSS

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11.514	5.195		2.216	0.030
Psychological	0.021	0.116	0.022	0.183	0.856
Role	-0.147	0.090	-0.192	-1.631	0.107
a. Dependent Variable: RES_2					

According to the table, the psychological capital variable is significant at a value of 0.856, while the role clarity variable is significant at a value of 0.107. Since both values are greater than 0.05, there is no indication of heteroscedasticity in this regression model. Therefore, it can be concluded that the regression model fulfills the homoscedasticity assumption.

2. Descriptive Analysis

Descriptive analysis was conducted to describe the data distribution, including mean, standard deviation, minimum, and maximum values, for the variables of psychological capital, role clarity, and work engagement. These values provide an overview of the general tendency and level of data variation in this study. The results of the descriptive analysis are shown in the following diagram.

Table 4. 7 Descriptive Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
psychological	77	33	48	40.73	5.015
work	77	68	112	91.88	10.941
role	77	25	52	40.01	6.461
Valid N (listwise)	77				

The results of the descriptive analysis show that the amount of data for each variable is 77. The psychological capital variable has a minimum value of 33 and a maximum value of 48. The mean value of this variable is 40.73, with a standard deviation of 5.015. The work engagement variable has a minimum value of 68 and a maximum value of 112. The mean value of this variable is 91.88, with a standard deviation of 10.941. The role clarity variable has a minimum value of 25 and a maximum of 52. The mean value is 40.01, and the standard deviation is 6.461.

The next step in the process is to determine the level of each variable. This is done by finding the mean and standard deviation of each variable, and then categorizing the variable as high, medium, or low. The formula used to determine the level is as follows:

Table 4. 8 Categorization Norms

Categorization	Norms
Low	$X < M - 1 \text{ SD}$
Medium	$M - 1 \text{ SD} < X < M + 1 \text{ SD}$
High	$M + 1 \text{ SD} > X$

Description:

M = Mean

SD = Deviation Standard

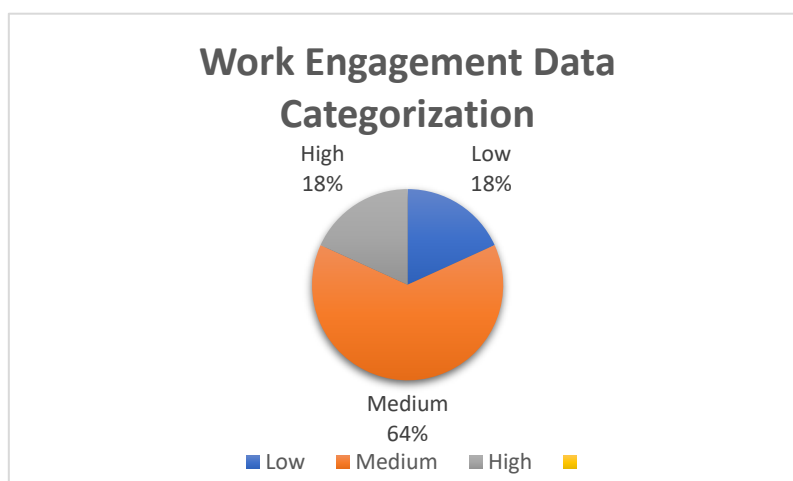
The following table displays the categorization of levels on each variable in the study.

a. Work Engagement

Table 4. 9 Work Engagement Data Categorization

Categorization	Range	Frequence	Percentage
Low	$X < 80,94$	14	18,2%
Medium	$80,94 < X < 102,82$	49	63,6%
High	$102,82 > X$	14	18,2%
Total			100%

According to the table, out of 77 respondents, 14 have low levels of work engagement, 49 have medium levels, and 14 have high levels. The percentage of work engagement among the 77 staff is depicted in the following pie chart:

**Diagram 4. 1 Work Engagement Data Categorization**

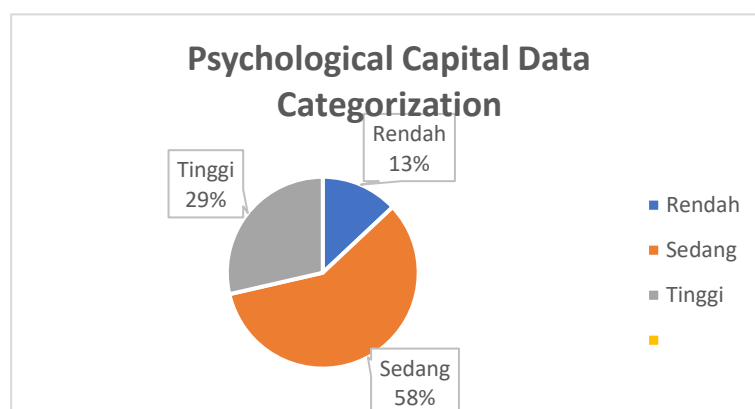
The pie chart above shows that 64% of Global English staff have medium work engagement, which is relatively good. 18% of staff (14 staff) have a low level of work engagement, while 19% (14 staff) have a high level of work engagement.

b. Psychological Capital

Table 4. 10 Psychological Capital Data Categorization

Categorization	Range	Frequence	Percentage
Low	$X < 35,72$	10	13%
Medium	$35,72 < X < 45,75$	45	58,4%
High	$45,75 > X$	22	28,6%
		Total	100%

Based on this table, 10 out of 77 staff had a low level of psychological capital, 45 had a medium level, and 22 had a high level. The percentage of psychological capital among the 77 staff is depicted in the following pie chart:

**Diagram 4. 2 Psychological Capital Data Categorization**

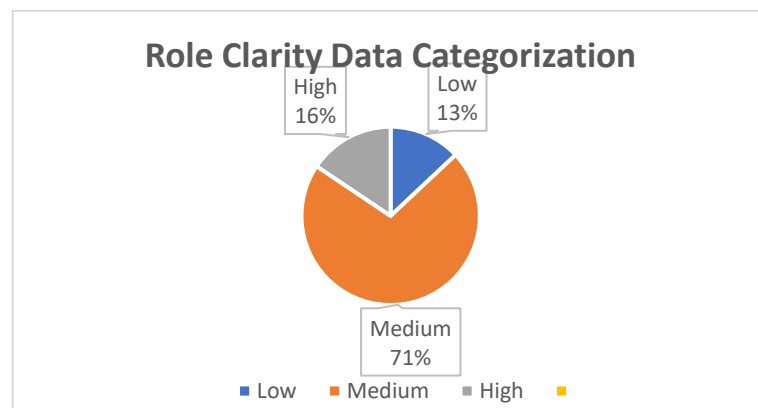
Based on the pie chart above, Global English staff are categorized as having medium psychological capital, with 58.4% of staff (45 staff) having medium-level psychological capital at work. Meanwhile, 28.6% of staff (22 staff) have high psychological capital, and 13% of staff (10 staff) have low psychological capital.

c. Role Clarity

Table 4. 11 Role Clarity Data Categorization

Categorization	Range	Frequency	Percentage
Low	$X < 33,55$	10	13%
Medium	$33,55 < X < 46,47$	55	71,4%
High	$46,47 > X$	12	15,6%
Total			100%

Based on this table, 10 out of 77 respondents have a low level of role clarity, 55 have a medium level, and 12 have a high level. The percentage of role clarity among the 77 staff is depicted in the following pie chart:

**Diagram 4. 3 Role Clarity Data Categorization**

Based on the pie chart above shows that Global English staff have role clarity in the medium category, with 55 staff out of 71 having medium role clarity at work. Sixteen percent of respondents (12 staff) have high role clarity, and 13% (10 staff) have low role clarity.

3. Hypothesis Test

Multiple linear regression tests analyze how the independent variable affects the dependent variable in positive and negative directions. This test

enables us to determine the extent to which each independent variable contributes to changes in the dependent variable. The multiple linear regression analysis yielded the following results:

Table 4. 12 Multiple Linear Regression Test Results

Coefficients^a					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	25.330	8.798		2.879
	psycho	1.127	0.196	0.517	5.743
	role	0.516	0.152	0.305	3.386
a. Dependent Variable: work					

The regression coefficient value in the table above indicates that the psychological capital variable has a positive effect on work engagement. This means that a one-unit increase in the psychological capital variable will result in a 1.127-unit rise in the work engagement variable. The role clarity variable has a positive effect on work engagement, with a regression coefficient value of 0.516. The work engagement variable increases by 0.516 for each unit increase in the role clarity variable.

The coefficient of determination test is used to determine the contribution of each independent variable to the dependent variable, as well as to assess the total contribution of all independent variables to the dependent variable. In multiple linear regression analysis, two measures are used to understand the relationship between independent and dependent variables: the R value (correlation coefficient) and the R-squared (R^2) value, also known as the coefficient of determination. The R value is a measure of the strength and direction of the linear relationship

between two variables. It ranges from -1 to 1. If R is close to 1, the relationship is strong and positive. If it is close to -1, the relationship is strong but negative. If the R value is close to 0, there is a weak or no linear relationship between the independent and dependent variables (Ghozali, 2018).

Meanwhile, the R-squared (R^2) value illustrates how much the independent variables can explain the variations in the dependent variable. R^2 has a range of values between 0 and 1, where the higher the R^2 value, the greater the proportion of variability in the dependent variable that the independent variables in the model can explain (Ghozali, 2018). The results of the coefficient of determination test are presented in the following table.

Table 4. 13 Psychological Capital Determination Coefficient Test Results

Variable	R	R Square	Percentage
Psychological Capital Work Engagement	0,593	0,352	35,2%

The results in the table indicate that the value of R is 0.593, which is close to 1, suggesting a strong and positive relationship between the psychological capital variable and work engagement. The R^2 value, which measures the proportion of variation in work engagement of Global English staff explained by the model, is 0.352. This indicates that the level of psychological capital influences 35.2% of the variation in work engagement among Global English staff.

Table 4. 14 Coefficient of Determination Test Results Role Clarity

Variable	R	R Square	Percentage
Role Clarity Work Engagement	0,435	0,189	18,9%

The results in the table show that the value of R is 0.435. This indicates a positive relationship between role clarity and work engagement. It also shows a medium level of correlation. The clearer a person's role in their job, the higher their perceived work engagement. The R^2 value is then 0.189, indicating that the level of role clarity accounts for 18.9% of the variation in the work engagement of Global English staff.

Table 4. 15 Psychological Capital and Role Determination Coefficient Test Results Clarity

Variable	R	R Square	Percentage
Psychological Capital Role Clarity Work Engagement	0,663	0,439	43,9%

The results in the table indicate that the value of R is 0.663, suggesting a positive relationship between psychological capital and role clarity, which collectively have a considerable influence on work engagement. Staff at Global English feel more engaged at work when they have high psychological capital and a clear understanding of their roles. The R^2 value is 0.439, indicating that the level of psychological capital and role clarity influences 43.9% of the variation in Global English staff work engagement.

The F-test examines whether independent variables collectively influence the dependent variable. If the significance value is less than 0.05, then the independent variable has a statistically significant effect on

the dependent variable. The following are the results of the SPSS F-test examining the influence of the independent variables (psychological capital and role clarity) on the dependent variable (work engagement).

Table 4. 16 F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3994.692	2	1997.346	28.963	.000 ^b
	Residual	5103.256	74	68.963		
	Total	9097.948	76			
a. Dependent Variable: work						
b. Predictors: (Constant), role, psycho						

The results above indicate that the significance value is 0.000, which means $p < 0.05$. Therefore, it follows that the psychological capital and role clarity variables influence the work engagement variable simultaneously.

The T test is conducted to determine whether the independent variables individually influence the dependent variable (partial) with decision making, namely, if the significance value is <0.05 , then there is an influence of the independent variable on the dependent variable. The following are the results of the t-test using the SPSS 25.0 Microsoft Windows program for the independent variables (psychological capital and role clarity) and the dependent variable (work engagement).

Table 4. 17 T Test Results (Partial)

		Coefficients^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	25.330	8.798		2.879	0.005
	psycho	1.127	0.196	0.517	5.743	0.000
	role	0.516	0.152	0.305	3.386	0.001

a. Dependent Variable: work

The T-test results above show that the significance level is 0.000. The psychological capital variable has a sig. value of 0.000, and the role clarity variable has a sig. value of 0.001, meaning $p < 0.05$. Therefore, psychological capital and role clarity have a significant influence on work engagement.

D. Discussion

The study of 77 Global English staff revealed a significant influence of psychological capital and role clarity on work engagement.

1. The Level of Work Engagement among the Staff of Global English Institution

The results of the frequency distribution analysis in this study showed that 18% or 14 staff had a low level of work engagement. The majority of the staff, 64% or 49 staff, are in the medium work engagement category. Meanwhile, 18% (14 staff) are in the high work engagement category

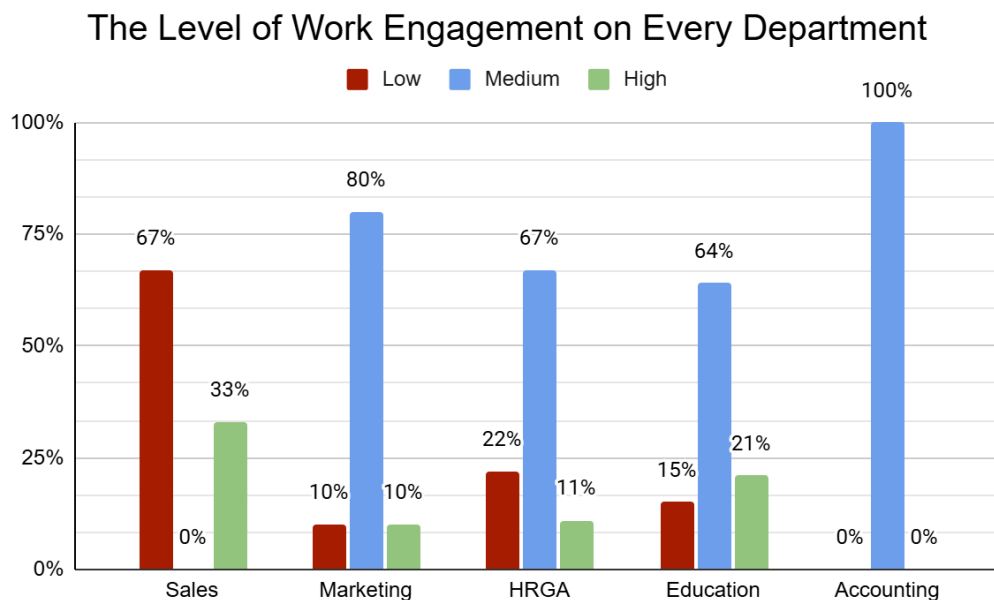


Diagram 4. 4 The Level of Work Engagement on Every Department

Based on the chart above, it shows that there are the detail percentage of each department. Sales department consists of three staff. Two of the staff have a low level of work engagement. One employee has a high level of engagement. The marketing department consists of ten staff. According to the data analysis results, eight of the staff have a medium level of work engagement. One employee has a low level of engagement, and one has a high level.

The Human Resources and General Affairs (HRGA) department consist of nine staff. According to the test results, two staff have a low level of work engagement. The other six have a medium level of engagement and one employee has a high level of work engagement. The Education Department has 52 staff. Eight of them have low levels of work engagement. Eleven of them

have a high level of engagement. The remaining 33 staff have a medium level of work engagement. The accounting department has two staff. Both have a medium level of work engagement and one data analyst with a medium level of engagement.

Staff who are highly engaged in their work show positive characteristics. They tend to have high energy levels, be enthusiastic, and be deeply emotionally engaged with their tasks. They are typically dedicated and persistent in the face of challenges, taking pride in their work. They are also more likely to experience flow, a state in which a person is fully immersed in an activity. A state of being so engrossed in one's work that the passage of time is seemingly overlooked, also known as "flow" (Schaufeli et al., 2002). Engaged staff contribute optimally to their performance and can transmit positive enthusiasm to their coworkers. According to Bakker and Demerouti (2008), high work engagement is closely related to increased productivity, organizational loyalty, and low turnover intention (Bakker & Demerouti, 2008).

Staff in the medium work engagement category have work engagement that is classified as sufficient but not optimal. Individuals in this category generally still carry out their duties and responsibilities well, but their level of enthusiasm, energy, and commitment to work has not reached its maximum point. They may be interested in their work, but they sometimes experience psychological or environmental barriers at work that decrease their involvement. Decreased engagement can occur when staff feel less supported

or rewarded, which affects their motivation to contribute more to their work (Saks, 2006). Staff who are categorized as low work engagement show minimal engagement with their work. Individuals in this group tend to experience emotional exhaustion, loss of motivation, and a sense of psychological detachment from their job roles and responsibilities. They may only work out of routine, lacking a sense of belonging or enthusiasm. This can lead to low productivity and an increased risk of turnover or absenteeism. According to Maslach and Leiter (2008), low work engagement is often an early symptom of burnout, characterized by feelings of cynicism, depersonalization, and a sense of low personal accomplishment (Maslach & Leiter, 2008). This is supported by a study by Schaufeli and Bakker (2004), who found that individuals with low work engagement have significantly lower energy levels and commitment compared to those with average work engagement. These individuals also reported experiencing less flow while working (Schaufeli & Bakker, 2004).

These varying levels of work engagement can impact the effectiveness of staff at Global English Institution. Significant differences in engagement among individuals in one organization can hinder the teamwork process and reduce the effectiveness of communication (Schaufeli & Bakker, 2004). Disengaged staff tend to perform poorly, complete tasks less proactively, and are more prone to stress or burnout (Maslach et al., 2001). This can harm the overall productivity of the team and contribute to a less positive work environment. Conversely, staff who are highly engaged contribute more to a

positive work atmosphere. They also enhance team collaboration and drive innovation and effectiveness (Bakker et al., 2011)

Based on the results above, institutions should increase employee work engagement to a higher level. Institutions can develop strategies such as increasing social support from superiors and coworkers, providing greater autonomy in work, and creating a more conducive work environment (Kahn, 1990). As a result, staff can be more motivated and feel more connected to their work, which in turn can have a positive impact on the productivity and overall performance of the organization (Bakker & Demerouti, 2008).

2. The Level of Psychological Capital among the Staff of Global English Institution

The results of the frequency distribution analysis in this study revealed that 58.4% (45 staff) of the Global English staff fell into the medium category. A total of 28.6% (22 staff) were in the category. Meanwhile, 13% (10 staff) were in the low category.

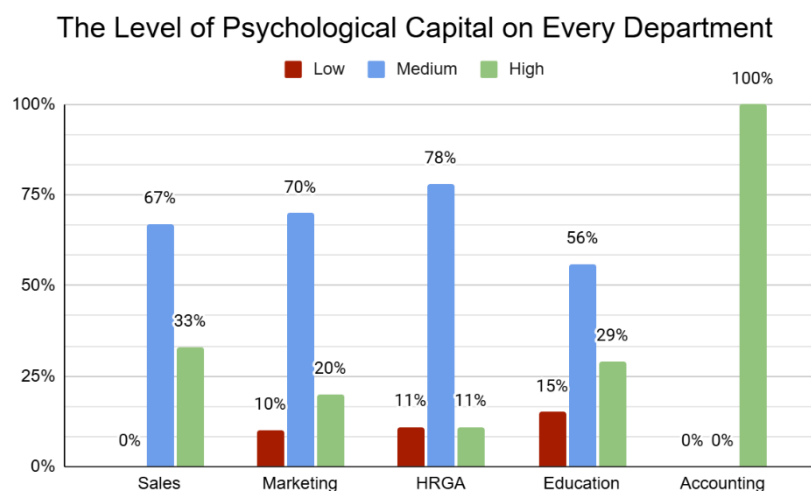


Diagram 4. 5 The Level of Psychological Capital on Every Department

Based on the chart above, it shows that there are the detail percentage of each department. The sales department consists of three staff. Two of them have a medium level. One of them has a high level of psychological capital. The marketing department has 10 staff. Two of them have a high level of psychological capital. One employee has a low level and seven staff have a medium level.

The Human Resources and General Affairs (HRGA) department has nine staff. Seven of the staff have a medium level of psychological capital. One employee has a low level and one other staff has a high level. The Education Department consists of 52 staff. 29 of them have a medium level. Then, 15 staff have a high level and eight staff have a low level of psychological capital. The accounting department has two staff. Both have a high level and one data analyst with a high level.

Staff who classified in the high psychological capital category exhibit a strong level of psychological endurance and intrinsic motivation in facing work challenges. Individuals in this category tend to have confidence in their ability to complete complex tasks (self-efficacy), can set goals and look for various ways to achieve them (hope), remain resilient when facing pressure or failure (resilience), and have a positive outlook on the future (optimism) (Luthans, Youssef, et al., 2007b). They typically work with passion, initiative, and a strong sense of ownership over their roles and responsibilities. This condition has a positive impact on increasing productivity, efficiency, and strengthening the psychological bond between individuals and their organizations. According

to Luthans et al. (2007), high psychological capital plays a crucial role in enhancing work performance, satisfaction, and stress resilience (Luthans, Youssef, et al., 2007b). This is also reinforced by the findings of Avey et al. (2011), which showed that individuals with high psychological capital tend to be more engaged, more resilient in challenging work environments, and have better levels of psychological well-being (Avey et al., 2011).

Staff in the medium psychological capital category have relatively strong psychological capacity in dealing with work demands, although this capacity is not yet fully optimized. They can complete tasks and handle pressure, but they sometimes doubt their abilities and are easily influenced by external obstacles. Various organizational and individual factors, such as uninspiring leadership, an unsupportive work culture, and diverse work experience backgrounds, influence the development of staff' psychological capital (Luthans, Youssef, et al., 2007b).

Staff in the low psychological capital category have limited capacity to deal with work pressures and demands. These individuals generally have doubts about their abilities, struggle to set or achieve goals, tend to give up easily when facing obstacles, and hold a pessimistic view of the future (Luthans, Youssef, et al., 2007b). This condition can cause them to feel stressed, demotivated, and less emotionally and cognitively engaged in their work. They tend to work and focus solely on fulfilling basic obligations, without any additional passion or initiative. According to Luthans et al. (2007), low psychological capital is associated with an increased risk of psychological

burnout, low work performance, and a tendency to withdraw from challenging work environments (Luthans, Youssef, et al., 2007b).

Staff with high psychological capital tend to be more engaged at work, adapt more easily to change, and possess greater resilience in achieving work goals (Luthans et al., 2015). Staff with low psychological capital are more likely to experience higher work stress, less confidence in completing tasks, and are more prone to burnout (Avey et al., 2009). A lack of psychological capital can result in decreased work motivation and initiative, which can affect an organization's overall productivity (Luthans, Youssef, et al., 2007a).

Considering the distribution of psychological capital among the staff of Global English Institution, strategies are needed to enhance aspects of psychological capital, such as offering psychological skills training, fostering supportive work environment, and promoting a positive organizational culture. Research shows that psychological capital can be developed through organizational interventions, such as leadership training programs, mentoring, and constructive positive feedback (Luthans et al., 2010). Therefore, institutions can implement these strategies to enhance staff' psychological capacity, thereby supporting the achievement of organizational goals more effectively.

3. The Level of Role Clarity among the Staff of Global English

Institution

Based on the results of the frequency distribution analysis in this study, it was found that 71% (55 staff) the staff of Global English institution had

medium role clarity. Sixteen percent, or 12 staff, were in the high category, indicating they had a clear understanding of their duties and responsibilities within the organization. Meanwhile, 13% (10 staff) are in the low category.

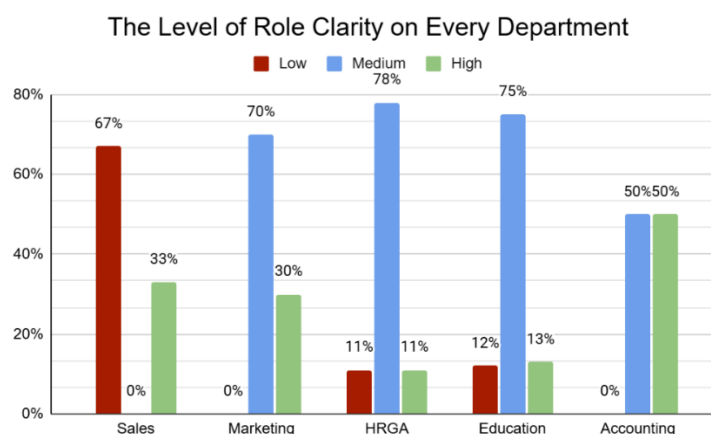


Diagram 4. 6 The Level of Role Clarity on Every Department

The sales department consists of three staff. One employee has a high level and the other two have a low level of role clarity. The marketing department consist of ten staff. Seven of them have a medium level of role clarity. Three other staff have a high level of role clarity. The HRGA department consist of nine staff. Seven of them have a medium level of role clarity. One employee has a low level and one has a high level.

The Education Department consist of 52 staff. Seven of them have a high level and six staff a low level of role clarity. The remaining 39 staff have a medium level. The accounting department has two staff. One has a low level and the other one has a high level of role clarity, as well as one data analyst employee who has a medium level of role clarity.

Staff in the high role clarity category demonstrate a clear and thorough understanding of their duties, responsibilities, and expectations in the workplace. These individuals know what they have to do, how to do it, and what results the organization expects from them. This clarity fosters a high sense of confidence, efficiency, and focus when performing daily tasks. They are less likely to experience confusion, role conflict, or ambiguity when making decisions. According to Rizzo, House, and Lirtzman (1970), high role clarity plays a crucial role in reducing job stress levels and enhancing employee satisfaction and performance. Communicative supervisor support, detailed job descriptions, and effective feedback systems reinforce this role clarity, allowing individuals to work more purposefully and productively and feel more connected to organizational goals (Rizzo et al., 1970)

Staff in the medium role clarity category have a fair understanding of their roles and responsibilities. However, there are still areas that remain unclear. While they can generally perform key tasks well, they sometimes experience confusion regarding work boundaries, priorities, or expectations from superiors. This can lead to uncertainty when making decisions or a decrease in confidence when carrying out specific tasks. A recurring lack of clarity can lead to frustration and hinder employee development, though it does not always significantly impair performance (Robert L. Kahn & Donald M. Wolfe, 1965).

Staff with a low role clarity category usually have a limited understanding of their roles, responsibilities, and the organization's expectations. They often feel confused about what to do, how to do it, and what the expected

performance standards are. This lack of clarity can lead to anxiety, decreased motivation, and an increased likelihood of role conflict. They have difficulty making independent decisions and require constant direction from superiors. According to Rizzo, House, and Lirtzman (1970), low role clarity is closely related to increased job stress, lower job satisfaction, and a higher likelihood of errors or inefficiencies in task execution (Rizzo et al., 1970). This condition stems from a few main causes. They include weak organizational communication, lack of direction, and the absence of clear job descriptions. If left unchecked, these factors can harm both individual and overall team performance (Ivancevich et al., 1999).

Staff with high role clarity tend to be more productive. They also tend to have better job satisfaction. Additionally, they exhibit higher work engagement. This is because they understand the expectations. They can focus on completing their tasks (Tubre & Collins, 2000). However, staff who don't understand their role may feel confused about what they should be doing. This can make them less productive, more stressed, and less interested in their work (Örtqvist & Wincent, 2006). Furthermore, role clarity significantly impacts interpersonal relationships within the work environment. When staff clearly understand their duties, they can collaborate more effectively, avoid role conflicts, and help the team achieve organizational goals more efficiently (Schmidt et al., 2014). However, role ambiguity can lead to misunderstandings, ineffective decision-making, and decreased coordination within the work team (Peterson et al., 1995).

Considering the distribution of role clarity among staff of Global English institution it is crucial for organizations to improve role clarity through better communication, structured feedback, and training that supports staff' role understanding. Staff performance and job satisfaction can be improved, and role clarity can be enhanced, through the implementation of specific strategies. Among these strategies are clear job descriptions, role training, and mentoring from supervisors (Tubre & Collins, 2000).

4. The Influence of Psychological Capital on Work Engagement

The results of the regression analysis in this study show that psychological capital has a significance value (Sig.) of 0.000, indicating that this variable has a significant influence on work engagement. This result shows that the higher the psychological capital of staff, the more engaged they are at work, which has an impact on increasing productivity and work performance (Luthans et al., 2015)

Individuals with high levels of self-efficacy tend to have more confidence in completing their tasks and are less likely to give up easily when facing challenges, which leads to greater work engagement (Bandura, 1994). Secondly, the hope aspect enables individuals to maintain motivation in achieving their goals and have alternative strategies when facing difficulties, which ultimately increases their work engagement (Snyder, 2000). Third, resilience enables individuals to endure stressful work situations and recover from failure, thereby maintaining their emotional and cognitive engagement with their work (Fredrickson, 2001). Lastly, optimism helps individuals

maintain a positive outlook on their work outcomes, which in turn makes them more motivated and enthusiastic at work (Carver & Scheier, 2014). Therefore, psychological capital increases work engagement and has a positive impact on employee well-being, job satisfaction, employee retention, and reduced workplace stress levels (Avey et al., 2011)

This result is consistent with the findings of previous studies. For example, research by Keykha et al. (2025) demonstrates that psychological capital has a positive and significant influence on work engagement among pediatric nurses. These findings affirm that psychological capital is a vital psychological resource in the workplace. Therefore, developing psychological capital through optimism, hope, self-efficacy, and resilience training should be a priority for organizations seeking to enhance employee well-being and performance, particularly in stressful work environments (Keykha et al., 2025).

According to research by Munawar et al. (2025), psychological capital has a significant influence on work engagement among PT Givaudan Indonesia staff. It is contributing 67.3%. Staff with high levels of psychological capital demonstrate greater motivation and resilience in the face of work pressures and challenges (Nurhaliza Munawar et al., 2025).

According to research by Pratiwi et al. (2024), psychological capital plays a significant role in increasing the work engagement of lecturers at private universities in Bandung. The study found that psychological capital influences work engagement by 46.1%, with optimism (40.5%), hope (34.0%), resilience (25.6%), and self-efficacy (24.8%) contributing the most. Thus, lecturers with

positive psychological capital are more likely to be emotionally, cognitively, and physically engaged in their work (Pratiwi et al., 2024).

According to research by Mustarie and Pratiwi (2024), psychological capital contributes 53.3% to work engagement among members of the Tasikmalaya Regency X Council. Council members with high psychological capital are enthusiastic in meetings, confidently convey ideas, and maintain work enthusiasm under challenging conditions (Mustarie & Pratiwi, 2024).

Research by Hariyadi (2019) show how psychological capital affects work engagement. Regression analysis results indicate that psychological capital has a positive and significant influence on work engagement, accounting for 34.1% of the variance. In other words, the higher an employee's psychological capital, the more engaged they are at work (Hariyadi, 2019).

The similarity of the results of this study with previous research suggests that the trend regarding the relationship between psychological capital and work engagement remains consistent across different work and cultural contexts (Luthans et al., 2015). Thus, the various research results above reinforce the finding that psychological capital is one of the key predictors of increased work engagement. Not only does it have an impact on increasing productivity and job satisfaction, but it also contributes to the overall psychological well-being of staff.

5. The Influence of Role Clarity on Work Engagement

Based on the results of regression analysis in this study, a significance value (Sig.) of 0.001 indicates that role clarity significantly influences work

engagement. Thus, the clearer an employee's role is within an organization, the more engaged they are at work because they can work with greater focus, confidence, and motivation to achieve their work goals (Saks, 2006).

The influence of role clarity on work engagement can be explained by several psychological and organizational mechanisms. First, high role clarity reduces ambiguity, allowing staff to focus on their tasks without the confusion and uncertainty that can lead to stress (Kahn, 1990). Staff with high role clarity tend to feel more valued by the organization because they clearly understand how their work contributes to the company's goals. This increases their sense of belonging and emotional attachment to their job (Bakker & Demerouti, 2008). High role clarity increases work efficiency because staff no longer need to waste time and energy understanding their tasks; instead, they can immediately contribute optimally to their work. Therefore, organizations that want to increase employee engagement must ensure each individual has a clear understanding of their roles and responsibilities through effective communication, clear job descriptions, and adequate training (O'Rourke, 2021).

Research by Ojeleye et al. (2023) demonstrates that role clarity plays a crucial role in enhancing work engagement, particularly in higher education settings in Nigeria. Individuals who clearly understand the tasks, responsibilities, and expectations attached to their roles tend to be more energized and emotionally connected to their work. Individuals who understand their roles well are better able to utilize social support effectively,

and role clarity also amplifies the positive influence of coworker support (Ojeleye et al., 2023).

According to O'Rourke's (2021) research, role clarity significantly increases work engagement. In the context of health workers during the COVID-19 pandemic, individuals who have a clear understanding of their professional roles show higher levels of work engagement. Role clarity helps them understand what to do and provides a strong sense of direction, control, and purpose. This strengthens their emotional and cognitive attachment to work. The results also showed that role clarity was positively correlated with intrinsic motivation, psychological autonomy, and trust in the organization. These factors contributed to sustained work engagement amidst stressful situations (O'Rourke, 2021).

According to Towsen et al. (2020), role clarity significantly increases work engagement among staff in the mining industry. A clear understanding of their job roles and performance expectations demonstrates higher levels of work engagement. Role clarity helps them understand what is expected and provides a strong sense of meaning, control, and autonomy. These factors strengthen their emotional and cognitive connection to work. The results also showed that role clarity was positively correlated with psychological empowerment, including intrinsic motivation, perceived competence, and impact. These factors contribute to sustained work engagement in challenging, high-pressure environments (Towsen et al., 2020).

According to Choo (2017), the research findings have shown that individuals with a comprehensive understanding of their obligations, responsibilities, and operational protocols tend to exhibit a more fervent, dynamic, and emotionally engaged demeanor in their professional pursuits. Therefore, role clarity is a key factor in sustained work engagement, particularly in service industries that require direct customer interaction (Choo, 2017).

Ro and Lee (2017) examined the relationship between work engagement, role clarity, and intent to quit among call center staff in the hospitality industry. The results showed that work engagement significantly reduced the intent to quit, while role clarity did not have a direct significant impact. These findings suggest that, although role clarity is important for a positive work experience, emotional and psychological engagement with work are more important for retaining staff (Ro & Lee, 2017).

Thus, role clarity is a crucial aspect of fostering high work engagement. Work roles that are clearly defined reduce ambiguity and work stress. They also increase staff confidence, efficiency, and emotional connection to their work. The similarity between this study's results and those of previous research indicates that the relationship between role clarity and work engagement is consistent across various work contexts and cultures.

6. The Influence of Psychological Capital and Role Clarity on Work Engagement

The results of the multiple linear regression analysis show that the R-squared value is 0.439. This indicates that psychological capital and role clarity can simultaneously explain 43.9% of the variability of work engagement, while the remaining 56.1% is influenced by factors not included in this research model. The adjusted R-squared value of 0.424 indicates that this regression model performs well in predicting the relationship between the studied variables.

The ANOVA test results also show an F-value of 28.963 and a significance level of 0.000 ($p < 0.05$). This indicates that the regression model employed in this study is statistically significant in explaining the relationship between psychological capital, role clarity, and work engagement among Global English staff. Staff with higher levels of psychological capital and role clarity tend to be more engaged at work.

The positive influence of psychological capital on work engagement can be explained through the concept proposed by Luthans, Youssef, and Avolio (2007), which posits that psychological capital comprises self-efficacy, hope, resilience, and optimism, all of which contribute to enhancing employee motivation and engagement at work. Individuals with high psychological capital tend to have confidence in completing tasks, have hope and resilience in dealing with obstacles, and are optimistic about positive outcomes in the future (Luthans, Avolio, et al., 2007).

Besides psychological capital, role clarity also has a significant influence on work engagement, as shown by the significance value of 0.001 ($p < 0.05$) in the regression test. This indicates that the clearer the role staff have in their work, the more likely they are to be actively engaged in the work they do. Role clarity refers to the extent to which individuals understand the tasks, responsibilities, and expectations set out in their roles in the organization (Suwandi, 2004). Role clarity can reduce work ambiguity and increase the sense of control over one's work, thereby enhancing employee work engagement.

Based on the results of this study, which show that psychological capital and role clarity significantly affect work engagement. This study aligns with the trend of previous research, which has also found a positive relationship between these three variables. This suggests that psychological capital and role clarity are crucial factors in enhancing work engagement across various work contexts. However, other factors such as perceived organizational support, job resources, work life balance, and grit may also have significantly influence work engagement among staff.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and discussion above, the following conclusions can be taken away:

1. The Level of Work Engagement Among the Staff of Global English Institution

Based on the results of the above research, 18% of staff are in the low work engagement category, 64% are in the medium category, and 18% are in the high category. This distribution varies by department. The sales department shows a low trend in work engagement. The marketing and HRGA (Human Resources and General Affairs) departments are dominated by the medium category, reflecting a relatively stable level of engagement with room for improvement. The education department exhibits significant variation, indicating a dynamic work environment that requires strategic management. Meanwhile, the accounting and data analyst departments show consistent engagement levels in the medium category. Those in the medium category indicate that their work engagement is sufficient but not optimal. Therefore, there is room to optimize existing resources.

2. The Level of Psychological Capital Among the Staff of Global English Institution

The results of the above study showed that, of all Global English staff, 58.4% (45 staff) had medium psychological capital, 28.6% (22 staff) had high

psychological capital, and 13% (10 staff) had low psychological capital. Psychological capital is distributed differently among departments. The sales department reflects relatively strong psychological capacity. The medium category dominates the marketing and HRGA (Human Resources and General Affairs) departments. Meanwhile, the education department shows more diverse dynamics. Meanwhile, the accounting and data analysis departments demonstrate high levels of psychological capital. Staff with medium psychological capital have an adequate capacity, although it is not yet optimal and can be further improved.

3. The Level of Role Clarity Among the Staff of Global English Institution

Based on the total staff at Global English, 71% (55 staff) were in the medium role clarity category, 16% (12 staff) were in the high category, and 13% (10 staff) were in the low category. The level of role clarity varies among departments. The sales department is dominated by the low category. The marketing and HRGA (Human Resources and General Affairs) departments are mainly in the medium category, with a few staff in the high category. The Education Department has a distribution of staff in the medium, high, and low categories. The accounting department has staff in the high and low categories. Meanwhile, data analysts are in the medium category, indicating a relatively stable level of role clarity. Overall, the Global English staff are at a medium level. However, staff with medium role clarity still face ambiguity in some aspects of their roles. Therefore, some gaps need to be addressed to optimize existing human resources.

4. The Influence of Psychological Capital on Work Engagement

The results of this study suggest that psychological capital has a significant impact on work engagement. The more psychological capital individuals possess, the more engaged they tend to be at work. Psychological capital helps individuals cope with work pressure, maintain motivation, and devise alternative plans when facing challenges.

5. The Influence of Role Clarity on Work Engagement

The results of this study indicate that role clarity has a significant influence on work engagement. The clearer an individual's understanding of their tasks, responsibilities, and work expectations, the higher their engagement. Role clarity reduces ambiguity, increases self-confidence and work efficiency, and strengthens a sense of belonging to the role and organization.

6. The Influence of Psychological Capital and Role Clarity on Work Engagement

The results of this study suggest that psychological capital and role clarity simultaneously and significantly influence work engagement among Global English staff. Psychological capital enhances work engagement by promoting motivation, self-confidence, and a positive attitude toward job challenges. Therefore, it can be concluded that psychological capital and role clarity are two complementary factors in fostering high, sustainable work engagement.

B. Suggestion

1. For Subjects

Based on the results of this study, it is recommended that Global English staff further develop their psychological capital by participating in training and skill development to boost self-confidence and consistently appreciate even the smallest progress to maintain a sense of motivation. Develop a clear personal vision of your career goals and contributions at work. Develop the ability to manage stress by learning and practicing relaxation techniques, mindfulness exercises, and simple physical activities. And also maintain a work-life balance.

Additionally, staff with low role clarity should proactively inquire with their supervisor regarding task priorities, anticipated outputs, and the delineation of responsibilities. Request feedback from your supervisor and coworkers on the work you have done to determine if it aligns with targets and expectations. Reflect on your core responsibilities and whether the work you have carried out is understood and performed in accordance with existing procedures by asking yourself the following questions.

2. For Institutions

Based on the results of this study, it is recommended that Global English management pay more attention to psychological capital and role clarity to increase employee engagement. The institution could provide clear and easy-to-understand orientation about their positions, maintain consistency in giving directions, and explain to staff the importance of their roles in the organization's

goals so that they realize the impact of their roles. Provide training on SOP procedures and create a comfortable environment where staff feel confident in confirming their tasks if they are unsure.

In terms of psychological capital, training in optimism, goal-setting, and resilience-building can be conducted using the Positive Psychology Intervention (PPI) approach. Allow staff to make decisions and innovate in their work. Build a supportive and collaborative work culture. Recognize and acknowledge employee contributions openly through appreciation or reward programs. The aim is to improve psychological aspects.

3. For Future Researchers

For Future researchers are encouraged to expand the scope of their research in terms of both the number of respondents and the industries represented, so that their results are more generalizable. Additionally, this study only examined the effects of psychological capital and role clarity on work engagement, ignoring other potential contributing factors, such perceived organizational support, job resources, work life balance, and grit. Therefore, future researchers to consider adding other variables as moderators or mediators, such as job resources or social support, to see if there are factors that can strengthen or weaken the relationship between psychological capital, role clarity, and work engagement.

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APPENDICES

Appendix 1. Research Permit Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS PSIKOLOGI**

Jalan Gajayana 50 Malang, 65144 | Telepon: 0341-558416 | Website: psi.uin-malang.ac.id

Nomor : 3699/FPsi.1/PP.009/12/2024
Hal : IZIN PENELITIAN SKRIPSI

19 Desember 2024

Kepada Yth.
HRD, Global English
Jl. Brawijaya No 66, Mangunrejo, Tulungrejo, Kec. Pare,
Kabupaten Kediri, Jawa Timur 64195
di Tempat.

Assalamu 'alaikum wa Rahmatullah wa Barakatuh

Dengan hormat,

Dalam rangka pengembangan keilmuan bagi mahasiswa Fakultas Psikologi Universitas Islam Negeri Maulana Malik Ibrahim Malang, maka dengan ini kami mohon kepada Bapak/Ibu memberikan kesempatan untuk melakukan penelitian skripsi kepada

Nama / NIM : AL FIRA ELISA AZIZ/210401110072
Tempat Penelitian : Global English
Judul Skripsi : Pengaruh Psychological Capital terhadap Work Engagement dengan Role Clarity Sebagai Variabel Moderasi Pada Staff Global English
Dosen Pembimbing : 1. Muhammad Arif Furqon, M.Psi., Psikolog
2. Muhammad Arif Furqon, M.Psi., Psikolog
Tanggal Penelitian : 23-12-2024 s.d 31-01-2025
Model Kegiatan : Offline

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya kami sampaikan terimakasih.

Wassalamu 'alaikum wa Rahmatullah wa Barakatuh

dan Dekan,
Wakil Dekan Bidang Akademik,



Ali Ridho

Tembusan:

1. Dekan,
2. Para Wakil Dekan,

3. Ketua Jurusan

Dokumen ini telah ditanda tangani secara elektronik

Teken : SJDHMC

Appendix 2. Research Completion Letter



HEAD OFFICE
Jl. Brawijaya No. 66 Ds. Tulungrejo, Pare, Kediri, Jawa Timur 64195
www.globalenglish.id @globalenglishpare
(0354) 398 235 0857 3640 0008

SURAT KETERANGAN SELESAI PENELITIAN

NO:117/GE/SKT/HRGA/VI/2025

Yang bertanda tangan di bawah ini:

Nama : Rendy Febrianata Winarno
Jabatan : HRGA Manager
Instansi : LKP Global English

Menerangkan bahwa,

Nama Mahasiswa : Al Fira Elisa Aziz
NIM : 210401110072
Fakultas/Jurusan : Psikologi/Psikologi
Universitas : UIN Maulana Malik Ibrahim Malang

Telah selesai melaksanakan penelitian di LKP Global English Pare selama 2 hari, yaitu pada tanggal 17-18 Maret 2025 untuk memperoleh data dalam penyusunan skripsi yang berjudul, **“Pengaruh Psychological Capital Dan Role Clarity Terhadap Work Engagement Pada Staff Global English”**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan agar dapat dipergunakan sebagaimana mestinya.

Kediri, 3 Juni 2025

Mengetahui,


Rendy Febrianata Winarno
HRGA Manager



BETTER ENGLISH
FOR BRIGHTER FUTURE



Appendix 3. Form of Questionnaire

Kuisisioner Penelitian

Selamat pagi rekan-rekan.

Perkenalkan saya Al Fira Elisa Aziz, mahasiswa Psikologi Universitas Islam Negeri Maulana Malik Ibrahim Malang yang sedang melakukan penelitian untuk memenuhi tugas akhir dengan judul :

"Pengaruh Psychological Capital dan Role Clarity terhadap Work Engagement Pada Staff Global English"

Dalam penelitian ini, saya memohon kesediaan dan bantuan teman-teman untuk **menjawab pernyataan-pernyataan yang tercantum dengan sungguh-sungguh dan sesuai dengan kondisi diri masing-masing.**

Kriteria Partisipan :

- **Staff Back Office Global English**
- **Tutor Aktif Global English**

Pengisian kuisisioner ini diestimasikan mengambil waktu 4 menit. **Tidak ada jawaban benar ataupun salah** jadi peneliti harap rekan-rekan untuk mengisi dengan sebenar-benarnya. Sesuai dengan kode etik penelitian, peneliti **menjamin kerahasiaan jawaban dan identitas** yang anda berikan. Hasil pengisian ini hanya untuk keperluan pemenuhan tugas akhir saja.

Terima kasih atas partisipasi rekan-rekan dalam mengisi kuisisioner ini. Setiap jawaban rekan-rekan sangat berarti bagi penelitian ini.


Semoga rekan-rekan selalu diberikan kelancaran dalam bekerja, sukses dalam karier, dan senantiasa diberikan kesehatan 😊.


Jika ada pertanyaan terkair kuisisioner hubungi nomor berikut :

Appendix 4. Informed Consent

072@student.uin-malang.ac.id

[Ganti akun](#)

 Tidak dibagikan



* Menunjukkan pertanyaan yang wajib diisi

Informed Consent *

Saya bersedia menjadi partisipan dalam penelitian ini atas inisiatif dan kehendak diri sendiri tanpa adanya paksaan, serta bersedia mengisi seluruh pernyataan sesuai dengan keadaan yang sesungguhnya terjadi pada diri saya.

☐ Saya bersedia


Berikutnya

Kosongkan formulir


Jangan pernah mengirimkan sandi melalui Google Formulir.

Formulir ini dibuat dalam Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Apakah formulir ini tampak mencurigakan? [Laporkan](#)



Google Formulir



Appendix 5. Work Engagement Engagement Scale

Identitas Responden

Nama :

Jabatan :

Departemen :

Petunjuk Pengisian

Dibawah ini terdapat pernyataan-pernyataan yang disusun untuk mengetahui kondisi yang terdapat dalam diri anda saat ini. Dalam skala ini tidak perlu takut salah, karena setiap jawaban dapat diterima dan tidak berpengaruh terhadap pekerjaan anda, oleh karena itu diharapkan anda dapat memberikan jawaban yang menggambarkan keadaan anda yang sebenarnya dengan jujur. Identitas dan jawaban anda terjamin kerahasiaannya. Isilah pernyataan-pernyataan tersebut dengan jawaban yang paling sesuai dengan apa yang ada rasakan. Berikut keterangan pilihan jawaban :

1 : Sangat Tidak Setuju apabila pernyataan tersebut sangat tidak sesuai dengan diri anda

2 : Tidak Setuju apabila pernyataan tersebut tidak sesuai dengan diri anda

3 : Setuju apabila pernyataan tersebut sesuai dengan diri anda

4 : Sangat Setuju apabila pernyataan tersebut sangat sesuai dengan diri anda.

Sebaran Aitem Work Engagement

No.	Pernyataan	STS	TS	S	SS
1.	Saya merasa bahagia ketika sedang bekerja				
2.	Ketika akan pergi bekerja saya merasa lemas				
3.	Apapun yang terjadi tidak membuat malas untuk menyelesaikan tanggung jawab				
4.	Jika mengalami kesulitan saya akan meninggalkannya				
5.	Saya selalu bersemangat untuk pergi bekerja setiap harinya				
6.	Saya sulit menyesuaikan diri di tempat yang baru				
7.	Pekerjaan saya merupakan sumber kebanggaan bagi diri saya				

8.	<i>Saya mampu menyesuaikan kondisi lingkungan kerja</i>				
9.	<i>Saya merasa malu bekerja seperti ini</i>				
10.	<i>Saya selalu bersemangat ketika sedang bekerja</i>				
11.	<i>Saya merasa kekuatan hilang saat saya bekerja</i>				
12.	<i>Saya tidak bisa menyelesaikan tugas dengan baik</i>				
13.	<i>Saya senang berlama-lama untuk pulang kerja</i>				
14.	<i>Saya yakin bahwa saya dapat menyelesaikan pekerjaan yang diberikan kepada saya dengan baik, maka hasilnya akan baik</i>				
15.	<i>Saya akan segera pulang ketika jam pulang sudah tiba</i>				
16.	<i>Pekerjaan saya menjadi beban buat saya</i>				
17.	<i>Saya merasa pekerjaan yang saya lakukan sangat bermakna</i>				
18.	<i>Setiap saya menyelesaikan pekerjaan hasilnya belum tentu baik</i>				
19.	<i>Saya mampu mencapai target karena saya memiliki prestasi yang baik</i>				
20.	<i>Saya tidak antusias dengan pekerjaan saya</i>				
21.	<i>Saya akan meninggalkan pekerjaan saya dijam istirahat</i>				
22.	<i>Saya merasa bersyukur bisa menyelesaikan tugas dengan baik</i>				
23.	<i>Kepentingan pribadi saya lebih utama daripada pekerjaan saya</i>				
24.	<i>Saya tidak mudah menyerah ketika ada kesulitan dalam bekerja</i>				
25.	<i>Saya tidak bahagia bekerja</i>				
26.	<i>Saya memiliki ketahanan mental yang kuat ketika bekerja</i>				
27.	<i>Saya keberatan apabila mendapat tugas lembur dihari libur</i>				
28.	<i>Saya takut memulai pekerjaan</i>				

Appendix 6. Psychological Capital Scale

Identitas Responden

Nama :

Jabatan :

Departemen :

Petunjuk Pengisian

Dibawah ini terdapat pernyataan-pernyataan yang disusun untuk mengetahui kondisi yang terdapat dalam diri anda saat ini. Dalam skala ini tidak perlu takut salah, karena setiap jawaban dapat diterima dan tidak berpengaruh terhadap pekerjaan anda, oleh karena itu diharapkan anda dapat memberikan jawaban yang menggambarkan keadaan anda yang sebenarnya dengan jujur. Identitas dan jawaban anda terjamin kerahasiaannya. Isilah pernyataan-pernyataan tersebut dengan jawaban yang paling sesuai dengan apa yang anda rasakan. Berikut keterangan pilihan jawaban :

1 : Sangat Tidak Setuju apabila pernyataan tersebut sangat tidak sesuai dengan diri anda

2 : Tidak Setuju apabila pernyataan tersebut tidak sesuai dengan diri anda

3 : Setuju apabila pernyataan tersebut sesuai dengan diri anda

4 : Sangat Setuju apabila pernyataan tersebut sangat sesuai dengan diri anda.

Sebaran Aitem Psychological Capital

No.	Pernyataan	STS	TS	S	SS
1.	Saya merasa percaya diri ketika mewakili unit kerja dalam meeting manajemen				
2.	Saya mampu memberikan kontribusi dalam rapat perusahaan				
3.	Saya mampu memberikan masukan dalam suatu permasalahan				
4.	Saya mampu menyelesaikan pekerjaan saya				
5.	Apapun pekerjaan yang diberikan kepada saya, saya optimis mampu menyelesaikannya				
6.	Saya bersemangat untuk mencapai target yang akan datang				

7.	<i>Ketika menghadapi masalah dalam pekerjaan, saya memiliki beberapa alternatif untuk menyelesaikannya</i>				
8.	<i>Saya telah menyusun tujuan kerja dimasa mendatang</i>				
9.	<i>Saya mampu menyelesaikan tugas dengan tepat</i>				
10.	<i>Ketika menghadapi kendala, saya memikirkan berbagai cara untuk menyelesaikannya</i>				
11.	<i>Saya terbiasa untuk mengambil resiko dalam pekerjaan saya</i>				
12.	<i>Saya mampu menghadapi masa-masa sulit dalam bekerja karena saya pernah mengalami sebelumnya.</i>				

Appendix 7. Role Clarity Scale

Identitas Responden

Nama :

Jabatan :

Departemen :

Petunjuk Pengisian

Dibawah ini terdapat pernyataan-pernyataan yang disusun untuk mengetahui kondisi yang terdapat dalam diri anda saat ini. Dalam skala ini tidak perlu takut salah, karena setiap jawaban dapat diterima dan tidak berpengaruh terhadap pekerjaan anda, oleh karena itu diharapkan anda dapat memberikan jawaban yang menggambarkan keadaan anda yang sebenarnya dengan jujur. Identitas dan jawaban anda terjamin kerahasiaannya. Isilah pernyataan-pernyataan tersebut dengan jawaban yang paling sesuai dengan napa yang ada rasakan. Berikut keterangan pilihan jawaban :

1 : Sangat Tidak Setuju apabila pernyataan tersebut sangat tidak sesuai dengan diri anda

2 : Tidak Setuju apabila pernyataan tersebut tidak sesuai dengan diri anda

3 : Setuju apabila pernyataan tersebut sesuai dengan diri anda

4 : Sangat Setuju apabila pernyataan tersebut sangat sesuai dengan diri anda.

Sebaran Aitem Role Clarity

No.	Pernyataan	STS	TS	S	SS
1.	Sampai saat ini saya belum mengerti atas tugas yang harus saya selesaikan				
2.	Saya masih belum tahu dengan jelas, apa tanggung jawab dalam pekerjaan saya				
3.	Sampai saat ini saya belum pernah tahu, apakah lembaga menyadarkan anggota terkait hak dan kewajibannya				
4.	Saya masih belum tahu dengan jelas, apa yang dilakukan lembaga untuk mendorong saya agar mampu mengelola tugas-tugas yang menjadi tanggung jawab				
5.	Sampai saat ini saya belum mengerti dengan jelas, bagaimana wewenang dan hak-hak saya dalam mengambil keputusan terhadap tindakan tertentu				

6.	<i>Saya diberi wewenang yang cukup untuk mengambil keputusan tanpa harus tergantung kepada pimpinan</i>				
7.	<i>Sampai saat ini saya belum mengerti dengan jelas, sejauh mana batasan wewenang yang saya miliki dalam lembaga</i>				
8.	<i>Saya diberi kepercayaan yang cukup besar untuk mempertanggungjawabkan tugas-tugas yang menjadi wewenang dan hak-hak dalam lembaga</i>				
9.	<i>Sampai saat ini saya belum mengerti dengan jelas, apa tugas dan tanggung jawab yang diberikan kepada saya sesuai dengan pengalaman saya</i>				
10.	<i>Pimpinan lembaga selalu mendorong saya untuk menemukan cara-cara baru yang lebih baik dalam menyelesaikan pekerjaan</i>				
11.	<i>Pimpinan lembaga mendorong saya agar mampu fokus kepada hal-hal yang berkaitan dengan pelaksanaan tugas berdasarkan pengalaman yang saya miliki</i>				
12.	<i>Saya belum menerapkan pengalaman dalam menyelesaikan tugas dan pekerjaan</i>				
13.	<i>Sampai saat ini hampir setiap pekerjaan dapat saya laksanakan dengan menyelesaikan hambatan pekerjaan dengan baik</i>				
14.	<i>Saya mendapatkan masukan dari pimpinan dalam menghadapi hambatan dalam pelaksanaan tugas</i>				
15.	<i>saya pernah mendapatkan bantuan dari rekan kerja dalam menghadapi hambatan pelaksanaan tugas</i>				
16.	<i>saya mengerti bahwa hambatan dalam pelaksanaan tugas menjadikan tugas semakin menarik dan menantang untuk diselesaikan</i>				

Appendix 8. Expert Judgment Sheet for Role Clarity Scale

PERSETUJUAN *PROFESSIONAL JUDGEMENT*

Hal : Permohonan Validasi Instrumen Penelitian
Lampiran : 1 Bandel

Yth. Bapak/Ibu Abd. Hamid Cholili, M.Psi.
Di tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Sehubungan dengan rencana penelitian dalam rangka penyelesaian tugas akhir/skripsi, dengan ini saya :

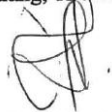
Nama Lengkap : Al Fira Elisa Aziz
NIM : 210401110072
Program Studi/Fakultas : Psikologi/ Psikologi
Dosen Pembimbing : Muhammad Arif Furqon, M.Psi.
Judul Penelitian : Pengaruh Psychological Capital dan Role Clarity terhadap Work Engagement Pada Staff Global English
Instrumen yang akan divalidasi : 1. Skala Role Clarity

Memohon dengan hormat kesediaan Bapak/Ibu untuk berkenan memberikan validasi terhadap instrumen penelitian yang akan saya gunakan dalam penelitian saya. Sebagai bahan pertimbangan bersama ini saya lampirkan **Teori, Kisi-kisi instrumen, dan Instrumen penelitian** sesuai format yang akan digunakan dalam proses pengambilan data.

Demikian permohonan yang dapat saya sampaikan, atas bantuan dan perhatian serta mendahului perkenannya, saya ucapkan banyak terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Malang, 13 Maret 2025



Al Fira Elisa Aziz
NIM. 210401110072

Pengantar

Bapak/Ibu perkenalkan, Saya Al Fira Elisa Aziz mahasiswa program Sarjana Psikologi, Fakultas Psikologi UIN Maulana Malik Ibrahim Malang. Saat ini saya sedang melakukan penelitian dengan judul “ Pengaruh Psychological Capital dan Role Clarity terhadap Work Engagement Pada Staff Global English”. Saya membutuhkan bantuan Bapak/Ibu untuk memberikan penilaian terhadap aitem – aitem dalam alat ukur yang akan digunakan dalam penelitian ini.

Penilaian akan dilakukan pada alat ukur yakni :

1. Skala Role Clarity

Penilaian dilakukan dengan cara memberikan nilai 1 – 4 pada kolom penilaian. Penilaian didasarkan pada tata bahasa dan kesesuaian/relevansi butir aitem dengan konstruk psikologis yang hendak diukur. Instrumen ini akan diberikan kepada partisipan dengan kriteria staff Global English

Adapun kriteria penilaian dari instrumen ini meliputi:

Nilai 1: Sangat Tidak Setuju

Nilai 2: Tidak Setuju

Nilai 3: Setuju

Nilai 4: Sangat Tidak Setuju

SURAT PERNYATAAN KESEDIAAN MENJADI RATER

Saya yang bertandatangan di bawah ini:

Nama : Abd. Hamid Cholili, M.Psi.
Pekerjaan : Dosen
NIP/NIDN : 19890602201911201270

Menyatakan bersedia menjadi rater untuk skala Role Clarity yang akan digunakan dalam menyelesaikan tugas akhir dengan judul “ Pengaruh Psychological Capital dan Role Clarity Terhadap Work Engagement pada Staff Global English” yang disusun oleh :

Nama : Al Fira Elisa Aziz
NIM : 210401110072

Adapun catatan yang diberikan untuk skala Role Clarity adalah sebagai berikut :

Libar Catata Dokumen

Malang, 13 Maret 2025

Abd. Hamid Cholili, M.Psi.

SKALA ROLE CLARITY

Variabel	Role Clarity (Kejelasan Peran) (Suwandi, 2004)
Definisi Konseptual	Role Clarity atau juga disebut kejelasan peran ialah pemahaman individu terhadap tugas dan hak-hak dalam pekerjaan serta kesesuaian pengalaman yang dimilikinya (Suwandi, 2004).
Aspek	1. Strukturalis : Aspek yang menjelaskan sifat internal organisasi dan memberikan dasar untuk mengukur dan membandingkannya. 2. Interaksional : Aspek yang menjelaskan bagaimana seseorang berperilaku dan membuat keputusan berdasarkan lingkungan mereka.
Definisi Operasional	Role clarity atau juga disebut kejelasan peran merupakan pemahaman individu terhadap pekerjaannya baik meliputi tanggung jawab, hak, wewenang, serta hasil yang jelas terhadap jabatan yang dipangku.
Referensi	Suwandi. (2004). Pengaruh Kejelasan Peran dan Motivasi Kerja Terhadap Efektifitas Pelaksanaan Tugas Jabatan Kepala Sub Bagian di Lingkungan Sekretariat Daerah Propinsi Jawa Timur. Universitas Airlangga.

Kisi-kisi/Blueprint Role Clarity

NO	Aspek	Indikator	Item		Bobot (%)	Jumlah soal
			Favorable	Unfavorable		
1.	Strukturalis	Memahami tugas dan tanggung jawab	-	1,2,3,4	25%	4
		Pemahaman mengenai batas wewenang dan hak-hak dalam pekerjaan	6,8	5,7	25%	4
	Interaksional	Penerimaan tugas yang sesuai dengan latar belakang pengalaman	10,11	9,12	25%	4
		Hambatan yang dihadapi dalam pelaksanaan tugas	13,14,15,16	-	25%	4
Jumlah			8	8	100%	16

Instrumen Penelitian

Aspek	Indikator	No.	Aitem	Aitem Modifikasi	Feedback
Strukturalis	a. Memahami tugas dan tanggung jawab	1.	Sampai saat ini saya belum mengerti dengan jelas atas tugas yang harus saya selesaikan (UF)	Sampai saat ini saya belum mengerti dengan jelas atas tugas yang harus saya selesaikan (UF)	4 ✓
		2.	Saya masih belum tahu dengan jelas, apa yang harus saya kerjakan terhadap lingkungan organisasi dan tanggung jawab kepada orang lain (UF)	Saya masih belum tahu dengan jelas, apa yang harus saya kerjakan terhadap lingkungan kerja dan tanggung jawab kepada orang lain (UF)	✓
		3.	Sampai saat ini saya belum pernah tahu, apakah organisasi mendorong anggota untuk menyadarkan hak dan kewajibannya (UF)	Sampai saat ini saya belum pernah tahu, apakah lembaga mendorong anggota untuk menyadarkan hak dan kewajibannya (UF)	✓
		4.	Kadangkala saya masih belum tahu dengan jelas, apa yang dilakukan organisasi untuk mendorong saya agar mampu mengelola tugas-tugas yang menjadi tanggung jawab saya dengan menggunakan wewenang dan hak (UF)	Kadangkala saya masih belum tahu dengan jelas, apa yang dilakukan lembaga untuk mendorong saya agar mampu mengelola tugas-tugas yang menjadi tanggung jawab saya dengan menggunakan wewenang dan hak (UF)	✓
	b. Memahami batas wewenang dan hak-hak dalam pekerjaan	5.	Sampai saat ini saya belum mengerti dengan jelas, apakah wewenang dan hak-hak saya dalam mengambil keputusan terhadap tindakan tertentu (UF)	Sampai saat ini saya belum mengerti dengan jelas, apakah wewenang dan hak-hak saya dalam mengambil keputusan terhadap tindakan tertentu (UF)	✓
		6.	Saya diberi cukup wewenang untuk	Saya diberi wewenang yang cukup untuk	✓

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			mengambil keputusan tanpa harus tergantung kepada pimpinan	mengambil keputusan tanpa harus tergantung kepada pimpinan	
		7.	Sampai saat ini saya belum mengerti dengan jelas, sejauh mana batasan wewenang yang saya miliki dalam organisasi (UF)	Sampai saat ini saya belum mengerti dengan jelas, sejauh mana batasan wewenang yang saya miliki dalam lembaga (UF)	✓
		8.	Kadangkala saya diberi kepercayaan yang cukup besar untuk mempertanggungjawabkan tugas-tugas yang menjadi wewenang dan hak-hak dalam organisasi	Kadangkala saya diberi kepercayaan yang cukup besar untuk mempertanggungjawabkan tugas-tugas yang menjadi wewenang dan hak-hak dalam lembaga	✓
Interaksional	a. Menerima tugas yang sesuai dengan pendidikan dan pengalaman	9.	Sampai saat ini saya belum mengerti dengan jelas, apa tugas dan tanggung jawab yang diberikan kepada saya sesuai dengan pengalaman saya (UF)	Sampai saat ini saya belum mengerti dengan jelas, apa tugas dan tanggung jawab yang diberikan kepada saya sesuai dengan pengalaman saya (UF)	✓
		10.	Pimpinan organisasi selalu mendorong saya untuk menemukan cara-cara baru yang lebih baik dalam menyelesaikan pekerjaan	Pimpinan lembaga selalu mendorong saya untuk menemukan cara-cara baru yang lebih baik dalam menyelesaikan pekerjaan	✓
		11.	Kadangkala pimpinan organisasi mendorong saya agar mampu memfokuskan kepada hal-hal yang berkaitan dengan pelaksanaan tugas berdasarkan pengalaman yang saya miliki	Kadangkala pimpinan lembaga mendorong saya agar mampu memfokuskan kepada hal-hal yang berkaitan dengan pelaksanaan tugas berdasarkan pengalaman yang saya miliki	✓

		12.	Kadangkala saya belum menguasai dan menerapkan pengalaman dalam menyelesaikan tugas dan pekerjaan (UF)	Kadangkala saya belum menguasai dan menerapkan pengalaman dalam menyelesaikan tugas dan pekerjaan (UF)		✓
	b. Mengidentifikasi kendala yang menghalangi pelaksanaan tugas	13.	Sampai saat ini hampir setiap pekerjaan dapat saya laksanakan dengan baik dengan penyelesaian hambatan pekerjaan secara baik	Sampai saat ini hampir setiap pekerjaan dapat saya laksanakan dengan baik dengan penyelesaian hambatan pekerjaan secara baik		✓
		14.	Kadangkala saya mendapatkan masukan dari pimpinan dalam menghadapi hambatan dalam pelaksanaan tugas	Kadangkala saya mendapatkan masukan dari pimpinan dalam menghadapi hambatan dalam pelaksanaan tugas		✓
		15.	Kadangkala saya pernah mendapatkan bantuan dari teman sejawat dalam menghadapi hambatan pelaksanaan tugas	Kadangkala saya pernah mendapatkan bantuan dari rekan kerja dalam menghadapi hambatan pelaksanaan tugas		✓
		16.	Kadangkala saya mengerti bahwa hambatan dalam pelaksanaan tugas menjadikan tugas semakin menarik dan menantang untuk diselesaikan	Kadangkala saya mengerti bahwa hambatan dalam pelaksanaan tugas menjadikan tugas semakin menarik dan menantang untuk diselesaikan		✓

PERSETUJUAN *PROFESSIONAL JUDGEMENT*

Hal : Permohonan Validasi Instrumen Penelitian
Lampiran : 1 Bandel

Yth. Bapak/Ibu Dr. Retno Mangestuti, M.Si
Di tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Sehubungan dengan rencana penelitian dalam rangka penyelesaian tugas akhir/skripsi, dengan ini saya :

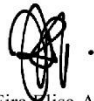
Nama Lengkap	: Al Fira Elisa Aziz
NIM	: 210401110072
Program Studi/Fakultas	: Psikologi/ Psikologi
Dosen Pembimbing	: Muhammad Arif Furqon, M.Psi.
Judul Penelitian	: Pengaruh Psychological Capital dan Role Clarity terhadap Work Engagement Pada Staff Global English
Instrumen yang akan divalidasi	: 1. Skala Role Clarity

Memohon dengan hormat kesediaan Bapak/Ibu untuk berkenan memberikan validasi terhadap instrumen penelitian yang akan saya gunakan dalam penelitian saya. Sebagai bahan pertimbangan bersama ini saya lampirkan **Teori, Kisi-kisi instrumen, dan Instrumen penelitian** sesuai format yang akan digunakan dalam proses pengambilan data.

Demikian permohonan yang dapat saya sampaikan, atas bantuan dan perhatian serta mendahului perkenannya, saya ucapkan banyak terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Malang, 17 Maret 2025



Al Fira Elisa Aziz
NIM. 210401110072

Pengantar

Bapak/Ibu perkenalkan, Saya Al Fira Elisa Aziz mahasiswa program Sarjana Psikologi, Fakultas Psikologi UIN Maulana Malik Ibrahim Malang. Saat ini saya sedang melakukan penelitian dengan judul “ Pengaruh Psychological Capital dan Role Clarity terhadap Work Engagement Pada Staff Global English”. Saya membutuhkan bantuan Bapak/Ibu untuk memberikan penilaian terhadap aitem – aitem dalam alat ukur yang akan digunakan dalam penelitian ini.

Penilaian akan dilakukan pada alat ukur yakni :

1. Skala Role Clarity

Penilaian dilakukan dengan cara memberikan nilai 1 – 4 pada kolom penilaian. Penilaian didasarkan pada tata bahasa dan kesesuaian/relevansi butir aitem dengan konstruk psikologis yang hendak diukur. Instrument ini akan diberikan kepada partisipan dengan kriteria staff Global English

Adapun kriteria penilaian dari instrumen ini meliputi:

Nilai 1: Sangat Tidak Setuju

Nilai 2: Tidak Setuju

Nilai 3: Setuju

Nilai 4: Sangat Tidak Setuju

Dr. Retno Mangestuti, M.Si

SKALA ROLE CLARITY

Variabel	Role Clarity (Kejelasan Peran) (Suwandi, 2004)
Definisi Konseptual	Role Clarity atau juga disebut kejelasan peran ialah pemahaman individu terhadap tugas dan hak-hak dalam pekerjaan serta kesesuaian pengalaman yang dimilikinya (Suwandi, 2004).
Aspek	1. Strukturalis : Aspek yang menjelaskan sifat internal organisasi dan memberikan dasar untuk mengukur dan membandingkannya. 2. Interaksional : Aspek yang menjelaskan bagaimana seseorang berperilaku dan membuat keputusan berdasarkan lingkungan mereka.
Definisi Operasional	Role clarity atau juga disebut kejelasan peran merupakan pemahaman individu terhadap pekerjaannya baik meliputi tanggung jawab, hak, wewenang, serta hasil yang jelas terhadap jabatan yang dipangku.
Referensi	Suwandi. (2004). Pengaruh Kejelasan Peran dan Motivasi Kerja Terhadap Efektifitas Pelaksanaan Tugas Jabatan Kepala Sub Bagian di Lingkungan Sekretariat Daerah Propinsi Jawa Timur. Universitas Airlangga.

Kisi-kisi/Blueprint Role Clarity

NO	Aspek	Indikator	Item		Bobot (%)	Jumlah soal
			Favorable	Unfavorable		
1.	Strukturalis	Memahami tugas dan tanggung jawab	-	1,2,3,4	25%	4
		Pemahaman mengenai batas wewenang dan hak-hak dalam pekerjaan	6,8	5,7	25%	4
	Interaksional	Penerimaan tugas yang sesuai dengan latar belakang pengalaman	10,11	9,12	25%	4
		Hambatan yang dihadapi dalam pelaksanaan tugas	13,14,15,16	-	25%	4
Jumlah			8	8	100%	16

Instrumen Penelitian

Aspek	Indikator	No.	Aitem	Aitem Modifikasi	Feedback
Strukturalis	a. Memahami tugas dan tanggung jawab	1.	Sampai saat ini saya belum mengerti dengan jelas atas tugas yang harus saya selesaikan (UF)	Sampai saat ini saya belum mengerti dengan jelas atas tugas yang harus saya selesaikan (UF)	3
		2.	Saya masih belum tahu dengan jelas, apa yang harus saya kerjakan terhadap lingkungan organisasi dan tanggung jawab kepada orang lain (UF)	Saya masih belum tahu dengan jelas, apa yang harus saya kerjakan terhadap lingkungan kerja dan tanggung jawab kepada orang lain (UF)	Idem 3
		3.	Sampai saat ini saya belum pernah tahu, apakah organisasi mendorong anggota untuk menyadarkan hak dan kewajibannya (UF)	Sampai saat ini saya belum pernah tahu, apakah lembaga mendorong anggota untuk menyadarkan hak dan kewajibannya (UF)	4
		4.	Kadangkala saya masih belum tahu dengan jelas, apa yang dilakukan organisasi untuk mendorong saya agar mampu mengelola tugas-tugas yang menjadi tanggung jawab saya dengan menggunakan wewenang dan hak (UF)	Kadangkala saya masih belum tahu dengan jelas, apa yang dilakukan lembaga untuk mendorong saya agar mampu mengelola tugas-tugas yang menjadi tanggung jawab saya dengan menggunakan wewenang dan hak (UF)	3
	b. Memahami batas wewenang dan hak-hak dalam pekerjaan	5.	Sampai saat ini saya belum mengerti dengan jelas, apakah wewenang dan hak-hak saya dalam mengambil keputusan terhadap tindakan tertentu (UF)	Sampai saat ini saya belum mengerti dengan jelas, apakah wewenang dan hak-hak saya dalam mengambil keputusan terhadap tindakan tertentu (UF)	3
		6.	Saya diberi cukup wewenang untuk mengambil keputusan tanpa harus tergantung kepada pimpinan	Saya diberi wewenang yang cukup untuk mengambil keputusan tanpa harus tergantung kepada pimpinan	4

retno mangestuti ...
Belum mengerti = belum jelas
Knp tdk dipakai salah satu saja

retno mangestuti ...
Hrs diklarifikasi dulu dg pihak pimp subjek, apakah istilah lembaga sesuai. Agar ada kesamaan persepsi/ pemahaman

retno mangestuti ...
Kenapa hrs ada kt kadangkala?
Yg lain idem...

		7.	Sampai saat ini saya belum mengerti dengan jelas, sejauh mana batasan wewenang yang saya miliki dalam organisasi (UF)	Sampai saat ini saya belum mengerti dengan jelas, sejauh mana batasan wewenang yang saya miliki dalam lembaga (UF)	3
		8.	Kadangkala saya diberi kepercayaan yang cukup besar untuk mempertanggungjawabkan tugas-tugas yang menjadi wewenang dan hak-hak dalam organisasi	Kadangkala saya diberi kepercayaan yang cukup besar untuk mempertanggungjawabkan tugas-tugas yang menjadi wewenang dan hak-hak dalam lembaga	3
Interaksional	a. Menerima tugas yang sesuai dengan pendidikan dan pengalaman	9.	Sampai saat ini saya belum mengerti dengan jelas, apa tugas dan tanggung jawab yang diberikan kepada saya sesuai dengan pengalaman saya (UF)	Sampai saat ini saya belum mengerti dengan jelas, apa tugas dan tanggung jawab yang diberikan kepada saya sesuai dengan pengalaman saya (UF)	3
		10.	Pimpinan organisasi selalu mendorong saya untuk menemukan cara-cara baru yang lebih baik dalam menyelesaikan pekerjaan	Pimpinan lembaga selalu mendorong saya untuk menemukan cara-cara baru yang lebih baik dalam menyelesaikan pekerjaan	4
		11.	Kadangkala pimpinan organisasi mendorong saya agar mampu memfokuskan kepada hal-hal yang berkaitan dengan pelaksanaan tugas berdasarkan pengalaman yang saya miliki	Kadangkala pimpinan lembaga mendorong saya agar mampu memfokuskan kepada hal-hal yang berkaitan dengan pelaksanaan tugas berdasarkan pengalaman yang saya miliki	3
		12.	Kadangkala saya belum menguasai dan menerapkan pengalaman dalam menyelesaikan tugas dan pekerjaan (UF)	Kadangkala saya belum menguasai dan menerapkan pengalaman dalam menyelesaikan tugas dan pekerjaan (UF)	3

	b. Mengidentifikasi kendala yang menghalangi pelaksanaan tugas	13.	Sampai saat ini hampir setiap pekerjaan dapat saya laksanakan dengan baik dengan penyelesaian hambatan pekerjaan secara baik	Sampai saat ini hampir setiap pekerjaan dapat saya laksanakan dengan baik dengan penyelesaian hambatan pekerjaan secara baik	3 Dobel kata baik
		14.	Kadangkala saya mendapatkan masukan dari pimpinan dalam menghadapi hambatan dalam pelaksanaan tugas	Kadangkala saya mendapatkan masukan dari pimpinan dalam menghadapi hambatan dalam pelaksanaan tugas	3
		15.	Kadangkala saya pernah mendapatkan bantuan dari teman sejawat dalam menghadapi hambatan pelaksanaan tugas	Kadangkala saya pernah mendapatkan bantuan dari rekan kerja dalam menghadapi hambatan pelaksanaan tugas	4
		16.	Kadangkala saya mengerti bahwa hambatan dalam pelaksanaan tugas menjadikan tugas semakin menarik dan menantang untuk diselesaikan	Kadangkala saya mengerti bahwa hambatan dalam pelaksanaan tugas menjadikan tugas semakin menarik dan menantang untuk diselesaikan	3

Appendix 9. Results of the Questionnaire

Psychological Capital

[illegible]

Role Clarity

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Work Engagement

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4	3	3	4																													

Appendix 10. Validity Test Result

Dependent Variable

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	109.94	138.193	.362	.878
VAR00002	110.40	133.823	.377	.878
VAR00003	110.16	137.475	.320	.879
VAR00004	109.90	130.884	.643	.872
VAR00005	110.09	133.373	.583	.874
VAR00006	110.13	134.220	.422	.877
VAR00007	109.99	136.829	.367	.878
VAR00008	111.09	139.242	.179	.882
VAR00009	109.90	135.963	.527	.876
VAR00010	109.70	133.423	.490	.875
VAR00011	110.00	134.342	.562	.875
VAR00012	109.92	133.994	.520	.875
VAR00013	110.29	136.470	.285	.880
VAR00014	109.87	130.509	.711	.871
VAR00015	109.91	133.005	.453	.876
VAR00016	110.95	143.339	-.042	.888
VAR00017	109.83	132.221	.639	.873
VAR00018	109.68	137.301	.508	.877
VAR00019	110.42	145.983	-.161	.890
VAR00020	109.91	136.268	.530	.876

VAR00021	110.03	131.894	.543	.874
VAR00022	109.79	136.719	.510	.876
VAR00023	110.75	133.715	.518	.875
VAR00024	110.22	136.937	.403	.877
VAR00025	111.19	140.764	.078	.885
VAR00026	109.60	138.586	.371	.878
VAR00027	110.53	133.436	.474	.876
VAR00028	109.91	135.821	.447	.877
VAR00029	109.95	135.208	.528	.875
VAR00030	110.65	132.389	.509	.875
VAR00031	109.90	135.305	.578	.875
VAR00032	110.90	138.226	.194	.882
VAR00033	110.53	141.279	.072	.884
VAR00034	110.00	130.421	.671	.872
VAR00035	109.70	138.133	.235	.881
VAR00036	110.21	137.009	.392	.878

Validity of X1 Variable

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	37.53	20.200	.677	.901
VAR00002	37.48	21.463	.676	.901
VAR00003	37.49	20.385	.744	.897
VAR00004	36.99	23.013	.458	.910

VAR00005	37.19	21.448	.632	.903
VAR00006	37.26	21.353	.684	.901
VAR00007	37.31	21.138	.738	.898
VAR00008	37.34	21.806	.479	.911
VAR00009	37.32	21.801	.634	.903
VAR00010	37.17	21.405	.713	.900
VAR00011	37.64	20.577	.652	.902
VAR00012	37.27	21.069	.679	.901

Validity of X2 Variable

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	45.92	38.099	.583	.803
VAR00002	45.95	37.734	.640	.800
VAR00003	46.31	38.191	.567	.805
VAR00004	46.21	37.509	.682	.797
VAR00005	46.19	37.685	.655	.799
VAR00006	46.30	44.817	-.031	.842
VAR00007	46.32	37.512	.605	.801
VAR00008	46.18	44.203	.047	.834
VAR00009	46.16	38.554	.534	.807
VAR00010	46.13	39.667	.446	.813
VAR00011	46.03	40.841	.442	.814
VAR00012	46.45	40.330	.344	.820

VAR00013	45.87	42.457	.259	.823
VAR00014	45.95	41.076	.388	.816
VAR00015	45.74	42.379	.300	.821
VAR00016	45.82	41.598	.380	.817

Appendix 11. Reliability Test Results

Y Variable

Reliability Statistics

Cronbach's Alpha	N of Items
.881	36

X1 Variable

Reliability Statistics

Cronbach's Alpha	N of Items
.910	12

X2 Variable

Reliability Statistics

Cronbach's Alpha	N of Items
.824	16

Appendix 12. Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
psy	.096	77	.079	.949	77	.004

a. Lilliefors Significance Correction

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
role	.076	77	.200*	.977	77	.167

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
work	.096	77	.074	.975	77	.129

a. Lilliefors Significance Correction

One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual
N		77
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	9.63339573
Most Extreme Differences	Absolute	.065
	Positive	.065
	Negative	-.052
Test Statistic		.065
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Appendix 13. Linearity Test Results

X1 towards Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
work * psycho	Between Groups	(Combined)	4105,807	15	273,720	3,345	0,000
		Linearity	3203,821	1	3203,821	39,148	0,000
		Deviation from Linearity	901,986	14	64,428	0,787	0,679
	Within Groups		4992,141	61	81,838		
	Total		9097,948	76			

X2 towards Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Work * Role	Between Groups	(Combined)	3892,636	21	185,364	1,959	0,024
		Linearity	1719,970	1	1719,970	18,173	0,000
		Deviation from Linearity	2172,666	20	108,633	1,148	0,333
	Within Groups		5205,312	55	94,642		
	Total		9097,948	76			

lebih dari 0,05 berarti linear

Appendix 14. Multicollinearity Test Results

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	25,330	8,798		2,879	0,005		
Psychological	1,127	0,196	0,517	5,743	0,000	0,937	1,068
Role	0,516	0,152	0,305	3,386	0,001	0,937	1,068

Appendix 15. Heteroscedasticity Test Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11,514	5,195		2,216	0,030
Psychological	0,021	0,116	0,022	0,183	0,856
Role	-0,147	0,090	-0,192	-1,631	0,107

a. Dependent Variable: RES_2

Appendix 16. Hypotheses Test Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.663 ^a	0,439	0,424	8,304

a. Predictors: (Constant), role, psychological

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3994,692	2	1997,346	28,963	.000 ^b
	Residual	5103,256	74	68,963		
	Total	9097,948	76			

a. Dependent Variable: work

b. Predictors: (Constant), role, psycho

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	25,330	8,798		2,879	0,005
	psycho	1,127	0,196	0,517	5,743	0,000
	role	0,516	0,152	0,305	3,386	0,001

a. Dependent Variable: work

Appendix 17. Plagiarism Check Results

