

## Conference Paper

# Psychological Capital as a Predictor of Organizational Commitment of Executive Board Administrators of Faculty at State University of Malang

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Previous research on psychological capital and organizational commitment in education or student organizations is still very limited, and no research has been conducted during the transition period from pandemic to endemic. This study aims to determine the contribution of psychological capital to organizational commitment simultaneously and partially. The subject of this study is the management of the Faculty Student Executive Board at UM for the period of 2022. The instruments used are Meyer and Allen's scale of organizational commitment and Luthans' scale of psychological capital. The analysis of the research data used is multiple linear regression analysis. The results showed that the F-test = 12.873 ( $p < .05$ ), which means that psychological capital (self-efficacy, resilience, optimism, and hope) had a concurrent effect on organizational commitment and the results of the coefficient of determination (R-squared) showed a contribution of psychological capital (self-efficacy, resilience, optimism, and hope) of 29.9%. The results of t-test showed that self-efficacy dimension  $t=3.190$  ( $p < .05$ ) and hope dimension  $t=2.583$  ( $p < .05$ ), which means that self-efficacy and hope have partially significant influence on organizational commitment. The results of the t-optimistic test are  $t=.660$  ( $p > .05$ ) and the resilience dimension  $t=.161$  ( $p > .05$ ), which means that it has no significant influence on organizational commitment. The contribution of effective self-efficacy donations was 16.20% and the effective contribution of hope was 10.10%. Suggestions for organizations or administrators to improve self-efficacy are to provide positive feedback, social recognition, to give management experience of mastery.

**Keywords:** psychological capital, organizational commitment, management

## 1. Introduction

In an organization, human resources are a very important and influential factor in the functioning of an organization. Human resources are an asset for organizations that must be properly managed, and human resources in an organization must have a hard-working attitude and good experience. Organizations must not only have members with sufficient skills, but also have members who are able to self-direct and fully engage in the implementation of the work, as well as a high commitment to the quality standards of performance and proactivity [1].

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As times change, organizations must also adapt to the changes that occur. In the implementation, the organization at any time has its own challenges and obstacles. Obstacles and challenges that exist can be caused by various factors, both internal factors of the members, the work environment and external factors of the organization. One of these external factors is the Covid 19 virus in Indonesia since 2020, which affects all aspects of human life, both physical and psychological. In the world of work and education, people are forced to perform their activities online, which affects the continuity of activities. The impact is also felt by students, both in academic and non-academic activities.

The existence of Covid-19 has limited the implementation of the organization. The values of understanding the organization that should be taught to students are hindered or cannot be taught properly. Over time, Covid-19 shows a decline and improvement as daily cases dropped to 9.629 in March 2022, which is less than the record set in January 2022 [2]. This shows that the management of Covid-19 is moving in a better direction, and there is also a government plan for the endemic period. Lectures or organizational activities are currently taking place in a better situation, but this does not preclude students from facing new and frequently changing situations and challenges. The introduction of organizations and courses that take place online brings its own changes and challenges for students' self-development. One of the influential aspects is the emergence of behavior patterns that become habitual, such as laziness and procrastination. Students need to be able to adapt and be ready to face different challenges. In addition, the lack of interaction and activities with other people results in students not being able to adapt and develop.

A student is someone who is pursuing formal education at an institution of higher education for a specified period of time. Students are tasked with communicating ideas or perceptions to those around them. Students, as agents of change, play a role in bringing new ideas to society based on the disciplines they have learned in the classroom. As a student, it is not enough to have extensive knowledge in terms of hard skills; adaptability, good communication skills, confidence, and the ability to plan systematically (soft skills) are also required. Soft skills needed in the workplace include a sense of responsibility, the ability to build social relationships, a positive work attitude, integrity, adaptability, professionalism, cooperation, enjoyment of work, communication, and courtesy [3].

For example, there is Kampus Merdeka, a comprehensive career preparation program run by the Ministry of Education, Culture, Research and Technology, which provides a forum for students to explore their skills according to their interests and talents

by immersing them in the real world of work to prepare for their future careers. In addition, students can also join student organizations (ormawa), which are a means and vehicle for students' self-development to instill a scholarly attitude, foster a sense of unity and integrity, and enhance understanding of the direction of the profession while strengthening collaboration. Active student participation in student organizations has a positive impact on the development of individual soft skills [4]. Student participation in student organizations is a form of active engagement with their environment. Through the existence of student organizations, individuals can develop their interests and skills.

One of the organizations in the lecture environment is the Student Council, the highest executive body at the faculty and university level that coordinates student activities at the faculty and university level. The Student Council leadership is expected to be a bridge between the faculty/university and students, to be a forum for students to channel and develop their academic and non-academic potential. In order to fulfill their duties and functions, BEM administrators, as functionaries, must have good adaptability to deal with circumstances that change, as they often do today.

Based on the preliminary data obtained by the author through interviews with five principal administrators of the Faculty Student Executive Committee (UM) who served as chairs, vice chairs, and secretaries, several problems emerge, namely, management acceptance of organizational values. This is evident in the desire of other administrators to leave a board or student organization on which they serve before their term and duties are completed. The administrator of FA indicated that two other administrators wanted to leave the organization, and the administrator of RA indicated that five other administrators had the same desire. In addition, the administrator of RM shared that there are administrators who do not put much effort into performing their duties, as evidenced in part by the fact that management does not actively respond to problems or issues, either in written communications or in direct discussion forums. This is due in part to the presence of Covid-19, which restricts students from contacting administrators as a whole, so that when they perform a task with other ministries or departments, it does not look more optimal than when they engage with members of one ministry or department. DI and BM also conveyed that some of their administrators exhibited an idle attitude in completing tasks, as evidenced by tasks that should be their responsibility but were not. In addition, prior to Covid-19, there were administrators of student organizations who did not show their maximum effort in completing their tasks. It is also known that there are Ormawa administrators who have received a reprimand or a citation due to their low level of commitment, which is shown in the form of work and work results.

Students who are involved in student organizations have more duties and responsibilities than students who only study and do not get involved in organizations. Students who are involved in organizations may experience academic stress and work stress. Problems that exist in organizations can affect student learning and work productivity in organizations [5]. Difficulties in organization and learning lead to stress, frustration, loss of motivation, and low self-esteem. In order to participate in organizations and lectures, a good psychological state is required. Students who engage in organizations do so for a variety of reasons, such as gaining experience working in organizations and acquiring soft skills that will be useful in the future, or for self-development and to channel their potential or interests related to organizations or a particular field. However, in principle, students are not required to participate in student organizations, and compared to people who work in industry or professional life, it can be assumed that if students decide to behave badly in completing tasks in the organization, the resulting effects will not affect them, since the bonds that professional people form are greater than those of students who organize. Poor psychological conditions and participation in organizations that are not bonding may result in students not completing tasks well and showing low levels of engagement.

However, any administrator who is part of an organization should have a commitment to the work in order to achieve the goals of the organization. Organizational commitment is a behavioral dimension that can be used to measure and evaluate the strength of administrators in performing their organizational tasks and duties [6]. In an organization, a high level of commitment is required, which includes the participation or involvement of all organizational members, and this can be an effort to achieve organizational goals. Organizational commitment has a very important impact on the performance of an organization's board, and the higher the commitment of a board, the more the board's performance will increase [7]. An organization in which there is commitment has high value in terms of job security and may reduce the possibility of administrator disobedience [8]. However, administrators whose organizational commitment is low can affect work productivity, absenteeism, and lost work time [9].

## 1.1. Organizational Commitment

One form of organizational behavior is organizational commitment, which refers to what individuals do in the organization and how their behavior can affect an organization's performance. Organizational behavior emphasizes behaviors related to work, attendance, productivity, human performance, and management [10]. Commitment refers to

attraction and loyalty, i.e., the individual has a strong desire to remain a member of the organization, the individual strongly believes in and accepts the values and goals of the organization, and the individual is willing to exert significant effort for the benefit of the organization [11]. According to [12] explain that organizational commitment consists of three components, including affective commitment, which is when employees desire to be part of the organization because of emotional attachments; continuous commitment, which is when employees stay with an organization because they cannot find another job or expect other benefits from the organization; and normative commitment, which arises from employees' values.

Organizational commitment can arise from various factors, namely situational and positional factors as well as personal factors [13]. Situational and positional factors refer to the support provided by the relationship between colleagues and the position the individual holds in the organization (external), while personal factors are factors that reside within the individual. Previous research has shown that employees who are extroverted, conscientious, and have a positive attitude have better engagement. Personal factors are internal factors, which include motivation, which has a great influence on the individual environment. According to [14] the dimensions used to measure personal factors are job expectations, psychological contracts, i.e., the ability to fulfill the vision and mission of the organization, interest and desire to work in an organization, and personal characteristics such as personality and work experience [9]. These factors are needed by an individual because the encouragement that comes from within greatly affects self-control and the way the self-responds to things outside the self or the environment.

## 1.2. Psychological Capital

Positive outlook consisting of self-efficacy, resilience, optimism, and hope is a psychological capacity possessed by individuals called psychological capital [15]. Psychological capital is the core element that can promote the emergence of positive organizational behavior (POB). It is the theory and application of an individual's psychological capabilities and the strength of human resources that can be measured, developed, and positively directed to enhance an individual's performance in the organization [15]. Psychological capital can encourage individuals to develop themselves in relation to their current efforts, which can affect their future performance [10]. Psychological capital is positively related to employee performance in organizations or companies [16]. Psychological capital includes several dimensions, namely that individuals have

confidence and are challenged to accomplish their tasks (self-efficacy), that individuals make positive attributions related to success in the present and future (optimism), that individuals are resilient to achieve a goal (hope), and that they are able to survive and wake up to success in the face of individual problems (resilience) [15].

Self-efficacy is a person's belief in their ability to motivate themselves and perform a series of actions in order to be successful in completing tasks [15]. The dimension of optimism is the way individuals interpret positive events as something that happens because of themselves, is consistent, and can occur in different situations. Hope is a positive motivation based on an interaction process derived from agency/willpower, ways/pathpower (planning to achieve goals). Resilience is the ability to recover from adversity, failure, conflict, progress, positive events, and increased responsibility. The dimensions of psychological capital influence each other, so the measurements in the research must be combined into a single unit. Research by [17] shows that employees with high organizational commitment have high organizational performance, employee loyalty, lower percentage of absenteeism, and others.

People who are optimistic will be motivated to fight for their survival because they believe that things will turn out well for them [18]. In adulthood, optimism is associated with better academic performance, athletic performance, workplace adjustments, and a better family life. Optimism predicts better performance in school, more accurately than ability measures such as the Scholastic Aptitude Test, and optimism predicts success in various occupations such as sales. Optimistic people are better able to adapt to negative events and are more productive in the workplace [18]. Adults with high levels of hope can adapt to challenges, overcome difficulties, and focus more on success than failure. Hopeful people have a higher rate of success in their academic achievements and accomplishments [19]. Resilience is similar, individuals who are able to resume individual functions and perform their developmental tasks at a normal level are resilient individuals [20]. This is also in line with the concept of self-efficacy, namely individuals who have high self-efficacy will have confidence in being able to complete tasks even with high difficulty.

The four dimensions of psychological capital can be developed and have a significant impact on employee behavior, attitudes, and performance, as well as their influence on the development of psychological capital on larger attitudes among employees [15]. Many studies in the field of management show that psychological capital has a greater impact on employee performance behavior than various psychological variables [21]. When someone has high psychological capital, it can contribute to employees' high organizational commitment to their work. This commitment is demonstrated by

a willingness to work hard and not give up even when faced with difficulties, as well as dedication, enthusiasm, and full concentration at work. The higher a person's psychological capital, the higher their organizational commitment.

Previous research on organizational commitment has shown that job satisfaction has a positive and significant impact on organizational commitment. Moreover, organizational commitment is known to have a positive and significant impact on employee performance variables, and job satisfaction also has a significant impact on employee performance. In addition, organizational commitment is known to be an intervening variable in the relationship between job satisfaction and employee performance [22]. According to [23] also shows that job satisfaction is positively related to psychological capital: The higher a person's psychological capital, the higher their satisfaction with their performance. Previous research on psychological capital shows that psychological capital has a positive relationship with work engagement, and it is known that psychological capital can reduce disrespectful actions and employee stress, which can affect good work engagement [5]. Psychological capital is positively related to employee behavior, ethics, and performance, so psychological capital plays a role in increasing employee motivation and commitment and reducing employee anxiety and stress [24].

Based on the above description, it can be predicted that organizational members who have high psychological capital will have high organizational commitment supported by good self-efficacy, optimism, resilience, and hope. This is also confirmed by research on organizational commitment and psychological capital, showing that psychological capital influences organizational commitment, with the largest contributing dimension being optimism [17]. An optimistic person believes that everything that happens to them is something they do on purpose and are in control of. Optimistic people can be more flexible and realistic because psychological capital is not only egoistic and positive, but also provides the opportunity to learn to avoid bad things, practice self-discipline, and analyze past mistakes [15]. Other research also shows that there is a significant positive relationship between psychological capital and organizational commitment among members of BEM and SM Undip Semarang, and that members' organizational commitment has an impact on members' organizational performance [13].

In addition to psychological capital, other factors that have been shown to impact engagement are organizational support, value congruence, and employee resilience, all of which have an impact on organizational engagement, as evidenced by research [25]. Individual characteristics have also been shown to have a significant influence on organizational commitment [3]. Other research shows that employees with high quality of work life have high organizational commitment, as well as psychological capital factors.

Employees who have high psychological capital have high organizational commitment [1].

From the above studies, it is clear that the factors that influence organizational commitment come from internal and external individuals. However, most of the above studies were not conducted during the Covid 19 pandemic or during the transition period from the Covid 19 pandemic to a more normal situation or endemic period, so it is possible that there are other factors that have influence or dominate. In addition, the dimensions of psychological capital, namely self-efficacy, optimism, hope, and resilience, are a complex entity that may have a great influence on the performance of organizational members in the midst of situations due to the Covid 19 pandemic and the transition from the pandemic period to a more normal situation. In Indonesia, research on psychological capital is mainly conducted in the world of work, and there are few studies that deal with the world of organizations in the context of education. Based on the phenomenon, previous research, and the data obtained, this research aims to determine whether psychological capital has an impact on organizational commitment both simultaneously and partially through the dimensions of psychological capital, namely self-efficacy, optimism, resilience, and hope among faculty board administrators at UM. Based on the above, five hypotheses can be formulated for the study, including:

1. Psychological capital (self-efficacy, resilience, optimism, and hope) simultaneously influences organizational commitment.
2. Self-efficacy partially influences organizational commitment.
3. Resilience partially affects organizational commitment.
4. Optimism partially affects organizational commitment.
5. Hope partially influences organizational commitment.

## 2. Literature Review

### 2.1. Organizational commitment

Meyer and Allen explain that organizational commitment consists of three components, including affective commitment, sustained commitment, and normative commitment [12]. The explanation for each component is:

1. Affective commitment is why individuals want to be part of the organization because of emotional attachments and individual involvement in the organization.



Individuals with good affective commitment will continue to perform their duties because they want to.

2. Continuous commitment is when individuals stay with an organization because they need other benefits or because they cannot find another organization. This indicates a weighing of advantages and disadvantages and is related to the desire to stay with or leave the organization. Individuals who perform their primary duties because of continuity obligations stay because they have no other options and must do so.
3. Normative commitment arises from values held by individuals and associated with a sense of obligation to work in the organization. Individuals with high normative commitment feel that they are (should be) obligated to stay in the organization.

Organizational commitment is measured using items from the Organizational Commitment Scale, adopted from [12] and has a score indicating that the higher the score, the higher or better the organizational commitment.

## 2.2. Psychological capital

Psychological capital is a positive attitude composed of self-efficacy, resilience, optimism, and hope, the psychological capabilities that the individual possesses [15]. Psychological capital includes several dimensions, namely self-efficacy, optimism, resilience, and hope.

1. Self-efficacy is a person's belief in their ability to motivate themselves and perform a series of actions in order to be successful in completing tasks.
2. Optimism is a way for individuals to interpret positive events as something that happens because of themselves and is permanent and can occur in various situations.
3. Resilience is the ability to recover from adversity, failure, conflict, progress, positive events, and increased responsibility.
4. Hope is a positive motivation based on the interaction process that results from the ability to act/willpower, the ways/way-powers (planning to achieve the goal).

Psychological capital in this study is measured using items from the [15] psychological capital scale and has a score that states that the higher the psychological capital score, the higher or better the psychological capital.

## 3. Method

### 3.1. Research model

This study uses a quantitative research approach with the type of correlational research. Correlational research (correlation) is a type of non-experimental research method in which a researcher measures two variables, understands and assesses the statistical relationship between them without the influence of extraneous variables.

### 3.2. Population and sample

The population of this study was all faculty level administrators of Malang State University with a total of 478 individuals. The characteristics of the population in this study are faculty level student board management at UM for the period 2022.

Sampling is performed using random sampling techniques. This sampling technique relies on the presence of the subject being sampled, i.e., anyone who happens to meet the researcher and is suitable as a data source is included in the sample.

The sample in this study included 126 administrators with information on 57 administrators from BEM FMIPA, BEM FIP 30 people, BEM FIK 24 people, and BEM FEB 15 people. The subjects were 31 individuals (25%) male and 95 individuals (75%) female. Based on the time period in which they joined BEMFA, 90 subjects (72%) were in their first year of joining BEMFA in 2022, 23 subjects (18%) were in their second year, and 13 subjects (10%) were in their third year.

### 3.3. Measurement tools

The instrument used in this study is the Organizational Commitment Scale, adapted from [7]. The scale used to measure psychological capital is the Psychological Capital Scale [15]. Both measurement instruments were adapted according to [26] fitting process, which consists of 6 stages, but in this study the researchers used only 5 stages [27]. The stage that was not performed was the submission of documentation to the developer or coordinating committee for evaluation of the adaptation process because the measurement instruments adapted in this study were not widely used. The adaptation process of the two measurement instruments conducted in this study, as follows:

1. Preliminary translation: the translation of the instrument from the original English into Indonesian was done by two translators. The two translators were one with

a background in psychology who understood the concept of the questionnaire being translated, while the other translator had a different background and was unaware of the concept of the questionnaire being measured.

2. The translation synthesis: the translation of the instrument from the original language, taking into account the translation results of the two previous translators, and the creation of a new translation in Bahasa Indonesia.
3. Back translation: a translator translates the previously synthesized results back to the original language, namely English, and does not know the original version, to ensure that the translated version of the items reflects the same meaning as the original version.
4. Expert Committee: The Expert Committee has the task of unifying and strengthening all versions of the questionnaire and developing items that will be considered as the preliminary version of the questionnaire for the field test. At this stage, there are some things that need to be improved, namely some items of the translation synthesis results and the re-translation results.
5. Pre-final Version Test: field test of the questionnaire using the pre-final version on subjects totaling 50 administrators. At this stage, the calculation of total item correlation and Cronbach Alpha reliability is carried out so that it is known that the valid items on the organizational commitment scale are 9 items with a reliability of .660 and valid items on the psychological capital scale are 19 items with a reliability of .849.

TABLE 1: Results of item selection and scale reliability

Scale	Item Count	Fall	Valid	Reliability
Organizational Commitment	24	15	9	.660
Psychological Capital	24	5	19	.849

### 3.4. Data analysis technique

In this study, several statistical calculations are used, namely descriptive analysis calculations, classical acceptance tests, and hypothesis tests. Descriptive analysis aims to analyze data by describing the data collected. The analysis was performed based on the responses obtained from the respondents and the results of the analysis were

presented in the form of categorization. Data analysis was performed using the mean and standard deviation (SD) with the help of SPSS 21 for Windows.

The classical acceptance test, i.e., the statistical requirements that must be met, consists of the normality test, the linearity test, the multicollinearity test, and the heteroscedasticity test. The normality test is used to determine whether the research data collected is normally distributed or not by using the Kolmogrov-Smirnov formula using SPSS 21 for Windows. The basis of decision for the normality test is that if the data has a p-value greater than .05, then a normal distribution can be inferred, and vice versa. The linearity test is performed to determine if there is a linear relationship between the independent variable and the dependent variable tested in the study using SPSS 21 for Windows. The basis of decision for the linearity test is if the significance value of deviation from linearity  $>$  is .05, it can be concluded that there is a linear relationship between the independent variable and the dependent variable and vice versa. The multicollinearity test is used to determine the relationship between independent variables using SPSS 21 for Windows. The decision basis for the multicollinearity test is if the tolerance value  $>$  is .10 and the VIF (Variance Inflation Factor) number  $<$  is 10, it can be concluded that the regression model has no multicollinearity and is a good regression model. The heteroscedasticity test is used to determine if there is an inequality of variation in the residual value of the available data using SPSS 21 for Windows. The basis for decision making in the heteroscedasticity test is if the p-value  $>$  is .05, it can be concluded that there is no heteroscedasticity problem in the regression model.

The analysis technique used in this study is to use the multiple linear regression analysis method to measure the contribution of all dimensions of psychological capital together as independent variables (X) to organizational commitment as the dependent variable (Y). In addition, through the multiple regression analysis, the magnitude of the contribution of each dimension of psychological capital as an independent variable (X) to organizational commitment can also be seen as a dependent variable (Y), so with this method, the results can be known and answer the hypotheses that were previously prepared.

## 4. Result and Discussion

### 4.1. Data description

From the results of descriptive statistics, the mean on the scale of organizational commitment is 28.42 and the standard deviation is 3.287. The mean value on the

scale of psychological capital is 57.06 and the standard deviation is 6.343. In addition, it is known that the majority of the BEM faculty administrators on UM for the period 2022 have a medium level of organizational commitment, namely 84 people (67%), while others, namely 25 people (20%) have a high level of organizational commitment and 17 people (13%) have a low level of organizational commitment. The psychological capital of BEM faculty administrators at UM for the 2022 period is moderate for the majority of 94 individuals (75%), high for 19 individuals (15%), and low for 13 individuals (10%).

TABLE 2: Descriptive statistics of organizational commitment and psychological capital (Self Efficacy, Optimism, Resilience, Hope).

Descriptive Statistics			
	Mean	Std. Deviation	N
Organizational Commitment (Y)	28.42	3.287	126
Self-Efficacy (X1)	15.39	2.165	126
Optimism (X2)	14.76	1.809	126
Resilience (X3)	17.36	2.496	126
Hope (X4)	9.55	1.262	126

#### 4.2. Classical assumption test

The classic assumption test is a requirement that must be met before conducting hypothesis testing. The classic assumption tests that need to be measured are normality test, linearity test, multicollinearity test, and heteroscedasticity test. Based on the normality test, the results show that the data is normally distributed with a significance value of Asymp Sig. (2-tailed) .949 > .05.

TABLE 3: Normality test for organizational commitment and psychological capital

		Unstandardized Residual
	N	126
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.82912714
Most Extreme Differences	Absolute	.046
	Positive	.034
	Negative	-.046
Kolmogorov-Smirnov Z		.521
Asymp. Sig. (2-tailed)		.949

The results of the linearity test show that there is a significant linear relationship between the variable "Organizational Commitment" (X) and the variable "Psychological Capital" (Y), which is evident from the deviation from linearity of  $.845 > .05$ .

TABLE 4: Linearity test for organizational commitment and psychological capital

			Sum of Squares	df	Mean Square	F	Sig.
Organizational Commitment * Psychological Capital	Between Groups	(Combined)	507.984	27	18.814	2.188	.003
		Linearity	350.211	1	350.211	40.726	.000
		Deviation from Linearity	157.773	26	6.068	.706	.845
Within Groups			842.722	98	8.599		
Total			1350.706	125			

The multicollinearity test results show that the 4 dimensions or variables of psychological capital do not occur symptoms of multicollinearity, which is indicated by the tolerance value and VIF value.

1. Self-efficacy has a tolerance value of  $.543 > .10$  and a VIF value of  $1.842 < 10.00$ , from which it can be concluded that there is no evidence of multicollinearity.
2. Optimism has a tolerance value of  $.470 > .10$  and a VIF value of  $2.127 < 10.00$ , so it can be concluded that there is no evidence of multicollinearity.
3. Since resilience has a tolerance value of  $.504 > .10$  and a VIF value of  $1.985 < 10.00$ , it can be concluded that there is no evidence of multicollinearity.
4. Hope has a tolerance value of  $.699 > .10$  and a VIF value of  $1.431 < 10.00$ , it can be concluded that there is no evidence of multicollinearity.

The results of the heteroscedasticity test show that the 4 dimensions or variables of psychological capital do not occur symptoms of heteroscedasticity namely by looking based on the Sig value.

1. Self-efficacy has a Sig value of  $.848 > .05$ , it can be concluded that there is no evidence of heteroskedasticity.
2. Optimism has a Sig value of  $.551 > .05$ , it can be concluded that there is no evidence of heteroscedasticity.
3. Resilience has a Sig value of  $.744 > .05$ , it can be concluded that there is no evidence of heteroskedasticity.

TABLE 5: Multicollinearity test for psychological capital (Self-Efficacy, Optimism, Resilience, Hope)

Model		Unstandardized Coefficients		Standardized Coefficients	Sig.	Collinearity Statistics	
		B	Std. Error			Tolerance	VIF
1	(Constant)	12.507	2.352		5.318	.000	
	Self-Efficacy (X1)	.500	.157	.330	3.190	.002	.543
	Optimism (X2)	.133	.202	.073	.660	.510	.470
	Resilience (X3)	.023	.141	.017	.161	.872	.504
	Hope (X4)	.613	.237	.235	2.583	.011	.699

4. Hope has a Sig value of .437 > .05, it can be concluded that there is no evidence of heteroscedasticity.

TABLE 6: Heteroscedasticity test for organizational commitment and psychological capital

Model		Unstandardized Coefficients		Standardized Coefficients	Sig.	Collinearity Statistics	
		B	Std. Error			Tolerance	VIF
1	(Constant)	1.433	1.417		1.012	.314	
	Self-Efficacy (X1)	.018	.095	.024	.192	.848	.543
	Optimism (X2)	-.073	.122	-.079	-.599	.551	.470
	Resilience (X3)	.028	.085	.042	.327	.744	.504
	Hope (X4)	.111	.143	.084	.779	.437	.699

### 4.3. Multiple regression analysis of organizational commitment and psychological capital

Based on the results of multiple regression analysis, it is known that the F-test = 12.873 ( $p < .05$ ), which indicates that hypothesis (1) is accepted, namely psychological capital (self-efficacy, optimism, resilience and hope) simultaneously (together) affects the variable of organizational commitment.

Using the coefficient of determination (R-squared), it can be seen that the variables of self-efficacy, optimism, resilience, and hope contribute simultaneously (together) to the variable of organizational commitment (Y) of .299 or equal to 29.9%, while the remaining 70.1% are influenced by other variables.

TABLE 7: F Test (Simultaneous) for organizational commitment and psychological capital (Self-Efficacy, Optimism, Resilience, Hope)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	403.214	4	100.804	12.873	.000 <sup>b</sup>
	Residual	947.492	121	7.831		
	Total	1350.706	125			

TABLE 8: Coefficient of determination.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.546 <sup>a</sup>	.299	.275	2.798

Based on the t-test table (partial), it is known that the self-efficacy variable has a t-test result = 3.190 ( $p < .05$ ) and the hope variable has a t-test result = 2.583 ( $p < .05$ ), so it can be concluded that hypotheses (2) and (5) are accepted, namely that the self-efficacy variable and the hope variable have a significant effect on organizational commitment. Moreover, it is known that the optimism variable has a t-test result = .660 ( $p > .05$ ) and the resilience variable has a t-test result = .161 ( $p > .05$ ), so hypotheses (3) and (4) can be rejected, showing that there is no significant effect on organizational commitment.

TABLE 9: T Test (Partial) Psychological capital (Self-Efficacy, Optimism, Resilience, Hope).

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.507	2.352		5.318	.000
	Self-Efficacy (X1)	.500	.157	.330	3.190	.002
	Optimism (X2)	.133	.202	.073	.660	.510
	Resilience (X3)	.023	.141	.017	.161	.872
	Hope (X4)	.613	.237	.235	2.583	.011

In addition, based on the calculation of the effective contribution, it is known that the self-efficacy variable makes a significant contribution to the organizational commitment of the management of the faculty BEM at UM with a contribution of 16.20%, while the hope variable makes a significant contribution to the organizational commitment of the management of the faculty BEM at UM with a contribution of 10.10%. Other variables, namely the optimism variable and the hope variable, did not make a significant contribution and had a very low effective contribution, namely the optimism variable of 2.93% and the resilience variable of .61%. The magnitude of the effective contribution of these four variables is 29.8546 / 29.9, which is the R-squared or the total concurrent



contribution of psychological capital contributing to the organizational commitment of BEM faculty administrators at UM.

Based on the results of the research data analysis test, it is known that psychological capital simultaneously contributes to organizational commitment. The results of this study are consistent with the research findings of [15], which explain that psychological capital has a significant correlation with organizational commitment. This shows that individuals with high psychological capital also have high organizational commitment. The results also show that psychological capital can predict the performance exhibited by an individual in the organization. This is supported by previous research that also shows that there is a positive relationship between psychological capital and organizational commitment [17]. Administrators who have psychological capital such as self-efficacy, optimism, hope, and resilience are able to stay longer in the organization and be loyal to the work performed, so these administrators are said to have organizational commitment. The current faculty BEM management on UM is able to survive as part of the faculty BEM because it is influenced by the beliefs they have to be successful in performing their tasks, have an optimistic attitude for the present or future, have hopes that can be realized and help them to stay, and have the ability to face challenges while achieving goals.

In addition, based on the results of the research data analysis, it is known that the dimensions of self-efficacy and hope are significant contributors to organizational commitment. This differs from previous research in which the optimism dimension is the largest contributor to organizational commitment and other dimensions do not contribute significantly [17]. Faculty BEM administrators who possess self-efficacy may emerge because administrators have confidence in their abilities and efforts. In addition, administrators have confidence that they can perform the tasks in the organization better and more freely because the implementation of the organization can be done slowly directly. These administrators develop positive attitudes such as self-confidence and commitment to the organization, so they stay in the organization. A person who has a positive attitude toward himself will perform well and be satisfied with the organization, which recognizes the importance of the individual and his work, so that organizational commitment increases. Individuals who possess self-efficacy are characterized by five traits: They are able to set high goals and choose difficult tasks for themselves, they are highly motivated, they can face challenges, they do everything they can to achieve their goals, and they survive when faced with obstacles. Individuals who have high levels of self-efficacy are unlikely to be affected in situations involving obstacles, setbacks, or even repeated failures. There are several studies that show a strong relationship

between self-efficacy and levels of motivation and achievement [27]. In addition, self-efficacy contributes significantly to functioning effectively in situations involving pressure, anxiety, and challenge [27]. Individuals with negative psychological attitudes tend to experience hopelessness, helplessness, and pessimism. When individuals are under extreme stress, physiological responses decrease and negatively affect their psychological processes, such as their self-efficacy, information processing, and decision making [17].

Hope is a positive motivation based on an interaction process derived from agency/willpower and ways/powers. Adults with high levels of hope are able to adapt to challenges and overcome difficulties and focus on success rather than failure. Hopeful individuals have higher rates of academic achievement and success [19]. Good hope in administrators comes from seeing uncertain situations and change as a challenge and will strive with purposeful goals and different ideas or thoughts. Similarly, administrators who have just entered the first phase have hope because they have the desire and planning to develop in the organization. Administrators who have hope will see obstacles to achieving goals as challenges and opportunities for development rather than as dead ends and reasons for disengagement, apathy, and stagnation. This is consistent with the current situation where organizational implementation occurs under conditions that change frequently and affect the sustainability or operation of a system, so if the board has hope, it has a reason or goal to stay afloat and will try to achieve those goals. Research by [15] shows that among more than 1000 managers and workers, the level of hope is positively related to performance, job satisfaction, job satisfaction, and organizational commitment. Conversely, individuals who have low levels of hope often demonstrate a reluctance or inability to take on additional responsibilities, make independent decisions, or solve difficult problems [15].

The dimensions of optimism and resilience based on the results of the analysis test are known not to make a significant contribution to psychological capital. However, the dimensions of psychological capital are interrelated with each other. Individuals who have hope and have choices and ways to achieve goals will be more motivated to overcome difficulties so that they can become more resilient individuals. Confident individuals will be able to transfer and apply hope, optimism, and resilience to the tasks of their lives. Resilient individuals will be able to utilize their adaptability necessary for realistic and flexible optimism. Thus, individuals with good self-efficacy and hope can encourage the emergence of good optimism and resilience as well. Optimistic administrators will have the assumption that everything that happens to them is something they intentionally do and is in their control. Optimistic individuals will more easily accept

change, see opportunities that exist in the future, and focus on taking advantage of these opportunities. The optimism value of psychological capital can also be identified with "career resiliency", where administrators need to realize that they are responsible for their own careers by creating their employable skills [15]. Resilience itself can arise from one's attitude, confidence, and feelings. Resilience can be improved when individuals have strengths that come from within such as self-confidence, optimism, empathy, and respect [20]. Several studies show that there is a high correlation between self-efficacy and resilience and show that self-efficacy has a significant influence on resilience. This shows that administrators who have the belief that they are able to complete the tasks at hand, then they are able to face challenges or difficulties at work.

Recommendations for next steps for organizations or administrators who are members of them, namely being able to create an environment or build themselves to encourage an increase in self-efficacy, optimism, resilience, and hope. Things that can be done so that administrators have better self-efficacy are one of them providing mastery experiences to administrators by placing them in situations that allow self-efficacy to grow highly. In addition, individuals can also build their confidence through observations based on the experiences and successes of others, as well as their mistakes or failures. Providing positive feedback and social recognition of the board's performance can increase their confidence and have an impact on good performance. To develop hope, several things can be done, namely the setting of goals that are self-regulated by individuals so that they can be internalized and lead to better commitment. In addition, there are several things that can be done to increase hope in administrators, including setting goals, making gradual progress, administrators can be involved in decision making, delegation, and so on, providing support for each other among administrators, and providing training that focuses on increasing competence and strengthening talents. Recommendations for other researchers, namely that they can conduct research with a more evenly distributed sample and can add other variables that contribute to organizational commitment so that it is hoped that the research can produce a more complex picture of what can affect organizational commitment and how to improve or maintain it.

The novelty in this study is that the research was conducted in an educational environment, especially in student organizations, in contrast to previous studies which have been carried out in the work environment. Previous research related to psychological capital and organizational commitment in student organizations was only conducted on one or more, while this study was conducted on four Student Executive Bodies. The limitation in this study is that the sample collection was carried out online with

an uneven number of samples from each Faculty BEM. In addition, other independent variables can be added that can measure predictors of organizational commitment.

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