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PsyCap Training: Increasing the Psychological Capital of Company X Employees in Facing the Era of Disruption

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Abstract

Psychological capital is a psychological construct encompassing self-efficacy, optimism, hope, and resilience, which are core factors that contribute to the emergence of positive organizational behavior (POB) or measurable, developable, and channelable positive behavior in an organization. Developing psychological resources becomes crucial for facing challenges and changes during an era of IT industry disruption. This research examines the effectiveness of a PsyCap training program in increasing the psychological capital of Company X employees in facing the disruption era. The quantitative research method with a quasi-experimental research design was used to measure changes in values during the intervention (pretest-posttest). A purposive sampling technique was used to select 60 subjects based on their level of psychological capital characteristics. The PsyCap training program was designed based on Luthans' theoretical framework, utilizing treatment instruments in the form of a PsyCap training module. Data analysis involves two types of analysis: descriptive analysis and parametric statistical analysis using the paired sample t-test. The research findings reveal a comparison of the level of psychological capital between experimental and control groups, with a gain score value of .001 (< .05) and a sufficient level of effectiveness (66%). This research suggests that PsyCap training treatment on an experimental group of employees at Company X effectively enhances psychological capital. As a suggestion for future researchers, it is recommended that they be more cautious in controlling the presence of extraneous variables.

Kata kunci:
era disrupsi;
industri TI;
pelatihan karyawan;
perilaku positif;
modal psikologis.

Abstrak

Modal psikologis merupakan konstruksi psikologis yang mencakup efikasi diri, optimisme, harapan, dan resiliensi yang merupakan faktor inti yang berkontribusi terhadap munculnya perilaku organisasi positif atau perilaku positif yang terukur, dapat dikembangkan, dan dapat disalurkan dalam suatu organisasi. Pengembangan sumber daya psikologis menjadi penting untuk menghadapi tantangan dan perubahan di masa-masa disrupsi industri TI. Penelitian ini menguji efektivitas program pelatihan PsyCap dalam meningkatkan modal psikologis karyawan Perusahaan X dalam menghadapi era disrupsi. Metode penelitian kuantitatif dengan desain penelitian quasi eksperimen digunakan untuk mengukur perubahan nilai selama intervensi (*pretest-posttest*). Teknik *purposive sampling* digunakan dengan memilih 60 subjek berdasarkan tingkat karakteristik modal psikologisnya. Program pelatihan PsyCap dirancang berdasarkan kerangka teori Luthans, dengan memanfaatkan instrumen perlakuan berupa modul pelatihan PsyCap. Analisis data melibatkan dua jenis analisis: deskriptif dan statistik parametrik dengan menggunakan uji t sampel berpasangan. Temuan penelitian menunjukkan adanya perbandingan tingkat modal psikologis antara kelompok eksperimen dan kontrol, dengan nilai *gain score* sebesar 0,001 (< 0,05) dan tingkat efektivitas cukup (66%). Hasil penelitian ini menunjukkan bahwa perlakuan pelatihan PsyCap pada kelompok eksperimen karyawan Perusahaan X efektif untuk meningkatkan modal psikologis. Bagi peneliti selan-

jutnya disarankan agar lebih berhati-hati dalam mengontrol keberadaan variabel asing.

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INTRODUCTION

Psychological capital is a psychological construct that includes self-efficacy, optimism, hope, and resilience (Luthans et al., 2007). Psychological capital is a core factor that significantly contributes to the emergence of positive organizational behavior (POB). POB is positive organizational behavior that can be measured, developed, and channeled positively to improve individual and organizational performance. POB in psychological capital refers to individual attitudes, values, and actions that support organizational well-being, performance, and success. Nowadays, psychological capital construction has received much attention, especially in industrial and organizational studies, which explains the significance of psychological capital in facing the disruption era (Safavi & Bouzari, 2019; Zyberaj et al., 2022). By developing these psychological resources, employees can have a higher level of well-being, be more prepared to face challenges and cope better with stress due to work pressure. In addition, strong psychological capital can positively impact individual performance and productivity in an organizational context (Luthans et al., 2007).

The COVID-19 pandemic had an enormous impact on the era of disruption. Surviving these tough shifts required adaptability from nearly all industrial sectors and businesses. Yuswohady (in Bahtiar et al., 2020) stated that before the pandemic, the era of disruption was expected to occur in the next 5–10 years. However, the COVID-19 pandemic has massively accelerated and expanded the disruption process in various sectors. As a result, digital technology-based companies began to develop widely, and the disruption process took place faster than expected (Djayaputra et al., 2020). Industry must adapt and develop various innovations to handle the disruption era. Companies must also create agile organizations to survive disruption (Tavares et al., 2022). If a company does not realize or find ways to deal with this era of disruption, then it will be left behind and even threatened with business failure (Rizal et al., 2023).

In line with the points mentioned above, the success of companies in facing the disruption era is highly dependent on the capabilities of their employees (Parinsi & Musa, 2023). Employee's capabilities include developing the necessary skills, knowledge, and attitudes. However, developing these capabilities is not an easy task. Employees must deal with high pressure, changing demands, and a dynamic work environment. Employees often feel rigid or stuck in familiar work routines, are ill-prepared or unable to adapt to changing job demands, lack the desire to improve their skills, and lack the desire to improve the knowledge needed to deal with change. This problem leads to discomfort, decreased performance, or irrelevance in a rapidly changing work environment (Widyastomo et al., 2022).

Based on research by Revinka (2021) on eleven sectors of the Indonesian stock exchange during the pandemic, the information technology (IT) industry has experienced the most significant growth. It is the most dynamic and innovative. The dynamic growth and rapid innovation of the IT industry during the pandemic include the development of new products and services, the application of the latest technology, and the adjustment of companies to the increasing needs and demands of the market (Kivimaa et al., 2021; Rahmentio et al., 2022). The need for rapid information technology in the dis-

ruption era has changed the face of the world and driven digital transformation in various industrial sectors. The IT industry is the backbone of this transformation and plays a crucial role in meeting the needs of technology and digital solutions (Munawar et al., 2022).

Company X certainly captures the opportunity for digitization needs as a momentum to compete with other software houses throughout Indonesia. This momentum is carried out through the rapid adaptation of business processes and providing client needs according to demand, including adjusting different programming languages and frameworks. This is evidenced by the increase in the number of projects each year. From 2020–2024, the number of new incoming projects recorded reached 121. This increase affects the number of teams formed and increases the programming languages and frameworks needed. In 2020, Company X widely used ReactJS and Laravel. However, until this year, the need for programming languages and frameworks, such as ReactNative and Net, has become common, so employees must improve their skills according to company needs. Company X's project-based work system (not a team) also requires employees to adapt to one project and multiple projects.

Based on observations and analysis conducted on Company X employees for their attitudes, several factors often appear in them and often become obstacles: employees doubt their ability to learn new skills, pessimistically consider the changes that occur as obstacles that are difficult to overcome, lack the motivation to try new skills that are not learned based on interest, have low expectations of success after providing initiative, and poor emotional control because they have to face deadline pressure or high work demands due to changes that occur both related to clients, teams, project documentation, even different programming languages or frameworks. This phenomenon shows that several factors, such as self-efficacy, optimism, hope, and resilience, inhibit Company X employees. These four psychological components are categorized as part of psychological capital (PsyCap).

Previous research indicates that a person's level of psychological capital is an ability that can be increased and shaped. Psychological capital interventions have resulted in substantial improvements in employee well-being and performance to proactively and reactively face the era of disruption (Luo et al., 2022; Luthans & Broad, 2022; Pett, 2024). Based on the analysis of the situation in the field, a program that can support employees in increasing psychological capital is urgently needed in Company X.

Furthermore, researchers propose an innovative PsyCap training program. The PsyCap training program implements a training method that focuses on developing self-efficacy, optimism, hope, and resilience as components of psychological capital. Sofyandi (2013) argues that training is a program that can provide a stimulus to improve abilities. Compared to technical training, which focuses on developing specific skills and behavior patterns, PsyCap training encourages a positive mindset to overcome challenges. It replaces assumptions and beliefs that take root in individuals over time (Youssef-Morgan & Luthans, 2009). With the PsyCap training program, employees will be better prepared to thrive in this disruptive era and achieve the company's vision and mission.

The research using an experimental approach with training methods of psychological capital still has a limited scope. The previous studies suggest the researcher research further training interventions to become new data. On the other hand, although much data states that psychological capital is proven to affect employees in their work in the disruption era, the discussion of psychological capital in employees in the IT industry is still limited. The IT industry is one of the most likely industries to have low psychological capital due to the high demands of change. To refine the research data, psychological capital research through PsyCap training interventions is urgent. It is important to gain a deeper understanding of the effectiveness of PsyCap training in increasing employee psychological capital in the era of disruption. Therefore, based on the background description above, the researcher is inter-

ested in conducting experimental research on the effectiveness of PsyCap training in increasing the psychological capital of Company X employees in facing the disruption era.

METHODS

Research Design

The experimental design used in this research is the quasi-experimental method. This research uses a non-equivalent control group design; namely, similarity or equality is only limited to certain aspects and does not apply to all aspects (Bulus, 2021). In experimental design, there are experimental groups and control groups. The experimental group receives PsyCap training treatment, while the control group does not.

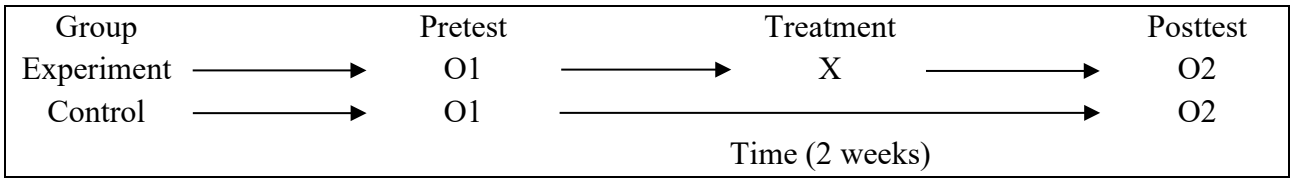

Figure 1.
Research Design (Creswell, 2007)

Population and Sample

The population used in this research consists of all employees of Company X, totaling 80 subjects. The method used in this research is a purposive sampling technique, and each position was representative. To determine the research sample, the researcher selected subjects with low levels of psychological capital. The employees with low psychological capital levels will be divided into an experimental group and a control group. The total number of subjects (N) is 30 in each intervention group, with 60 employees.

Data Collection Techniques and Instrument Development

The technique used in this research is a survey method, which involves filling out a questionnaire about measuring psychological capital. The questionnaire is used to collect data at two different time points (before and after the intervention) to compare changes. The instruments used in this research consist of two instruments: treatment instruments and measurement instruments.

The treatment instrument is a psychological capital training module based on psychological capital intervention by Youssef-Morgan and Luthans (2009) psychological capital intervention. The module validity level has a percentage of 95% or very valid and was carried out by three module experts through the BSNP assessment instrument (Purwono, 2008), which has been adapted and uses a Likert scale technique from 1 to 5.

The psychological capital measurement instrument uses a psychological capital scale constructed based on the theory of Luthans et al. (2007). This scale has 32 items and four dimensions: self-efficacy, hope, optimism, and resilience. Its validity value is .379 to .726, and its reliability value is .930. In accordance with the consistency of the original psychological capital scale, a Likert scale technique from 1 to 6 was used.

Data collection (pretest) was delivered to Company X employees on January 19, 2024. The population subjects who were given the pretest were 80 people. The research sample consisted of 60 subjects with low psychological capital levels. This group was chosen with the understanding that the subject's condition might still be improved concerning research goals to increase psychological capital. Researchers divided the 60 subjects into two groups: experimental and control. During the process, researchers considered the work position to control potential extraneous variables unrelated to the research variables.

The intervention lasted two days, from April 2 to April 3, 2024. The experimental group was invited to the office on-site and consented to participate in various training processes. Training attendance is proven through attendance using Google Forms. The training procedure uses the ADDIE (analysis, design, development, implementation, and evaluation) model, which is most commonly used in learning design. It can help develop any content and even create efficient and effective learning designs (Aldoobie, 2015). This PsyCap training design has the theme "Unlocking HERO: Empowering Employees through Psychological Capital Training". This training will discuss the introduction of the importance of psychological capital in facing an era of disruption and explain the four elements of psychological capital: hope, self-efficacy, resilience, optimism, and the benefits of implementing it. The methods used are games, interactive presentations, discussions, roleplay, case studies, brainstorming, visualization exercises, simulations, and reflection. The training process lasted for two days with a total time of 215 minutes.

On April 16, 2024, or two weeks following the training, 60 subjects from the experimental and control groups participated in the final data collection (posttest), through consideration that the training had been implemented on the daily works of employees and the result of psychological capital categorizations had been changed.

Data Analysis Techniques

Data analysis in this research used four quantitative data sets: psychological capital scale pretest-posttest data in the experimental group and psychological capital scale pretest-posttest data in the control group. The paired sample t-test test was used to determine the value between the average gain score of psychological capital groups. Company X employees' psychological capital will be categorized based on low, moderate, and high levels. During the research process, the researcher maintains the confidentiality of the information provided by the subject and the company and has informed consent approved by each subject.

RESULTS

Based on the descriptive results in Table 1, it is known that the demographic variables of most research subjects consist of men aged 21–22 years (36.7%) and 23–25 years (31.7%), the most job positions are in the front-end developer (21.7%) and back-end developer (18.3%) positions which are dominated by bachelor's degree graduates (63.3%), and high school/vocational school graduates (25%). The position is filled by employees who have worked for less than one year (63.3%).

Table 1.
Subject Descriptive Results

Variables		Total	Percentage (%)
Gender	Female	15	25
	Male	45	75
	Total	**60**	**100**
Age (in Years)	17–19	11	18.3
	20–22	22	36.7
	23–25	19	31.7
	26–28	5	8.3
	30–32	3	5
	Total	**60**	**100**
Job Position	Back-end Developer	11	18.3
	Business Development	1	1.7
	Content Writer	2	3.3
	DevOps	3	5
	Front-end Developer	13	21.7
	Full-stack Developer	6	10
	Marketing	4	6.7
	Mobile Developer	1	1.7
	Product Owner	1	1.7
	Project Admin	4	6.7
	Project Lead	2	3.3
	Project Manager	3	5
	Quality Control	1	1.7
	System Analyst	1	1.7
	UI/UX Designer	7	11.7
	Total	**60**	**100**
Length of Employment (in Years)	< 1	38	63.3
	1–2	16	26.7
	> 2	6	10
	Total	**60**	**100**
Last Education	High school/vocational school	15	25
	Two-years diploma	2	3.3
	Three-years diploma	5	8.3
	Bachelor's degree	38	63.3
	Total	**30**	**100**

Based on the descriptive results in Table 2, the total number of scores increased after the provision of PsyCap training in the experimental group. This increase occurred in the self-efficacy dimension by 57%, the hope dimension by 45%, the optimism dimension by 49%, and the resilience dimension by 51%, or an accumulated increase in the score of each dimension after treatment by 50%.

Meanwhile, in Table 3, it can be interpreted that there was an increase in the total number of scores even without being given training. This increase occurred in the self-efficacy dimension by 17%, the hope dimension by 14%, the optimism dimension by 15%, and the resilience dimension by 14%. In accumulation, there was an increase even without treatment of 15%. This may have occurred

because the research subjects had a variety of different and uncontrollable individual factors, such as innate and experiential factors covering a wide range of things, including gender, age, job position, tenure, personality, attitude, and intelligence.

Table 2.
Experimental Group Measurement Results

	Pretest				**Posttest**				**Difference (Posttest-Pretest)**				**P%**
	∑	Mean	Max	Min	∑	Mean	Max	Min	∑	Mean	Max	Min	
Efficacy	583	3.24	6	1	915	5.08	6	3	332	2.56	0	2	57%
Hope	1176	3.56	6	1	1711	5.18	6	3	535	1.62	0	2	45%
Optimism	731	3.48	6	1	1089	5.19	6	4	358	1.71	0	3	49%
Resilience	830	3.46	6	1	1254	5.23	6	3	424	1.77	0	2	51%
Total	**3320**	**13.74**	**24**	**4**	**4969**	**20.68**	**24**	**13**	**1649**	**6.94**	**0**	**9**	**50%**

Table 3.
Control Group Measurement Results

	Pretest				**Posttest**				**Difference (Posttest-Pretest)**				**P%**
	∑	Mean	Max	Min	∑	Mean	Max	Min	∑	Mean	Max	Min	
Efficacy	609	3.38	6	1	714	3.97	6	1	105	0.59	0	0	17%
Hope	1199	3.63	6	1	1363	4.13	6	2	164	0.50	0	1	14%
Optimism	729	3.43	6	1	836	3.98	6	2	107	0.55	0	1	15%
Resilience	870	3.63	6	1	992	4.13	6	2	122	0.50	0	1	14%
Total	**3539**	**14.07**	**24**	**4**	**4067**	**16.21**	**24**	**7**	**528**	**2.14**	**0**	**3**	**15%**

In the efficacy dimension, it was found that there was an increase in the experimental group after being given PsyCap training treatment, which could be seen through posttest is higher than pretest on total score gap 332 (915 > 583), mean gap 2.56 (5.08 > 3.24), and minimum score gap 2 (3 > 1). So, there was an increase in the efficacy of the experimental group by 57%. Meanwhile, in the control group, there was an increase in pretest on total score gap 105 (714 > 609) and mean gap 2.56 (5.08 > 3.24) even without being given training. So, it can be interpreted that there was an increase in the efficacy of the control group by 17%, and it can be concluded that there was a 40% difference between the two groups.

In the hope dimension, it was found that there was an increase in the experimental group after being given training, which could be seen through the posttest is higher than the pretest on total score gap 535 (714 > 609), mean gap 1.62 (5.18 > 3.56), and minimum score gap 2 (3 > 1). So, there was an increase in the hope of the experimental group by 45%. Meanwhile, in the control group, there was an increase in pretest on total score gap 164 (1363 > 1199) and mean gap .50 (4.13 > 3.63) even without being given training. So, it can be interpreted that there was an increase in the hope of the control group by 14%, and it can be concluded that there was a 31% difference between the two groups.

In the optimism dimension, it was found that there was an increase in the experimental group after being given training, which could be seen through posttest is higher than pretest on total score gap 358 (1089 > 731), mean gap 1.71 (5.19 > 3.48), and minimum score gap 3 (4 > 1). So, there was an increase in the optimism of the experimental group by 49%. Meanwhile, in the control group, there was an increase in pretest on total score gap 107 (836 > 729) and mean gap .55 (3.98 > 3.43) even without being given training. So, it can be interpreted that there was an increase in the optimism of

the control group by 15%, and it can be concluded that there was a 34% difference between the two groups.

In the resilience dimension, it was found that there was an increase in the experimental group after being given training, which could be seen through the posttest is higher than the pretest on total score gap 424 (1254 > 830), mean gap 1.77 (5.23 > 3.46), and minimum score gap 2 (3 > 1). So, there was an increase in the resilience of the experimental group by 51%. Meanwhile, in the control group, there was an increase in the pretest on a total score gap of 122 (992 > 870) and a mean gap of .50 (4.13 > 3.63) even without being given training. So, it can be interpreted that there was an increase in the resilience of the control group by 14%, and it can be concluded that there was a 37% difference between the two groups.

Table 4 presents changes in categorization. The experimental group had 30 people increase their psychological capital. In the control group, three people increased their psychological capital, and the remaining 27 were in the same category or did not increase.

Table 4.
Descriptive Results of Categorization Change

Group	Increase	Same	Decreased
Experiment	30	0	0
Control	3	27	0

The research test was conducted using the experimental and control groups' gain score paired sample t-test. Before conducting the gain score test, the Kolmogorov-Smirnov normality test and Levene homogeneity test were first carried out. As stated in Tables 5 and 6, the Kolmogorov-Smirnov normality test and Levene homogeneity test obtained values of .200 (p > .05) and .579 (p > .05), respectively, so the data can be interpreted as normal and homogeneous.

Table 5.
Kolmogorov-Smirnov Normality Test Analysis Results

	Probability Value	Interpretation
Population Data	.200	Normal

Table 6.
Levene Homogeneity Test Analysis Results

	Probability Value	Interpretation
Population Data	.579	Homogeneous

After normality and homogeneity tests were carried out, a gain score analysis using a paired sample t-test was conducted. From this analysis, a significance value of .001 (p < .05) was obtained between the experimental group and the control group, or if interpreted, there is a significant difference between the experimental group and the control group. So, PsyCap training, which is the treatment in the experimental group, is proven to increase psychological capital.

Table 7.
Results of Gain Score Analysis Using Paired Sample T-Test

Variable		**Probability Value**		**Interpretation**	
Psychological Capital		< .001		Difference	
	Data Group	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Gain Score	Experiment	30	65.60	11.06	2.02

The effectiveness interpretation category guidelines developed by Hake (1999) are used to determine the effectiveness of PsyCap training in increasing psychological capital. Hake (1999) found that the effective percentage of training based on the average gain score is more than 56% (P% > 56%). According to the average gain score in Table 7, the experimental group achieved a score of 65.60%, which can be rounded to 66%. This indicates that the PsyCap training was effective. Thus, based on the pilot test data results and the effectiveness of the gain score, it can be concluded that PsyCap training is effective for increasing employees' psychological capital in facing the disruption era.

DISCUSSION

The PsyCap training program effectively increased psychological capital in the experimental group of Company X employees. This can be observed from the difference in pretest and posttest scores before and after the treatment. Therefore, scores increased after the PsyCap training treatment. Increasing psychological capital involves aspects of psychological capital from Luthans et al. (2007) that include self-efficacy, optimism, hope, and resilience.

Based on the gain score results, the highest percentage increase in the experimental group occurred in the efficacy dimension at 57%, followed by the resilience dimension at 51%, the optimism dimension at 49%, and finally, the hope dimension at 45%. This reveals that in the PsyCap training, self-efficacy is easier to improve than other dimensions, and the hope dimension is more difficult to improve than other dimensions. This more significant increase compared to other dimensions may be due to the complexity of the dimensions and the relevance of the subject's tasks and roles in the work context. The descriptive analysis of variables in this research showed a decrease in the number of employees with low psychological capital and an increase in the number of employees with high psychological capital amounted to 30 subjects or 100% percentage. Thus, it can be concluded that psychological capital in the experimental group increased after the treatment. This means the PsyCap training program effectively improved psychological capital in the experimental group of Company X employees.

Similarly, the control group, which did not receive any treatment, showed increased posttest results. As for the control group, the highest increase occurred in the efficacy dimension at 17%, followed by the optimism dimension at 15% and the hope and resilience dimension at 14%. The range between one dimension and another has not changed significantly because there has been no intervention for control groups. The descriptive analysis of variables in this research, used to describe the psychological capital of the control group of Company X employees, showed a decrease in the number of employees with low psychological capital and an increase in the number of employees with moderate psychological capital, which amounted to three subjects. Therefore, it can be concluded that psychological capital in the control group, without receiving any treatment, also increased. Based on the observation of the control group, there were individual differences among the research subjects, including age, gender, personality, attitudes, intelligence, and length of employment. These factors

were innate attributes or acquired features that individuals had prior to the study, and they could impact both the control group and the experimental group individually and collectively.

The findings of psychological capital training are proven to be increased, and it is an intervention that can be used, as observed previously by Varas and Silgo (2021). Research by Taddaga and Muhid (2023) also supports evidence that psychological capital training can increase the optimism of business actors in facing the disruption era. As high psychological capital increases, employees will be able to cope with pressure, maintain mental well-being, and achieve success in the face of change to be better prepared to face challenges in the era of disruption. The current refinement of previous research data is needed to gain a deeper understanding of the effectiveness of PsyCap training in increasing employee psychological capital in facing the disruption era.

CONCLUSION

This research's conclusion reveals that PsyCap training can effectively increase employees' psychological capital when facing the disruption era. Self-efficacy in psychological capital is easier to improve, while hope is more challenging. Future researchers should be more careful in controlling extraneous variables because they can influence the control group. Finally, the development of psychological capital is an ongoing process. Therefore, company management is advised to carry out regular evaluations and provide resources to assist employees in increasing their psychological capital to create an environment that supports the growth of employee well-being, resilience, optimism, and self-efficacy, leading to increased job satisfaction, performance, and overall organizational effectiveness.

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