

## THE ROLE OF *PSYCHOLOGICAL CAPITAL* OF TEACHING STAFF TO IMPROVE FOREIGN LANGUAGE COURSE INSTITUTIONS IN PALU CITY

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### *Abstract*

This study aims to analyze the role of *Psychological capital* on the self-development of teaching staff and the quality of foreign language course institutions in Palu City. This type of research is descriptive qualitative aimed at describing existing phenomena, both natural and human engineering, which pay more attention to the characteristics, quality, and inter-relationships between activities. The informants of this research are teaching staff who have had work experience at the relevant course institution for approximately two years and play an active role in every teaching and learning process, which amounts to 6 people. This research uses the interactive model analysis method. The results of this study show that all dimensions of *Psychological Capital* in the teaching staff of the two English language course institutions above can improve the quality of the teaching staff and develop the quality of the two English language course institutions.

**Keywords:** Quality Improvement, *Psychological Capital*.

### INTRODUCTION

The success of an organization cannot be separated from the role of every human resource. Human Resources (HR) is one of the most valuable assets in an organization. The quality, productivity, and creativity of HR have a central role in achieving organizational goals. In the context of human resources, (Al Mehrzi and Singh, 2016) explained that *psychological capital is significant because it can affect various aspects of employee performance and productivity and improve the quality of an agency*. HR personnel who have vital psychological capital tend to have high motivation and enthusiasm for work to achieve organizational goals. One organization that requires quality improvement both from human resources and organizations is a foreign language course institution. As one of the institutions engaged in the field of education, the course institution will produce output in the form of the quality of students who succeed in the language skills they learn (Lopez-Cabrales and Valle-Cabrera, 2020).

To attract students to join a course institution, it takes trust from their parents. Parent's confidence in a course institution will increase, aligning with the quality of the teachers and the course institution. One theory, psychological capital, can improve human resources' quality, productivity, and creativity (Singh et al., 2021). Human *capital* in *Psychological Capital* is relevant in business and human resource management. *Psychological Capital* is a combination of four dimensions critical for individual performance and success in the workplace (Da et al., 2021). The four dimensions are as follows: (1) *Hope*, which is an individual's belief that they can achieve goals and identify pathways to achieve them; People with high expectations tend to be more motivated and committed to achieving targets. (2) *Self-confidence (Self-efficacy)*, is an individual's belief in his or her ability to cope with the challenges and tasks at hand. HR with high self-confidence tend to have strong self-beliefs and feel more capable of dealing with challenging situations. (3) *Optimism* is a positive attitude toward the future and seeing the possibility of success amid uncertainty. Optimistic human resources are more adaptive and can maintain enthusiasm in facing obstacles. (4) *Resilience* refers to an individual's ability to bounce back after experiencing failure or a problematic situation. People with good resilience tend to cope better with stress and pressure.

*Psychological capital* is the self-development of a person who has the characteristics of having confidence in one's ability to expend effort to solve challenges at work, making a positive determination to achieve success now and in the future, persevering in achieving goals, if necessary, making paths in attaining goals to achieve success, and when experiencing problems or difficulties, being able to survive

and even rise to achieve success. Individuals with psychological capital are far from the picture of despair when facing challenges (Dwiwijaya, 2024).

*Self-efficacy* is the endeavor to overcome the challenges of a given task. Several names for this dimension, such as Self-Efficacy, Efficacy, and Confidence, all refer to the exact definition. In this study, the researcher mentioned self-efficacy. *Self-efficacy* is related to task mastery. Employees with this *self-efficacy* will try to achieve success in completing their tasks because of their perseverance and tenacity.

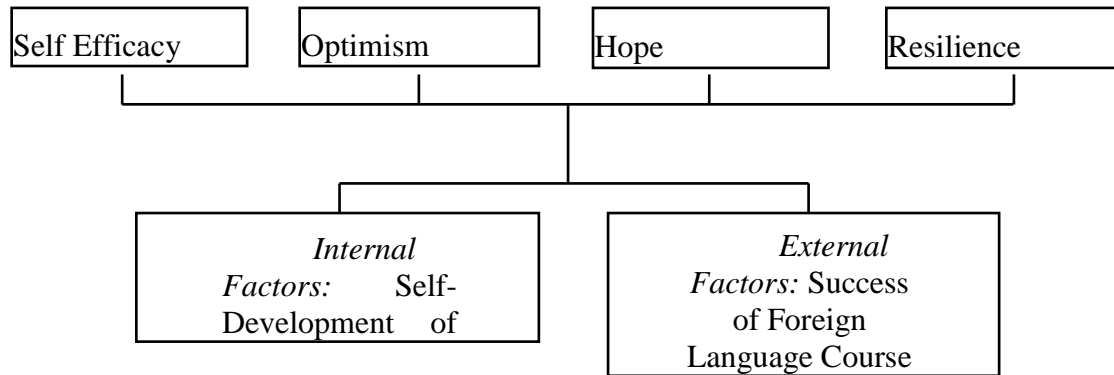
Furthermore, *optimism* is an optimistic attitude towards present or future success. Optimistic employees will always hope that something good will happen. This optimistic attitude will encourage and influence him to work hard to succeed. Then, *Hope* is a positive motivational state based on the interaction process between (1) *agency/willpower*, energy or effort in achieving goals, and (2) *pathways/power*, planning to achieve goals. Finally, *resilience* is the ability to persevere in facing difficulties and challenges to achieve goals. *Resilience* can be defined as the ability to bounce back from adversity, conflict, failure, and increased responsibility (Indriany et al., 2022).

A foreign language course institution is a non-formal educational institution that is also an organization that is required to constantly develop and compete with the advantages it has in this globalization era. Research conducted by Hardaningtyas (2014), titled "Analysis of *Psychological Capital* in Entrepreneurs Who Have Permanent Jobs," found that the four dimensions of psychological capital appearing in entrepreneurs, namely self-efficacy, hope, optimism, and resilience, have a strong relationship with an entrepreneur. These four dimensions of psychological capital support individuals in carrying out their roles as entrepreneurs and have permanent jobs that must be developed. Lecturers with strong *Psychological Capital* can face challenges better, improve work quality, and increase productivity. All This contributes to the overall improvement of the course institution (Muh Nur Khalish et al., 2024).

The researcher wants to find *Psychological Capital* values in a foreign language course institution, namely Golden Gate Education Palu and Zona English Course Palu, to improve the quality of the two foreign language course institutions. This research is expected to explain the role of *the Psychological Capital of foreign language course institutions in Palu City on the self-development of teaching staff and the quality of foreign language course institutions and help decision-makers* to develop the quality of teaching staff for the success of related foreign language course institutions.

## RESEARCH FRAMEWORK

Referring to the literature review and some research results, the following research framework is presented: to explain how psychological capital illustrates the performance of teaching staff at language course institutions in Palu City.



**Figure 1. Research Framework**

Source: Processed Year 2023

## RESEARCH METHODS

This descriptive research uses a qualitative approach to describe natural and human-made phenomena. It will focus more on the characteristics, quality, and interrelationships between activities. This research will be conducted in two foreign language courses in Palu City: Golden Gate Education Branch of Palu City and Zona English Course Palu.

Researchers use research data from primary sources obtained directly from informants through observations and interviews and secondary data in journals, reports, articles, and notes related to the research object. Determination of informants in this study using *Non-probability Sampling*, namely *the Purposive technique*, where the technique of determining informants is made with specific considerations, namely by appointing experts who know, master, or can provide the best input. The informants in this study were six teaching staff from two foreign language course institutions in Palu City.

This study's data collection techniques are based on primary and secondary data: observation, interviews, and documentation. The analysis technique used in this research is an interactive model analysis consisting of four stages: data collection, data reduction, data presentation, and conclusion drawing.

Data reduction is carried out to provide a clearer picture and make it easier for researchers to collect further data. Data was also presented through data verification to see the relationship between categories.

## RESULTS AND DISCUSSION

### Identity of Research Subjects

This study aims to determine the description of *Psychological Capital* in the teaching staff of English language course institutions from each related course institution. The subjects in this study consisted of six people, each of whom was selected based on the criteria, namely; having work experience at related course institutions for approximately 2 years and playing an active role in teaching and learning activities.

Table 1. Research Informant

No.	Description	Identity					
		NU	DE	HE	NO	BE	EL
1	Name Initials	NU	DE	HE	NO	BE	EL
2	Type Kelamin	Female	Female	Male	Female	Female	Female
3	Age	28	30	54	32	26	37
4	Address	Grape Street	Jl. Karajalemba	BTN Lagarutu	Tombolotutu Street	Jl. Ki Hajar Dewantara	Jl. Emy Saelan
5	Instance	Golden Gate Education	Golden Gate Education	Golden Gate Education	Golden Gate Education	Zona English Course	Zona English Course
6	Length of Service	4 years 11 months	8 years and 4 months	3 years and 10 months	7 years and 4 months	2 years	8 years

Source: Data processing, 2023

### Data Verification

Based on the data reduction and display results, temporary conclusions can be drawn regarding the description of *Psychological Capital* in English language course teachers.

Table 2. Verification of data on the Psychological Capital of teaching staff

No.	Dimensions	Data Verification	Subject					
			NU	DE	HE	NO	BE	EL
1	<i>Self Efficacy</i>	Taking an interactive approach and building a comfortable atmosphere in the classroom	V	-	V	-	-	-
		Consistent and provides alternative sources related to his opinion as a teacher	-	V	-	-	-	-
		Believes in his/her quality as a teacher	-	V	-	-	-	V
		Coordinate, evaluate, and create syllabi.	-	-	V	-	-	-
		Firm to students who are undisciplined and violate	-	-	-	-	V	-
		Feeling responsibility and taking initiative for each student	-	-	-	-	V	-
		Understand the command line of the course institution.	-	-	-	-	-	V
2	<i>Optimism</i>	Convinced that an upbeat and fun atmosphere will enhance the learning process	V	V	-	-	-	-
		Confident that his/her assessment is objective	-	V	-	-	-	-
		Considered by superiors and owners for their quality	-	-	V	-	-	-
		Confident in your tricks and approach to each student's obstacle	-	-	-	V	-	-
		Always be optimistic that every problem has a solution.	-	-	-	V	-	-

No.	Dimensions	Data Verification	Subject					
			NU	DE	HE	NO	BE	EL
3	Hope	Expect an evaluation to be held regarding the improvement of the quality of the teachers.	V	-	-	-	-	-
		Desire to join other companies to advance my career as a teacher.	V	-	-	-	-	-
		Hoping for an increase in income	-	V	-	V	V	-
		Hoping not to be given a high position	-	V	-	-	-	-
		Desire to be able to improve the quality of self and knowledge as a teacher	-	V	-	-	V	-
		Expect a balance between the number of male and female teachers.s	-	-	V	-	-	-
		Hoping to spend my old age in my hometown instead of as a teacher	-	-	V	-	-	-
		Expect a change in working hours.s	-	-	-	V	-	-
		I am looking forward to building a course with friends.	-	-	-	-	V	-
		Looking forward to the advancement of the marketing level of the course institute	-	-	-	-	-	V
		I hope to continue to be a teacher.	-	-	-	-	-	V
4	Resiliency	Being a permanent teacher keeps him afloat	V	-	-	-	-	-
		Always ready to accept challenges and responsibilities as a teacher	-	V	V	-	-	V
		Trying to find a solution to each student's problem	-	V	V	V	V	V
		Adjusting to less friendly coworkers	-	V	-	-	-	-
		Survive not because of income but to improve your quality as a teacher.r	-	V	-	-	-	-
		Be communicative by always discussing various obstacles related to learning.	-	-	V	-	-	-
		Remain friendly yet firm when dealing with students.s	-	-	V	-	-	-
		Finding your solution to boredom as a teacher	-	-	V	-	-	-
		Actively provide additional learning hours.s	-	-	-	V	-	-
		Endure and be patient with income-related constraints.	-	-	-	V	-	-
		Always grateful to be able to teach at related course institutions	-	-	-	V	-	-
		Have personal initiative in solving student-related problems	-	-	-	-	V	-
Turning every obstacle into a challenge	-	-	-	-	-	V		
Survive because of the cozy atmosphere.e	-	-	V	-	-	V		

Source: Data processing, 2023

## RESULTS & DISCUSSION

Based on the data mining results, it is known that each subject in this study shows a different picture of *psychological capital* when teaching. In the framework of thought, there are two factors: internal factors related to improving the quality of individual teachers and external factors related to improving the quality of course institutions.

These qualities and capabilities are reflected in the learning atmosphere built to be more interactive and fun. NU and HE subjects approached each other interactively. They tried to build a pleasant atmosphere before starting the learning process to make the students not rigid and bored during

the learning process. Similarly, subject DE was consistent and willing to provide alternative answers or opinions related to one student's question. Meanwhile, subjects DE and EL are very confident in their quality as teachers, as evidenced by their experience and trust in the course institution to overcome various levels and different student backgrounds.

Based on this, the subjects NU, HE, DE, and EL showed an attitude of improving their quality as teachers and affected the quality of the related course institution. According to (Syuhada, 2020), initiative and creativity develop individual quality through the *Psychological Capital* dimension. Subject HE, the Teacher Coordinator, is confident in coordinating with teachers to evaluate students and is trusted to create the learning syllabus. Furthermore, subject BE, with his assertive attitude, not only focuses on students who have advantages but also cares about students who are still lacking and those who are less disciplined, lazy, and unruly. The voluntary provision of punishment and additional learning hours by subject BE shows his confidence in the results that will be obtained and will later succeed as a teacher who is responsible and can make decisions or initiatives swiftly for the success of the students he teaches. This aligns with the *psychological capital* dimension, which is developing individual qualities as a teacher.

Furthermore, the *optimism* dimension makes positive attributions about success in the present and future according to (Datu and Valdez, 2019), every subject in this study is very confident in everything they do and decide in the learning process. However, each teacher has a way of giving positive attributions to their respective course institutions' success and quality improvement. NU and DE subjects strongly believe that learning interspersed with jokes and laughter will increase students' interest in learning and learning materials. The assessment given by teachers to students will significantly affect the quality of a course institution; subject DE believes that every assessment he provides to each student follows their respective abilities, which are certainly objective.

The next dimension of *hope*, according to (Singh et al., 2021), a characteristic of hope is having hope in achieving goals and, if necessary, diverting the path or looking for other ways to achieve goals, which can be seen from the subject NU who hopes that an evaluation will be held regarding the quality of the teachers. Subjects DE and BE also showed hope regarding their self-improvement to further hone their abilities as teachers regarding academic knowledge and special teaching skills. Subject EL hopes for the progress of the course institution where she works, especially regarding digital-based marketing, to make the course institution where she works better known and eventually attract more students to join. Subject EL also hopes to continue to be a teacher to improve the quality of the course institution where she works because, in fact, subject EL, a senior teacher, will be needed to improve the quality.

In addition to the *hope* aspect to advance the quality of the course institution, there are also several hopes presented by the teachers to improve the quality of themselves as teachers personally, which, of course, will have an impact on improving the quality of the course institution where they work. Subject HE hopes for a balance between the number of male and female teachers where he works, intending to eliminate boredom as a teacher and later be able to refocus and not reduce his teaching motivation. Subject DE also explained her hope not to be given a high position so that she can focus more on teaching without having to think about other things, such as making syllabuses and coordination between fellow teachers.

The last dimension is *resiliency*, a characteristic of *resiliency* according to (Singh et al., 2021), which is surviving and bouncing back when faced with problems and obstacles, even more than achieving success. Some of the activities above also indirectly show the *resilience of the subject*. All subjects can survive and bounce back when facing various difficulties. Subjects DE, HE, NO, BE, and EL always try to find solutions to each student's different problems in the learning process. Of course, the way they find solutions varies, depending on the issues they face, for example, approaching the students individually or giving more attention to students they consider lacking in learning. Follow the learning. Likewise, in the problem of unruly or naughty students, their approach is quite interesting, such as embracing these students and familiarizing themselves with them, not only completing their obligations in teaching but also taking responsibility for the mood of each student experiencing problems.

Subjects DE, HE, and EL are always ready and alert to accept various demands and responsibilities outside the responsibilities they have undertaken; as explained by subject DE, when receiving input that does not come from the role holder in controlling the quality of teachers, he still accepts the input. He makes it personal evaluation material as a teacher. Then, subject EL, who is always ready to cover class hours, is left suddenly by other teachers who she thinks are less responsible. Even though she believes it is unethical, she accepts these responsibilities or demands gracefully and gives as much as possible. Subjects HE and EL stayed because of the comfort they built, such as trying to develop good communication between the teachers. Based on the subjects' explanations, it can be seen that they show their respective resilience to the obstacles they face; this is in line with the opinion of (Efklides and Moraitou, 2013) that the *Psychological Capital* dimension can improve the quality of individuals in an institution which also has an impact on improving the quality of their respective course institutions.

Subjects NO and BE are actively providing additional hours for students who are still lacking in learning. Moreover, subject BE explained that he was willing to volunteer and that it was a personal initiative to add learning hours outside of his responsibilities as a teacher for students who arrived late so that these students did not miss the material he had taught at that meeting. According to (Efklides and Moraitou, 2013), the attitude carried out by NO and BE shows that they have increased productivity as teachers by working harder and more intelligently, improving the organization's quality.

Finally, subject HE tries to fight his saturation as a senior teacher who has been teaching for almost decades, starting before he joined the course institution where he works now, by looking for entertainment such as traveling out of town or visiting villages that he has never visited on holidays, with the aim that on weekdays he will be more enthusiastic about teaching. The thing done subject HE shows commitment to the course institution where he works and has an initiative and creative attitude to find solutions to boredom, an obstacle to his productivity at the related course institution.

## CONCLUSIONS

Based on the results of data mining and discussion, the following conclusions were drawn:

1. Internal Factors: The subjects' initiative, creativity, productivity, endurance, commitment, and dedication have shown that they are improving individually and at the course institution where they work.
2. External Factors: The quality of the course institution increases through the four dimensions of Psychological Capital, which can be seen from the dedication and commitment of each teaching staff member. A positive work environment is also a supporting aspect in improving the quality of the course institution.
3. *Psychological Capital* in the teaching staff of the two English language course institutions above can improve the quality of the teaching staff and develop the quality of the two English language course institutions.

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