
**THE INFLUENCE OF PSYCHOLOGICAL CAPITAL AND WORKLOAD ON
PERSONNEL PERFORMANCE MEDIATED BY WORK ENGAGEMENT AT THE
TNI AD INFANTERI EDUCATION CENTER**

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Abstract

This study examines the effect of psychological capital and workload on the performance of officers and non-commissioned officers at the Indonesian Army Infantry Education Center, with work engagement as a mediating variable. An explanatory quantitative survey approach was conducted on 100 trainers using total sampling and a five-point Likert scale questionnaire. The analysis used linear regression and mediation tests. The results show that psychological capital and workload have a significant effect on performance and work engagement, while work engagement has no effect and does not mediate performance. These findings confirm that trainer performance is more directly determined by psychological capital and workload, so that strengthening psychological capital and effective workload management are important in professional military education.

Keywords: Psychological Capital, Pusdikif TNI AD, Workload, Work Engagement, Trainer Performance

INTRODUCTION

The Indonesian Army Infantry Education Center is a military educational institution that plays a role in training professional, disciplined soldiers and support personnel who are ready to carry out national defense duties (Prasetiawan et al., 2025). In addition to conducting military training and technical development, Pusdikif also performs administrative functions, human resource management, and ongoing psychological and physical development of personnel (Nofri, 2025). The successful implementation of these tasks is highly dependent on the quality of performance of personnel directly involved in the education, training, and internal service processes of the organization (Abbas & Kumari, 2023).

The organizational behavior perspective views performance as individual work behavior that contributes to organizational effectiveness, while human resource management emphasizes performance as work results reflected in quality, quantity, timeliness, and compliance with organizational work procedures (Chewe & Taylor, 2021). Optimal performance is a key indicator of the success of public organizations, including military institutions that are required to maintain operational readiness and the professionalism of their human resources (Sulistiyanto, 2025). High-risk organizations such as the military rely heavily on the quality of human resources to ensure the effectiveness of education and task readiness. (Herrera, 2020). This view is reinforced by Aguilera et al (2024), who assert that individual performance is the main foundation for achieving long-term organizational goals.

Human resource management in the defense sector also requires serious attention to psychological factors and job design (Kononenko et al., 2024). Virga et al (2020), emphasize that the psychological condition of employees and job characteristics play an important role in maintaining sustainable work performance. Luthans et al (2015: 26), show that psychological capital, which includes self-efficacy, hope, resilience, and optimism, is an internal resource that helps individuals deal with work demands productively and maintain performance in stressful situations. Personnel with high psychological capital tend to be more confident in completing tasks, more resilient in facing pressure, and have a positive orientation toward work success (Pramarta et al., 2025).

In addition to positive psychological factors, workload also affects individual behavior and work performance (Ningrat & Mulyana, 2022). Workload, which includes the number of tasks, time pressure, job complexity, and physical and mental demands, can affect the psychological condition and performance of personnel (Ahmadi et al., 2022). According to Muhajirin et al (2024), excessive workloads have the potential to reduce concentration, increase fatigue, and trigger work stress, while proportionally managed workloads can become challenges that encourage individuals to work more optimally.

The relationship between psychological capital and workload with performance is not always direct, but can be explained through certain psychological mechanisms (Swastika et al., 2026). Work engagement is understood as a positive psychological condition characterized by enthusiasm, dedication, and full involvement in carrying out tasks (Sukoco et al., 2021). Personnel with high levels of engagement tend to demonstrate high work energy, commitment to their roles, and strong focus in completing their responsibilities, thereby impacting performance improvement (Dami et al., 2022).

Work engagement is a positive psychological state that reflects an individual's attachment to their work through levels of vigor, dedication, and full involvement in performing tasks (Tanamal et al., 2025). Anggawa & Wartini (2026), view work engagement

as a valuable cognitive motivational condition because it is closely related to individual well-being and performance. Individuals with high engagement tend to show commitment, work energy, and strong emotional and cognitive involvement in their work and organization (Saks et al., 2022).

Several studies show that psychological capital has a positive and significant effect on employee performance (Ngo (2021); Sofyanty & Setiawan (2020); Satrio et al (2022); dan Hardianto & Pratiwi (2022)), ewhile diffrent findings were reported by Hariyadi (2020), Lusiyani & Helmy (2020), Nurul et al (2023) dan Paraswati & Pujianto (2024), indicating that psychological capital has no significant effect when stress factors or work demands are included in the model. Research by Nurhandayani (2022), Kobis et al (2023), dan Reja (2025), shows that workload has a positive and significant effect on employee performance. Meanwhile, the studies by Kusumapradja & Adi (2022), Firjatullah et al (2023), Adha et al (2024), dan Turang et al (2025), show that workload has no significant effect on employee performance. These differing results indicate inconsistencies in empirical findings, suggesting the possible role of mediating variables in explaining the relationship between psychological capital, workload, and performance.

The novelty of this research lies in testing the mediation model of work engagement in the context of military education, specifically on trainers at the Indonesian Army Infantry Education Center. Most previous research has been conducted in the corporate or public service sectors, while studies in the military environment are still relatively limited. With its unique physical, mental, and structural demands, the Pusdikif context provides a new empirical contribution to the development of organizational behavior studies in the defense sector. Based on this, this study aims to examine the influence of psychological capital and workload on trainer performance with work engagement as a mediating variable. It is also expected to provide theoretical contributions to the development of organizational behavior literature and practical implications for more adaptive and evidence-based military human resource management.

REVIEW OF LITERATURE

Performance

According to Bernardin & Russell (2007:241), performance is a record of work results during a certain period. Aguilera et al (2024), state that an individual's contribution to organizational goals is reflected in their daily work performance. In military organizations, performance also includes compliance with procedures, operational readiness, and the ability to work in a team. Operationally, individual performance is generally measured through indicators of work quality, work quantity, timeliness, task effectiveness, cooperation, and compliance with organizational standards and procedures (Rambulangi et al., 2024).

Psychological Capital

According to Luthans et al (2015:11), psychological capital consists of four main dimensions, namely self-efficacy, hope, resilience, and optimism. This psychological capital can be developed through organizational intervention (Lupşa et al., 2020). In high-pressure work environments such as military educational institutions, psychological capital functions as an internal resource that helps personnel maintain performance and emotional stability (Rokhim, 2023). Operationally, psychological capital is measured through the level of self-confidence in completing tasks (self-efficacy), the ability to set and achieve work goals

(hope), resilience in facing pressure and difficulties, and a positive outlook on task success (optimism) (Luthans et al., 2015:24).

Workload

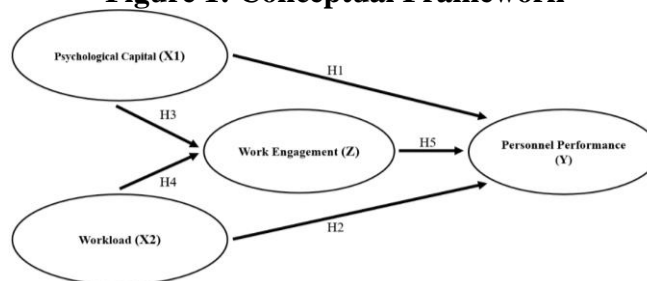
According to Karasek (1990:247), high workloads can cause stress if they are not balanced with adequate control and support. Stefani & Kosasih (2025), define workload as the mental demands that work places on an individual's capacity. In a military context, workload includes training intensity, time pressure, the complexity of administrative tasks, and high physical demands (Febrianto et al., 2025). Operationally, workload is measured through indicators such as the number of tasks to be completed, time pressure in performing the work, the level of task complexity, and the physical and mental demands of the work as perceived by the individual (Afif, 2025).

Work Engagement

According to de Beer et al (2020), work engagement is a positive psychological condition characterized by vigor, dedication, and absorption. Schaufeli (2021), explains that engagement arises when individuals have sufficient personal and organizational resources to cope with work demands. In this study, work engagement is viewed as a psychological mechanism that bridges the influence of psychological capital and workload on personnel performance. Operationally, work engagement is measured through the level of energy and mental resilience at work (vigor), a sense of involvement and pride in one's work (dedication), and the level of concentration and absorption in performing tasks (Jolliff & Strubler, 2021).

Conceptual Framework

Figure 1: Conceptual Framework



Research Hypotheses

- H₁** : Psychological capital has a significant effect on personnel performance.
- H₂** : Workload has a significant effect on personnel performance.
- H₃** : Psychological capital has a significant effect on work engagement.
- H₄** : Workload significantly affects work engagement.
- H₅** : Work engagement significantly affects personnel performance.
- H₆** : Work engagement significantly mediates the effect of psychological capital on personnel performance.
- H₇** : Work engagement significantly mediates the effect of workload on personnel performance.

RESEARCH METHOD

This study uses a quantitative approach with an explanatory survey design to examine the effect of psychological capital and workload on the performance of trainers, with work

engagement as a mediating variable at the Indonesian Army Infantry Education Center. The study population consisted of 100 officers and non-commissioned officers who were trainers, so the entire population was sampled using total sampling (Sugiyono, 2021:120). Data were collected using a five-point Likert scale questionnaire distributed online via Google Form.

Data analysis was performed using IBM SPSS version 29 through descriptive statistics, validity tests, and reliability tests (Cronbach's Alpha ≥ 0.60). Hypothesis testing was performed using linear regression (t-test and F-test) and the coefficient of determination (R^2). The work engagement mediation test was performed using PROCES with a significance level of 0.05 (Ghozali, 2021:245).

RESULTS AND DISCUSSION

Descriptive Statistics, Feasibility Test, and Assumption Test

Table 1.

Descriptive Statistical Test Results for Research Variables

	N	Min	Max	Mean	Std. Deviation
Psychological Capital	100	24,00	40,00	35,9500	3,78561
Workload	100	22,00	35,00	30,7900	3,47370
Work Engagement	100	22,00	35,00	31,3600	3,43341
Coach Performance	100	26,00	40,00	35,6500	3,80424
Valid N (listwise)	100				

Source: Researcher data analysis results, (2026)

Psychological capital obtained a mean value of 35,95 with a standard deviation of 3,79, indicating a relatively high level with low data variation among respondents. Workload showed a mean of 30,79 and a standard deviation of 3,47, reflecting a moderate to high perception with a relatively homogeneous distribution. Work engagement had a mean of 31,36 and a standard deviation of 3,43, indicating a relatively high and consistent level. Trainer performance recorded a mean of 35,65 with a standard deviation of 3,80, suggesting a relatively high performance level with low variability among personnel at the Infantry Training Center.

Table 2.

Instrument Validity Test Results

Variable	rtable	range	Sig.	Not
Psychological Capital	0,195	0,653-0,895	0,000	Valid
Workload	0,195	0,683-0,858	0,000	Valid
Work Engagement	0,195	0,791-0,930	0,000	Valid
Coach Performance	0,195	0,583-0,885	0,000	Valid

Source: Researcher data analysis results, (2026)

All items in the psychological capital, workload, work engagement, and trainer performance variables showed item-total correlation values ranging from 0,583 to 0,930, exceeding the r-table value of 0,195 at the 0,05 significance level ($n = 100$). Each item also had a significance value of 0,000 ($< 0,05$), indicating a significant correlation between item scores and total variable scores. These results confirm that all instrument items are valid and adequately represent the measured constructs, making them appropriate for use in research data collection.

Table 3.
Instrument Reliability Test Results

Variable	rtable	Cronbach's Alpha	Not
Psychological Capital	0,60	0,911	Reliable
Workload	0,60	0,889	Reliable
Work Engagement	0,60	0,941	Reliable
Coach Performance	0,60	0,916	Reliable

Source: Researcher data analysis results, (2026)

All research variables showed Cronbach's Alpha values above the minimum threshold of 0,60. Psychological capital obtained a reliability coefficient of 0,911, workload 0,889, work engagement 0,941, and trainer performance 0,916, indicating excellent internal consistency. These results confirm that the questionnaire items for each variable measure the constructs consistently and stably. Therefore, the instruments used in this study are reliable and appropriate as data collection tools.

Table 4.
Results of Classical Assumption Tests

Assumption Test	Variable	Statistical Value	Criteria	Note
Normality (Kolmogorov–Smirnov)	Residual	Sig = 0,200	Sig > 0,05	Normal
	Psychological Capital	Tolerance = 0,557 VIF = 1,797	Tol > 0,10 VIF < 10	No multicollinearity
Multicollinearity	Workload	Tolerance = 0,557 VIF = 1,797	Tol > 0,10 VIF < 10	No multicollinearity
	Work Engagement	Tolerance = 0,439 VIF = 2,276	Tol > 0,10 VIF < 10	No multicollinearity
Heteroscedasticity (Glejser)	Psychological Capital	Sig = 0,679	Sig > 0,05	No heteroscedasticity
	Workload	Sig = 0,062	Sig > 0,05	No heteroscedasticity
	Work Engagement	Sig = 0,675	Sig > 0,05	No heteroscedasticity

Source: Researcher data analysis results, (2026)

The residual normality test produced a Kolmogorov–Smirnov significance value of 0,200 (>0,05), indicating that the regression residuals are normally distributed. Multicollinearity testing showed that all independent variables had tolerance values above 0,10 and VIF values below 10, confirming the absence of multicollinearity in the regression model. The Glejser heteroscedasticity test indicated significance values above 0,05 for all variables, demonstrating that no heteroscedasticity was detected. These results confirm that the regression model satisfies the classical assumption requirements.

Table 5.

Results of Regression Tests of Psychological Capital, Workload, and Work Engagement on Performance

Model	Coeff	t table	t calculated	P
Psychological Capital	0,387	1,984	3,147	0,000
Workload	0,757	1,984	8,468	0,000
Work Engagement	0,258	1,984	1,906	0,060

Source: Researcher data analysis results, (2026)

Psychological capital showed a t-value of 3,147, exceeding the t-table value of 1,984 with a significance of 0,000 (<0,05), indicating a positive and significant effect on trainer performance. Workload produced a t-value of 8,468, also greater than 1,984 with a significance of 0,000 (<0,05), confirming a positive and significant effect on trainer performance. In contrast, work engagement had a t-value of 1,906, lower than 1,984 with a significance of 0,060 (>0,05), indicating that its effect on trainer performance is not significant. These results show that trainer performance is influenced by psychological capital and workload, but not by work engagement.

Table 6.

Results of Regression Tests of Psychological Capital and Workload on Work Engagement

Model	Coeff	t table	t calculated	P
Psychological Capital	0,668	1,984	10,781	0,000
Workload	0,584	1,984	7,249	0,000

Source: Researcher data analysis results, (2026)

Psychological capital showed a t-value of 10,781, exceeding the t-table value of 1,984 with a significance of 0,000 (<0,05), indicating a positive and significant effect on work engagement. Workload produced a t-value of 7,249, also greater than 1,984 with a significance of 0,000 (<0,05), confirming a positive and significant effect on work engagement. These findings demonstrate that psychological capital and workload significantly influence the work engagement of trainers at the Puskdikif TNI AD.

Table 7.

Coefficient of Determination (R²) of the Research Model

Model	variable	R	R ²	Adjusted R ²	Std. Error
X1, X2 → Y	Performance	0,759	0,576	0,568	2,50170
X1, X2 → Z	Work Engagement	0,749	0,561	0,552	2,299921

Source: Researcher data analysis results, (2026)

The regression model of psychological capital and workload on trainer performance produced a coefficient of determination (R²) of 0,576, indicating that 57,6% of the variance in trainer performance is explained by psychological capital and workload, while the remaining 42,4% is influenced by factors outside the model. In the regression model predicting work engagement, an R² value of 0,561 was obtained, showing that 56,1% of the variance in work engagement is explained by psychological capital and workload, whereas 43,9% is affected by other variables beyond this study.

Table 8.

Results of the Indirect Effect Test of Work Engagement Mediation

Mediation Relationships	Indirect Effect	BootSE	BootLLCI	BootULCI
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Psychological Capital → Work Engagement → Performance	0,173	0,119	-0,085	0,393
Workload → Work Engagement → Performance	0,070	0,068	-0,046	0,220

Source: Researcher data analysis results, (2026)

The indirect effect of psychological capital on trainer performance through work engagement was 0,173 with a 95% bootstrap confidence interval ranging from -0,085 to 0,393. Because the Boot LLCI and Boot ULCI interval includes zero, the indirect effect is not significant, indicating that work engagement does not mediate the influence of psychological capital on trainer performance. In the workload pathway, the indirect effect was 0,070 with a 95% bootstrap confidence interval between -0,046 and 0,220. This interval also includes zero, showing that the indirect effect is not significant. Overall, work engagement does not mediate the effects of psychological capital and workload on trainer performance at Pusdikif TNI AD.

The Effect of Psychological Capital on Performance

The results of the study indicate that psychological capital has a positive and significant effect on coach performance. These findings indicate that coaches who have high levels of self-efficacy, optimism, hope, and resilience tend to be able to demonstrate better work performance. In the context of military education, which has high physical and mental demands, psychological capital acts as an internal resource that helps individuals remain confident, resilient, and focused in carrying out their duties.

These findings are in line with the psychological capital theory proposed by Luthans et al (2015), which states that positive psychological capital is an important determinant of individual performance. The results of this study also support the study by Ngwenya & Pelsler (2020), which found that psychological capital has a significant effect on employee performance. Thus, increasing the psychological capital of Pusdikif TNI AD coaches contributes directly to improved performance.

The Effect of Workload on Performance

The results show that workload has a positive and significant effect on coach performance. This indicates that high task demands, training intensity, and job responsibilities actually encourage coaches to improve their performance. In a military context, high workloads are often perceived as professional challenges that must be met, thereby motivating individuals to work more optimally.

This finding is consistent with the Job Demands–Resources theory by Bakker & Demerouti (2017), which states that job demands can improve performance when individuals have adequate resources. The results of this study are also in line with the findings of Kobis et al (2023), which show that workload has a positive effect on performance. Thus, the workload of trainers at the Indonesian Army Training and Education Center is still at a challenging but productive level, contributing to improved performance.

The Influence of Psychological Capital on Work Engagement

The results show that psychological capital has a positive and significant effect on work engagement. This indicates that coaches who have high self-confidence, optimism, hope, and psychological resilience tend to have stronger work engagement. Psychological capital enables individuals to feel more capable of coping with work demands, thereby increasing their energy, dedication, and engagement in their work.

These findings are in line with JD-R theory, which explains that personal resources such as psychological capital are important factors in increasing work engagement (Bakker & Demerouti, 2017). These results are also consistent with research, which found that psychological capital has a significant effect on work engagement. Thus, the psychological capital of trainers plays an important role in building work engagement in the military education environment.

The Effect of Workload on Work Engagement

The results of the study indicate that workload has a positive and significant effect on work engagement. This indicates that high work demands on trainers do not reduce work engagement, but rather increase enthusiasm and dedication in carrying out tasks. In a military context, workload is often seen as part of professional responsibility and dedication, thereby encouraging higher work engagement.

This finding is consistent with the concept of challenge demands in JD-R theory, which states that certain work demands can increase engagement when perceived as challenges (Bakker & Demerouti, 2017). These results are also in line with the research by Kuijpers et al (2020), which found that workload can increase work engagement. Thus, the workload of trainers at the Indonesian Army Training and Education Center serves as a work challenge that increases engagement.

The Effect of Work Engagement on Performance

The results of the study indicate that work engagement has no significant effect on the performance of trainers. This shows that a high level of work engagement does not necessarily lead to a direct increase in performance. In the context of military trainers, performance is more influenced by factors such as competence, discipline, and task demands than by psychological engagement alone.

This finding differs from the theory that work engagement is a predictor of performance (Tanamal et al., 2025). However, these results are in line with the research by Hendrik et al (2021), which found that work engagement does not always have a significant effect on performance. This condition indicates that in a structured and command-based military environment, performance is more determined by task standards and organizational demands than by the level of individual emotional engagement.

The Mediating Role of Work Engagement on the Influence of Psychological Capital on Performance

The mediation test results show that work engagement does not mediate the effect of psychological capital on performance. Although psychological capital has been proven to increase work engagement, this work engagement does not have a significant effect on performance, so that a mediation pathway is not formed. This shows that the effect of psychological capital on coach performance is direct, not through the mechanism of work engagement.

These findings indicate that coaches' psychological capital plays a more direct role in improving work performance, for example through self-confidence, resilience, and optimism in carrying out tasks. These results are in line with the research by Pradini & Nurwidawati (2023), which shows that psychological capital can directly influence performance without the mediation of engagement. Thus, psychological capital is a direct determinant of the performance of coaches at the Indonesian Army Training and Education Center.

The Mediating Role of Work Engagement on the Effect of Workload on Performance

The results show that work engagement does not mediate the effect of workload on coach performance. Workload was found to increase work engagement and performance directly, but work engagement did not affect performance, so no mediating effect was formed. This indicates that the effect of workload on performance occurs directly through increased task demands and job responsibilities.

This finding indicates that in a military environment, trainer performance is more influenced by structural work demands than by psychological mediating factors. These results are in line with the research by Supriatna et al (2025), who found that workload affects performance directly without going through engagement. Thus, the workload of Pusdikif trainers acts as a direct performance driver.

CONCLUSION

Psychological capital and workload have significant effects on the performance of officers and non-commissioned officer trainers at the Indonesian Army Infantry Training Center. Both variables also significantly influence work engagement, whereas work engagement does not affect trainer performance and does not mediate the relationships between psychological capital, workload, and performance. These findings indicate that trainer performance is determined more directly by psychological capital and workload than through the mechanism of work engagement.

Strengthening trainers' psychological capital through mental development, motivation enhancement, and self-development programs is therefore essential to improve performance. Workload should be managed at a challenging yet proportional level to sustain optimal trainer performance. Future research is recommended to incorporate additional determinants of military trainer performance, such as competence, leadership, and organizational support, to obtain a more comprehensive explanatory model.

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