

**The Effect Of Psychological Empowerment
On Employee Performance Work Engagements Imediation
(Study Of Education Personnel Affected By Equalization Of Echelon III
And IV Positions Antasari Banjarmasin State Islamic University)**

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Abstrat: *This research aims to determine and analyze the influence of psychological empowerment on employee performance, psychological empowerment on work engagement, work engagement on employee performance, the influence of psychological empowerment on employee performance through work engagement on educational staff affected by the equalization of Echelon III and IV positions at UIN Antasari Banjarmasin. This research is quantitative research with an explanatory research approach. This research method uses a questionnaire with 55 populations and all of them are sampled as respondents by testing hypotheses using SEM-PLS. The results of the study conclude that (1) psychological empowerment has a positive effect on employee performance, (2) psychological empowerment has a positive effect on work engagement, (3) work engagement has a positive effect on employee performance, and (4) psychological empowerment has a positive effect on employee performance through work engagement.*

Keywords: *psychological empowerment, employee performance, work en gagement.*

INTRODUCTION

Employee performance is an important aspect in government organizations which can be used as the main benchmark for measuring the contribution of human resources to ministries and government organizations in Indonesia. High performance of the State Civil Apparatus (ASN) is required as a demand for good governance (Riwukore et al., 2022) . With good governance, we will be able to face the challenges of the 21st century . However, in reality , the quality of performance of the State Civil Service is not as expected. On At the end of 2018, the Ministry of State Apparatus Empowerment and Bureaucratic Reform (Kemenpan-RB) reported the fact that around 30% or around 1.35 million Civil Servants (PNS) had unsatisfactory performance. (Faedlulloh et al., 2021) . In response to this data, the Ministry of Administrative and Bureaucratic Reform was given a mandate by the President of the Republic of Indonesia to issue regulations related to bureaucratic simplification efforts in PAN-RB Ministerial Regulation Number 25 of 2021 , concerning Simplification of Organizational Structures in Government Agencies, and PAN-RB Ministerial Regulation Number 17 of 2021

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regarding the Equalization of Administrative Positions into Functional Positions. The bureaucratic simplification process includes reducing the complexity of the organizational structure, equalizing positions, and adjusting work methods. (Nisa et al., 2022)

Based on the official website of the Antasari Banjarmasin State Islamic University, on November 6 2020 UIN Antasari received a letter from the Ministry of PAN-RB regarding the transfer of echelon III and echelon IV to functional positions , followed by a letter from the Minister of Religion of the Republic of Indonesia stating that the decision from the Ministry of PAN-RB must be implemented no later than no later than December 23 2020. So on December 18 2020, the Chancellor of UIN Antasari, Prof. Dr. H. Mujiburrahman, MA appointed functional officials related to government policy regarding the transfer of structural positions to functional positions . On December 31 2021, the Chancellor of UIN Antasari again inaugurated Administrative Officers into Functional Positions through an equalization mechanism and Academic Executive Officers within UIN Antasari for the 2021-2025 term of office.

According to the Head of the Personnel Section of UIN Antasari, the initial stage of implementing the simplification of the echelon III and echelon IV bureaucracy was carried out in 2019 , only the personnel analyst (head of the personnel section), the head of the finance section and several heads of sub-sections in the finance and personnel sections rector's office. In the 2nd stage in 2020, based on instructions from the Civil Service Bureau of the Ministry of Religion of the Republic of Indonesia, the simplified positions are several heads of divisions and heads of sub-divisions of faculties at echelon IV level. Meanwhile, postgraduate echelon IV is still maintained. Heads of departments at the faculty level are also retained in echelon III structural positions. Head of the General Administration, Planning, Finance and Personnel Bureau (AUPKK) UIN Antasari explained that equalizing position echelonization is a government concept to improve performance. Even though there are still obstacles related to work habits and work breakdown issues, there has been a gradual increase in the performance of UIN Antasari's educational staff.

Bureaucratic reform has a mission to form a government bureaucracy that is characterized by professionalism, integration and high performance, and is far from KKN. With bureaucratic reform, it is hoped that public services will be more effective, neutral, dedicated and adhere to the basic values of the code of ethics for state officials. The new paradigm in bureaucratic reform changes the role of Echelon III and IV positions which were previously known as officials with certain authorities to become public servants and government administration and development officers. Work units that previously had a *top-down*

hierarchical structure or a top-down approach have now shifted to the concept of institutionalizing span of control in a bottom-up manner, taking into account the aspirations of the lower levels. In this way, organizations are expected to be able to develop structures that suit public service needs, while changing a paternalistic culture into a partnership culture in the delivery of public administration services.

Based on Minister of Religion Regulation Number 42 of 2022 concerning Amendments to Minister of Religion Regulation Number 20 of 2017 concerning the Organization and Work Procedures of UIN Antasari, the types of functional positions (educational personnel) affected by the equalization of echelon III and IV positions can be seen in table 1 below:

Table 1.
Functional Positions Affected by Equalization of
Echelon III and Positions IV in UIN Antasari Banjarmasin

No	Position	Number of people)
1	Personnel Analyst	8
2	APBN Financial Management Analyst	4
3	Archivist	2
4	Apparatus HR Assessor	1
5	Learning Technology Development	7
6	Planner	1
7	Public Relations Institutions	1
8	APBN Financial Institutions	2
9	Computer Institutions	4
10	Educational Laboratory Institutions	1
11	Financial Reporting Institutions	1
12	Treasury Analyst	1
13	Academic and Student Affairs Implementation Analyst	2
14	General Administration	1
15	Academic Administration	1
16	Financial Administrator	2
17	Academic Quality Analyst	2
18	Academic Data Analyst	1
19	Apparatus HR Development Analyst	2
20	General Services Analyst	1
21	Academic Administration Compiler	1
22	State Property Analyst	1
23	Treasurer	1
24	Financial Report Preparer	3
25	Financial Revenue Analyst	1
26	Preparer of Budget and Reporting Programs	1
27	Administrative Analyst	1
28	Administering Presentation and Publication Data	1
Total		55

Source: UIN Antasari Banjarmasin Personnel Analyst Archives (2023).

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This policy *has pros and cons* . Supporting groups try to see realistically how important it is to adopt a leaner bureaucracy in the face of rapid change, especially in the context of disruption, that bureaucracy requires human resources with a high level of expertise. On the other hand, opposing groups place more emphasis on policy effectiveness. The transfer of function from structural to functional emphasizes aspects of expertise that are in accordance with competence. Changes in the organizational structure, including the elimination of echelon III and IV positions, have an impact on the psychological condition of employees, especially structural officials who enjoy their positions or executive staff who still have ambitions to achieve higher structural positions. Policies have a psychological impact such as employee worry and pessimism in responding to the transfer (arrangement) of positions. They are not interested and tend to be skeptical when faced with a choice of functional positions. Because functional positions are synonymous with expertise , employees without skills are "forced" to move to functional positions that require certain skills. In Human Resources (HR) management, this carries significant risks. The main challenge is how they can meet promotion requirements, if functional positions are spread across offices with unclear skill maps. Based on the author's observations, many educational staff who choose functional positions are motivated to get better performance allowances. This shows that the selection of functional positions is not based on the results of observations that are truly necessary. In fact, bureaucratic reform from an apparatus perspective is expected to increase the motivation of functional officials to achieve credit figures by increasing competence and achieving achievements.

Several educational staff with new functional positions at Antasari State Islamic University (UIN) are still confused due to unclear *job descriptions* , in addition to tasks that are not clear as to who is carrying them out. So many are still doing their previous work. It is felt that the credit figures obtained are too small and some are not even appreciated, this has an impact on promotion. In assessing employee performance, leaders also experience difficulties due to changing Employee Performance Targets (SKP). Luckily, the educational staff at UIN Antasari in interviews understood that UIN Antasari is under the auspices of the Ministry of Religion which has the motto "Sincere charity". Sincere charity has the meaning of purity of behavior aimed only at Allah's sake to gain His pleasure, as well as efforts to devote devotion to society and the country based on sincere worship only to Him. This motto has become their motto at work.

It is feared that the elimination of this position could reduce work management . Work engagement is a situation where a person can show commitment to the organization, both intellectually and emotionally , creating a positive mental condition and being able to fulfill

the needs for completing work which is characterized by high enthusiasm, dedication and involvement in work. *Work engagement* as a state in which a person feels emotionally, cognitively and behaviorally involved in his work, so that he feels satisfied and feels deep meaning in his work (Bakker & Demerouti, 2008) .

In *work engagement*, employees are engaged in the work process, physically involved, cognitively alert and have a sense of empathy for other people in the workplace (Kahn, 1990) . Employees have great opportunities for their work and are passionate about their type of work and care about their work. This can be used to improve performance, foster positive attitudes and behavior in employees (Rahmawati et al., 2022) . Good work engagement is shown in enthusiastic behavior at work, enthusiastic about completing work to completion on time. Consider the work they do to be very important and inspiring, take pride in their work, try to do their best work, find it difficult to disengage from work, and take their work more seriously.

An interesting study (Cesário & Chambel, 2017) shows a significant relationship between *work engagement* and *employee performance* . *Work engagement* is a factor in increasing employee performance. Based on research, it was found that If employee *work engagement* is high , *employee performance* will also increase.

On the other hand, a study (Monje Amor et al., 2021) shows that one of the factors supporting employee *work engagement* beyond general standards is *psychological empowerment* . *Psychological empowerment* is when employees feel psychologically empowered, that is, they feel they have autonomy, competence and connection to their work, tend to be more involved and motivated at work. Research conducted involving company project management staff shows that the *psychological empowerment variable can be a trigger for employee performance* variables (Tuuli & Rowlinson, 2009) .

In terms of *psychological empowerment*, UIN Antasari employees who feel unfamiliar with their new positions are given training through seminars and *workshops* both *online* and *offline* . Even so, there are still people who are confused about tasks where it is not clear who should do them. Apart from that, they lost the leader who gave work instructions and a place to consult about work, and stated that they were more comfortable with the previous work system.

From the description of *employee performance* , *work engagement* , and *psychological empowerment* as above, several assumptions can arise. These assumptions include the existence of influence between *psychology empowerment* on *work engagement* , the influence of *work engagement* on *employee performance* , and the influence of *psychological empowerment* on *employee performance* .

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Several problems related to *psychological empowerment*, *work engagement*, and *employee performance* based on the above background are included in table 1.2

Table 2.
Problem variables based on background

No	Variable	Dimensions	Problem
1	<i>Psychological Empowerment</i>	<i>Impact</i>	The psychological doubts of educational staff are due to the position simplification policy (facing new situations).
		<i>Competence (Competence)</i>	Not sure about your abilities to carry out new tasks in accordance with the position held.
2	<i>Work Engagement</i>	<i>Vigor (Spirit)</i>	Decreased commitment and enthusiasm for work.
3	<i>Employee Performance</i>	Work Quantity, Work Quality, and Integrity	Concern decreased quality and quantity of work
			Low performance appraisal concerns.
			Concerns about collecting credit figures that are not in accordance with the targets set.

Source: Processed by researchers

The *research gap* in this study was built from the differences in various studies related to *employee performance*, *psychological empowerment*, and *work engagement*. The *research gap* in question can be in the form of various variables studied and research results.

In the research *The Influence of Organizational Culture and Work Engagement Over Employee Performance Mediated by Employee Loyalty* from (Puspita et al., 2020) It was found that the success of an organization in improving the performance of its employees lies in the positive efforts made by the organization, one of which is making employees attached to the organization. It is stated that the loyalty that employees have in an organization as an intermediary variable and *work engagement* as an independent variable confirms that loyal employees can increase commitment and involvement in in work able to show the best performance for the organization.

Different from the research above. Research conducted by (Juyumaya, 2022) focuses on individual employees in completing work demands. This research examines the relationship between *psychological empowerment* and *task performance* which is mediated by *work engagement* and moderated by *age*. The research results show that *psychological empowerment* is an important resource that employees have in facing work demands. Employees who are energetically involved and have positive feelings can complete the demands of work tasks better (Bakker & Demerouti, 2008). In research (Adryansyah & Suryani, 2018) it was found that *psychological empowerment had a positive effect on employee performance*. Likewise with exposure (Spreitzer, 1995; Thomas & Velthouse, 1990) which states that employees who feel comfortable and confident in their work will realize the meaning of their work and will improve their performance.

Contrary to research conducted Adryansyah & Suryani, on research conducted (Alfiana, 2020) It was found that *psychological empowerment* had no effect on *employee performance*. Respondents in this study lacked control over their work and were still very dependent on more experienced colleagues . When facing problems, they do not have the right to autonomy and must follow the operational standards existing in the organization and must have the knowledge of the head of their work unit.

Several main problems in the description above raise several research questions , namely:

1. Does *psychological empowerment* have a positive effect on *employee performance* ?
2. Does *psychological empowerment* have a positive effect on *work management* ?
3. Does *work management* have a positive effect on *employee performance* ?
4. Can *work management* fully mediate the influence of *psychological empowerment* on *employee performance* ?

In accordance with the problem formulation above, the objectives of this research are:

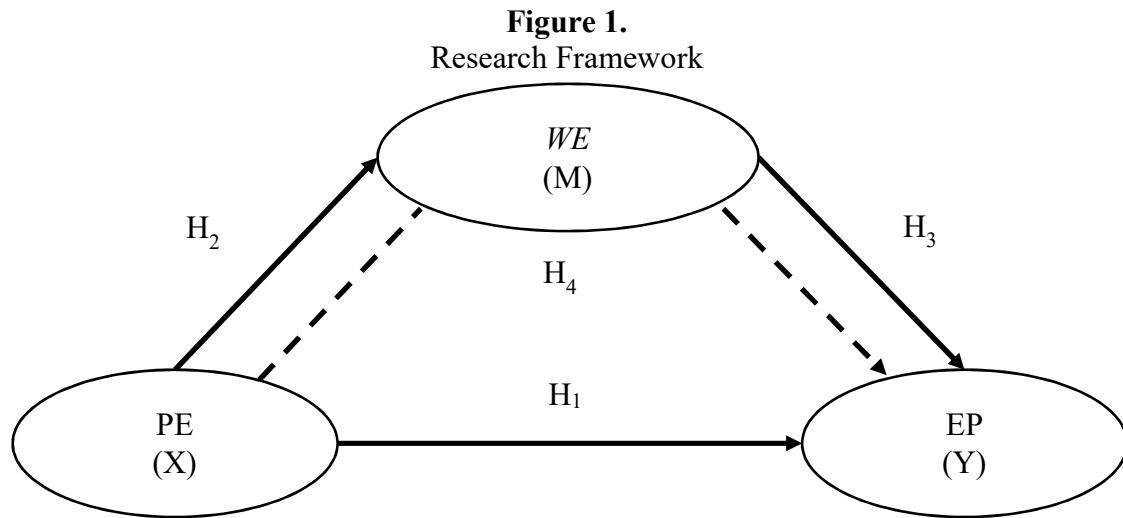
1. *Knowing and analyzing the influence of psychological empowerment on employee performance*
2. *Knowing and analyzing the influence of psychological empowerment on work management*
3. *Knowing and analyzing the influence of work management on employee performance*
4. *Knowing and analyzing work management as a mediating variable in the influence of psychological empowerment on employee performance*

This research is useful. Theoretically, this research is useful, namely: a. Contribute ideas for solving problems related to this research topic, regarding *employee performance*, *psychological empowerment* , and *work engagement*. b. As a new finding, it is hoped that the results of this study can become a reference source and contribute additional knowledge to future research. Thus, it is hoped that this research can contribute to the development of science, especially in the realm of human resource management.

Practically, the benefits of this research are: a. For UIN Antasari and the Ministry of Religion, it can be used as input and consideration for making policies in determining certain functional positions to suit their skills and competencies . b. For the Ministry of State Apparatus Empowerment and Bureaucratic Reform (KemenPAN-RB), it can be used as input and consideration for evaluation in determining policy direction, especially to improve the quality of the State Civil Apparatus (ASN) .

The thinking framework in this research was used to test the influence of *psychological empowerment* on *employee performance* through *work engagement*, based on theoretical and

empirical studies and motivated by the gap phenomenon in the field. According to the research problem, the research conceptual framework is presented in the following figure:



Information:

- : Latent Variables
- : Influence of direct variables X on Y, X on Z and Z on Y
- : Indirect influence (Mediation role of Z on the influence of X and Y)

This research tested 4 hypotheses. Hypothesis 1 : *psychological empowerment has a positive and significant effect on employee performance* ; hypothesis 2 : *psychological empowerment has a positive and significant effect on work engagement* ; Hypothesis 3 : *Work management has a positive and significant effect on employee performance* ; Hypothesis 4 : *psychological empowerment has a significant positive effect on employee performance through work management* .

METHOD

Research is an informative, explanatory quantitative research with the aim of explaining the relationship between variables according to the variables to be studied (Ghozali, 2020) , namely to investigate the influence of psychological empowerment on employee performance with work engagement as a mediating variable . regarding the elimination of Echelon III and IV positions in educational staff working at UIN Antasari, with research problems obtained from empirical observations at the State Islamic University (UIN) Antasari Banjarmasin which is located at Jalan A. Yani Km 4.5 , Banjarmasin City, South Kalimantan Province, 70235.

The sampling method adopts a non-Probability Sampling method, namely through total sampling . According to (Sugiyono, 2020) sampling with total sampling can be used when all

members of the population are used as research samples . In accordance with the population of this study, namely 55 people.

In this research, the variable measurement technique uses a questionnaire technique, namely in the form of a composition of statements given to respondents and asking them to answer the questions or statements contained in it (Sugeng, 2022) .

The data collection method uses a questionnaire which contains questions or statements based on the operational definition of the variable. *Employee performance* variable questionnaire filled in by superiors/leaders as interested parties in the performance measurement assessment of educational staff (respondents) with the aim of determining their contribution to the Antasari Banjarmasin State Islamic University. Meanwhile, the questionnaire for *the psychological empowerment* and *work engagement variables* was filled in by educational staff affected by the elimination of Echelon III and IV positions who worked at Antasari State Islamic University as respondents in this research.

technique in this research uses *Partical Least Square* (PLS) analysis and is processed using *software applications Smart PLS* was created with the aim of processing statistical data with more accurate information/calculation results.

RESULTS AND DISCUSSION

The characteristics of respondents in this study can be divided into various aspects as shown in table 3:

Table 3.
Respondent Characteristics

No	Characteristics	Category	Amount	Percentage
1	Employment status	civil servants	55	100%
		Non civil servant	0	0%
2	Gender	Man	31	56%
		Woman	24	44%
3	Age	20 – 30	4	7%
		31 – 40	8	14%
		41 – 50	30	55%
		51 – 60	13	24%
4	Years of service	1 – 10	8	14%
		11 – 20	24	44%
		21 – 30	23	42%
5	Educational status	high school	5	9%
		D3	1	2%
		S1	22	40%
		S2	27	49%
		S3	0	0%

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Source: Research Primary Data, 2023

In this study, validity and reliability were assessed using *the Outer Model* (measurement model). The purpose of using *the Outer model* is to determine latent relationships and related indicators. The construct validity test is used to find out how accurate the measurement results are by looking at the strong relationship between the construct and the items contained in the statement and the relationship with other variables. The construct validity test consists of validity convergent and discriminant validity.

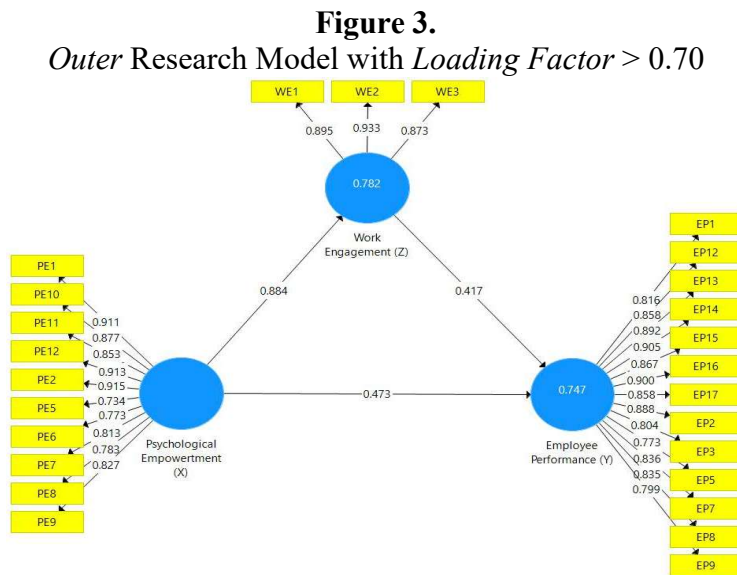
According to Ghozali and Latan (2014) , the convergent validity test produces *Loading Factor* and *Average Variance Extracted (AVE)* values. There are several rules that must be fulfilled, in particular the *Loading Factor value* must be less than or equal to 0.70. *The loading factor value* proves the correlation between the indicator and its construction. An indicator with a relatively high *loading factor value indicates that the indicator does not perform well in the regression model*. The results of the convergent validity test for *Loading Factor* are in table 4.

Table 4.
Factor Loading Results

Tested construct	<i>Loading Factor</i>	
	Model 1	Model 2
EP1	0.824	0.816
EP2	0.895	0.888
EP3	0.804	0.804
EP4	-0.231*	-
EP5	0.785	0.773
EP6	-0.265*	-
EP7	0.829	0.836
EP8	0.827	0.835
EP9	0.794	0.799
EP10	-0.229*	-
EP11	-0.246*	-
EP12	0.849	0.858
EP13	0.886	0.892
EP14	0.894	0.905
EP15	0.863	0.870
EP16	0.901	0.900
EP17	0.853	0.873
PE1	0.906	0.911
PE2	0.907	0.915
PE3	0.681*	-
PE4	-0.155*	-
PE5	0.743	0.734

Tested construct	Loading Factor	
	Model 1	Model 2
PE6	0.778	0.773
PE7	0.821	0.813
PE8	0.776	0.783
PE9	0.821	0.827
PE10	0.878	0.877
PE11	0.838	0.853
PE12	0.903	0.913
WE1	0.894	0.895
WE2	0.933	0.933
WE3	0.874	0.873

Description: *invalid. Source: Primary Data Processing, 2023



Based on the results of the convergent validity test as in table 4, it is known that in model 1 there is still a *loading factor* value for each latent variable construct that is smaller than 0.70 and constructs that do not meet these requirements will be discarded. Furthermore, in model 2 after removing items that do not meet the criteria, it is known that each latent variable construct has values *loading factor* on each latent variable construct higher than 0.7. Thus the convergent validity of *the loading factor* is fulfilled and Figure 3 shows *outer model*. After, eliminate indicators whose *loading factor* is less than 0.70

Average Variance Extracted (AVE) value shows strong convergent validity and has the property that one latent variable can reveal more than half of the average corresponding to these indicators. Table 5. shows the *Average Variance Extracted (AVE)* value

Table 5.
Average Variance Extracted (AVE) Results

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Variable	Average Variance Extracted (AVE)	Information
Employee Performance (Y)	0.722	Fulfilled
Psychological Empowerment (X)	0.709	Fulfilled
Work Engagement (Z)	0.811	Fulfilled

Source: Primary Data Processing 2023

Table 5 shows the results of the convergent validity test on the *Average Variance Extracted (AVE)* meeting the criteria, namely greater than 0.50, which indicates that the *Average Variance Extracted (AVE)* criteria have been met.

The discriminant validity test can be carried out through *cross-loadings* using standard correlation criteria between indicators and latent variables. To see the correlation between these indicators, you can look at the *cross-loadings* in table 6.

Table 6.
Cross-Loadings Results

	Employee Performance (Y)	Psychological Empowerment (X)	Work Engagement (Z)
EP1	0.816	0.622	0.613
EP2	0.888	0.732	0.699
EP3	0.804	0.566	0.573
EP5	0.773	0.521	0.470
EP7	0.836	0.632	0.579
EP8	0.835	0.638	0.560
EP9	0.799	0.625	0.622
EP12	0.858	0.733	0.681
EP13	0.892	0.813	0.724
EP14	0.905	0.813	0.881
EP15	0.870	0.786	0.867
EP16	0.900	0.829	0.857
EP17	0.873	0.793	0.858
PE1	0.747	0.911	0.879
PE2	0.766	0.915	0.903
PE5	0.734	0.788	0.566
PE6	0.773	0.858	0.681
PE7	0.813	0.892	0.724
PE8	0.546	0.783	0.654
PE9	0.532	0.827	0.704
PE10	0.620	0.877	0.674
PE11	0.556	0.853	0.787
PE12	0.682	0.913	0.807
WE1	0.680	0.801	0.895
WE2	0.705	0.793	0.933
WE3	0.858	0.793	0.873

Source: Primary Data, 2023

Table 6 shows that the cross-loadings value for each indicator of each latent variable has the largest value when compared with the cross-loadings value with indicators of other latent variables. This statement is in accordance with the cross-loadings criteria according to Ghozali and Latan (2014) that the correlation i between i indicator i and i latent variable i is greater than the correlation i between i indicator i and i other latent variables i . This i means i that i each i latent variable i meets i discriminant validity criteria .

According to Ghozali (2020), the reliability test functions to assess how consistent respondents are in providing answers to statements in the questionnaire. Reliability testing can be observed using Cronbach's Alpha and Composite Reliability . The test can be declared to meet the criteria if the Cronbach's Alpha and Composite Reliability values have a value above 0.70. The results of the reliability test are in table 7.

Table 7.
Cronbach's Alpha and Composite Reliability Values

Variable	Cronbach's Alpha	Composite Reliability	Information
<i>Employee Performance (Y)</i>	0.968	0.971	Reliable
<i>Psychological Empowerment (X)</i>	0.954	0.960	Reliable
<i>Work Engagement (Z)</i>	0.883	0.928	Reliable

Source: Primary Data, 2023

Sourced from table 7 which illustrates that *the Cronbach's Alpha and Composite Reliability values* can meet the criteria by obtaining a value higher than 0.70, so it can be concluded that all variable indicators can be declared reliable.

Inner model test is used to anticipate causal relationships between variables that arrive late and variables that cannot be estimated directly. Using SmartPLS software, test *the Inner model* using *Bootstrapping* and *Blindfolding procedures*. According to Ghozali (2021) , *inner model* testing can be carried out by carrying out *R-Square* and *Q-Square predictive relevance* tests .

R-Square test is carried out to explain what percentage of the variance in the endogenous variable can be used to explain the exogenous variable. Testing *the inner model* on the *R-Square value* has three levels, namely a value of 0.67 indicating that the endogenous latent variable in the model shows good quality, a value of 0.33 indicates moderate quality, and a value of 0.19 indicates weak quality for the latent variable. endogenous in the model. The *R-Square* test results are in table 11 .

Table 8.
R-Square Value

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Variable	R Square	Adjusted R Square	Interpretation
<i>Employee Performance (Y)</i>	0.747	0.737	Good
<i>Work Engagement (Z)</i>	0.782	0.778	Good

Source: Primary Data, 2023

In table 8 it can be seen that the *R-Square values for the Work Engagement and Employee Performance variables* are 0.782 and 0.747 respectively. These results indicate that the *Work Engagement and Psychological Empowerment factors* can be achieved simultaneously, this can be explained by the *Employee Performance variable* with an *R-Square value* of 74.7% and the remaining 25.3% of 100% which can be explained by additional variables that are not hypothesized by the model. The results for the *Psychological Empowerment variable* with an *R-Square value* of 78.2% and the remaining 21.8% for the *Work Engagement variable* can be explained by additional variables that are not hypothesized by the model. Based on the estimation results concluded in table 5.7, it can be concluded that each *R-Square value* shows a good level of interpretation, the *R-Square value* for the *Employee Performance variable* shows an interpretation in the good category, and the *Work Engagement variable* shows an interpretation in the good category.

Q-square test on the inner model is used to measure whether a model can have predictive relevance or not. To find out the *Q Square value*, you can run the *Blindfolding procedure in the SmartPLS software* . So the result is found $(1 - SSE/SSO)$, with *SSE (Sum Square Error)* and *SSO (Sum Square Observation)*. *Q-Square* with details of the *Q-Square value* obtained from the criteria for *Q-Square* can be declared to have *predicate relevance* if the *Q-Square value* is greater than 0. The results of the *R-Square test* are in table 12 .

Table 9.
Q-Square Value

Variable	SSO	SSE	$Q^2 (=1-SSE/SSO)$
<i>Employee Performance (Y)</i>	715,000	347,751	0.514
<i>Psychological Empowerment (X)</i>	550,000	550,000	-
<i>Work Engagement (Z)</i>	165,000	61,933	0.625

Source: Primary Data, 2023

Sourced from table 9 , it tends to be seen that the *Q-Square value* for the *Employee Performance variable* is 0.514 or 51.4%, while the model used to explain the data contained in the research is 51.4%. So it can be concluded that the *Psychological Empowerment variable (X)* and the *Work Engagement variable (Z)* have predictive relevance for the *Employee Performance variable (Y)*. As for the results, the *Q-Square value* for the *Work Engagement (Z)* variable is 0.625 or 62.5 % . So it can be concluded that the *Psychological Empowerment (X)*

variable has a predictive relevance for the *Work Engagement* (Z) variable of 0.625 or 62.5%, where the model used to explain the information contained in the research on the mediating variable is 62.5%. So it can be concluded that the *Q-Square value* for the *Employee Performance* (Y) and *Work Engagement* (Z) variables meets the interpretation with a *Q-Square value* greater than 0 and shows that the model has predictive relevance.

Hypothesis testing can be carried out by checking the *t-statistics* and *p values* resulting from the output in the *SmartPLS Bootstrapping software*. A research hypothesis can be formed if the *t-statistic value* is more than 1.96 and the *p value* is less than 0.05. The results of hypothesis testing can be seen in the values. Table 3 . 8 displays *p values*, *t-statistics*, and path coefficients.

Table 10.
Hypothesis Testing Output Results

Hypothesis	Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
H1	Psychological Empowerment → <i>Employee Performance</i>	0.473	0.490	0.156	3,042	0.002
H2	Psychological Empowerment → <i>Work Engagement</i>	0.884	0.884	0.038	23,467	0,000
H3	<i>Work Engagement</i> → <i>Employee Performance</i>	0.417	0.405	0.169	2,465	0.014
H4	Psychological Empowerment → <i>Work Engagement</i> → <i>Employee Performance</i>	0.369	0.355	0.147	2,512	0.012

Source: Primary Data, 2023

Sourced from table 10, it can be seen that the results of hypothesis testing show:

Hypothesis 1 : The path coefficient value is 0.473 (positive), the *t-statistic value* is 3.042 > 1.96 and the *p-value* is 0.002 < 0.05 which shows that *Psychological Empowerment* has a significant and positive effect on *Employee Performance*. So it can be stated from the explanation above that the hypothesis is accepted.

Hypothesis 2 : The path coefficient value is 0.884 (positive), the *t-statistic value* is 23.467 > 1.96 and the *p-value* is 0.000 < 0.05, which indicates that *Psychological Empowerment* has a significant and positive effect on *Work Engagement*. So it can be stated from the explanation above that the hypothesis is accepted.

Hypothesis 3 : The path coefficient value is 0.417 (positive), the *t-statistic value* is 2.465 > 1.96 and the *p-value* is 0.014 < 0.05, which indicates that *Work Engagement* has a significant and positive effect on *Employee Performance*. So it can be concluded that the hypothesis is accepted.

Hypothesis 4 : The path coefficient value is 0.369 (positive), the *t*-statistic value is $2.512 > 1.96$ and the *p*-value is $0.012 < 0.05$, which indicates that *Psychological Empowerment* has a positive and significant effect on *Employee Performance* which is mediated by *Work Engagement* . So it can be concluded that the hypothesis is accepted.

DISCUSSION

1. The Influence of *Psychological Empowerment* on *Employee Performance*

Based on the results of testing hypothesis 1 in this research, it can be seen that *psychological empowerment* has a significant positive influence on *employee performance* in education staff who work at UIN Antasari. The results of hypothesis 1 in this research refute the empirical study conducted by Alfiana (2020) and agree with the empirical study conducted by (Adryansyah & Suryani, 2018; Rahmatica et al., 2022) that *psychological empowerment* can have a positive effect on *employee performance* .

of hypothesis 1, the results of an interview with one of the leaders stated that Antasari's steps in improving the quality of human resources for the affected education staff were to require them to attend seminars and trainings i related certification have to do it. Thus, all educational staff equivalent to echelon III positions have all been standardized according to their position competencies.

Agreeing with the results of an interview with one of the leaders above, according to Menon (2001) *Psychological empowerment* refers to the internal process that exists within an individual who feels empowered. Meanwhile , if we look at *the loading factor* value in table 5.3, the indicator which in the *psychological empowerment variable* is PE2, namely in the meaning dimension *personally* meaningful work activities). In performance assessment, the dimensions *of meaning* in work and the ability to develop skills can be integrated as assessment criteria. So, conceptually, *the meaning dimension* can be increased by providing opportunities to develop skills and abilities, and increasing the *meaning dimension* in UIN Antasari educational staff has been implemented in accordance with the results of the interview with one of the leaders in the paragraph above.

2. The Influence of *Psychological Empowerment* on *Work Engagement*

Based on the results of testing the second hypothesis in this research, it can be stated that *psychological empowerment* has a statistically significant positive influence on *work engagement* among educational staff who work at UIN Antasari. The results of hypothesis 2 in this study are consistent with empirical research conducted by (Wang & Liu, 2015) that *psychological empowerment* can have a positive effect on *work engagement* . According to

Wang & Liu (2015), when employees are empowered appropriately, employees will better identify the meaning of their work, be more confident about the skills and knowledge to complete the job, and work more independently. So work engagement will increase. This opinion is reinforced by Biswas (2011) that psychological empowerment can lead to positive work outcomes such as low levels of fatigue and high levels of work engagement.

The results of interviews with respondents strengthen this hypothesis, that policy changes in the work environment are accepted with positive psychological beliefs. According to him, the policies carried out by government during time well, then must be accepted and be responded to well, the correct way is to motivate oneself to improve one's quality.

The statement from the respondents above is in accordance with the definition of *work engagement* as a motivational concept by (Bakker & Leiter, 2010) and is reinforced by Kahn (1990) who also believes that a high level of *work engagement* can have a positive impact on individual well-being and performance in the work environment. .

3 . The Influence of *Work Engagement* on *Employee Performance*

Based on the results of testing the third hypothesis in this research, it can be concluded that *work engagement* can have a positive and significant effect on *employee performance* in education staff who work at UIN Antasari. The results the third hypothesis are consistent research conducted (Jufrizen et al., 2022) and in line with research led by (Puspita et al., 2020) who stated in their research that *work engagement* can have a positive effect on *employee performance* .

The results of interviews with respondents strengthen this hypothesis, that *work engagement* has a direct impact on their daily performance, they feel enthusiastic and enthusiastic in handling their daily tasks, this sense of involvement encourages them to look for ways to increase efficiency and creativity in the administrative work processes of educational staff. So that in performance assessment, the assessment of the level of *work engagement* of Antasari State Islamic University educational staff can be integrated as one of the evaluation criteria. Employees who demonstrate a high level of *engagement* will demonstrate better performance and may be given a higher ranking.

The interview findings give credence to the above statement based on the results of an interview with one of the leaders who stated that when education staff feel fully involved in their work, it not only increases productivity but also creates a positive atmosphere in the workplace. Where a work environment is created that encourages creativity and job

satisfaction which has a positive impact on the overall performance of Antasari State Islamic University. This is used by leaders as one of the criteria in performance assessment.

4. The Influence of *Psychological Empowerment* on *Employee Performance* through *Work Engagement*

Based on the results of hypothesis 4 testing in this research, it can be concluded that *work engagement* can be an intermediary between *psychological empowerment* and *employee performance* in education staff who work at Antasari State Islamic University. The findings of this research agree with the empirical study carried out by Monica & Krishnaveni (2019), they stated in their research that engaged employees tend to show innovative work behavior when they are employees who are psychologically empowered. In other research there is an analysis of indirect effects based on of carried out Qadeer., al (2016) which states that *work engagement can mediate* the relationship between harmonious passion and *employee performance*. This shows that employee involvement in their work can influence the extent to which they demonstrate good performance. Employees who feel supported, empowered, and engaged in their work tend to perform better in performance evaluations.

Supporting the statement of the results of hypothesis 4 above, according to one of the leaders at the Antasari State Islamic University, the education staff, with the new policy of equalizing positions, initially had concerns about not being able to carry out their duties according to the new position they held. But as time goes by, they can accept and be motivated to increase their knowledge regarding their duties. Apart from that, the Antasari State Islamic University educational staff are often reminded of the motto of the Ministry of Religion, namely Sincere Charity. With this motto, educational staff strive to serve society and the country seriously based on the sincerity of working together with worship. This motto is effective in fostering intrinsic motivation, employee involvement and responsibility for their work, so that it can make Antasari State Islamic University employees have high enthusiasm and be more motivated to achieve good results in performance appraisals.

By paying attention to factors such as employee involvement, motivation, responsibility and training. So performance assessment can provide a more holistic picture of employee contribution and performance in the context of Antasari State Islamic University. In a ranking scale, these criteria can be integrated to provide a more comprehensive picture of the performance of educational staff working at Antasari State Islamic University.

The results of this research provide theoretical and managerial implications.

1. Theoretical Implications

One of the potential benefits expected from these findings is that it can contribute theoretically to *psychological empowerment*, *employee performance* and *work engagement*. It is hoped that this research will become a reference in the future so that more people will be interested in investigating and discussing this topic.

Psychological empowerment is a concept in an organizational context that refers to a psychological condition, where individuals feel they have control over their work and life. The empowerment theory contained in *psychological empowerment* can influence employees to feel they have the ability and motivation to be involved in their work. *Psychological empowerment* can also be applied in motivation and leadership theories, this is in accordance with Menon's (2001) statement. This theoretical implication can clarify the dimensions of *psychological empowerment* such as (autonomy, competence, meaning, and impact), and how they influence employee motivation and behavior (Spreitzer, 1996).

The role of *work engagement* as a mediating variable between *psychological empowerment* and *employee performance* can be considered as a result of intrinsic motivation that arises from psychological empowerment, then satisfaction and important meaning in work arises for individuals, so that it can improve performance and is in accordance with the statement made by Bakker & Leiter (2010) that *work engagement* is a motivational concept.

Investigating *work engagement* a mediating variable in this research provide understanding of by *psychological empowerment* can influence employee. This research can help strengthen the evidence that supports concepts in *work engagement theory*, such as emotional, cognitive and behavioral involvement in the broader work context. *Work engagement* as a mediating variable can be seen from the perspective of social exchange theory regarding how psychological and social factors interact and influence each other in the context of work relationships and mutually beneficial interactions between employees and organizations that influence employee performance (Juyumaya, 2022; Puspita et al., 2020).

In the context of human resource management, this research can provide insight to managers and HR practitioners about the importance of psychological factors such as *psychological empowerment* and *work engagement* in improving employee performance, as well as how to manage them effectively in an organizational context. The theoretical implication is that this research can help identify effective strategies and interventions in

managing psychological factors that influence employee performance, such as training programs, providing feedback, or career development.

2. Managerial Implications

In terms of managerial implications obtained from the study and findings of this research, is that provide for the closely, especially the Antasari Banjarmasin State Islamic University, where the Antasari Banjarmasin State Islamic University needs to address problems related *psychological empowerment*, *employee performance* and *work engagement* because this problem could threaten the continuity of services at state higher education institutions, especially Antasari State Islamic University, if it is not taken seriously. Therefore, this can be done by recognizing the psychology of educational staff with a policy of equalizing echelon III and echelon IV positions. Some managerial implications at Antasari State Islamic University are as follows:

a. Effective Communication on Equal Position Policy

This research can be a basis for the leadership of the Antasari Banjarmasin State Islamic University to provide effective and transparent information regarding the policy of simplifying echelon III and IV positions. This communication can help reduce feelings of anxiety and can influence the performance results of educational staff who work at Antasari State Islamic University, Banjarmasin.

b. Flexible Approach to Equal Position Policy

Leaders and staff involved in personnel matters at Antasari State Islamic University need to take a flexible approach to all affected education employees and adjust to new positions as functional employees who require *skills* to complete their work. In this case, leaders and staff in the civil service sector can see various responses from educational staff working at Antasari State Islamic University to the policy of equalizing echelon III and IV positions.

c. Development of Training and Development Programs

Employees with structural positions require adequate *skills* according to the work they do, therefore they need to be empowered through training and development programs according to the type of functional position so that they can complete their work in accordance with established standards.

d. Continuous Evaluation and Monitoring

Leaders need to carry out continuous evaluation and monitoring as a form of response to the impacts felt by employees, especially education staff who change positions from structural positions to functional positions and staff in the work

environment who are affected. This ongoing evaluation and monitoring is carried out as a form of psychological empowerment and increasing employee work engagement. This activity involves measuring performance as a result of the performance produced by employees.

By implementing these steps, leaders and management can create a work environment that supports, motivates and improves employee performance, especially in the midst of significant organizational change.

CONCLUSIONS AND RECOMMENDATIONS

Psychological empowerment has a positive influence on *employee performance*, *Psychological empowerment* has a positive effect on *work engagement*, *Work engagement* has a positive effect on *employee performance*, and *Psychological empowerment* has a positive effect on *employee performance* through *work engagement* in education staff who work at the Antasari State Islamic University, Banjarmasin.

Antasari Banjarmasin State Islamic University needs to take a comprehensive and integrated approach using management functions, namely *Planning*, *Organizing*, *Actuating* and *Controlling*. It is recommended that further research take objects from other state educational institutions with larger samples and populations. So as to obtain more generalized findings for educational staff affected by the simplification of echelon III and IV positions.

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*THE EFFECT OF PSYCHOLOGICAL EMPOWERMENT
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