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The Effectiveness of HERO Training to Improve the Engagement of Disaster Volunteers

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3

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ABSTRACT

Background: The future development of CCeU ULM needs to consider the nature of volunteers who do not want to continue to be in the organization. Therefore, retaining volunteers to continue to be actively involved and contribute to the organization is a challenge in itself.

Aim: This study aims to empirically test the "HERO" training (Hope, Efficacy, Resiliency, Optimism) to increase the engagement of disaster volunteers.

Method: The instrument used to measure psychological capital is adapted from Cetin and Basim (2012), namely Psychological Capital Scale (R= 0.941). The scale used to measure the Work Engagement of Crisis Center Unit ULM volunteers was (R= 0.935). The respondents of this study were 53 members of the ULM Crisis Center Unit, divided into men and women, with 20 eria for 18-25 years. This research is a quasi-experimental study with a non-randomized one-group pre-test post-test design.

Findings: Statistical analysis showed $0.699 > 0.699 < 0.05$, so it can conclude that there is no significant effect of HERO training on the work engagement of CCU FK ULM members. It means that other antecedents can lead to one's work engagement.

HERO, Psychological Capital, Work Engagement

KEYWORDS

INTRODUCTION

Almost 70% of the disasters in Indonesia are hydrometeorological disasters, such as floods due to weather changes. Hydrometeorological disasters are increasing every year in line with the impact of global climate change and environmental degradation, especially floods (Prawesthi, 2013). South Kalimantan is one of the provinces in Indonesia, which is a province with a high risk of flooding in terms of its physical condition. Physical conditions in South Kalimantan are mostly inundating during high rainfall. Geographically, most of South Kalimantan is below sea level causing the water flow on the land surface to be less smooth (BNPB). Quoted from detik.com, the South Kalimantan flash flood in mid-January 2021 was the enormous flood in history that hit ten city districts, causing 15 people to die, 66,768 houses were submerged, 18,294 meters of roads were submerging, and 21 bridges were damaged. This flood caused 18,356 hectares of agricultural land in 11 districts/cities in Kalimantan to fail to harvest and caused 39,549 thousand residents to evacuate (National Disaster Management Agency, 2021). The victims who died from the flood came from Tanah Laut Regency 7 people, Hulu Sungai Tengah Regency 3 people, Banjar Baru City 1 person, Tapin Regency 1 person, and Banjar Regency 3 people.

The South Kalimantan flood disaster caused infrastructure damage and economic problems, fulfilling clothing, food, physical and mental health for both the survivors and the families of the deceased. To help solve these problems, Lambung Mangkurat University, as

one of the largest universities in Kalimantan, demonstrated its role in society by establishing a disaster management unit known as the Crisis Center Unit (CCeU) ULM. Some of the goals of establishing CCeU are as an official ULM institution that will respond to any disasters that occur locally or nationally, protect ULM students interested in volunteering, and act as recipients and distributors of aid, both in the form of goods and money.

ULM has potential human resources with various scientific backgrounds that the community needs when a disaster occurs, such as health and medicine, agriculture, forestry, animal husbandry, physical structure and infrastructure, social, psychology, and technology. The Crisis Center Unit ULM (CCeU) is an institution consisting of a team of volunteers who will provide disaster management responses at every stage of disaster management. The Health Service Team is led and implemented by the ULM Faculty of Medicine and the Hospital Network. CCeU ULM carried out Health and Psychological services for refugees during the Flood Disaster.

A volunteer voluntarily (Uncoerced) donates his time, energy, thoughts, and expertise to help others and is aware that they will not get wages or salaries from the donation. Volunteering is an activity that all levels of society can carry out as a form of concern and commitment to a particular vision (Savutri, 2005). Slamet (2009) stated that volunteers are people without being paid, provide their time to achieve organizational goals, with significant or limited responsibilities, without or with little special training, but can be with very intensive training in specific fields, to work voluntarily to help workers.

Previous research on work engagement was conducted in paid work settings (Bakker & Leiter, 2010). However, volunteers are still under-appreciated in other ways and do not get paid (Vecina et al., 2012); one of them is a volunteer. The attachment that exists on volunteers is related to how volunteers carry out their roles and significantly impact the organization's operations. Research on work engagement of volunteers is essential because volunteers do not receive economic remuneration, even though they give their time, effort, and sometimes materials to the organization (Vecina et al., 2012). Volunteers engaged will dedicate their time, and they will feel satisfaction (Benkinson et al., 2013) and well-being (J. Y. Huynh et al., 2014). In addition, it will also have a positive impact on the organization namely volunteers will stay in the organization (J.-Y. Huynh et al., 2012). Volunteers engaged in their role will feel satisfied with their experience and have low intention to leave the organization (J. Y. Huynh et al., 2014).

Several previous studies have proved that several psychological constructs influence work engagement in the dimensions of psychological capital, such as self-efficacy, resilience, optimism, and hope (Bakker & Leiter, 2010). Based on several studies on the factors that affect work engagement as shown, it can conclude that the psychological aspect of the individual is an influential factor for the emergence of work engagement. One of them is psychological capital.

Psychological capital interpreted as an individual's psychological capacity develops with self-efficacy, optimism, hope, and resilience (Lee & Yang, 2019). Psychological capital consists of four psychological capacities: hope, self-efficacy, resilience, and optimism, abbreviated as HERO. Psychological capital defines as a positive psychological development in individuals (Luthans et al., 2010). Luthans, Avolio, Avey, and Norman (LUTHANS et al., 2007) explain that psychological capital utilizes an individual's positive psychological

potential. It is helpful to develop the potential of living life, which is determining by the ability to solve problems (Self-efficacy), positive expectations about the future (Optimism), diligently hoping for success (Hope), and being able to rise and face problems (Resilience) to achieve success.

Through psychological capital, volunteers will receive education on building hope, setting goals, and building feelings of optimism and confidence. Optimistic feelings can lead individuals to view life positively. Optimistic individuals will be able to interpret life now as something that can support their life goals.

The future development of CCEU ULM needs to consider the nature of volunteers who do not want to continue to be in the organization. Therefore, retaining volunteers to continue to be actively involved and contribute to the organization is a challenge in itself. Starting from these problems, researchers are interested in empirically testing the effectiveness of HERO training to increase the engagement of disaster volunteers.

METHOD

The research method used a quasi-experiment with a non-randomized one-group pre-test post-test design. The design was chosen with the consideration that this study did not allow randomization to divide participants into the experimental group and the control group (Seniati et al., 2005).

The training was held on August 14 and 15 through Zoom Meeting with student volunteers at CCEU ULM. The scale was distributed to participants before and after the training activities were given. The population of this study was all student volunteers of the ULM Crisis Center Unit, as many as 206 people. The selection of research subjects used simple random sampling with 100 people for trials and 100 people for research subjects. Individual criteria that can be involved in this research are: 1) Undergraduate students who are active members of the ULM Crisis Center Unit, 2) Willing to participate in all HERO training in total, and 3) Willing to fill out informed consent as written evidence of willingness to be involved in research.

This study collects the data by work engagement scale and psychological capital scale, the worksheets' results, and the evaluation results. The work engagement scale uses The Utrecht Work Engagement Scale (UWES) in a more concise version developed by Schaufeli et al. (2006a) and consists of 9 items. The level of psychological capital is measured using the psychological capital scale (Cetin & Basim, 2012). This scale in the form of a Likert is the result of translation and analysis of the psychological capital scale belonging to Luthans et al. (Luthans et al., 2007), consisting of 24 items.

Quantitative data analysis conducted in this study were assumption test, description test, regression test, and hypothesis testing. The assumption test includes normality and linearity tests. Test the description to get an overview of the research data—a regression test to determine the contribution of training in influencing work engagement. Meanwhile, hypothesis testing using different tests to determine the effectiveness of HERO training in increasing the work engagement of training participants—data analysis using SPSS Version 22.0.

RESULTS AND DISCUSSION

The training was held on August 14 and 15 through Zoom Meeting with student volunteers at CCeU ULM. The scale was distributed to participants before and after the training activities were given.

Tabel 1.1 Statistical Data Var. Psychological Capital

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	104,6038	53	11,99734	1,64796
	Posttest	109,9057	53	13,22332	1,81636

In this data analysis, there is a relationship between Pretest and Posttest Var. Psychological Capital Sig<0.05

Table 1.2 Paired Samples Correlations

Paired Samples Correlations			
Pair 1		N	Correlation Sig.
Pre Test & Posttest		53	,640 ,000

In this data, there is a significant effect between the pre-test and post-test Var. Psychological Capital because Sig. 2 Tailed < 0.05 that is 0.001.

Table 1.3 Paired Samples Test

Paired Differences									
		95% Confidence Interval of the Difference					t	df	Sig. (2-tailed)
Pair	Test - Posttest	Mean	Std. Deviation	Std. Error	Lower	Upper			
1	Pre Test - Posttest	-5,301	10,757	1,477	-8,266	-2,336	-3,588	52	,001

Table 1.4 Descriptive Statistics Var. Job Engagement in the statistical paired sample table

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	127,962	53	11,959	1,642

Post 128,377 53 13,025 1,789
Test

In this data analysis, there is a relationship between Pretest and Posttest Var. Work Engagement Sig <0.05

Tabel 1.5 Paired Sample Correlations
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre Test & Post Test	53	,810	,000

In this data, there is no significant effect between the pre-test and post-test Var. Work engagement due to Sig. 2 Tailed > 0.05, which is 0.699.

Table 1.6 Paired Samples Test

		Paired Differences					Sig. (2-tailed)		
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Mean Std. Error	Lower	Upper	t	df	
Pair 1	Pre Test - Post Test	-,41509	7,774	1,067	-2,557	1,727	-,389	52	,699

HERO training was successfully held by 53 participants from the Crisis Center Unit (CCU) of Lambung Mangkurat University. The research design used was a quasi-experimental design with a *non-randomized one-group post-test design*. The results obtained from the HERO training show a significant effect on knowledge of psychological capital. These results can see Table 1.1 in the *paired sample*. Statistically, the table shows an increase in the average value before and after treatment, namely the average *pre-test* value (M = 104.6038) while the average value *post-test* (M = 109.9057). Then in table 1.2, *paired sample correlations* show that $0.001 <$, i.e., $0.001 < 0.05$, meaning that there is a significant effect between the pre-test and post-test of psychological capital variables after being given HERO training. These findings are in line with the research of Wijaya (Wijaya, 2021), which also carries the concept of psychological capital training to increase work engagement. The training in research conducted by Wijaya (Wijaya, 2021) showed an increase in knowledge of the psychological capital of coffee restaurant employees after being given training.

Meanwhile, the pre-test and post-test work engagement results did not show any significant effect from the HERO training, and we can see it from table 1.6, namely the table *paired sample test*. Statistical analysis showed $0.699 >$, $0.699 < 0.05$, so it can be concluded that there is no significant effect of HERO training on the work engagement of CCU FK ULM

members. These findings are not in line with the hypothesis offered by the researcher at the beginning that HERO training can increase the work engagement of CCU FK ULM members. According to Schaufeli & Bakker (Schaufeli et al., 2006), the attenuation of work engagement does not only come from psychological capital. Another factor affecting work engagement is the JD-R model (Job demand-resources model) or workload model consisting of aspects of the physical, social and organizational environment, salary, career opportunities, supervisor and co-workers support, and performance feedback. It means that other antecedents can lead to one's work engagement. In this study, the researcher only focused on the psychological capital of the participants as an attenuator of work engagement. Meanwhile, external factors contained in the JD-R or workload, such as the physical environment, support from supervisors, co-workers, and performance feedback, escaped the observations of researchers, which should have been taken into consideration by researchers.

The explanation in the previous paragraph has answered the problem formulation in this study, namely that HERO training did not significantly affect the work engagement of CCU FK ULM members. The results of this study are in line with research by Indrianti & Hadi (2012) with a study entitled "The Relationship between Psychological Capital and Work Attachment to Nurses at the Inpatient Installation of Menur Mental Hospital Surabaya." The results of this study did not indicate the influence of psychological capital on the work engagement of nurses at Menur Mental Hospital Surabaya. So, the results of the research obtained are a reflection of the researchers so that they consider other factors that exist in the research participants.

CONCLUSION

Based on the results, we figure out a significant effect between the pre-test and post-test of the Psychological Capital Variable. We figure out that there is no effect between the pre-test and post-test of the Job Engagement Variable. It can be caused by other factors that the researcher does not measure so that this can be considered for further researchers to examine more deeply related to the same variable.

Suggestions that can be given to volunteers are expected to have a strong work attachment to volunteer behavior by developing factors that can affect the increase in volunteerism both from the physical, social and organizational aspects. It is also hoped that volunteers can apply hope and efficacy that is strong and capable of being resilient and optimistic in daily activities.

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