THE EFFECT OF EMPOWERING LEADERSHIP, EMPLOYEE DEVELOPMENT, AND PERSONALITY TRAITS ON EMPLOYEE ENGAGEMENT PTA

Evelina Debora Damanik[1], Moch. Asmawi[2], IGK Agung Ulupui[3]
Universitas Negeri Jakarta, Indonesia
Email: evelinadebora@gmail.com[1], mochasmawi@unj.ac.id[2], igka-ulupui@unj.ac.id[3]

ABSTRACT	
	This study aims to obtain an overview of employee engagement level at PTA and examine the influence of leadership factors, particularly empowering leadership, employee development, and personality traits on employee engagement in the company. The research was designed using a quantitative approach with a correlational type of research, while the research sample was selected using a purposive sampling technique. Data collection was carried out using questionnaires compiled with a Likert scale. Furthermore, the statistical data obtained were analyzed using the Structural Equation Modeling Partial Least Square (SEM-PLS) approach using the SmartPLS application (v.3.2.9). The results showed that the predictive accuracy level of the structural model of this study was categorized as moderate (Adjusted R^2 = 0.428, referring to Chin, 1998). It also represents the total variance of employee engagement variables that can be explained by all exogenous variables simultaneously, which is 42.8%, and 57.2% influenced by other variables that were not discussed in this research model. The three exogenous variables were found positively affect employee engagement. The personality traits factor has a more significant influence than other variables (0.362). The following factor is employee development (0.241), and the slightest effect is empowering leadership (0.231).
KEYWORDS	Employee Engagement, Empowering Leadership, Employee

Evelina Debora Damanik, Moch. Asmawi, IGK Agung Ulupui

Development, Personality Traits

INTRODUCTION

Every company seeks to optimize profits by increasing productivity by managing strategic assets, including developing human resources (employees) (Purce, 2014). However, these development initiatives will not succeed without employees' involvement, commitment, and engagement. There are various definitions of employee engagement, and up to now, there is no consensus regarding the theoretical meaning and measurement. (Saks & Gruman, 2014) explains that employee engagement is "a distinct and unique construct that consists of cognitive, emotional, and behavioral components associated with individual role performance". (Kunnanatt, 2016) express a similar definition, who argue that employee engagement is "an individual employee's cognitive, emotional, and behavioral state directed toward desired organizational outcomes". Thus in this research, employee engagement is defined as the cognitive, emotional, and physical involvement of employees towards work and the company that makes them willing to exert extra effort to carry out their work roles to achieve company success. Many researchers have found that employee engagement has positive consequences for the company, such as a positive correlation with customer satisfaction and loyalty, profitability, productivity, employee turnover and job security. Then, many practitioners and academics have attempted to identify the effect of various antecedents on employee engagement, including leadership style, employee development and personality traits.

The role of the leader is essential and crucial in creating highly engaged employees. In some studies, empowering leadership behavior has a positive effect on various variables such as commitment, job satisfaction, turnover intentions, in-role performance, creativity, citizenship behavior, and employee engagement. According to (Hendri, 2019), empowering leadership is a leadership style in which subordinates are targeted to develop self-control, are encouraged to participate in decision-making, are charged to innovate and act independently. (Wong, 2013) conveyed the same thing. According to them, the empowering leader encourages subordinates' self-leadership, not just giving orders. They delegate responsibilities and create contexts for subordinates to optimize capabilities and develop self-influence to push themselves to achieve high performance. In connection with employee engagement, (Crocetta et al., 2021) explain that companies require empowering leaders to create a supportive working environment and conditions and motivate subordinates to work more optimally. (Rothwell, Jackson, Ressler, Jones, & Brower, 2015) support this opinion and explain that empowering leaders' behavior will affect employees' perceptions of their work environment and experiences. When the leader empowers, subordinates feel more competent and have control over their work, so they feel meaningful. A similar view was conveyed by (Dusek, Yurova, & Ruppel, 2015). According to them, work meaningfulness positively affects work engagement, where the task of empowering leaders is to create meaningful jobs through providing job resources and autonomy. Employees who feel their work is meaningful will be more enthusiastic, strive to complete their work and more focused on work. Furthermore, found empowering leader behaviors, such as: working harder than team members, coaching teams to be more self-reliant, encouraging high-performing teams by showing confidence in their competence, providing opportunities to participate in decision making, sharing new information, showing concern, and interacting with the

team will increase psychological empowerment which in turn increases employee engagement.

Some consultants and researchers explained that employee development factors also affect employee engagement (Qatrunnada & Parahyanti, 2019) defined employee development as an effort to increase an employee's technical, theoretical, conceptual, and moral abilities that are relevant to the needs of the job or position through education and training. Employees feel more engaged when the company provides opportunities and support for employee development through job rotation, on-the-job learning, or training programs to improve their current job skills. Also, to develop the skills needed to handle the greater work responsibilities, which in turn impacts company performance.

Several studies also found the effect of personality traits on employee engagement. According to (Josefsson et al., 2013), personality traits are a stable set of characteristics, tendencies, and temperaments that determine the commonalities and differences in the individual's behavior. Organizational researchers most often study the common model of personality traits, known as the 'Big-five' (Langford, Dougall, & Parkes, 2017). Five indicators that shape a person's behavioral tendencies, namely extraversion (E), agreeableness (A), conscientiousness (C), emotional stability or commonly labeled with the opposite neuroticism (N) and openness to new experiences (O).
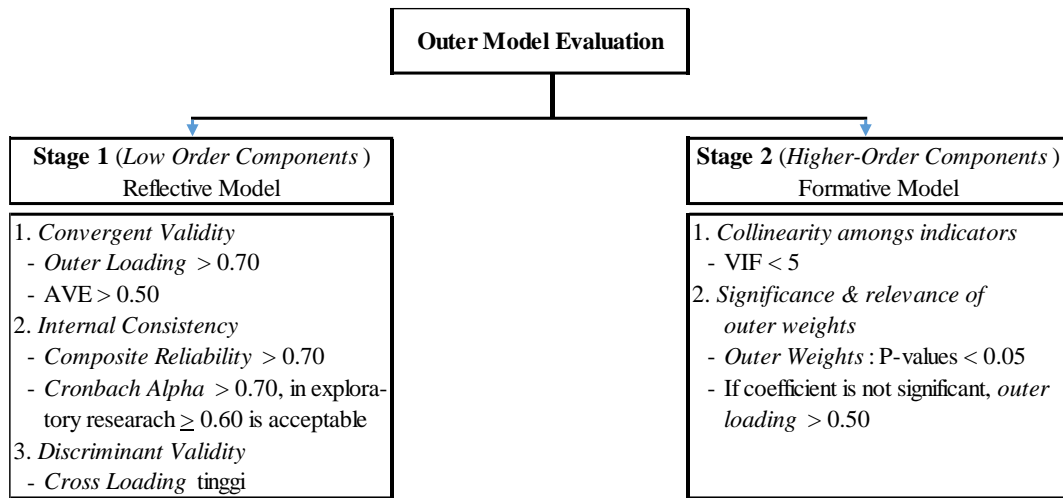
This research was conducted to get an insight into the level of employee engagement at PTA and examine the factors that become the employee engagement drivers in the company. It is hoped that the findings of this research can be used as a reference in constructing the intervention actions to optimize employee engagement levels, which will ultimately impact the company's success (Schaufeli, 2017).

RESEARCH METHOD

This study was designed using a quantitative approach with a correlational type of research. The research sample determines by using the purposive sampling technique by setting the criteria of the respondents who will be studied on specific considerations. This study defines permanent employees who have worked for 3 (three) years as a research sample.

The primary data collection of the research was carried out through a questionnaire submitted online. Demographic data was collected through alternative questions with a nominal scale, where respondents only chose one answer that was appropriate to their condition. All research instruments were prepared using a higher-order construct approach with a reflective-formative model. The questionnaire items are in the form of a preference statement with a Likert scale of 1-5, where respondents are asked to determine one answer option that fits their opinion.

Considering the analytical method in this study is Structural Equation Modeling Partial Least Square (SEM-PLS), the quantitative data obtained were statistically processed using the SmartPLS application (v.3.2.9). Furthermore, because the research instrument was prepared using the higher-order construct with a reflective-formative model, the measurement model (outer model) is evaluated using the disjoint two-stage approach (Sarstedt et al., 2019), which is described in the following chart:

```
                        ┌─────────────────────────┐
                        │ Outer Model Evaluation  │
                        └─────────────────────────┘
```

Stage 1 (*Low Order Components*) Reflective Model	**Stage 2** (*Higher-Order Components*) Formative Model
1. *Convergent Validity* - *Outer Loading* > 0.70 - $AVE > 0.50$ 2. *Internal Consistency* - *Composite Reliability* > 0.70 - *Cronbach Alpha* > 0.70, in exploratory researach ≥ 0.60 is acceptable 3. *Discriminant Validity* - *Cross Loading* tinggi	1. *Collinearity amongs indicators* - VIF < 5 2. *Significance & relevance of outer weights* - *Outer Weights* : P-values < 0.05 - If coefficient is not significant, *outer loading* > 0.50

After evaluating the outer (measurement) model, the next step is to assess the inner (structural) model to analyze the relationship between latent variables. The evaluation includes the collinearity between latent variables, path coefficient for estimating the structural model relationship, Coefficient of Determination (R^2 and Adjusted R^2), Effect Size (f^2), and Model Fit evaluation. The evaluation results are next used for testing the research hypothesis.

RESULT AND DISCUSSION

A. Research Result

1. Characteristics of Respondents

Researchers distributed online questionnaires to 371 employees of PTA who were categorized as research samples. There are 326 completed questionnaires, so in the following analysis, the number of data used is 326. Thus the total respondents of this study were 87.9% of the research sample.

Table 1. Respondents Profile

Demographic Data		Amount	Percentage
Gender	Man	228	69.9%
	Woman	98	30.1%
Age	$\leq$ 30 years old	70	21.5%
	31 - 40 years old	126	38.7%
	41 - 50 years	110	33.7%
	> 50 years	20	6.1%
Years of service	3 - 8 years	179	54.9%
	9 - 14 years old	76	23.3%
	15 - 20 years	35	10.7%
	> 21 years old	36	11.0%
Education	High school or equivalent	128	39.3%
	DI / DII / DIII	52	16.0%
	DIV / S1	141	43.3%
	S2	5	1.5%

The majority of samples were male (69.9%), aged between 31-50 years (72.4%). More than half of the sample had a year of service between 3 to 8 years (54.9%), and the education level of the majority sample was DIV/S1 (43.3%) and SMA or equivalent (39.3%).

2. Outer (Measurement) Model Evaluation

Considering that the measurement model (outer model) is evaluated using the disjoint two-stage approach, the evaluation is carried out in two stages:

a. Validity Testing and Reliability Calculation of Lower-Order Components (LOC)

The initial calculation results show that the outer loading value of item EE3 on the Employee Engagement instrument, item ED5 on the Employee Development instrument and item PT2 on the Personality Traits instrument have not met the requirements (< 0.70). Then the items are dropped, while the other items are valid and maintained because of the outer loading value > 0.70, as shown in Table 2. In addition, the Average Variance Extracted (AVE) value for each dimension on all variables has also met the requirements (> 0.50).

Table 2. Convergent Validity Evaluation of Lower-Order Components (LOC)

Variable (HOC)	Dimension (LOC)	Indicator (items)	Validity		
			Loadings	Result	AVE
Employee Engagement	Y1_Cognitive Involvement	EE1	0.775	Valid	
		EE2	0.777	Valid	
		EE3	0.680	Invalid	
		EE4	0.767	Valid	
	Y2_Emotional Involvement	EE5	0.803	Valid	0.577
		EE6	0.771	Valid	
		EE7	0.703	Valid	
	Y3_Physical Involvement	EE8	0.731	Valid	0.570
		EE9	0.799	Valid	
		EE10	0.734	Valid	
Empowering Leadership	X1.1_Leading by Example	EL1	0.899	Valid	0.750
		EL2	0.885	Valid	
		EL3	0.810	Valid	
	X1.2_Participative Decision Making	EL4	0.826	Valid	0.738
		EL5	0.887	Valid	
		EL6	0.862	Valid	
	X1.3_Coaching	EL7	0.863	Valid	0.706
		EL8	0.754	Valid	
		EL9	0.897	Valid	
	X1.4_Informing	EL10	0.873	Valid	0.748
		EL11	0.875	Valid	
		EL12	0.846	Valid	
	X1.5_Showing Concern	EL13	0.879	Valid	0.696
		EL14	0.884	Valid	
		EL15	0.732	Valid	
Employee Development	X2.1_Job Redesign	ED1	0.739	Valid	0.561
		ED2	0.786	Valid	

Variable (HOC)	Dimension (LOC)	Indicator (items)	Loadings	Result	AVE
		ED3	0.730	Valid	
		ED4	0.739	Valid	
	X2.2_Task Delegation	ED5	0.682	Invalid	0.658
		ED6	0.810	Valid	
		ED7	0.787	Valid	
		ED8	0.756	Valid	
	X2.3_Skill Training	ED9	0.765	Valid	0.691
		ED10	0.800	Valid	
		ED11	0.886	Valid	
		ED12	0.867	Valid	
	X2.4_Career Development	ED13	0.916	Valid	0.834
		ED14	0.915	Valid	
		ED15	0.909	Valid	
Personality Traits	X3.1_Extraversion	PT1	0.836	Valid	0.777
		PT2	0.557	Invalid	
		PT3	0.853	Valid	
	X3.2_Agreeableness	PT4	0.836	Valid	0.652
		PT5	0.848	Valid	
		PT6	0.752	Valid	
		PT7	0.790	Valid	
	X3.3_Conscientiousness	PT8	0.782	Valid	0.626
		PT9	0.777	Valid	
		PT10	0.846	Valid	
		PT11	0.758	Valid	
	X3.4_Emotional Stability	PT12	0.796	Valid	0.644
		PT13	0.783	Valid	
		PT14	0.811	Valid	
		PT15	0.818	Valid	
	X3.5_Openness to New Experience	PT16	0.876	Valid	0.720
		PT17	0.875	Valid	
		PT18	0.828	Valid	
		PT19	0.813	Valid	

Likewise, the discriminant validity value of each item has met the requirements where the Fornell-Larcker criterion shows the square root of the AVE of each reflective construct is larger than the correlations with the remaining constructs in the model.

Table 3 . Discriminant Validity Evaluation of Lower-Order Components (LOC)

	X1.1	X1.2	X1.3	X1.4	X1.5	X2.1	X2.2	X2.3	X2.4	X3.1	X3.2	X3.3	X3.4	X3.5	Y1	Y2	Y3
X1.1	**0.866**																
X1.2	0.751	**0.859**															
X1.3	0.737	0.779	**0.840**														
X1.4	0.747	0.749	0.794	**0.865**													
X1.5	0.711	0.723	0.750	0.777	**0.834**												
X2.1	0.351	0.371	0.374	0.375	0.401	**0.749**											
X2.2	0.398	0.470	0.443	0.414	0.424	0.477	**0.811**										
X2.3	0.375	0.385	0.419	0.458	0.391	0.410	0.527	**0.831**									
X2.4	0.333	0.332	0.315	0.398	0.361	0.417	0.486	0.569	**0.913**								
X3.1	0.222	0.255	0.222	0.238	0.206	0.280	0.280	0.287	0.254	**0.882**							
X3.2	0.149	0.198	0.223	0.192	0.164	0.309	0.340	0.310	0.298	0.653	**0.807**						
X3.3	0.236	0.259	0.258	0.285	0.248	0.299	0.382	0.303	0.257	0.536	0.596	**0.791**					
X3.4	0.229	0.253	0.237	0.235	0.230	0.320	0.320	0.284	0.247	0.548	0.607	0.608	**0.802**				
X3.5	0.185	0.229	0.204	0.200	0.195	0.309	0.352	0.309	0.253	0.549	0.594	0.694	0.693	**0.849**			
Y1	0.289	0.299	0.307	0.260	0.252	0.340	0.301	0.232	0.215	0.262	0.205	0.327	0.318	0.248	**0.805**		
Y2	0.398	0.433	0.405	0.392	0.371	0.386	0.351	0.363	0.305	0.342	0.296	0.350	0.416	0.406	0.589	**0.760**	
Y3	0.358	0.367	0.359	0.331	0.327	0.384	0.392	0.376	0.356	0.390	0.366	0.418	0.449	0.400	0.591	0.582	**0.755**

The value of the reliability calculation in Table 4 shows Cronbach's Alpha per dimension > 0.60 and Composite Reliability per dimension > 0.70. Thus, the reliability requirements for the lower-order components of all variables have been fulfilled so they can be analyzed further.

Table 4. Reliability Evaluation of Lower-Order Components (LOC)

Variable (HOC)	Dimension (LOC)	Reliability	
		Cronbach's Alpha	Composite Reliability
Employee Engagement	Y1_Cognitive Involvement	0.728	0.847
	Y2_Emotional Involvement	0.632	0.803
	Y3_Physical Involvement	0.624	0.799
Empowering Leadership	X1.1_Leading by Example	0.832	0.900
	X1.2_Participative Decision Making	0.822	0.894
	X1.3_Coaching	0.793	0.878
	X1.4_Informing	0.831	0.899
	X1.5_Showing Concern	0.784	0.872
Employee Development	X2.1_Job Redesign	0.746	0.836
	X2.2_Task Delegation	0.741	0.852
	X2.3_Skill Training	0.850	0.899
	X2.4_Career Development	0.901	0.938
Personality Traits	X3.1_Extraversion	0.713	0.875
	X3.2_Agreeableness	0.821	0.882
	X3.3_Conscientiousness	0.802	0.870

Variable	Dimension	Reliability	
(HOC)	(LOC)	Cronbach's Alpha	Composite Reliability
	X3.4_Emotional Stability	0.816	0.878
	X3.5_Openness to New Experience	0.871	0.911

b. Validity Testing of High-Order Components (HOC)

Collinearity evaluation shows the VIF value of each dimension on all variables < 5. Thus there is no interdimensional collinearity in the measured variables. Next, the dimensions Y1_Cognitive Involvement, X1.1_Leading by Example, X1.3_Coaching, X1.4_Informing, X1.5_Showing Concern, X2.4_Career Development, X3.2_ Agreeableness, and X3.5_ Openness to New Experience are not significant. However, the value of their outer loadings is > 0.50, so these dimensions are maintained, while the other dimensions are significant (p values < 0.05). Therefore, with the fulfillment of collinearity requirements and the significance of outer weights and outer loadings, all these dimensions are valid in compiling the measured construct and can be used in further data analysis. VIF values, Outer Weights, T-Statistics, p values and outer loadings for each dimension as presented in Table 5.

Table 5. Evaluation of Higher-Order Components (HOC)

LOC	VIF	Outer Weights	T-Statistics	P Values	Outer Loading	Result
Y1_Cognitive Involvement	1,754	0.082	0.852	0.197	0.701	Valid
Y2_Emotional Involvement	1,732	0.514	5.884	0.000	0.880	Valid
Y3_Physical Involvement	1,771	0.548	6.101	0.000	0.895	Valid
X1.1_Leading by Example	2,968	0.286	1.370	0.085	0.891	Valid
X1.2_Participative Decision Making	3.305	0.434	2.274	0.011	0.941	Valid
X1.3_Coaching	3,702	0.271	1.435	0.076	0.904	Valid
X1.4_Informing	3.766	0.049	0.239	0.406	0.850	Valid
X1.5_Showing Concern	3.082	0.062	0.324	0.373	0.819	Valid
X2.1_Job Redesign	1.469	0.461	5.248	0.000	0.827	Valid
X2.2_Task Delegation	1,835	0.307	2.365	0.009	0.821	Valid
X2.3_Skill Training	1,769	0.317	2,622	0.004	0.779	Valid
X2.4_Career Development	1,636	0.172	1.335	0.091	0.701	Valid
X3.1_Extraversion	1972	0.340	2,929	0.002	0.791	Valid
X3.2_Agreeableness	2.239	-0.094	0.760	0.224	0.687	Valid
X3.3_Conscientious-ness	2.222	0.268	1963	0.025	0.808	Valid
X3.4_Emotional Stability	2.280	0.470	3,653	0.000	0.899	Valid
X3.5_Openness to New Experience	2,592	0.188	1.234	0.109	0.832	Valid

3. Inner (Structural) Model Evaluation

Based on the evaluation of collinearity, it was found that the values of inner VIF are < 5, as shown in Table 6, which means that the correlation between constructs (latent variable) is not high. Thus, it is proven that there is no collinearity in the inner model under study.

Table 1. Inner VIF

	Y_ Employee Engagement
X1_ Empowering Leadership	1,448
X2_ Employee Development	1,629
X3_ Personality Traits	1.256

Referring to Table 7, all exogenous variables significantly affect employee engagement (p value < 0.05 and T-Statistic $\geq$ 1.96) with a positive influence.

Table 2. Path Coefficient Evaluation

Path Relationship	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Significant
X1_Empowering Leadership -> Y_Employee Engagement	0.231	4.448	0.000	Yes
X2_Employee Development -> Y_Employee Engagement	0.241	4.105	0.000	Yes
X3_Personality Traits -> Y_Employee Engagement	0.362	7.297	0.000	Yes

Calculation of statistical data shows the value of $R^2 = 0.433$ with Adjusted $R^2 = 0.428$. It represents the total variance of employee engagement variables that can be explained by all variables, namely empowering leadership (X1), employee development (X2), and personality traits (X3), simultaneously is 0.428 or 42.8%. It means that the three exogenous variables influence 42.8% of changes in employee engagement, and 57.2% are influenced by other variables not discussed in this research model. Referring to the reference R^2 by Chin (1998), the predictive accuracy level of the structural model of this study is categorized as moderate (> 0.33), where the effect of exogenous variables on the endogenous variable is as described in Table 8.

Table 8. Effect Size (f^2) Evaluation

Variable	Y_Employee Engagement	Effect Size
X1_Empowering Leadership	0.065	Small
X2_Employee Development	0.063	Small
X3_Personality Traits	0.183	Moderate

Since this measurement model is formative, the blindfolding procedure to measure cross-validated redundancy (Q^2) was not applied (Henseler et al., 2009). Evaluation of the model fit shows that the SRMR (estimated model) value has met the requirements (< 0.08), in fact indicating an acceptable fit because the SRMR value is 0.030 (< 0.05). In addition, the value of the NFI (Normed Fit Index) has also met the requirements = 0.969 (> 0.90). Thus, it can be concluded that the structural model and data are fit to test the effect of the variables studied. The results of the evaluation of the fit model are as presented in the following table:

Table 3. Fit Model Evaluation

	Saturated Model	**Estimated Model**
SRMR	0.030	**0.030**
d_ULS	0.141	0.141
d_G	0.092	0.092
Chi-Square	106.364	106.364
NFI	0.969	**0.969**

4. Hypothesis Testing

Table 4. Hypothesis Testing

Hypothesis	Path Relationship	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Decision
H1	X1_Empowering Leadership -> Y_Employee Engagement	0.231	0.052	4.448	0.000	Accepted
H2	X2_Employee Development -> Y_Employee Engagement	0.241	0.059	4.105	0.000	Accepted
H3	X3_Personality Traits -> Y_Employee Engagement	0.362	0.050	7.297	0.000	Accepted

In this study, three hypotheses will be tested through the analysis of data processing, as described below:

a. Empowering leadership (X_1) positively and significantly affects employee engagement (Y).

The first hypothesis formulated is H0 : There is a negative effect of Empowering Leadership (X_1) on Employee Engagement (Y) and H1 : There is a positive influence of Empowering Leadership (X_1) on Employee Engagement (Y).

Statistically, the hypothesis is written as follows:

$H0 : \rho y1 \leq 0$

$H1 : \rho y1 > 0$

Referring to Table 10, the p value = 0.000, significant (< 0.05) and T-Statistic is 4,448 (> 1.96) so H0 is rejected and H1 is accepted. The magnitude of the effect is +0.231. From the results, it can be concluded that Empowering Leadership (X_1) positively and significantly affects Employee Engagement (Y).

b. Employee development (X_2) positively and significantly affects employee engagement (Y).

The second hypothesis formulated is H0 : There is a negative effect of Employee Development (X_2) on Employee Engagement (Y) and H1 : There is a positive influence of Employee Development (X_2) on Employee Engagement (Y).

Statistically, the hypothesis is written as follows:

$H0 : \rho y2 \leq 0$

$H1 : \rho y2 > 0$

Referring to Table 10, the p value = 0.000, significant (< 0.05) and T-Statistic is 4.105 (> 1.96), so H0 is rejected and H1 is accepted. The magnitude of the effect is

+0.241. From the results, it can be concluded that Employee Development (X_2) positively and significantly affects Employee Engagement (Y).

c. Personality traits (X_3) positively and significantly affects employee engagement (Y). The third hypothesis formulated is H0 : There is a negative influence of Personality Traits (X_3) on Employee Engagement (Y) and H1 : There is a positive influence of Personality Traits (X_3) on Employee Engagement (Y).

Statistically, the hypothesis is written as follows:

H 0 : $\rho y3 \leq 0$

H 1 : $\rho y\,3 > 0$

Referring to Table 10, the p value = 0.000, significant (< 0.05) and T-Statistic is 7,297 (> 1.96), so H0 is rejected and H1 is accepted. The magnitude of the effect is +0.362. From the results, it can be concluded that Personality Traits (X3) positively and significantly affects Employee Engagement (Y).

B. Discussion

This study aimed to examine the impact of empowering leadership, employee development and personality traits on employee engagement at PTA. The data processing found that the total variance of the employee engagement variable explained simultaneously by exogenous variables was 0.428. Therefore, these three factors have 42.8% influence on changes in employee engagement, while the other 57.2% were influenced by other factors not examined in this research model. Therefore, all of H0 was rejected and H1 was accepted. It proved a positive effect of the three exogenous variables on the endogenous variable of the study.

Empowering leadership is proven significantly and positively affect employee engagement with path coefficients +0.225. It means that the better empowering leadership is applied, the higher employee engagement will be achieved in the company. This finding is in line with the results of research by Alotaibi et al. (2020), who found employees who felt empowered by their superiors would be motivated to be more engaged with their work and company. The same finding was found in the research of Qatrunnada and Parahyanti (2019). Empowering leaders' behavior, such as: working harder than a team member, coaching teams to be self-reliant, encouraging high-performing teams by showing confidence in their competence providing opportunities to participate in decision making, sharing new information, showing concern, and interacting with teams can increase employee psychological empowerment, which in turn increases their employee engagement. Employees who are empowered dare to take responsibility. They also actively find solutions without always asking for superiors' approval, work without supervision and always look for learning opportunities to develop their capabilities (Erkutlu & Chafra, 2013). In other words, they are more cognitively, emotionally and physically involved with their work.

Employee development, including job redesign, task delegation, skill training or career development, was also found significantly and positively affect employee engagement with path coefficients +0.241. It means that the better employee development efforts are carried out, the more employee engagement in the company will increase. It is in line with the findings (Elnaga & Imran, 2013) that training makes employees understand the importance of their work role in the company. It also makes them feel more valued and supported, so that they will increase their engagement with work and the company. While in the study by Kim et al. (2014), job rotation can increase employee engagement and reduce burnout. The results of this study strengthen the views of

Schaufeli and Salanova (2008), which explain that training in the company will increase efficacy belief or self-confidence that employees can demonstrate behaviors that are relevant to their work, which in turn affects employee engagement with their work. In addition, they also argue that by doing a work redesign, employees have the opportunity to be rotated and experience changes in position that make them more challenged and more motivated to work, stimulating professionalism development and providing learning opportunities for employees. Meanwhile, through career planning and development, employees have the chance to be placed in assignments that allow them to learn and develop professionally and personally. This condition keeps employees engaged with their work and the company.

Furthermore, personality traits were also found to have a significant positive effect on employee engagement with path coefficients +0.362, where emotional stability (outer weights = 0.470) and extraversion (outer weights = 0.340) became the dominant traits affecting employee engagement. It is in line with the findings of Inceoglu and Warr (2011) in their research which found emotional stability and extraversion as predictors of job engagement. Likewise, Langelaan et al. (2006) found that engaged employees tend to have high positive and low negative emotions compared to burnout employees.

CONCLUSION

Based on data processing and discussion, it concluded that the empowering leadership, employee development and personality traits have a positive and significant effect on employee engagement at PTA. Thus, the empowerment of superiors, especially involving team members in decision making necessary to be developed by leaders in the company because by actively participating in work-related decision making, employees are more engaged in their work. Likewise, employee development activities through job redesign, task delegation and skill training need to be improved so that employees can be more engaged in their work. Furthermore, considering that employees who have strong personality attributes, especially extraversion and emotional stability, are found to be more engaged at work, in the selection process for new employees at PTA, it is necessary to consider more about accepting candidates who have an extraversion personality profile and high emotional stability.

REFERENCES

Chin, Wyne W. (1998). The Partial Least Squares approach to Structural Equation Modeling. In George A. Marcoulides (Ed.), *Modern methods for business research* (pp. 295–336). Lawrence Erlbaum Associates.

Crocetta, Corrado, Antonucci, Laura, Cataldo, Rosanna, Galasso, Roberto, Grassia, Maria Gabriella, Lauro, Carlo Natale, & Marino, Marina. (2021). Higher-order PLS-PM approach for different types of constructs. *Social Indicators Research*, *154*(2), 725–754.

Dusek, Gary, Yurova, Yuilya, & Ruppel, Cynthia P. (2015). Using social media and targeted snowball sampling to survey a hard-to-reach population: A case study. *International Journal of Doctoral Studies*, *10*, 279.

Elnaga, Amir, & Imran, Amen. (2013). The effect of training on employee performance. *European Journal of Business and Management*, *5*(4), 137–147.

Hendri, Muhammad Irfani. (2019). The mediation effect of job satisfaction and organizational commitment on the organizational learning effect of the employee performance. *International Journal of Productivity and Performance Management*.

Henseler, J., Ringle, Christian M., & Sinkovics, R. R. (2009). The use of partial least squares path modeling in international marketing. *Advances in International Marketing*, *20*, 277–319. https://doi.org/10.1108/S1474-7979(2009)0000020014

Josefsson, Kim, Jokela, Markus, Cloninger, C. Robert, Hintsanen, Mirka, Salo, Johanna, Hintsa, Taina, Pulkki-Råback, Laura, & Keltikangas-Järvinen, Liisa. (2013). Maturity and change in personality: developmental trends of temperament and character in adulthood. *Development and Psychopathology*, *25*(3), 713–727.

Kunnanatt, James Thomas. (2016). 3D leadership–Strategy-linked leadership framework for managing teams. *Economics, Management, and Financial Markets*, *11*(3), 30–55.

Langford, Peter H., Dougall, Cameron B., & Parkes, Louise P. (2017). Measuring leader behaviour: evidence for a "big five" model of leadership. *Leadership & Organization Development Journal*, *38*(1), 126–144.

Purce, John. (2014). The impact of corporate strategy on human resource management. *New Perspectives on Human Resource Management (Routledge Revivals)*, *67*.

Qatrunnada, Rizqi Zulfa, & Parahyanti, Endang. (2019). Empowering leadership and work engagement: The role of psychological empowerment as a mediator. *2nd International Conference on Intervention and Applied Psychology (ICIAP 2018)*, 954–964. Atlantis Press.

Rothwell, William J., Jackson, Robert D., Ressler, Cami L., Jones, Maureen Connelly, & Brower, Meg. (2015). *Career planning and succession management: Developing your organization's talent—for today and tomorrow: Developing your organization's talent—for today and tomorrow*. ABC-CLIO.

Saks, Alan M., & Gruman, Jamie A. (2014). What do we really know about employee engagement? *Human Resource Development Quarterly*, *25*(2), 155–182.

Schaufeli, Wilmar B. (2017). Applying the job demands-resources model. *Organizational Dynamics*, *2*(46), 120–132.

Wong, Ken Kwong Kay. (2013). Partial least squares structural equation modeling (PLS-SEM) techniques using SmartPLS. *Marketing Bulletin*, *24*(1), 1–32.