

Digital Competency for Lecturers: Its Impact on Employee Engagement and Performance

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Abstracts: This studied aims to determine the effect of: 1) Digital competency on employee engagement 2) Digital competency on lecturer performance 3) Employee Engagement on lecturer performance 4) Digital competency on lecturer performance mediated by Employee Engagement The research was conducted at public and private tertiary institutions in Malang in Accounting study programs with A accreditation. The type of research is explanatory. The research population was lecturers at universities in Malang Indonesia with accounting study programs accredited A, consisting of 7 higher education institutions in Malang, accounting study programs with A accreditation. The samples were randomly selected from 4 universities in Malang, namely Brawijaya University, UIN Malang, Widyagama University, and STIE Malangkucecwara with a total sample of 105 lecturers. SMART PLS through outer and inner model analysis was used to evaluate the data. The results of the study inform that: 1) Digital competency had a significant positive effect on Employee Engagement in the digitalization era. 2) Digital competency had a significant positive effect on lecturer performance in the digitalization era. 3) Employee Engagement had a significant positive effect on lecturer performance in the digitalization era. 4) Digital competency had a significant positive effect on lecturer performance through Employee Engagement. Research findings show that digital competency does not have a major effect on lecturer performance. The adaptability of lecturers in using technology has a positive effect on improving lecturer performance. However, the role of employee engagement is quite large in mediating the influence of digital competition on lecturer performance. Employee engagement provides a very important role in improving lecturer performance and is higher than digital competency. This shows that organizational culture plays a big role in improving lecturer performance.

Keywords: Digital Competency, Lecturer, Employee Engagement, Lecturer Performance.

I. INTRODUCTION

In conditions where technology is very massively used, educational practices must also be transformed following technological developments (Bilbao-Aiastui et al., 2021). Technology is currently experiencing rapid development, especially in the education sector. Digital technology has changed. Digital developments must be responded quickly by the world of education. Lecturers are a determinant of the success of the higher education system which will later affect the quality of graduates (Kusumastuti, n.d.). Through the Ministry of Education and Culture's independent learning program, the independent campus is a space for sharing knowledge in the field of learning technology which will be implemented to improve the quality of education in Indonesia. The development of technology in the field of education has made conventional teaching patterns no longer suitable for use in the digitalization era (Ashmarina & Murzagalina, 2021). Innovation is needed in the field of Education to improve the work efficiency of lecturers through innovation in technology (Ashmarina & Murzagalina, 2021). In the digital era, all activities have turned to digitization, including students who are the target of learning (Bilbao-Aiastui et al., 2021), Therefore lecturers must also be able to adapt to technology. Digital competence is able to increase the efficiency of lecturers at work. Lecturers must keep abreast of technological developments so as to be able to produce highly competitive graduates. High-performing lecturers are needed to produce quality graduates. This can be achieved if lecturers have the ability to adapt technology (Bilbao-Aiastui et al., 2021). As professionals in Indonesia, lecturers are expected to have pedagogic, personal, social and professional competence. However, in reality the professional competence of university lecturers, especially private universities, is still low (Suhaemi & Aedi, 2015).

The reason for this research was conducted because of the inconsistency of the results of previous studies. In previous research (Yu & Moon, 2021) highlighting the role of digital competence in relation to the design of the learning process. This study focus on the digital competence of lecturers with a majority age of 36-55 years, where at this age the absorption of digital technology is less than that of young people. From the explanation above, the purpose of this study is to determine the effect of: 1) Digital competency on lecturer performance. 2)

Digital competency for employee engagement. 3) Employee Engagement on lecturer performance. 4) Digital competency on lecturer performance mediated by Employee Engagement.

II. Theory Acceptance Model

This research refers to the Acceptance Model theory (Fred Davis, 1986) and was refined in 1996. TAM is an adaptation of TRA which is specifically designed to model user acceptance of information systems. TAM is a theory that uses a behaviour theory approach that is widely used to study the process of adopting information technology. There are 3 factors that influence the use of a system as proposed by Fred Davis if it is related to this research, namely: 1) Perceived Usefulness, in this case, is a level where lecturers believe that having digital competencies can improve their performance. 2) Perceived Ease of Use, it means that the lecturer believes that using the system does not need to bother. 3) Intention to Use, namely the tendency of lecturers to use technology in carrying out their duties as a lecturer.

III. Performance

Performance is a very important and interesting part because it has proven to be very important for an institution, so it wants employees to work hard based on their abilities to achieve good work results (Lungu MF, 2020). Good performance is the desired condition in the working area. An employee will get good work performance if his performance is in accordance with the standards, both quality and quantity (Narkunienė J, 2018). Employee performance, according to Fujianti L (2018) is the product of an employee's quality and quantity of work completed in meeting the responsibilities assigned to him. Employee performance, according to Fujianti L (2018) is the product of an employee's quality and quantity of work completed in meeting the responsibilities assigned to him. Factors that can affect performance are motivation, competence, leadership, and work environment (Pramudyo, 2010). Then, Wahyuni M, Idris S, (2017) said that factors that affect performance include work motivation, abilities, work environment, work discipline, leadership, and personality. In addition, another factor that can affect employee performance is organizational restructuring (Wahyuni D, 2017). The organizational structure is a description of the division of authority and responsibility as well as the vertical and horizontal relationships of an organization in performing its activities (Khoirul H, Tulus H, Djuminah N, 2019). Changes to the organizational structure are the answer to various pressures both internal and external (Sartor MA, 2020). One of the demands of the community today is the effectiveness of the public administration system in performing public service functions through a rearrangement of the organizational structure that is healthier and more efficient (Schulman, 2020). Meanwhile, organizational restructuring is a process in which the organization moves from its current state to the desired future, namely the achievement of an effective organization (Krogh, 2018). Another factor that can affect employee performance is employee capability. Abdurrahman (2015) defines capability as a collection of interconnected tools used to carry out essential tasks. It is built into a company's or organization's expertise and employee skills. The use of capabilities as a tool for selecting employees within the organization is to select the best candidate employees, namely the expected clarity of employee behavior, effective targets, and minimizing recruitment costs (Mohan, 2014).

IV. Digital Competency

Through information technology the world has changed rapidly from what we did not predict before (Al-Ruithe et al., 2018). Digital competence is a competency that must be possessed by individuals in daily activities, social activities and work completion (Guárdia et al., 2017). According to Spencer and Spencer, competence is a combination of knowledge, skill and attitude. In this study, digital competence leads to the ability of lecturers in lecturer competence to use digital applications in the learning process with indicators Research results (Yu & Moon, 2021) Digital competency developed together with teaching methods will improve lecturer performance. As an effort to continuously improve lecturer professionalism in the digital era, lecturers must be able to adapt to changes through mastery of digital competencies (Mirete et al., 2020). Based on theoretical and empirical studies, hypotheses can be formulated: H1: Digital competency affects lecturer performance. H2: Digital competency has an effect on employee engagement.

V. Employee Engagement

Organizations should build employee engagement with employees as an effort to improve performance (malik et al., 2016). According to Medlin & Green, (2008); Dajani, (2015); Council, (2004). c (Markos & Sridevi, 2010). Employees who are engaged tend to contribute more in terms of productivity and increase performance (Mehta & Mehta, 2013). According to Gruman n Saks, (2011); IBM Software (2014). Employees who are engaged tend to contribute more in terms of productivity and increase performance (Yalabik et al., 2013). c (West & Dawson, 2012). Employees who are engaged tend to contribute more in terms of productivity and increase performance (malik et al., 2016); (Fletcher et al., 2014). Effective employee engagement is a key

component of improving organizational performance (Roy P, 2013). In the era of the covid 19 and post covid 19 pandemic, many companies are trying to increase productivity through employee engagement (Ratnasari et al., 2019); (Putu Agus Adnyana et al., 2021). Every organization trying to retain their employees and high performance improvement, employee engagement is the right choice (Radda et al., 2015). Based on the statement above, we can formulate the hypothesis: H3: Employee engagement has an effect on lecturer performance. H4: Digital competency has an effect on lecturer performance through Employee engagement. From the development of this hypothesis, a framework for hypothesis development was compiled as follows:

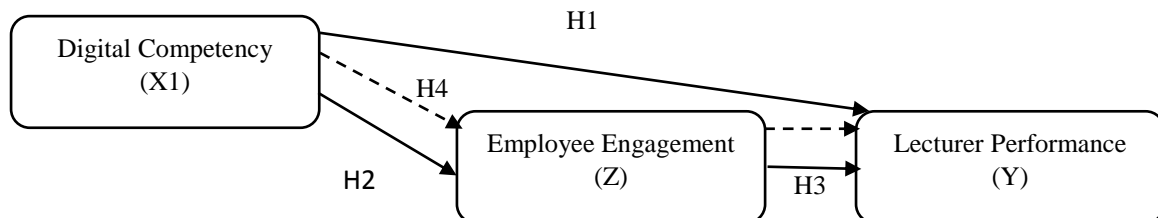


Figure 1: Conceptual Model

- X1 : Digital Competency
- Z : Employee Engagement
- Y : Lecturer Performance

The arrow line that is clearly visible is a direct influence between variables and the dotted arrow line is an indirect influence on the variable

VI. Research Methodology

This type of research is explanatory. The research population was universities in Malang with undergraduate accounting study programs accredited A seven universities, namely Brawijaya University, UIN Malik Ibrahim Malang, STIE Malangkecwara, Widyagama University, Islamic University Malang, and Muhammadiyah University. Poor. The sampling stage is carried out through the following stages: 1) First Stage randomly selects 50% of the total population. Through the "Rand" method, the selected excel colleges were 4 colleges consisting of: Brawijaya University, UIN Malang, Widyagama University, and STIE Malangkecwara. All lecturers in the study program were used as research samples. 2) Stage 2 determines the number of lecturers from the 4 selected universities. The number of lecturers for accounting study program at STIE Malangkecwara 23 lecturers, Widyagama University 17 lecturers, 50 lecturers for Brawijaya University, and 25 lecturers for State Islamic University of Malang, making a total of 115 lecturers. All lecturers in the study program were used as research samples. Data were obtained from primary sources by distributing questionnaires to respondents. Data were obtained from primary sources through distributing questionnaires to respondents. The questionnaire distribution technique was entrusted through the head of study program with a return period of 2 weeks via Google form, with re-confirmation for returning the questionnaire to the head of study program within that period. Data were analyzed using Smart PLS through the outer model and inner model stages (Ghozali (2014). PLS analysis in addition to confirming the theory, is also to determine the effect of latent variables, as well as constructs that are formed with reflexive and formative indicators (Hair, et al., 2019). The research measurement scale uses 5-point Likert scale. The research variables consist of the independent variable digital competence and the dependent variable employee engagement and lecturer performance. The digital competence variable indicator is adopted from Setiono et al., (2022) D: 1) Mastery of digital technology, 2) having initiative, 3) adaptive, 4) communicative and adopted differentiate competency was adopted from Spencer and Spencer 1990 and consists of: 1) Achievement Orientation, 2) Interpersonal, 3) Customer Service Orientation, 4) Developing Others. 5) Professional, 6) Confident. The variable indicator of employee engagement was adopted from the study (Anggraini et al., 2016) with Y generation research subjects consisting of: organizational culture, rewards, and personal resources. While the performance variable indicator refers to Robbins (2006), consisting of: Quality, Quantity, Effectiveness, Efficiency, and Independence.

VII. RESULT AND DISCUSSION

Characteristics of respondents based on age obtained 17 people or 16.2 percent aged 25-35 years, 40 people or 38.1 percent aged 36-45 years, 24 people or 22.9 percent aged 46-55 years, 16 people or 15.2 percent aged 56-65 years, and 8 people or 7.6 percent aged > 65 years. Characteristics of respondents based on gender obtained 49 people or 46.7 percent male and 56 people or 53.3 percent female. Meanwhile, the characteristics of

respondents based on their last education were that 77 people or 73.3 percent took a master's degree and 28 people or 26.7 percent took a doctoral degree.

The results of the validity test with Pearson Correlation on question items on digital competency, employee engagement, and lecturer performance show that all item. The results of the validity test with Pearson Correlation on question items on digital competency, employee engagement, and lecturer performance are shown in table 1. Validity Test Results

Table 1: Validity Test Results

No	Indicators		R Count	r table	Information
Digital Competency					
1	Mastery of digital technology	DC1	0.840	0.361	Valid
2	Having initiative	DC2	0.903	0.361	Valid
3	Adaptive	DC3	0.926	0.361	Valid
4	communicative	DC4	0.861	0.361	Valid
5	Achievement Orientation	DC5	0.854	0.361	Valid
6	Interpersonal	DC6	0.914	0.361	Valid
7	Customer Service Orientation	DC7	0.914	0.361	Valid
8	Developing Others	DC8	0.897	0.361	Valid
9	Professional	DC9	0.886	0.361	Valid
10	Confident	DC10	0.879	0.361	Valid
Employee Engagement					
1	Organizational culture	EE1	0.842	0.361	Valid
2	Reward	EE2	0.911	0.361	Valid
3	Personal resource	EE3	0.945	0.361	Valid
Lecturer Performance					
1	Quality	P1	0.914	0.361	Valid
2	Quantity	P2	0.919	0.361	Valid
3	Efektifity	P3	0.888	0.361	Valid
4	Efficiency	P4	0.924	0.361	Valid
5	Independence	P5	0.874	0.361	Valid

Source: Primary Data (processed in 2022)

The results of reliability tests with Cronbach Alpha digital competency, employee engagement, and lecturer performance question items obtained the results that all items were reliable provided that the *Cronbach Alpha* value was more than 0.600.

Table 2: Reliability Test Results

No	Variable	Number of Items	Cronbach Alpha	Value Limit	Information
1	Digital Competency	10	0.965	0.600	Reliabel
2	Employee Engagement	3	0.877	0.600	Reliabel
3	Lecturer performance	5	0.940	0.600	Reliabel

Source: Primary Data (processed in 2022)

The results of this study were analyzed using Smart PLS 3.2.9 Software. Partial Least Square (PLS) analysis is performed through inner and outer models. Outer model tests can be performed through convergent validity, AVE tests and construct reliability.

Table 3: Convergent Validity Test Results

No	Indicators		Loading Factor	T-Statistical	P	Information
Digital Competency						
1	Mastery of digital technology	DC1	0.822	22.924	0.000	Valid
2	Having initiative	DC2	0.891	53.695	0.000	Valid
3	Adaptive	DC3	0.894	14.702	0.000	Valid
4	communicative	DC4	0.836	26.607	0.000	Valid
5	Achievement Orientation	DC5	0.860	32.506	0.000	Valid
6	Interpersonal	DC6	0.809	18.706	0.000	Valid
7	Customer Service Orientation	DC7	0.845	27.301	0.000	Valid
8	Developing Others	DC8	0.841	35.901	0.000	Valid
9	Professional	DC9	0.836	20.700	0.000	Valid
10	Confident	DC10	0.832	22.596	0.000	Valid
Employee Engagement						
1	Organizational culture	EE1	0.939	23.833	0.000	Valid
2	Reward	EE2	0.898	38.797	0.000	Valid
3	Personal resource	EE3	0.889	46.773	0.000	Valid
Lecturer Performance						
1	Quality	LP1	0.899	43.604	0.000	Valid
2	Quantity	LP2	0.862	29.334	0.000	Valid
3	Effective	LP3	0.752	17.395	0.000	Valid
4	Efficient	LP4	0.760	15.032	0.000	Valid
5	Independence	LP5	0.764	13.182	0.000	Valid

Source: Primary Data (processed in 2022)

The results of the convergent validity test on differentiated competency, employee engagement, and lecturer performance with a reflective measurement model obtained a loading factor value of more than 0.700 indicators so that the indicators of the variables have met convergent validity.

Tabel 1: Hasil Uji AVE

No	Variable	AVE	Value Limit	Information
1	Digital Competency	0.705	0.500	valid
2	Employee Engagement	0.767	0.500	valid
3	Lecturer Performance	0.656	0.500	valid

Source: Primary Data (processed in 2022)

The results of the construct validity test using the Average Variance Extracted value were obtained the test result value met the test criteria of more than 0.50 so that each variable of digital competency, employee engagement, and lecturer performance had met construct validity.

The results of the reliability test using the Composite Reliability value and the Cronbach's Alpha value were obtained the test result value met the test criteria of more than 0.70 so that each variable of digital competency, employee engagement, and lecturer performance had met construct reliability.

Table 5: Construct Reliability Test Results

No	Variable	Cronbach's Alpha	Composite Reliability	Value Limit	Information
1	Digital Competency	0.953	0.960	0.700	Reliable
2	Employee Engagement	0.848	0.908	0.700	Reliable

No	Variable	Cronbach's Alpha	Composite Reliability	Value Limit	Information
3	Lecturer performance	0.867	0.904	0.700	Reliable

Source: Primary Data (processed in 2022)

Inner Model

The results of the inner model test include the value of the coefficient of determination (R-square).

Table 6: Coefficient of Determination Test Results

No	Independent Variable	Dependent Variable	R Square
1	Digital Competency	Employee Engagement	0.397
2	Digital Competency	Lecturer Performance	0.775
3	Employee Engagement		

Source: Primary Data (processed in 2022)

The results of the coefficient of determination of the influence between employee competency and employee engagement on lecturer performance obtained an R square value of 0.775 which means that the influence on lecturer performance can be explained by 77.5 percent by digital competency and employee engagement, the rest is explained by variables other than models. Meanwhile, the coefficient of determination of the influence between Digital competency on employee engagement obtained an R square value of 0.397 which means that the influence on employee engagement can be explained by 39.7 percent by digital competency, while the rest is explained by other variables.

These results show that digital competency, employee engagement, and lecturer performance have a positive relationship between variables. The variable digital competency measured from 10 indicators shows that adaptive indicators are the dominant indicator in forming the variable digital competency with a loading factor value of 0.894

The employee engagement measured from 3 indicators shows that the organization culture indicator is the dominant indicator in forming the employee engagement variable with a loading factor value of 0.898. The lecturer performance variable measured from 5 indicators shows that the quality indicator is the dominant indicator in forming a lecturer performance variable with a loading factor value of 0.899. The following are presented the results of hypothesis testing based on the value of the path coefficient and T-Statistical/P-value.

Table 7: Hypothesis Test Results

No	Variables	Path Coefficient	St dev	T-Statistical	P	Information
1	Digital Competency → Employee Engagement	0.630	0.063	10.074	0.000	Significant
2	Digital Competency → Lecturer performance	0.341	0.087	3.925	0.000	Significant
3	Employee Engagement → Lecturer performance	0.625	0.078	8.036	0.000	Significant
4	Digital Competency → Employee Engagement → Lecturer performance	0.393	0.071	5.566	0.000	Significant

Source: Primary Data (processed in 2022)

The results of hypothesis testing are presented as follows:

H₁: Digital Competency and Employee Engagement

The hypothesis of the effect between digital competency on employee engagement obtained a path coefficient of 0.635 with a statistical t value of 10.079 and a significance value of 0.000. The results show a statistical t value of more than t table (t stat > 1.960) and a significance value of less than 0.05 (sig < 0.05) so that digital competency has a positive and significant influence on employee engagement. The higher the digital competency will affect the higher employee engagement. The results showed that the hypothesis proved correct. Digital competency will have a positive effect on Employee Engagement. Thus, the better a university optimizes the Digital competency of its lecturers, the higher the Employee Engagement.

The results of this study show that the hypothesis of the influence between digital competency on employee engagement has a positive and significant influence. This means that the higher the ability of lecturers to adapt, the higher employee engagement. The results showed that the second hypothesis proved correct. Lecturers who

have good adaptability will be able to increase their involvement in the team to achieve common goals in an organization. The higher the adaptability possessed, the more he is able to involve himself in activities that support his activities.

The results of this study are in line with the results of the study Haddud et al., (2016), Social media skills related to entrepreneurship, communication skills and change readiness are used to increase employee engagement. According to Andik & Ratnasari (2023); Rahmah Muthia (2018), that work-related competencies can increase employee engagement. According to Haruna & Marthandan (2017), Developing employee competencies aims to improve employee positive outcomes and employee love for the organization. In contrast to the results of the study Oberländer & Bipp (2022), Which shows that during the pandemic, the digital ability of employee competence actually increases people working individually so that digital competence does not increase employee engagement. While research Siddoo et al., (2019), The Digital Competency curriculum is used for readiness in the world of work.

H₂: Digital Competency and Lecturer Performance

The hypothesis of the influence between digital competency on lecturer performance obtained a path coefficient of 0.346 with a statistical t value of 3.925 and a significance value of 0.000. The results show a statistical t value of more than t table ($t_{stat} > 1.960$) and a significance value of less than 0.05 ($sig < 0.05$) so that digital competency has a positive and significant influence on lecturer performance, meaning that the higher the digital competency will affect the higher the lecturer's performance. The results showed that the hypothesis proved correct. Digital competency can be a distinguishing competency factor that is used as a guideline to obtain progress in lecturer performance in the teaching and learning process and lecturer training guidelines to improve performance in the teaching-learning process. Digital competency has a positive and significant influence on lecturer performance, meaning that the higher Digital competency will affect the higher the Lecturer Performance.

The results of this study show that the hypothesis of the influence between digital competency on lecturer performance has a positive and significant influence on lecturer performance, meaning that the higher the digital competency will affect the higher the lecturer's performance. The results showed that the hypothesis proved correct. However, employee engagement has a greater role than the influence of digital competency on the performance of lecturers with the majority of lecturers aged 36-55 years. The results of this study show that the digital competence indicator that has the greatest influence is "adaptive" This shows that the adaptability of lecturers in using technology has a positive effect on improving lecturer performance. The results also showed that it has a greater influence in mediating digital competition on performance. This shows that organizational culture plays a big role in improving lecturer performance. Digital competency also has an influence on employee engagement. Meanwhile, employee engagement is the most influential variable in improving lecturer performance at the majority of ages 36-55 years.

This research is in line with the results of the study malik et al., (2016); Fletcher et al., (2014), Organizations should increase employee engagement with their employees as an effort to improve performance Effective employee engagement is a key component of improving organizational performance (Roy P, 2013). Employee engagement is used by companies to improve performance (Ratnasari et al., 2019); (Putu Agus Adnyana et al., 2021). Every organization strives to retain their employees and high performance improvement, employee engagement is the right choice (Radda et al., 2015). Another study that is also in line with these results is the research conducted Council (2004), To create and maintain an engaged workforce towards the organization that effectively manages the organization with 4 levers namely: Business Risk, Key Contributors, Engagement Barriers, Culture.

The results of this study distinguish it from previous studies in terms of focusing attention. On research Yu & Moon (2021), Highlighting the success of lecturer performance depends more on the approach in the learning process combined with the technology used appropriately. Digital competency without being supported by the intention, willingness and effort of lecturers in combining the right learning process methods does not improve lecturer performance. According to Guárdia et al., (2017) Performance appraisal takes precedence over performance implementation achievement indicators. Digital competencies that are properly combined in performance achievement indicators will be able to improve individual performance. Professional lecturers will be achieved continuously if supported by the ability of lecturers to adapt to a changing environment. In the era of digitalization, lecturers must have mastery of information technology to support better learning outcomes (Mirete et al., 2020).

H₃: Employee Engagement and Lecturer Performance

The hypothesis of the influence between employee engagement on lecturer performance obtained a path coefficient of 0.630 with a statistical t value of 8.036 and a significance value of 0.000. The results show a statistical t value of more than t table ($t_{stat} > 1.960$) and a significance value of less than 0.05 ($sig < 0.05$) so

that it is stated that employee engagement has a positive and significant influence on lecturer performance, meaning that higher employee engagement will affect the higher the lecturer's performance. The results showed that the hypothesis proved correct. Employee Engagement has a positive and significant influence on lecturer performance, meaning that higher Employee Engagement will affect the higher the Lecturer Performance. Several other studies that have the same conclusion include the need to increase knowledge, skills, or attitudes for employees in an effort to improve organizational performance (Ratnasari & Tarimin, 2021). Employee engagement pushes the boundaries of employees (Mehta & Mehta, 2013) and A performance management process approach that includes employee engagement and key drivers of employee engagement at every stage of the organization (Gruman & Saks, 2011). The results of this study are in line with Bakker et al., (2012) which states that employee engagement is able to improve employee performance.

H₄: Digital Competency Affects Lecturer Performance through Employee Engagement

The hypothesis of the influence between digital competency on lecturer performance through employee engagement obtained a path coefficient of 0.393 with a statistical t value of 5.566 and a significance value of 0.000. The results show a statistical t value of more than t table ($t_{stat} > 1.960$) and a significance value of less than 0.05 ($sig < 0.05$) so that digital competency has a positive and significant influence on lecturer performance through employee engagement, meaning that the higher the digital competency will affect the higher employee engagement, and will indirectly affect the higher the lecturer's performance. The results showed that the hypothesis proved correct. Digital competency has a positive and significant influence on lecturer performance through Employee Engagement, meaning that the higher Digital competency will affect the higher the Employee Engagement, and will indirectly affect the higher the Lecturer Performance.

The results of this study show that the hypothesis of the influence between digital competency on lecturer performance through employee engagement has a positive and significant influence on lecturer performance. The higher the employee engagement, the higher the influence of digital competency on lecturer performance. The results showed that the fourth hypothesis proved correct. Employee engagement has a greater role in mediating the influence of digital competency on lecturer performance, compared to the direct influence of digital competency on lecturer performance with the majority of lecturers aged 36-55 years.

The results of this study are in line with the results of the study Mohammadyari & Singh, (2015), which states that digital capabilities are used for e-learning improvements that have an impact on improving performance. According to Andik & Ratnasari (2023), Employee engagement increases the influence of professional competencies on employee performance.

VIII. CONCLUSION

The results showed that Digital competency can improve lecturer performance. The adaptability of lecturers in using technology has a positive effect on improving lecturer performance. The results also showed that employee engagement has a greater influence in mediating digital competition on lecturer performance. This shows that organizational culture plays a big role in improving lecturer performance. Digital competency without being supported by the Supportive organizational culture does not improve lecturer performance. This is shown by employee engagement has a greater role than digital competence in improving employee performance. Adaptability, it has a greater contribution in improving lecturer performance than the digital competence possessed by lecturers.

The limitation of this study is that research is only carried out at universities in Malang Indonesia that are accredited A. For further research, it is expected to be carried out at universities throughout Indonesia.

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