

The Influence Of Digital Literacy On Employee Performance With Work Ethic As A Moderating Variable

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ABSTRACT

This research is a quantitative research with an explanatory approach, namely an approach that has a strong relationship with previous studies, such as siblings, to create, modify, and prove the hypothesis in this article. The data used in this study is primary data that the researcher obtained from an online questionnaire distributed to two hundred and eighty-five employees of “Mitra Sepuluh” Company, spread throughout Indonesia. The data that the researcher obtained was analyzed using the smart PLS 4.0 analysis tool. The conclusion in this article shows that the Digital Literacy variable has a positive relationship direction and a significant influence on Employee Performance in the first hypothesis. This is because the P-values in this article are positive and below the 0.05 significance level, namely 0.016. These results mean that the better digital literacy possessed by an employee can make employees smarter, make it easier for them to complete tasks for the company, and ultimately improve employee performance. In the next hypothesis, the Work Ethic variable can also moderate the influence of the Digital Literacy variable on Employee Performance because the same thing is that the P-Values are positive and below the 0.05 significance level, namely 0.000, more significant than the direct test of 0.000. Thus, it can be concluded that the first and second hypotheses in this article can be accepted and proven

Keywords: *Digital Literacy, Work Life Balance, Work Ethic, Employee Performance*

Introduction

Digital literacy is the knowledge and ability to use digital media, communication tools, or networks in searching, evaluating, using, creating, and utilizing information in a healthy, wise, intelligent, careful, and accurate manner to promote communication and interaction in everyday life. reading and writing skills [1]. In its development, digital literacy is defined as communicating, socializing, thinking, and connecting with digital media. In addition, the goal of building digital literacy, including information and technology literacy, is to improve the quality of competitive human resources [2]. Literacy comes from the English word literacy, which is defined as the ability to read and write. However, the definition of literacy has developed to include reading, writing, speaking, listening, imagining, and seeing. The reading process involves cognitive processes, linguistic processes, and social activities.

According to UNESCO, literacy is the ability to identify, understand, interpret, create, communicate, calculate, and use printed and written materials related to various contexts. Literacy involves a series of learning that enables individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their communities and the wider society. Meanwhile, the word digital comes from the word digitus, in Greek, which means fingers. If a person's fingers are counted, they will total ten (10). The value of ten consists of 2 radix, namely 1 and 0. Therefore, digital is a description of a number condition consisting of the numbers 0 and 1 or off and on (binary number system), which can also be called the term bit (Binary Digit) [3].

Digital literacy is basic technical skills for operating computer devices and the internet. Furthermore, it understands and can think critically, evaluate digital media, and design communication content. According to [4], digital literacy is using technology and information from digital devices effectively and efficiently in various contexts, such as academic, career, and daily life. On the other hand, according to Martin, digital literacy combines several forms of literacy: computer, information, technology, visual, media, and communication. With these six basic literacy skills, Martin formulated the following dimensions of digital literacy: On the other hand, according to Martin, digital literacy is a combination of several forms of literacy, namely: computer, information, technology, visual, media, and communication. With these six basic literacy skills, Martin formulated the following dimensions of digital literacy [5] & [6]: a) Digital literacy involves the ability of digital actions that are tied to work, learning, pleasure and other aspects of daily life. b) Individual digital literacy varies depending on the daily situations he experiences and the lifelong process, such as the individual's life situation. c) Digital literacy involves the ability to gather and use knowledge, techniques, attitudes, and personal qualities, as well as

the ability to plan, execute, and evaluate digital actions as part of solving problems/tasks in life. d) Digital literacy also involves a person's awareness of their digital literacy level and the development of digital literacy.

Based on computer and information literacy, Bawden developed a more comprehensive concept of digital literacy [7]. Bawden stated that digital literacy encompasses the following aspects [8]&[9]: a) Knowledge assembly, namely the ability to build information from various trusted sources. b) The ability to present information, including critical thinking in understanding information, with awareness of the validity and completeness of internet sources. c) The ability to read and understand non-sequential and dynamic information materials. d) Awareness of the importance of conventional media and connecting them with networked media (the internet). e) Awareness of access to networks of people who can be used as sources of reference and assistance. f) Filters are used for incoming information. g) Feeling comfortable and having access to communicate and publish information. Based on the various definitions above, digital literacy is the interest, attitude, and ability of individuals in using digital technology and communication tools such as smartphones, tablets, laptops, and desktop PCs to access, manage, integrate, analyze and evaluate information, build new knowledge, create and communicate with others to participate effectively in society.

Based on the explanation above, researchers believe that digital literacy can positively and significantly influence employee performance. According to [10] Performance is the result or level of success of a person as a whole during a specific period in carrying out tasks with various possibilities, such as work standards, targets or criteria previously determined and set. According to [11], Employee performance is an action employees take in carrying out their work for the company's progress. Performance in carrying out its functions is not independent. Still, it is always related to employee job satisfaction and the reward level, and is influenced by the individual's skills, abilities, and characteristics. According to [12], Performance is a tangible form of work that results in the quality and quantity an employee achieves in carrying out their duties per the responsibilities he has received. According to [13], the behavioural approach in performance management is the quantity or quality of something produced or services provided by someone who does the work. Performance, according to [14], is the result or level of success of a person as a whole during a specific period in carrying out tasks compared to various possibilities, such as work result standards, targets or goals or criteria that have been determined in advance and agreed upon together.

According to [15], factors that influence behaviour and performance are divided into three factors, namely: a. Individual Factors, namely, abilities and skills (mental and physical), background (experience, family, etc.) and demographics (age, origin, etc.). b. Organisational factors include resources, leadership, compensation, organisational structure, and job descriptions. c. Psychological Factors, namely, motivation, perception, attitude, personality, and learning patterns. Similar to the explanation above, [16] explains that factors that can influence employee performance include [17]: a. Personal factors consisting of knowledge, skills, abilities, self-confidence, motivation and commitment possessed by each individual. b. Leadership factors include aspects of the quality of managers and team leaders in providing encouragement, enthusiasm, direction, and support. c. Team factors include the quality of support and enthusiasm of colleagues, trust in fellow team members, and cohesiveness. d. System factors, including work systems, work facilities and infrastructure provided by the organization, compensation and organizational processes and performance culture in business company organizations.

According to [18], there are three dimensions in measuring individual employee performance: 1. Task Performance: Performance in the form of Task Performance consists of explicit job behaviours that include basic job responsibilities assigned as part of the job description. The definition of Task Performance according to [11] is the ability to work with previous experience. In an organizational context, it is an understanding of the contract between managers and subordinates to complete the assigned task. 2. Adaptive Performance: Adaptive Performance, according to [19], is the ability of individuals to adapt and provide the necessary support for job profiles in dynamic work situations. According to [20], forms of adaptive performance include technological transformation, changes in core job assignments, organisational restructuring, and so on. The evolution of various new jobs as part of technological innovation requires employees to engage in new learning and adapt to changes efficiently. Employees are also expected to adjust their interpersonal behaviour to work successfully with various colleagues and subordinates in these changing circumstances. 3. Contextual Performance: Brief and Motowidlo define Contextual Performance as behaviour carried out by an organisation member directed at individuals, groups, or organisations in society.

Several previous studies [21], [22], and [23] show that the Digital Literacy variable can have a positive relationship direction and a significant influence on Employee Performance. In contrast to the studies [21], [22], and [23], this article adds the Work Ethic variable as a moderating variable that researchers believe can strengthen the influence of the Digital Literacy variable on Employee Performance.

Research Methods

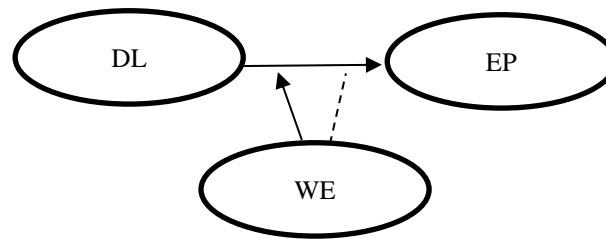


Figure 1. Model

Noted:

DL: Digital Literacy

EP: Employee Performance

WE: Work Ethics

Hypothesis:

H1: The Influence of Digital Literacy on Employee Performance

H2: Work Ethics Can Moderates The Influence of Digital Literacy on Employee Performance

The exposure of the first image above shows that this article has the intention and goal to analyze the influence of the Digital Literacy variable on Employee Performance. The intent and goal that the researcher intended in this article is in line with his research [21]; [22] & [23]. Different from his research [21]; [22] & [23], this article adds the Work Ethic variable as a moderating variable that the researcher believes can strengthen the influence of the Digital Literacy variable on Employee Performance. This research is a quantitative research with an explanatory approach, namely an approach that has a strong relationship with previous studies like siblings to create, modify, and prove the hypothesis in this article [24] & [25]. The data used in this study is primary data that the researcher obtained from an online questionnaire distributed to two hundred and eighty-five employees of “Mitra Sepuluh” Company spread throughout Indonesia. The data that the researcher obtained was analyzed using the smart PLS 4.0 analysis tool.

Result And Discussion

Background Analysis

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Based on the explanation above, researchers believe that Digital Literacy can significantly influence Employee Performance. According to [10] Performance is the result or level of success of a person as a whole during a specific period in carrying out tasks with various possibilities, such as work standards, targets or criteria previously determined and set. According to [11], Employee performance is an action employees take in carrying out their work for the company's progress. Performance in carrying out its functions is not independent. Still, it is always related to employee job satisfaction and the level of reward given, and is influenced by the individual's skills, abilities, and characteristics. According to [12], Performance is a tangible form of work that results in the quality and quantity an employee achieves in carrying out their duties following the responsibilities he has received. According to [13], the behavioural approach in performance management is the quantity or quality of something produced or services provided by someone who does the work. Performance, according to [14], is the result or level of success of a person as a whole during a specific period in carrying out tasks compared to various possibilities, such as work result standards, targets or goals or criteria that have been determined in advance and agreed upon together.

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Validity Test

The first stage in this article is the validity test. This stage aims to determine whether the data the author obtained from 285 employees of the “Mitra Sepuluh” company across Indonesia is valid. Based on this, the following are the results of the validity test in this article [26]:

Table 1. Validity Test

Variable	Question Item	Loading Factor
Digital Literacy (X)	Digital Literacy Can Influence Employee Performance	0.882
	Digital Literacy Can Make Employees Smarter	0.914
	Digital Literacy Can Make It Easier for Employees to Complete Their Tasks	0.925
	Digital Literacy Can Improve the Quality of Employees' Work	0.897
Employee Performance (Y)	Employee Performance Improves as Employees' Intelligence Increases	0.944
	Digital Literacy Can influence Employee Performance	0.952
	Work Ethic Can influence Employee Performance	0.965
	The Level of Success of Employees in Completing Tasks Can influence Employee Performance	0.978
Work Ethics (Z)	Work Ethic Can Influence Employee Performance	0.987
	Work Ethic Can Improve Employees' Digital Literacy	0.992

Valid > 0.70

Reliability Test

The next stage is the reliability test, which is also mandatory in the article. This stage is used to determine whether the hypotheses in the article are reliable. This stage can be passed after the researcher learned that the data they obtained came from 285 employees of ten partner companies spread across Indonesia. Based on this, the following are the results of the reliability test in this article [27]:

Table 2. Reliability Test

Variable	Composite Reliability	Cronbach Alfa	Noted
Digital Ltturacy	0.952	0.912	Reliable
Employee Performance	0.975	0.925	Reliable
Work Ethics	0.997	0.945	Relaible

Variable > 0.70

Path Coefisien

The final and mandatory step in this research is the Path Coefficient stage. This stage serves to determine whether the hypotheses in this article can be proven or not. In this study, there are two hypotheses: the Digital Literacy variable can have a positive relationship and significant influence on Employee Performance, and the Work Ethic variable can moderate the impact of the Digital Literacy variable on Employee Performance. Based on this, the following are the Path Coefficient results in this article [28]:

Table 3. Path Coefficient

	Variable	P-Values	Noted
Direct Influence	DL->EP	0.016	Accepted
Indirect Influence	WE* DL->EP	0.000	Accepted

Significant Level < 0.05

The third table above shows that the Digital Literacy variable has a positive relationship direction and a significant influence on Employee Performance in the first hypothesis. This is because the P-Values in this article are positive and below the 0.05 significance level, namely 0.016. These results are in line with the research [21]; [22] & [23]. These results mean that the better Digital Literacy possessed by an employee can make employees smarter, easier to complete tasks from the company, and ultimately can improve Employee Performance. In the next hypothesis, the Work Ethic variable can also moderate the influence of the Digital Literacy variable on Employee Performance because the same thing is that the P-Values are positive and below the 0.05 significance level, namely 0.000, more significant than the direct test of 0.000. Thus, it can be concluded that this article's first and second hypotheses can be accepted and proven.

Conclusion

The third table above shows that the Digital Literacy variable has a positive relationship direction and a significant influence on Employee Performance in the first hypothesis. This is because the P-values in this article are positive and below the 0.05 significance level, namely 0.016. These results are in line with the research [21], [22] & [23]. These results mean that the better digital literacy possessed by an employee can make employees smarter, make it easier for them to complete tasks for the company, and ultimately improve employee performance. In the next hypothesis, the Work Ethic variable can also moderate the influence of the Digital Literacy variable on Employee Performance because the same thing is that the P-Values are positive and below the 0.05 significance level, namely 0.000, more significant than the direct test of 0.000. Thus, it can be concluded that this article's first and second hypotheses can be accepted and proven.

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