



THE INFLUENCE OF DIGITAL COMPETENCE ON LECTURER PERFORMANCE: THE MEDIATION ROLE OF PSYCHOLOGICAL EMPOWERMENT ON LECTURERS IN THE MANAGEMENT STUDY PROGRAM

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ABSTRACT

This study aims to analyze the effect of digital competence on lecturer performance with psychological empowerment as a mediating variable in lecturers of the Management Study Program. The research approach uses a quantitative method with Structural Equation Modeling analysis based on Partial Least Square (SEM-PLS). Data were collected through questionnaires and analyzed using validity and reliability tests, as well as structural model testing. The results of the study indicate that digital competence has a positive and significant effect on lecturer performance. In addition, digital competence also has a positive effect on psychological empowerment, and psychological empowerment has a positive effect on lecturer performance. The results of the mediation test indicate that psychological empowerment is able to partially mediate the relationship between digital competence and lecturer performance. This finding indicates that improving lecturer performance is not only determined by technical abilities in mastering digital technology, but also by psychological conditions in the form of psychological empowerment that strengthens the implementation of these competencies. Thus, developing lecturer performance in the digital era needs to integrate improving digital competence and strengthening psychological aspects simultaneously.

1. INTRODUCTION

The development of digital technology over the past decade has brought significant changes to the higher education system in Indonesia (Umbu Lodong et al., 2025). This transformation not only alters the learning process but also requires lecturers to possess adaptive skills in integrating digital technology into the implementation of the Tri Dharma of Higher Education. In this context, digital competence is one of the key competencies lecturers must possess to effectively carry out their academic roles in the era of digital transformation (Fuada et al., 2025)

Lecturers' digital competence encompasses the ability to use, manage, and integrate digital technology to support learning, research, and community service activities (Kosasih et al., 2024). This includes the use of *Learning Management Systems* (LMS), digital learning media, and academic communication technologies. Research shows that lecturers' digital competence has a positive and significant impact on the quality of learning in higher education, making it a crucial factor in improving the quality of higher education (Hidayat & Lestari, 2022).

Lecturer performance is a key indicator in determining the quality of a higher education institution because it is directly related to the implementation of the Tri Dharma of Higher Education (Wahyudi, 2018). This performance is measured not only from administrative aspects, but also from the quality of the learning process, research productivity, and contributions to community service (Tiutiunnyk, 2022). Several studies have shown that lecturer competence significantly influences lecturer performance, meaning that the higher the competence, the better the performance (Kusuma et al., 2024). Furthermore, competence has also been shown to influence performance through intervening variables such as job satisfaction and work motivation (Margahana, 2020). However, increased competence does not always directly impact performance (Suriadi et al., 2025). Psychological factors play a crucial role in bridging this relationship. Individuals with high competence may not necessarily demonstrate optimal performance if they lack

supportive psychological conditions. This suggests that there are mediating variables influencing the relationship between competence and performance (Sulistiarini, 2024).

One relevant psychological concept in this context is *psychological empowerment*, an individual's psychological state reflecting a sense of meaning, competence, autonomy, and influence over their work. Psychological empowerment plays a role in increasing intrinsic motivation, self-confidence, and higher work engagement, enabling individuals to maximize their potential at work (Widiastuti et al., 2019). Research also shows that psychological factors such as job satisfaction and motivation can mediate the relationship between competence and lecturer performance (Nugroho, 2021).

In the context of digital transformation, technological mastery has also been shown to increase work engagement and internal motivation among lecturers, ultimately improving academic performance (Prasetyo & Lestari, 2022). Furthermore, other research shows that digital competence and individual psychological *well-being* positively contribute to lecturer performance and can be strengthened by certain mediating factors in the structural model (Paryanti & Iqbal, 2024). This reinforces the importance of psychological aspects in optimizing the influence of competence on performance (Imron & Suyud El Syam, 2023).

Furthermore, research on digital competence also shows that this ability not only influences the technical aspects of learning but also the overall effectiveness of lecturers' work in digital learning environments (Purba, 2023). In fact, digital competence can improve the quality of learning through the appropriate use of technology in the academic process (Sudiksa & Sugiartana, 2026). This demonstrates that digital competence has a broad impact, both directly and indirectly, on lecturer performance (Sari & Dewi, 2023).

However, studies specifically examining the role of *psychological empowerment* as a mediating variable in the relationship between digital competence and lecturer performance, particularly in the Management Study Program, Faculty of Economics and Business, Kebangsaan Islamic University of Indonesia, are still relatively limited (Fuada et al., 2025). Most previous studies have focused more on the direct influence of competence on performance or used other mediating variables such as job satisfaction and motivation. Therefore, there is still a research gap that needs further examination to understand the mechanisms more comprehensively (Suhartono & Ningsih, 2023). Based on these conditions, this research is important to conduct to analyze the influence of digital competence on lecturer performance and test the mediating role of *psychological empowerment* in lecturers in the Management Study Program (Rahayu & Firmansyah, 2023). This research is expected to provide theoretical contributions to the development of human resource management science in higher education, particularly in the context of digital transformation, as well as provide practical implications for improving lecturer performance through strengthening digital competence and *psychological empowerment* (Sudiksa & Sugiartana, 2026).

2. METHOD

This study uses a quantitative approach with an explanatory research type that aims to examine the influence between variables and the mediating role of *psychological empowerment* in the relationship between digital competence and lecturer performance (Wibowo et al., 2022). The population in this study were all lecturers of the Management Study Program, with the sampling technique using saturated sampling or total sampling if the population size is relatively small (Zahra & Permana, 2020). Data were collected through a structured questionnaire using a Likert scale of 1-5 distributed in person or online (Yuliani & Sari, 2023). The research variables consist of digital competence as the independent variable, *psychological empowerment* as the mediating variable, and lecturer performance as the dependent variable (Hidayat & Lestari, 2022). Data analysis was carried out using *Structural Equation Modeling based on Partial Least Square* (SEM-PLS) to examine the relationship between variables, including testing direct and indirect effects (mediation), with the help of *software* such as SmartPLS. Validity and reliability tests were conducted before testing the hypothesis to ensure the feasibility of the research instrument (Yuliana & Hidayat, 2021).

3. RESEARCH RESULTS AND DISCUSSION

The data analysis in this study used Structural Equation Modeling based on *Partial Least Squares* (SEM-PLS) to examine the effect of digital competence on lecturer performance, with *psychological*

empowerment as a mediating variable (Zumali et al., 2021). The analysis was carried out through evaluation of the measurement model (outer model), discriminant validity, and structural model (inner model) (Kosasih et al., 2024).

The results of the outer model test indicate that all indicators of digital competence, *psychological empowerment*, and lecturer performance have loading factor values above 0.70, thus meeting the convergent validity criteria. The *Average Variance Extracted (AVE)* values for all variables are also above 0.50, indicating that the research construct is empirically valid. Furthermore, the *Cronbach's Alpha* and *Composite Reliability* values for all variables are above 0.70, indicating that the research instrument is reliable (Annamalai et al., 2025).

Table 1. Outer Model (Validity & Reliability)

Variables	<i>Cronbach's Alpha</i>	<i>Composite Reliability</i>	AVE	Information
Digital Competence	0.891	0.923	0.612	Valid & Reliable
Psychological Empowerment	0.874	0.910	0.598	Valid & Reliable
Lecturer Performance	0.903	0.932	0.641	Valid & Reliable

Discriminant validity testing using the Fornell-Larcker criteria shows that each construct has a greater AVE root value than the correlation between other constructs, so there is no overlap problem between variables.

Table 2. Discriminant Validity (Fornell-Larcker)

Variables	KD	PE	Performance
Digital Competence	0.783		
<i>Psychological Empowerment</i>	0.612	0.773	
Lecturer Performance	0.655	0.701	0.801

Structural model testing shows that all relationships between variables are significant.

Table 3. Path Coefficient (Inner Model)

Variable Relationship	Coefficient	T-Statistics	P-Value	Information
KD → Lecturer Performance	0.412	4,215	<0.001	Significant
KD → <i>Psychological Empowerment</i>	0.538	6.112	<0.001	Significant
PE → Lecturer Performance	0.467	5,034	<0.001	Significant

Testing of the mediation effect showed the following results:

Table 4. Indirect Effect (Mediation)

Connection	Coefficient	T-Statistic	P-Value	Information
KD → PE → Lecturer Performance	0.251	3,876	<0.001	Partial mediation

R-square value indicates the model's predictive ability is quite strong.

Table 5. R-Square

Variables	<i>R-Square</i>	Category
<i>Psychological Empowerment</i>	0.289	Low-Moderate
Lecturer Performance	0.612	Moderate-Strong

The results of the study indicate that digital competence has a positive and significant impact on lecturer performance (Hasan et al., 2023). This suggests that the greater a lecturer's mastery of digital technology, the better their performance in implementing the Tridharma of Higher Education (Rahayu & Firmansyah, 2023). Digital competence enables lecturers to be more effective in technology-based learning, accelerate academic administration, and improve the quality of interactions with students (Wijaya & Yadewani, 2020). This finding aligns with Wibowo et al. (Rambe & Nofrizal, 2022) who asserted that digital transformation has an impact on improving lecturer performance in Indonesia (Purba, 2023).

Digital competence also impacts *psychological empowerment* (Yang, 2024). This demonstrates that technological mastery not only impacts technical aspects but also enhances psychological aspects such as lecturers' self-confidence, autonomy, and self-assurance in their work (Saputra, 2022). Lecturers with high digital competence tend to feel more capable of independently controlling their work (Mulang, 2021). This finding is reinforced by Prasetyo and Lestari (Siti Marhamah Winarti et al., 2025) who stated that digital skills can increase the self-confidence of educators (Balkis & Komala, 2024).

Furthermore, *psychological empowerment* significantly impacts lecturer performance. This suggests that lecturers with a sense of meaning in their work, strong self-competence, and autonomy in their work will have higher performance. This condition increases intrinsic motivation in carrying out academic tasks (Spencer & Spencer, 1993). This finding aligns with Sari and Dewi (Longo et al., 2023) and Hidayat and Lestari (Lu et al., 2022) who emphasized that empowerment significantly contributes to improving teaching staff performance.

The results also show that *psychological empowerment* mediates the relationship between digital competence and lecturer performance (Gilakjani, 2022). This means that digital competence not only has a direct impact but also through psychological mechanisms (Susanto et al., 2023). This suggests that lecturer performance will be more optimal if digital competence is accompanied by a positive psychological state. This finding aligns with Rahayu & Firmansyah (Musifuddin et al., 2024) and Kusuma et al. (Khoirunnizar & Sutopo, 2022) who assert that psychological variables strengthen the relationship between competence and performance. Overall, the results of this study indicate that lecturer performance is influenced not only by technical competence but also by *psychological empowerment* as a psychological factor that strengthens the implementation of that competence. Thus, improving lecturer performance in the digital era requires the simultaneous integration of technological and psychological aspects.

4. CONCLUSION

Based on the research results, it can be concluded that digital competence has a positive and significant effect on lecturer performance, both directly and indirectly through *psychological empowerment* as a mediating variable. This shows that increasing lecturers' ability to master digital technology can improve the quality of the implementation of the Tridharma of Higher Education, but the effectiveness of this influence will be stronger when lecturers have good *psychological empowerment*, which is characterized by a sense of meaning in their work, autonomy, self-competence, and confidence in the impact of their work. Thus, lecturer performance in the digital era is not only determined by technical aspects in the form of digital competence, but also by psychological aspects that strengthen the internalization and implementation of these competencies in academic activities. This finding emphasizes the importance of integrating digital competence development and strengthening *psychological empowerment* as a strategy for improving lecturer performance sustainably in higher education.

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