Pos Indonesia Medan Employees in the Digital Era: How Much Digital Training, Motivation, and Competence Affect Performance

Yasin Hadjri Ismail, Yohny Anwar, Saimara Sebayang

Abstract

At the age of 280, Pos Indonesia no longer competes through the speed of delivering letters, but through the ability of its employees to serve application-based transactions and logistics. Employee performance is also the main bet to maintain the relevance of postal services in the midst of fierce competition for digital couriers. This study aims to measure the influence of digital training, motivation, and competence on the performance of employees of PT Pos Indonesia (Persero) SPP Medan. The study uses a quantitative approach with a Likert scale questionnaire which was distributed to all 144 employees (saturated sample). The data was analyzed by multiple linear regression after the instrument was declared valid and reliable and met the classical assumption test (normality, multicollinearity, and heteroscedasticity). The results showed that training (t-count 5.845; $p < 0.001$), motivation (t-count 3.616; $p < 0.001$), and digital competence (t-count 4.935; $p < 0.001$) had a positive and significant effect on employee performance, respectively. Simultaneously, the three variables had a significant effect (F-count 45.048; $p < 0.001$) and explained 48.0% of employee performance variations (Adjusted R^2 0.480). Training is the most dominant factor, so management is advised to prioritize continuous digital training, map employee digital competencies, and maintain motivation through performance assessments and measurable rewards.

Keywords*: training; motivation; digital competence; employee performance.*

Yasin Hadjri Ismail
Master of Management, Universitas Pembangunan Panca Budi, Indonesia
e-mail: azriantirama@gmail.com

Yohny Anwar
e-mail: doktoryohny@gmail.com. saimarasebayang@dosen.pancabudi.ac.id.
3rd International Conference Epicentrum of Economic Global Framework (ICEEGLOF)
Theme: Cross-Sector and Cross-Disciplinary Strategies for Achieving the SDGS
https://proceeding.pancabudi.ac.id/index.php/ICEEGLOF

Introduction

Today's post counter is no longer just a place to weigh shipments, but a service point that requires its employees to be able to operate digital applications, data, and transactions. PT Pos Indonesia has been carrying out a comprehensive digital transformation since 2020, including the digitization of services through PosAja! and PosPay (Gunawan & Senen, 2026). However, some work units in the regions still face obstacles in human resource readiness and digital competency gaps (Gunawan & Senen, 2026). This is in line with the finding that the success of digital systems is more determined by employee productivity and engagement than by the installation of devices (Hizam et al., 2023). A similar pattern can be seen at the government office level, namely the implementation of the SILAW MAS application has a significant positive effect on job satisfaction, but does not have a significant direct effect on the performance of employees of the Pangkalan Susu Sub-district Office, while innovation has a significant effect on both (Jamilah et al., 2025). Employee performance is also the main benchmark for the success of the transition and is the main target of human resource management (Edison et al., 2018).

Training is the most commonly used instrument to improve performance, because it is understood as a process of improving employees' employability (Mangkunegara, 2017). Research at public universities found a positive and significant relationship between training and work performance, with self-efficacy as a mediator (Somuah et al., 2024). The design, assessment of needs, delivery style, and evaluation of training each had a significant positive effect on the performance of Bahir Dar University employees (Yimam, 2022). The effect of training on performance has also been tested in Mekelle (Giday & P., 2023), in the practice of human resource development with job satisfaction as a mediator (Keltu, 2024), and in PT Pos Indonesia Subang Branch (Nawawi et al., 2023). Research (Yudhistira et al., 2025) on the effect of training on employee performance was tested in a hospital with work motivation as a mediator, and in a crossover SOE with job satisfaction as a mediator (Ridwan et al., 2025). In the digital work environment, training and development have a significant positive effect on employee engagement, although the effect is relatively small (Hizam et al., 2023).

Training works with motivation. Studies in industrial companies show that digital training has a significant effect on motivation and performance, and motivation has a significant effect on performance (Al-kharabsheh et al., 2023). The findings of a survey of 497 employees also show that digital workforce training increases motivation, engagement, and adaptability (Dao et al., 2025). In Indonesia, motivation and work discipline have a significant positive effect on the performance of PT PLN Bali employees, while compensation is insignificant (Asril, 2024). Research in Medan shows that work motivation mediates the influence of discipline and work environment on the performance of hospital employees. Ability, discipline, and work motivation were also tested for their influence on the performance of honorary employees of the Binjai City Transportation Agency (Siahaan et al., 2022). Theoretically, ability and motivation are seen as the main determinants of work behavior (Robbins & Judge, 2019), and the AMO theory places IT skills training and mindset changes as the key to employee empowerment in digital transformation (Zhen & Ding, 2024).

These two factors are not enough without digital competence. Digital competence has a positive impact on smart digital services, which improves service quality and ultimately the performance of public service employees (Ingsih et al., 2024). Digital literacy has a positive effect on the work performance of HR practitioners, with employee agility as mediators (Chong & Zainal, 2024). Employees who are ready to utilize technology also show higher adaptive performance (Hamid, 2022). The influence of digital competence along with motivation and discipline on the performance of local government employees has been tested in South Sulawesi (Elisnawati et al., 2023). Employees' dynamic capabilities also play a role as performance mediators in the digital environment (Subramaniam et al., 2025). These competencies are not limited to technical, but also include cognitive and social abilities (Van Laar et al., 2019), and

employees who develop them are seen as able to maintain sustainable performance through the learning process (Fu et al., 2023).

However, previous studies have generally tested one factor, placed another factor as a mediator, or focused on one aspect at PT Pos Indonesia, such as training (Nawawi et al., 2023) and engagement with digital capabilities qualitatively (Gunawan & Senen, 2026). Simultaneous testing of training, competence, and motivation has indeed been carried out on Air Police Directorate officers, but on organizational commitment, not performance, and the results show that training and motivation are not partially significant (Hariono et al., 2025). Simultaneous testing of training, motivation, and digital competency on the performance of employees of PT Pos Indonesia (Persero) SPP Medan has not been found. This study measured how much the three influences, partially and simultaneously, on the performance of 144 employees (saturated sample) with multiple linear regression.

Literature Review

2.1 Teori AMO (Ability-Motivation-Opportunity)

AMO theory states that individual and organizational performance is shaped by three factors, namely *ability*, motivation, and *opportunity* (Harrell-Cook et al., 2001). In this theory, training and job design improve employee knowledge and skills, while an effective assessment and compensation system motivates employees to achieve high performance (Zhen & Ding, 2024). This theory is relevant because digital training and competencies represent the capability dimension, motivation represents the motivation dimension, and both boil down to employee performance, including in the context of digital transformation.

2.2 Training

Training is the process of improving employees' work abilities that is carried out in a planned manner by the organization (Mangkunegara, 2017). Training refers to the learning methods provided by employers to improve work-related skills and knowledge on an ongoing basis (Hizam et al., 2023). In the framework of AMO, training is the main source of the capability dimension. The indicators can include material suitability, instructor quality, training methods, and benefits for work (Mangkunegara, 2017).

2.3 Motivation

Motivation is a process that explains the intensity, direction, and perseverance of a person's efforts in achieving goals (Robbins & Judge, 2019). Motivation determines how much an employee's abilities are truly realized in work. This can be seen from the findings that motivation has a significant effect on performance and mediates part of the influence of digital HR practices on performance (Al-kharabsheh et al., 2023). In the framework of AMO, motivation is a dimension of motivation that complements abilities.

2.4 Digital Competence

Digital competence is the ability of individuals to adopt, utilize, and integrate digital technology into the work process effectively. The indicators include digital skills, adaptability, digital literacy, and digital collaboration (Gunawan & Senen, 2026). This competence is not limited to technical, but also includes cognitive and social abilities in the digital work environment (Van Laar et al., 2019). In the framework of AMO, digital competence is a form of ability that is specific to the digital era, thus complementing training in general (Ingsih et al., 2024).

2.5 Employee Performance

Employee performance is the result of work achieved by employees in carrying out tasks according to the responsibilities given, both in terms of quality and quantity (Mangkunegara, 2017). In organizational behavior, performance is influenced by individual abilities and motivations (Robbins & Judge, 2019), so performance is a bound variable in the AMO model. Commonly used indicators are work quality, work quantity, punctuality, effectiveness, and independence (Mangkunegara, 2017).

Research Methodology

This study uses a quantitative approach with a causal associative design to test the influence of training (X1), motivation (X2), and digital competence (X3) on employee performance (Y). The object of the study was all employees of PT Pos Indonesia (Persero) SPP Medan 20900 totaling 144 people. Because the population is relatively small and reachable, this study applied a saturated sampling technique (census), so that the entire population (144 employees) was used as respondents. Primary data was collected through a closed questionnaire with a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree), while secondary data was obtained from company documents and literature studies. The instrument was tested first with a validity test (Pearson product moment correlation) and a reliability test (Cronbach's Alpha ≥ 0.70). Data analysis was carried out by multiple linear regression using SPSS, starting with a classical assumption test which included a normality test (Kolmogorov-Smirnov), multicollinearity (tolerance value > 0.10 and VIF < 10), and heteroscedasticity (Glejser/scatterplot). Hypothesis testing was carried out through a t-test (partial) and an F-test (simultaneous) at a significance level of 5% ($\alpha = 0.05$), as well as a determination coefficient (R^2) to measure the contribution of independent variables to employee performance. With the regression equation as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Description:

Y	= Employee Performance
α	= Constant
$\beta_1, \beta_2, \beta_3$	= The regression coefficient of each variable
X_1	= Training
X_2	= Motivation
X_3	= Digital Competence
ε	= Error term

Results

4.1 Respondent Characteristics

Respondent characteristics were used to find out the profile picture of 144 Pos Indonesia Medan employees who became research respondents based on position, age, gender, working period, and education, which was presented through frequency and percentage distribution.

Table 1. Characteristics of Respondents

No.	Characteristics	Category	Frequency (People)	Percentage (%)
1	Departments	OGM (Operation General Manager)	1	0,69
		Deputi OGM	1	0,69
		Manager	9	6,25
		Head of Delivery Center	7	4,86
		Foreman Antaran	7	4,86
		Organic Introduction	13	9,03
		Staff Operasi	44	30,56
		Delivery Service Partners	62	43,06
2	Age	< 25 years	11	7,64
		25–35 years	54	37,5
		36–45 years	66	45,83
		years	13	9,03

No.	Characteristics	Category	Frequency (People)	Percentage (%)
3	Gender	Male	141	97,92
		Female	3	2,08
4	Tenure	< 2 years	15	10,42
		2–5 years	27	18,75
		6–10 years	78	54,17
		> 10 years	24	16,67
5	Education	SMA	120	83,33
		D3	7	4,86
		S1	17	11,81
	Total Respond		144	100

Based on Table 1, this study involved 144 Pos Indonesia Medan employees with diverse respondent characteristics. Based on position, respondents were dominated by 62 Delivery Service Partners (43.06%), while based on age, the majority were in the range of 36-45 years as many as 66 people (45.83%). In terms of gender, most of the respondents were men as many as 141 people (97.92%). Furthermore, based on the working period, the majority of respondents had worked for 6-10 years as many as 78 people (54.17%), while based on education, most of them had the last high school education of 120 people (83.33%). The composition shows that the respondents are dominated by male employees, are in the productive age group, have relatively adequate work experience, and have a high school education background.

4.2 Descriptive Statistical Analysis

Descriptive Statistical Analysis was used to describe the training conditions, motivation, digital competencies, and performance of Pos Indonesia Medan employees based on respondents' responses, which were analyzed through minimum, maximum, mean, and standard deviation.

Table 2. Descriptive Statistical Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pelatihan	144	19	38	30.30	3.284
Motivasi	144	12	30	20.97	3.545
Kompetensi Digital	144	12	28	20.28	3.367
Kinerja Pegawai	144	14	32	24.60	3.107
Valid N (listwise)	144				

The results of descriptive statistical analysis in Table 2 showed that all variables were analyzed from 144 respondents with no data lost. The Training variable had the highest average score of 30.30 (range 19–38; standard deviation of 3.284), followed by Employee Performance of 24.60 (range 14–32; standard deviation of 3.107). The Motivation variable had an average of 20.97 (range 12–30; standard deviation 3.545), while Digital Competency had the lowest average of 20.28 (range 12–28; standard deviation of 3.367). The standard deviation value of all variables was much smaller than the average value, which indicates that respondents' answers were relatively homogeneous and not spread too widely.

4.3 Instrument Quality Test

The Instrument Quality Test is used to ensure that each statement in the questionnaire is able to accurately and consistently measure employee training, motivation, digital competence, and performance, which is carried out through validity and reliability testing using SPSS.

Table 3. Instrument Quality Test

Variables	Indicators	Validity	Reliability	
		Correlations	Cronbach's Alpha	N Item
Pelatihan	X1.1	.530***	.724	9
	X1.2	.436***		
	X1.3	.406***		
	X1.4	.293***		
	X1.5	.423***		
	X1.6	.474***		
	X1.7	.518***		
	X1.8	.397***		
	X1.9	.315***		
Motivasi	X2.1	.512***	.713	6
	X2.2	.704***		
	X2.3	.737***		
	X2.4	.768***		
	X2.5	.451***		
	X2.6	.645***		
Kompetensi Digital	X3.1	.500***	.633	6
	X3.2	.698***		
	X3.3	.620***		
	X3.4	.595***		
	X3.5	.571***		
	X3.6	.572***		
Kinerja Pegawai	Y1	.490***	.780	7
	Y2	.401***		
	Y3	.471***		
	Y4	.508***		
	Y5	.487***		
	Y6	.510***		
	Y7	.575***		

The results of the instrument quality test in Table 3 show that all statement items in the four variables are declared valid. The correlation value of each item is positive and significant at the level of 1% ($p < 0.01$), with a r-table value of 0.1625, so that all of them exceed the table r-value of 0.1625 ($n = 144$). In the reliability test, all variables have a Cronbach's Alpha value above the minimum limit of 0.60, namely Training of 0.724 (9 items), Motivation of 0.713 (6 items), Digital Competence of 0.633 (6 items), and Employee Performance of 0.780 (7 items). Thus, all instruments are declared valid and reliable so that they are suitable for further analysis.

4.4 Classic Assumption Test

The Classical Assumption Test is used to ensure that a regression model that analyzes the influence of training, motivation, and digital competence on the performance of Pos Indonesia Medan employees meets the requirements of the respondents, which is carried out through residual normality, multicollinearity, and heteroscedasticity tests.

Table 4. Komogorov Smirnov Test
One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			144
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		2.21628170
Most Extreme Differences	Absolute		.063
	Positive		.063
	Negative		-.061
Test Statistic			.063
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.190
	99% Confidence Interval	Lower Bound	.179
		Upper Bound	.200

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The results of the Kolmogorov-Smirnov normality test in Table 4 show that the significance value of Asymp. Sig. (2-tailed) is 0.200 and the Monte Carlo significance is 0.190. Thus, the residual data are normally distributed and the assumption of normality in the multiple linear regression model is met.

Table 5. Muktilinearity Test

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	Pelatihan	.843	1.186
	Motivasi	.766	1.306
	Kompetensi Digital	.869	1.151

a. Dependent Variable: Kinerja Pegawai

The results of the multicollinearity test showed that all free variables had a Tolerance value above 0.10 (0.766 to 0.869) and VIF below 10 (1.151 to 1.306), so that there was no multicollinearity between free variables in the regression model.

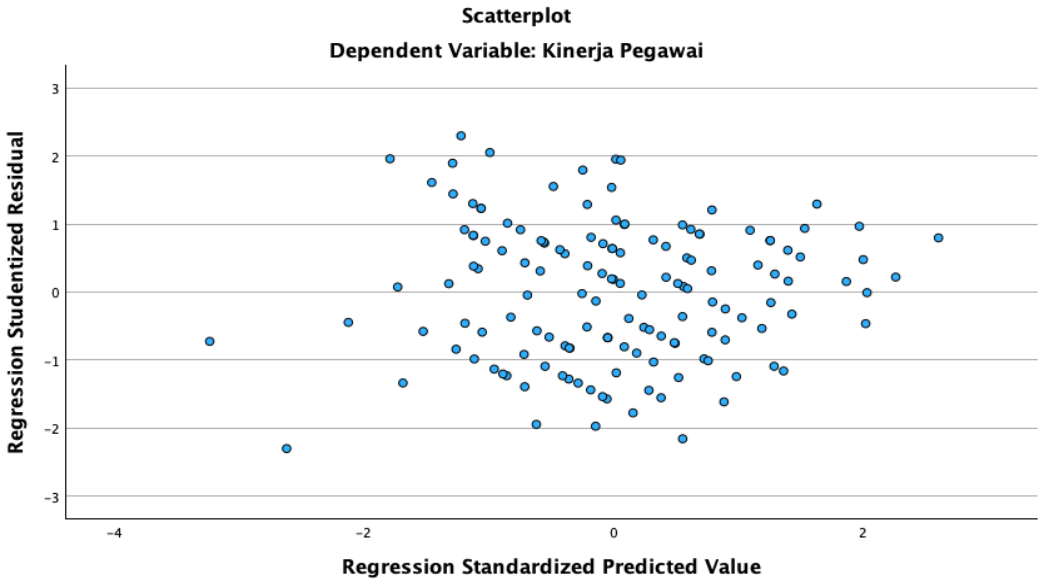


Figure 1. Scatterplot

Based on Figure 1, the residual points are randomly spread above and below the number 0 on the Y-axis without forming a specific pattern (such as narrowing, widening or waving), so that heteroscedasticity does not occur in the regression model.

4.5 Multiple Linear Regression Analysis

Multiple Linear Regression Analysis was used to determine the direction and magnitude of the influence of digital training, motivation, and competencies on the performance of Pos Indonesia Medan employees, which was carried out by estimating the regression coefficient of each 4019ndependent variable on performance as a dependent variable.

Table 6. Multiple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.051	1.929		1.582	.116
	Pelatihan	.363	.062	.384	5.845	<.001
	Motivasi	.218	.060	.249	3.616	<.001
	Kompetensi Digital	.295	.060	.319	4.935	<.001

a. Dependent Variable: Kinerja Pegawai

The results of multiple linear regression analysis in Table 6 produce the equationL

$Y = 3.051 + 0.363X_1 + 0.218X_2 + 0.295X_3 + e$,

The equation shows a constant value of 3.051 which means that if Training, Motivation, and Digital Competence are zero, then Employee Performance is worth 3.051. The Training regression coefficient of 0.363 means that every increase of one unit of Training will increase Employee Performance by 0.363 units, assuming that other variables are constant. A Motivation Coefficient of 0.218 means that every increase in one unit of Motivation will increase Employee Performance by 0.218 units. A Digital Competency Coefficient of 0.295 means that every increase of one unit of Digital Competence will increase Employee Performance by 0.295 units.

All coefficients have a positive value, so that the three variables have an independent effect in the same direction on Employee Performance.

4.6 Hypothesis Test (t-Test)

The Hypothesis Test (t-test) was used to find out whether training, motivation, and digital competencies each had a significant effect on the performance of Pos Indonesia Medan employees partially, which was carried out by looking at the t-value and significance (p-value) in the results of SPSS processing.

Table 7. Hypothesis Test **(**t-test)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.051	1.929		1.582	.116
	Pelatihan	.363	.062	.384	5.845	<.001
	Motivasi	.218	.060	.249	3.616	<.001
	Kompetensi Digital	.295	.060	.319	4.935	<.001

a. Dependent Variable: Kinerja Pegawai

The results of the t-test in Table 7 were compared with the t-value of the table determined through degrees of freedom (df) = n − k − 1 = 144 − 3 − 1 = 140, with a significance level of 5% (α = 0.05) of the double-sided test, resulting in a t table of 1.977.

1. The Training variable has a t count of 5.845 with a significance of < 0.001, which is larger than the t table (5.845 > 1.977) and a significance smaller than 0.05, so that Training has a positive and significant effect on Employee Performance.
2. The Motivation variable has a t count of 3.616 with a significance of < 0.001, which is greater than t of the table (3.616 > 1.977), so that Motivation has a positive and significant effect on Employee Performance.
3. The Digital Competency variable has a t count of 4.935 with a significance of < 0.001, which is greater than the t table (4.935 > 1.977), so that Digital Competence has a positive and significant effect on Employee Performance.
4. Based on the t-count value and beta coefficient, Training (t-count 5.845; β = 0.384) was the variable with the most dominant influence, followed by Digital Competency (t-count 4.935; β = 0.319) and Motivation (t-count 3.616; β = 0.249).

4.7 Simultaneous Test (F Test)

The Simultaneous Test (F Test) was used to find out whether training, motivation, and digital competence together had a significant effect on the performance of Pos Indonesia Medan employees, which was carried out by looking at the F-calculation value and the level of significance of the SPSS test results.

Table 8. Simultaneous Test (Test F)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	678.035	3	226.012	45.048	<.001[b]
	Residual	702.402	140	5.017		
	Total	1380.437	143			

a. Dependent Variable: Kinerja Pegawai

b. Predictors: (Constant), Kompetensi Digital, Pelatihan, Motivasi

The results of the F test in Table 8 were compared with the F value of the table which was determined through the degree of numerator freedom (df_1) = k = 3 and the degree of denominator freedom (df_2) = n − k − 1 = 144 − 3 − 1 = 140, at a significance level of 5% (α = 0.05), so that the table F was obtained as 2.67. The calculated F value was 45.048 with a significance of < 0.001, which is larger than the F table (45.048 > 2.67) and smaller than 0.05. Thus, Training, Motivation, and Digital Competency simultaneously have a significant effect on Employee Performance, so the regression model is suitable to be used to explain the variation in Employee Performance.

4.8 Coefficient of Determination (R^2)

The Coefficient of Determination (R^2) is used to determine how much training, motivation, and digital competence are capable of explaining the variation in the performance of Pos Indonesia Medan employees, which is measured based on the value of R Square or Adjusted R Square from the results of multiple linear regression analysis.

Table 9. Coefficient of Determination (R^2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.701[a]	.491	.480	2.240

a. Predictors: (Constant), Kompetensi Digital, Pelatihan, Motivasi
b. Dependent Variable: Kinerja Pegawai

The results of the determination coefficient test in Table 9 show a correlation coefficient (R) value of 0.701, which means that the relationship between Training, Motivation, and Digital Competence and Employee Performance is relatively strong. The value of R Square of 0.491 and Adjusted R Square of 0.480 shows that the three independent variables are able to explain 48.0% of the variation in Employee Performance, while the remaining 52.0% is explained by other factors outside of this study model. The Standard Error of the Estimate value of 2.240 indicates that the average prediction error of the model on Employee Performance is relatively small.

The results of the study show that Digital Training, Motivation, and Competencies have a positive and significant effect on the Performance of PT Pos Indonesia (Persero) SPP Medan Employees, both partially and simultaneously. These findings are in line with the AMO theory, namely ability, motivation, and opportunity to participate are the three main factors that drive high performance (Zhen & Ding, 2024). scielo

Training (X_1) had a positive and significant effect on performance (B = 0.363; β = 0.384; p < 0.001), and was the variable with the greatest influence in the model. These results are consistent with the findings that training is positively and significantly related to work performance (Somuah et al., 2024), as well as that the design, assessment of needs, delivery, and evaluation of training have a positive effect on employee performance (Yimam, 2022). In the AMO framework, training forms the dimension of ability, and in the field this can be seen from the efforts of companies that collaborate with the private sector to provide digital skills training for employees and their partners. However, the ability of new training results has an impact on performance if employees have the drive to apply it.

The motivation is reflected in Motivation (X_2) which also has a positive and significant effect on performance (B = 0.218; β = 0.249; p < 0.001), although the effect is the smallest among the three variables. These results are in line with the findings that motivation has a significant effect on employee performance (Al-Kharabsheh et al., 2023) and that motivation has a significant positive effect on employee performance at PT PLN Bali (Asril, 2024). In the AMO framework, motivation determines whether the abilities possessed are truly realized in the workplace, and an effective performance appraisal and compensation system is a way to motivate employees (Zhen & Ding, 2024).

These capabilities and encouragement need to be supported by digital competence, because jobs at Pos Indonesia are now based on a digital system. Digital Competence (X_3) has been proven to have a positive and significant effect on performance (B = 0.295; β = 0.319; p < 0.001), in line with the findings that digital competence has a positive impact on smart digital services, service quality, and performance of public service employees (Ingsih et al., 2024) and that digital literacy positively affects work performance (Chong & Zainal, 2024). Field conditions strengthen it: PT Pos Indonesia digitizes services through PosAja! and PosPay, but some regional units still face digital competency gaps (Gunawan & Senen, 2026). The company also continues to expand digital channels, including the SIMAGENPOS system for agent registration and management, so that digitally capable employees are better prepared to take advantage of it.

Conclusion

A study of 144 employees of PT Pos Indonesia (Persero) SPP Medan concluded that Training, Motivation, and Digital Competencies have a positive and significant effect on Employee Performance, both partially and simultaneously. Training has the greatest influence, followed by Digital Competence and Motivation, while the three together explain 48.0% of performance variations, and the remaining 52.0% are influenced by other factors outside the model.

References

[1] Al-kharabsheh, S., Attiany, M., Alshawabkeh, R., Hamadneh, S., & Alshurideh, M. (2023). The impact of digital HRM on employee performance through employee motivation. *International Journal of Data and Network Science*, *7*, 275–282. https://doi.org/10.5267/j.ijdns.2022.10.006

[2] Asril, A. (2024). Peran Motivasi, Disiplin, dan Kompensasi dalam Meningkatkan Kinerja Pegawai PT PLN Bali. *Jurnal EMT KITA*, *8*, 459–466. https://doi.org/10.35870/emt.v8i1.2183

[3] Chong, Y. K., & Zainal, S. M. (2024). Employee agility's mediating role on the link between employee vitality, digital literacy and transformational leadership with job performance: an empirical study. *Cogent Business & Management*, *11*. https://doi.org/10.1080/23311975.2024.2337447

[4] Dao, T., Sisavath, C., Bui, H., Bui, T., & thu hanh, le. (2025). Digital Workforce Training, Employee Motivation, Job Satisfaction, Digital Behavior as Determinants of Employee Performance: Empirical Research From Vietnam. *Sage Open*, *15*. https://doi.org/10.1177/21582440251395698

[5] Edison, E., Anwar, Y., & Komariyah, I. (2018). *Manajemen Sumber Daya Manusia: Strategi dan Perubahan dalam Rangka Meningkatkan Kinerja Pegawai dan Organisasi*

(CetakanKe3 ed.). Alfabeta.

[6] Elisnawati, E., Mas'ud, M., & Selong, A. (2023). Pengaruh Kompetensi Digital, Motivasi Kerja dan Disiplin Kerja Terhadap Kinerja Pegawai Pada Badan Pengembangan Sumber Daya Manusia (Bpsdm) Provinsi Sulawesi Selatan. *Journal on Education*, *5*, 8308–8323. https://doi.org/10.31004/joe.v5i3.1619

[7] Fu, F., Zha, W., & Zhou, Q. (2023). The Impact of Enterprise Digital Capability on Employee Sustainable Performance: From the Perspective of Employee Learning. *Sustainability*, *15*(17), 12897. https://doi.org/10.3390/su151712897

[8] Giday, D. G., & P., E. (2023). A study on the effect of training on employee performance in the case of Mekelle City, Tigray, Ethiopia. *Social Sciences & Humanities Open*, *8*(1). https://doi.org/https://doi.org/10.1016/j.ssaho.2023.100567

[9] Gunawan, I., & Senen, S. (2026). Peran employee engagement dan digital capability dalam produktivitas pegawai: Perspektif e-government PT Pos Indonesia. *Jurnal Agregasi : Aksi Reformasi Government Dalam Demokrasi*, *14*, 55–74. https://doi.org/10.34010/agregasi.v14i1.18195

[10] Hamid, R. A. (2022). The Role of Employees' Technology Readiness, Job Meaningfulness and Proactive Personality in Adaptive Performance. *Sustainability*, *14*, 15696. https://doi.org/10.3390/su142315696

[11] Hariono, R. D., Anwar, Y., & Darmilisani. (2025). Building Organizational Commitment through Strengthening Training, Competence, and Motivation in the Directorate of Air Police. *Proceedings of International Conference on Islamic Community Studies*.

[12] Harrell-Cook, G., Appelbaum, E., Bailey, T., Berg, P., & Kalleberg, A. (2001). Manufacturing Advantage: Why High-Performance Work Systems Pay off. *The Academy of Management Review*, *26*, 459. https://doi.org/10.2307/259189

[13] Hizam, S. M., Akter, H., Ilham, S., Ahmed, W., Masrek, M., & Ali, J. (2023). Predicting Workforce Engagement towards Digital Transformation through a Multi-Analytical Approach. *Sustainability*, *15*, 6835. https://doi.org/10.3390/su15086835

[14] Ingsih, K., Astuti, S., & Riyanto, F. (2024). The role of digital competence in improving service quality and employee performance. *SA Journal of Human Resource Management*, *22*. https://doi.org/10.4102/sajhrm.v22i0.2689

[15] Jamilah, Anwar, Y., & Darmilisani. (2025). Optimization of SILAW MAS Application Implementation. *Proceedings of International Conference on Islamic Community Studies*.

[16] Keltu, T. (2024). The Effect of Human Resource Development Practice on Employee Performance with the Mediating Role of Job Satisfaction among Mizan Tepi University's Academic Staff in Southwestern Ethiopia. *Heliyon*, *10*, e29821. https://doi.org/10.1016/j.heliyon.2024.e29821

[17] Mangkunegara, A. P. (2017). *Manajemen Sumber Daya Manusia Perusahaan*. Remaja Rosdakarya.

[18] Nawawi, A., Natika, L., & Saidi, D. (2023). Pengaruh Pelatihan Terhadap Kinerja Karyawan PT. Pos Indonesia Cabang Subang. *The World of Business Administration Journal*. https://doi.org/10.37950/wbaj.vi.1665

[19] Ridwan, M., Anwar, Y., & Daulay, M. T. (2025). The Effect of Training and Career Development on Employee Performance with Job Satisfaction as an Intervening Variable at PT. ASDP Indonesia Fery (Persero) Singkil Branch. *2nd International Conference on Islamic Community Studies (ICICS) Theme: History of Malay Civilisation and Islamic Human Capacity and Halal Hub in the Globalization Era*.

[20] Robbins, S., & Judge. (2019). *Perilaku Organisasi*. Salemba Empat.

[21] Siahaan, D. S. Y., Anwar, Y., & Ritonga, H. M. (2022). The Influence of Ability, Work Discipline, and Work Motivation on Employee Performance (Study on Honorary Employees at the Department of Transportation of the City of Binjai). *Konfrontasi*

Journal: Culture, Economy and Social Changes, *9*(3), 483–495. https://doi.org/https://doi.org/10.33258/konfrontasi2.v9i3.243

[22] Somuah, C., Mensah, H. K., & Gyimah, P. (2024). Training practices and job performance in public universities: leveraging on self-efficacy and organizational politics. *Cogent Business & Management*, *11*. https://doi.org/10.1080/23311975.2024.2328309

[23] Subramaniam, S., Dorasamy, M., & Malarvizhi, C. (2025). Personality trait and employee performance in digital transformation: the mediating effect of employee dynamic capability. *Cogent Business & Management*, *12*. https://doi.org/10.1080/23311975.2024.2448774

[24] Van Laar, E., Deursen, A. J. A. M., Van Dijk, J. A. G. M., & Haan, J. (2019). The Sequential and Conditional Nature of 21st-Century Digital Skills. *International Journal of Communication*, *13*, 3462–3487.

[25] Yimam, M. (2022). Impact of training on employees performance: A case study of Bahir Dar university, Ethiopia. *Cogent Education*, *9*. https://doi.org/10.1080/2331186X.2022.2107301

[26] Yudhistira, B., Ferine, K. F., Astuti, D., & Anwar, Y. (2025). Pengaruh Pelatihan, Disiplin Kerja danLingkungan Kerja Terhadap KinerjaPegawaiDengan Motivasi KerjaSebagai Variabel InterveningPada Rumah Sakit Adam Malik di Medan. *Blantika: Multidisciplinary Jornal*, *3*(12), 1746–1760.

[27] Zhen, M., & Ding, W. (2024). Empowering employees for digital transformation in manufacturing enterprises: A case study. *South African Journal of Business Management*, *55*. https://doi.org/10.4102/sajbm.v55i1.4207