

Digital Competence and Higher Education Policy: A Quantitative Analysis of Lecturer Performance in Indonesia

Muhammad In'am Esha¹, Wuryaningsih¹, Rini Safitri¹

¹ Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia

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ABSTRACT

This study aims to investigate the role of digital strategy on lecturer performance by positioning digital competence as a mediating variable. This quantitative study uses primary data obtained through a survey of lecturers in Indonesia. A total of 248 respondents responded, and the data were then processed using SEM-PLS 4.0. The results indicate that digital strategy has a strong positive influence on shaping lecturers' digital competence. However, digital strategy alone does not necessarily improve lecturer performance directly. The results of this study show an interesting finding, the phenomenon of full mediation, in which digital competence acts as a crucial bridge. Without adequate technological mastery within human resources, an organization's digital strategic policy will lose its effectiveness in boosting productivity. Therefore, the success of digital transformation in educational institutions depends heavily on the integration between strategic planning and the continuous development of lecturers' digital capacity. Practically, this study serves as a strategic guide for higher education policymakers to reallocate budgetary priorities from mere LMS infrastructure procurement to intensive digital competence training, preventing underutilized technology and ensuring a higher return on digital policy implementation. The universities must embed sustained digital competence development programs alongside digital strategy formulation, as strategic policies alone are insufficient to enhance lecturer performance without adequate technological mastery.

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Corresponding Author:

Wuryaningsih

Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; wuryaningsih@uin-malang.ac.id

1. INTRODUCTION

Education is the cornerstone of national civilization development. This is especially true in the current climate, where a nation's civilization is highly dynamic. Human civilization continues to evolve, one aspect of which is science and technology. It is fitting that the Fourth Asta Cita (Asta Cita) states that achieving a Golden Indonesia 2045 will be supported by human resource development through

improving the quality of education and developing science and technology. Discussing the technological aspect, we realize that the technology humans utilize continues to evolve, as does technology itself. The technology utilized by humans has also developed rapidly, from prehistoric times to today, where everything can be automatically connected. Today, humans are increasingly reliant on digital technology, but the question is whether everyone can adapt to it. Many scientists note that digital technology has impacted many sectors of life, including education. Responding to these developments, the Indonesian Government has issued regulations. One such regulation is Presidential Regulation of the Republic of Indonesia Number 39 of 2019 concerning One Data Indonesia. Welcoming this policy, ministries and institutions have also adapted to support the Government's policy.

The Ministry of Education, Culture, Research, and Technology, through Regulation No. 53 of 2023 concerning Higher Education Quality Assurance, also emphasizes the importance of utilizing information technology in the delivery of higher education. For higher education institutions, education remains a top strategic priority. Therefore, the digitalization policy is not adopted blindly but rather integrated into existing educational values, namely the development of human resource capabilities and the effectiveness of administrative services in supporting academic and research activities (Haase, 2020). The implementation of digital devices and mechanisms in the Higher Education Institution environment is seen as a process that grows organically, the success of which is largely determined by the socio-material interconnections between the various elements of the institution that continue to interact dynamically (Esteve-Mon, Postigo-Fuentes, & Castañeda, 2022). The Government can influence how higher education institutions manage technology, for example, through funding, by setting quality standards, and by supporting the development of adequate technological infrastructure (Tømte, Fosslund, Aamodt, & Degn, 2019). Higher education in the digital era requires policymakers to rethink the implications of digital connectivity, including its opportunities and challenges for the education sector, so they can create policies that add value to higher education (Saykili, 2019).

The success of digitalization in higher education depends on five main pillars: the availability of specific infrastructure and expertise, integrated policies with clear leadership, and various training models such as mentoring and communities of practice that focus on developing teachers' digital competencies and the practical use of the technology (Esteve-Mon et al., 2022). Government policy regarding digitalization in higher education can be translated as an institutional strategy (Haase, 2020). Higher education institutions responded to this policy by taking strategic steps, such as updating their curriculum and restructuring their organizations (Selwyn, Academic, & York, 2022). Digitalization of education is projected as a key instrument for ensuring equal access to quality education for all levels of society (Arifa, 2023). Although digitalization is a priority and is triggering structural changes in higher education, many institutions do not yet have a comprehensive strategy specifically aimed at teaching and learning practices (Selwyn et al., 2022).

Digital policy implementation in higher education is failing due to insufficient institutional preparedness, inadequate faculty support, and structural barriers rather than policy conception alone. Sharif et al. (2025) surveyed faculty, students, and administrators across institutions, revealing that faculty expressed concerns about insufficient training and support, while administrators cited financial limitations and the need for stronger strategic policy alignment in digitalisation. Furthermore, the failure of digital policy in higher education is largely due to limited internet access and inadequate digital literacy training, underscoring the need for targeted strategies and comprehensive institutional policies to strengthen digital competencies and infrastructure (Kusmawan, 2025). Digital business strategy is an organizational strategy formulated and implemented using digital resources to create differential value (Chi, Zhao, & Li, 2016). Chi et al. (2016) and Holopainen et al. (2024) correlated digital business strategy and company performance. The results of this study indicate a positive correlation between digital business strategy and company performance. Meanwhile, another study demonstrated that digital optimization strategies significantly affect employee performance (Munandar, Budhinigtias, & Narimawati, 2024).

In addition, referring to the Resource-Based View (RBV) theory, resources are anything that can be considered a strength or weakness for a particular company (Wernerfelt, 1984). RBV aims to explain the internal resources that underpin an organization's competitive advantage (Cuthbertson & Furseth, 2022). Through the RBV theoretical framework, organizations can understand how to optimize digital resources as an important instrument to increase competitiveness in the market (Barney, 1991). The success of organizations in the digital era depends on implementing effective methods for managing digital talent, including recruiting, training, and retaining workers with digital competencies (Willie, 2024).

This study emphasizes that digital strategies that translate universities' digital policies are crucial in today's era. Digital policy implementation in higher education is failing due to insufficient institutional preparedness, inadequate faculty support, and structural barriers rather than policy conception alone. Sharif et al. (2025) surveyed faculty, students, and administrators across institutions, revealing that faculty expressed concerns about insufficient training and support, while administrators cited financial limitations and the need for stronger strategic policy alignment in digitalisation. Furthermore, the failure of digital policy in higher education is largely due to limited internet access and inadequate digital literacy training, underscoring the need for targeted strategies and comprehensive institutional policies to strengthen digital competencies and infrastructure (Kusmawan, 2025). The current study emphasizes that the successful implementation of these digital strategies must be balanced with attention to lecturers' digital competence. This step is crucial for maintaining educational quality standards and optimizing learning value for students in today's higher education environment (Garz, 2021). Lack of technological mastery will hinder lecturers from using digital devices and platforms to conduct high-quality research and from obtaining recognition for their research results on the international stage (Mardiana, 2024).

Digital business strategy is a strategy designed and implemented by an organization by utilizing its digital resources to create differentiating value (Bharadwaj, et al., 2013). Implementing a digital business strategy can significantly impact organizational performance. However, achieving these results depends heavily on the effectiveness of its implementation (Leischnig, Wölfl, Hein, & Hein, 2017). There are four main dimensions of digital business strategy: operational scope, growth scale, adaptation speed, and mechanisms for creating and capturing business value (Bharadwaj & El Sawy, Omar; Venkatraman, 2013).

Along with the fundamental transformation in educational orientation, lecturers today are encouraged to be more creative in transforming themselves not only as facilitators and sources of information for students, but also as optimizers of students' potential (Dong, Phan, Nhu, Vu, & La, 2024). Thus, there is a need to redefine the roles of lecturers and students in digital learning spaces. With digital resources, it is possible to change the role of lecturers, who were previously mostly lecturers, in digital learning spaces; lecturers become facilitators and monitor learning activities and learning outcomes over time. Thus, lecturers in higher education are expected to have adequate digital competencies (Bygstad, Øvrelid, Ludvigsen, & Dæhlen, 2022).

Regarding the changing role of lecturers in the learning process in the digital era, the question arises: Can Digitalization in education improve lecturer performance in higher education? In the era of globalization and digital transformation, higher education must serve as both an educational entity and a centre of innovation, research, and community service (Mahesh, Aithal, & K. R. S., 2024). In this regard, universities are also required to manage their resources. The quality of lecturers and that of higher education institutions are directly proportional. Lecturer performance in higher education is a crucial factor in improving the quality of higher education institutions (Kosasih & Salqaura, 2024).

To ensure the successful implementation of digital leadership competencies required for universities' digital transformation readiness, this study offers a series of recommendations directed at both the institutional and individual (academic leader) levels (Jaser et al., 2024). In this digital era, higher education institutions must provide opportunities for lecturers to develop their professional skills and facilitate regular training to support their digital literacy (Mardiana, 2024). In higher

education, digital teaching competences involve more than simply using ICT resources critically and responsibly; they also require additional skills, including evaluation, collaboration, and student feedback, which are integral to academics' routine pedagogical practice in a digital context (Cabero-almenara, Palacios-rodr, & Barroso-osuna, 2020).

Thus, the digital competence of lecturers in higher education plays a key role for higher education institutions today, and it is important to measure how effectively digital strategies and digital competence can improve individual lecturer performance across teaching, research, and community service. Digital competence is a set of knowledge, skills, attitudes, abilities, strategies, and awareness needed when using digital technology and digital media to perform tasks, solve problems, communicate, manage information, collaborate, create and share content, and build knowledge effectively (Van Laar et al., 2017). Educators are currently in an empowered position to embrace educational technologies and adopt pedagogical approaches suited to the digital era, marking a moment of change and advancement toward innovative teaching strategies in both face-to-face and online modes (Inamorato, Chinkes, Carvalho, Solórzano, & Marroni, 2023). As technology increasingly permeates every level of society and reshapes sustainable education practices, its integration into educational contexts has become imperative, prompting institutions to develop competency frameworks such as DigCompEdu to guide the pedagogic-didactic competences educators must develop, underscoring the crucial role of digital competence among faculty members (Cabero-almenara et al., 2020). DigCompEdu serves as the theoretical foundation for evaluating lecturers' current level of digital competence. This framework outlines six key areas: Professional Engagement (PE), Digital Resources (DR), Teaching and Learning (TL), Assessment (AS), Empowering Learners (EL), and Facilitating Learners' Digital Competencies (FC) (Li, Anuar, Mansor, & Digital, 2026).

Specifically, this study aims to examine the impact of digital business strategies on the performance of lecturers, a crucial resource in higher education. Furthermore, this study assumes that an adequate bridge is needed to achieve strategy implementation, namely through the utilization of existing resources, including human resources, specifically lecturers. Lecturers, as instructors, play a crucial role in influencing the quality and effectiveness of the higher education system (S. Sukirno, Marjaman, & Fauziningrum, 2024). According to the RBV, digital competence is crucial for an organization's human resources. Several studies have shown that digital competence is positively correlated with performance (Yusanti & Suprpti, 2023; Ingsih et al., 2024). Furthermore, similar research examining digital competency and educators' performance in higher education also showed positive results (Masias-Fernandez et al., 2023; Kosasih & Salqaura, 2024; & Raqui-ramirez, 2025).

In addition, several studies also state that digital competence can mediate the relationship between digital strategy orientation and organizational performance (Yu & Moon, 2021). Moreover, mediate the digitalization of MSMEs on MSME performance (Mahmudah & Muhtarom, 2024). Specifically, this study differs from previous research. This study examines the influence of digital business strategies, as a translation of university policies, on individual lecturer performance, whereas many previous studies have focused more on organizational performance.

Within the RBV framework, technological capabilities are a key driver of competitive advantage and superior organizational performance (Barney, 1991). Technological excellence will enable companies to achieve higher returns, thereby retaining the best talent in a more stimulating environment and allowing the organization to develop and calibrate more cutting-edge ideas (Wernerfelt, 1984). Corporate resources include all assets, capabilities, organizational processes, corporate attributes, information, and knowledge controlled by the company that enable it to design and implement strategies to improve its efficiency and effectiveness (Barney, 1991)The resources in question include brand reputation, internal technological capabilities, a skilled workforce, and operational efficiency, all of which are organizational resources (Wernerfelt, 1984).

Furthermore, Wu & Chen (2020) added that digital competence is the intersection of technological skills and professional abilities in the digital workplace. Digital competence goes beyond mere technical mastery, as it demands a harmonious integration of these skills with pedagogical strategies. Therefore,

lecturers are not only required to be skilled in operating technological devices but also to implement them substantively in the learning process (Dong et al., 2024). This research adds to the existing literature by showing that the impact of higher education digital strategy on lecturer performance is strongly determined by the level of lecturers' digital competence.

The term 'performance' is often used in business and education studies, but the concept lacks a standard definition. Definitions of the concept can vary depending on the perspectives of experts in various fields. (DS Sukirno & Siengthai, 2011). Lecturer performance can be defined as the ability to carry out the three main tasks known as the Tridharma of Higher Education. Today, higher education institutions worldwide are facing significant transformations driven by technological acceleration and a shift in people's lifestyles towards the digital (Ashmel, Hashim, Tlemsani, & Matthews, 2022). In this regard, a comprehensive digital strategy encompassing infrastructure, training, and digital culture enables lecturers to adapt to technological developments. According to the RBV, organizations can identify mechanisms to optimize digital assets as strategic capabilities to strengthen competitive advantage in the market (Barney, 1991). Furthermore, technological dominance not only increases corporate profitability but also strengthens human capital structures. Through a conducive work environment, companies can accelerate the development of advanced ideas, strategically positioning the organization to compete through innovation (Wernerfelt, 1984). In the current digital era, universities, through technological dominance, are not only able to increase competitiveness but also to strengthen the competencies of their human resources. Several studies have shown that digital business strategies are positively correlated with organizational performance (Chi et al., 2016; Holopainen et al., 2024). Furthermore, digital optimization strategies significantly affect employee performance (Munandar et al., 2024). Referring to the explanation above, the digital strategy, which is part of higher education policy, is expected to improve lecturers' academic performance, specifically in carrying out the Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education). Therefore, the following hypothesis is formulated:

H1: Digital strategy has an impact on lecturer performance

Based on the Resource-Based View (RBV) framework, digital strategy is seen as a crucial organizational resource for creating added value through the development of specific capabilities (Barney, 1991). The specific capability in this case is lecturers' digital competence. Research conducted by Chi (2016). Show that digital business strategy influences digital competencies, with e-collaboration capabilities fully mediating this relationship. Furthermore, several studies have shown that digital competence affects performance (Yusanti & Suprapti, 2023; Ingsih et al., 2024). Furthermore, similar research examining digital competency and educators' performance in higher education also showed positive results (Masias-Fernandez et al., 2023; Kosasih & Salqaura, 2024; & Raqui-ramirez, 2025). Digital strategic orientation positively influences organizational performance through digital competence (Yu & Moon, 2021). Digital business strategy influences digital competency, fully mediated by e-collaboration capabilities. As explained above, a higher education digital strategy can improve lecturer performance by enhancing their competency. Therefore, the hypothesis in this study is formulated as follows:

H2: Digital strategy influences lecturer performance through digital competence.

2. METHODS

This study will analyze the causal relationship between digital strategy, digital competence, digital transformation, and job performance among lecturers at Indonesian universities. The sampling technique used in this study was purposive sampling, with the following respondent criteria:

- Active lecturer at a university in Indonesia
- Have a minimum functional position of Assistant Expert

Data were collected through a self-administered survey administered to predetermined respondents via a Google Form link. Data were collected from 248 respondents and analyzed using

SmartPLS 4.0. The variable measurements in this study were adopted from previous studies that are valid and reliable. Table 1 below presents the variable measurements in this study.

Table 1 Research Variable Indicators

Variables	Dimensions	Indicators	Source
Digital Competence	Communication and Collaboration	I use digital technology to communicate with students and colleagues.	(Redecker, 2017)
		I select digital communication formats and channels appropriate to the audience, context, and learning objectives.	
		I use digital technology to collaborate with fellow lecturers at my institution.	
		I use digital technology to communicate with other external parties.	
		I use digital technology to collaborate with external stakeholders.	
	Professional Development	I actively develop my competence in using digital technology for teaching.	
		I participate in artificial intelligence (AI)-based training, such as the use of ChatGPT, Claude AI, Gemini, etc.	
		I participate in technology-based training in learning or the use of AI for assessment.	
	Digital Teaching and Innovation	I strategically consider the use of digital technology to align with students' needs.	
		I use interactive digital tools such as Kahoot, Mentimeter, etc.	
		I use collaborative digital tools such as Padlet, Google Docs, etc.	
		I use digital resources for innovative learning strategies.	
		I integrate campus-based learning with real-world professional practice through digital technology.	
	Assessment	I use digital technology to support formative assessment.	
		I use digital technology to support summative assessment.	
Lecturer Performance	Quality of Implementation of the Tri Dharma of Higher Education	1. Teaching performance (holding a degree/certification, serving as a thesis supervisor, student advisor/mentor, teaching/tutoring, writing textbooks, modules, or practicum modules, developing instructional media, etc.)	(DS Sukirno & Siengthai, 2011)&(Sofyani, 2019)

		- Research performance (individual or group research) - Publication performance (publishing articles/papers, translating/editing books, patenting technology, etc.) - Community engagement performance (conducting training/community outreach, serving as a government board member or expert staff, etc.) - Others (seminar participation, achievement awards, membership in professional organizations, representing organizations at events, membership in government/university projects, etc.) - Overall performance	
Digital Strategy	Development	- Our agency has recognized the importance of digital technology for industrial development. - Our agency has ongoing projects related to digital technology. - Our agency strives to gain a competitive advantage through digital technology.	(Holopainen et al., 2024)
	Objectives	- Our agency has set goals related to the use of digital technology. - Our agency follows the goals set for digital technology. - Our agency can leverage digital technology to achieve strategic goals.	(Holopainen et al., 2024)
	Resources	- Our agency has the financial resources to invest in digital technology. - Lecturers and staff at our institution have time to implement digital technology projects. - Lecturers and staff at our institution have the knowledge to implement digital technology projects.	Holopainen et al., 2024)
	Management Capabilities	- Our agency management is aware of and follows the changes brought about by digital technology in this industry. - Our agency management can shape digital strategies.	Holopainen et al., 2024)

		3. Our agency management actively seeks opportunities brought by digital technology.	
	Digital Leadership	1. Our agency has appointed a person responsible for implementing digital strategic activities. 2. At our agency, the people in charge have the knowledge, skills, and experience to manage digital technology projects.	Holopainen et al., 2024)

Source: data processed by researchers (2026)

3. FINDINGS AND DISCUSSION

3.1 Results

Table 2 below presents the demographics of the respondents in this study. Data were obtained from 248 active lecturers across Indonesia.

Table 2 Respondent Demographics

College of Origin	
Public universities	29%
State Religious College	32.7%
Private Universities	22.2%
Private Religious Colleges	16.1%
Total	100%
Length of work	
< 5 Years	41.5%
6-10 Years	35.1%
11-15 Years	10.1%
> 15 Years	13.3%
Total	100%
Functional Position	
Expert Assistant	51.6%
Lecturer	40.3%
Associate Professor	6%
Professor	2%
Total	100%
Certified	
Already Certified	48.4%
Not Certified Yet	51.6%
Total	100%

Source: Data processed by researchers (2026)

Table 2 above shows that respondents are spread relatively evenly across various universities, namely State Universities (PTN) at 29%, State Religious Universities at 32.7%, Private Universities at 22.2%, and Private Religious Universities at 16.1%. Furthermore, the length of service of respondents in this study shows that most have a service period of less than 5 years, namely 41.5%, then respondents

who have a service period of 6-10 years are 35.1%, and respondents who have a service period of 11-15 years are 10.1%. Respondents who have a service period of more than 15 years are 13.3%. In addition, the functional positions of lecturers in this study are diverse: Assistant Experts at 51.6%, Lecturers at 40.3%, Associate Lecturers at 6%, and Professors at 2%. Furthermore, 48.4% of lecturers are certified as professional lecturers, and 51.6% are not.

3.1.1 Outer Model Analysis

The initial assessment in the PLS-SEM approach focuses on the measurement model. In this study, the reflective measurement model was evaluated using Composite Reliability (CR) to assess internal consistency, as well as the reliability of individual indicators and the average variance extracted (AVE) to assess convergent validity (Hair et al., 2021). Table 3 shows that all constructs have CR values and Cronbach's Alpha (CA) exceeding the minimum required limit of 0.70, and the outer loadings have also exceeded the minimum limit of 0.40 (Hair et al., 2021). Although DC7, DC8, DS1, LP1, LP2, and LP9 were removed because they had low outer loadings, the construct was removed to increase the CR and AVE values to reach the threshold of 0.50. Table 3 shows that the CR and CA values exceed 0.70, which is acceptable and supports the construct's internal consistency reliability.

Table 3: Convergent Validity and Reliability

Latent Construct	Item	Convergent Validity		Internal consistency reliability	
		Outer Loading	AVE	CR	CA
Digital Competence	DC1	0.795	0.572	0.941	0.931
	DC11	0.755			
	DC12	0.82			
	DC13	0.824			
	DC14	0.729			
	DC15	0.707			
	DC2	0.845			
	DC3	0.752			
	DC4	0.682			
	DC5	0.636			
	DC6	0.767			
	DC9	0.738			
Digital Strategy	DS10	0.806	0.681	0.965	0.961
	DS11	0.878			
	DS12	0.869			
	DS13	0.778			
	DS14	0.827			
	DS2	0.784			
	DS3	0.774			
	DS4	0.897			
	DS5	0.844			
	DS6	0.854			
	DS7	0.815			
	DS8	0.809			
	DS9	0.784			
Lecturer Performance	LP3	0.767	0.603	0.914	0.89
	LP4	0.802			

	LP5	0.805			
	LP6	0.763			
	LP7	0.83			
	LP8	0.765			
	LP9	0.697			

Source: Data Processed by Researchers (2026)

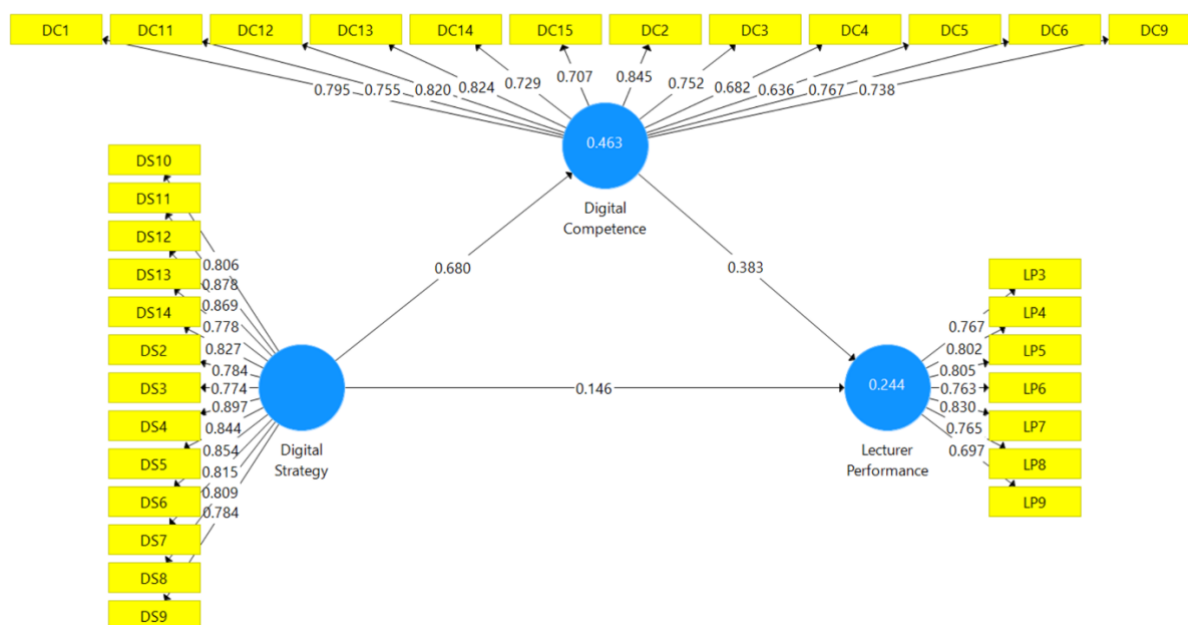


Figure 1 shows the results of the measurement model analysis

The assessment of the reflective measurement model also includes discriminant validity. In assessing discriminant validity in this study, the heterotrait-monotrait ratio (HTMT) of correlations was used (Hair, Risher, Sarstedt, & Ringle, 2019). Table 4 shows that all constructs meet the discriminant validity requirements, with an HTMT ratio below 0.90 (Hair et al., 2019). The HTMT value is significantly greater than 1, indicating that discriminant validity has been met in this study.

Table 4 Discriminant Validity

	Digital Competence	Digital Strategy_	Lecturer Performance_
Digital Competence			
Digital Strategy	0.71		
Lecturer Performance	0.513	0.433	

Source: Data processed by researchers (2026)

Overall, the constructs in this study have met the requirements for validity and reliability. Thus, the constructs in this measurement model have proven reliable and are ready for testing the structural model and related hypotheses.

3.1.2 Inner Model Analysis

The main objective of testing the structural model is to evaluate how exogenous variables affect endogenous variables. Table 5 shows the results of testing hypothesis 1, namely that digital strategy influences lecturer performance. The path coefficient was 0.146 ($P = 0.166$), indicating that the effect was not significant, so hypothesis 1 is not supported. Furthermore, Table 6 shows that digital competence

mediates the relationship between digital strategy and lecturer performance, with a path coefficient of 0.261 and a P-value of 0.002 (<0.05).

Table 5 Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Digital Competence→Lecturer Performance	0.383	0.385	0.125	3,055	0.002
Digital Strategy→Digital Competence	0.68	0.684	0.065	10,427	0.000
Digital Strategy→Lecturer Performance	0.146	0.154	0.105	1,388	0.166

Source: Data processed by researchers (2026)

Table 6: Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Digital Strategy→Digital Competence→Lecturer à Lecturer Performance	0.261	0.261	0.084	3.117	0.002

Source: Data processed by researchers (2026)

Based on the results of the coefficient of determination test in Table 7, the value for the digital competence variable is 0.463. Referring to Hair et al. (2019). This value indicates that the model has predictive power approaching the moderate category. This indicates that the combination of independent variables in the model explains 46.3% of the variance in digital competence, with the remaining 53.7% explained by factors outside the model. On the other hand, the lecturer's performance variable is 0.244. According to the criteria, R^2 Hair et al. (2019). This value falls in the weak category, where the exogenous variable accounts for only 24.4% of the variance in lecturer performance.

Table 7: the coefficient of determination (R^2)

	R Square	R Square Adjusted
Digital Competence	0.463	0.459
Lecturer Performance	0.244	0.233

Source: Data processed by researchers (2026)

3.2 Discussion

Digital strategies influence lecturer performance.

Hypothesis 1, which posits that digital strategies influence lecturer performance, was not supported by this study. This research is inconsistent with previous research by Chi (2016) and Holopainen et al. (2024), which shows that digital strategy impacts company performance. A strategy alone does not automatically generate competitive advantage or superior performance. Referring to RBV theory, not all company attributes, such as physical, human, and organizational capital, have a positive impact; some can degrade performance, while others are neutral. According to the RBV theory

by Wernerfelt (1984), A company's resources are categorized into physical, human, and organizational capital, which support the company in formulating and implementing strategies to achieve greater efficiency and effectiveness.

These results confirm that digital strategies that exist only on paper (planning) without being executed through real capabilities cannot significantly improve lecturer performance. Limited technological understanding often hinders discussions about the digitalization and datafication of education (Selwyn et al., 2022). On the other hand, lecturers have a crucial role in higher education, namely as instructors who influence the quality and effectiveness of the higher education system (S. Sukirno et al., 2024). The results of this study reveal an interesting finding: that a university's digital strategy is not just a policy without action. Universities, through their policies, are expected to translate them into programs that directly impact key stakeholders, including faculty.

Digital strategy influences lecturer performance through digital competency.

Hypothesis 2, which states that digital strategy influences lecturer performance through digital competence, was proven to be significantly positive in this study. The results of this study are in line with research by Yu & Moon (2021), namely, that digital competence mediates digital strategic orientation towards organizational performance. Digital strategy is seen as an organization's strategic plan for configuring existing resources within a higher education institution. However, this study's results show that digital strategy cannot directly improve lecturers' performance in the digital era unless it addresses the human aspect. As noted by Kusmawan (2025), The misalignment or breakdown of digital policies within higher education institutions stems significantly from restricted internet accessibility and a shortage of digital literacy initiatives. To mitigate these shortcomings, universities must deploy targeted interventions and comprehensive policy frameworks that simultaneously fortify technological infrastructure and faculty digital competencies. Digital strategy is defined as an institutional policy direction concerning the configuration of digital instruments (Yu & Moon, 2021). However, the implementation of this policy does not automatically transform practical work behaviors. Translating such a strategy into tangible performance requires a critical conversion into individual operational proficiency.

Referring to the RBV theory by Barney (1991), The performance of an organization or individual is highly dependent on the mastery of resources that are Valuable (valuable), Rare (rare), Inimitable (difficult to imitate), and Non-substitutable (irreplaceable).

Although the majority of teaching staff are still in the adaptation and deepening phase of digital transformation, the application of digital technology has proven to significantly enhance the effectiveness and efficiency of lecturers' work in higher education (Hamid, Yuniarsih, Disman, & Santoso, 2025). Therefore, the results of this study provide implications for the formulation of strategic policies related to Digitalisation in higher education, paying attention to the important role of digital competence of lecturers in the digital era

4. CONCLUSION

This study aims to examine the influence of digital strategies on lecturer performance. In addition, this study also examines the indirect relationship between digital strategies and lecturer performance. The results of this study show that digital strategies in higher education do not necessarily improve lecturer performance in implementing the Tri Dharma of Higher Education. This study shows that digital strategies can improve lecturer performance by enhancing their digital competence. This indicates that digital policies in higher education will not improve lecturer performance if they are not internalized into individual abilities. The results of this study indicate that higher education management must shift the focus of its digital strategies. Policies that focus solely on providing software or hardware must prioritize programs to improve digital competence. Moreover, these results extend the RBV framework by establishing AI mastery as an advanced form of digital

competence. Whereas foundational digital competence acts as a mediating capability converting technology into performance, AI mastery constitutes a higher-level dynamic capability. It empowers lecturers to adapt, innovate, and create value within the Tri Dharma framework. In practice, this study serves as a strategic guide for higher education policymakers and university executives in managing digital resources. It underscores the urgent need to reallocate budgetary priorities from superficial investments, like LMS infrastructure procurement, to intensive digital competence training for lecturers. Implementing this paradigm shift is essential to prevent technology from becoming underutilized armor, thereby securing a higher return on digital policy implementation.

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