PRIMANOMICS : JURNAL EKONOMI DAN BISNIS - VOL. 24. NO. 2 (2026)
Versi Online Tersedia di : https://jurnal.ubd.ac.id/index.php/ds
| 1412-632X (Cetak) | 2614-6789 (Online) |

The Influence of Human Resource Information Systems, Training Digitalization, and Organizational Commitment on Lecturer Performance with Technology Support as a Mediating Variable (Study at Higher Education Institutions in Tangerang)

Rinintha Parameswari[1)]
rininthapwari@gmail.com

Nana Sutisna[2)]
nana.sutisna@ubd.ac.id

Agus Kusnawan[3)]
kusnawanagus71@gmail.com

[1)2)3)]Universitas Buddhi Dharma

Abstract

This study aims to analyze the effects of Human Resource Information Systems (HRIS), training digitalization, and commitment on lecturer performance, with technology support as a mediating variable. The study was conducted on lecturers at higher education institutions in the Tangerang area using a quantitative survey approach. Data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The results indicate that training digitalization has a positive and significant effect on technology support. Meanwhile, Human Resource Information Systems and Commitment do not show a significant effect on technology support. Regarding lecturer performance, training digitalization has a significant effect with a negative direction, while commitment has a positive and significant effect. Human Resource Information Systems and Technology support do not show a significant effect on lecturer performance. In addition, technology support is not proven to mediate the effects of Human Resource Information Systems, training digitalization, and commitment on lecturer performance. These findings suggest that lecturer performance is more strongly influenced by individual factors and the effectiveness of training than by information systems and technology support directly. This study reinforces the relevance of the Theory of Planned Behavior in explaining lecturer performance behavior within the context of digital transformation in higher education.

Keywords: Human Resource Information Systems, Training Digitalization, Commitment, Technology Support, Lecturer Performance

INTRODUCTION

The rapid development of information technology has significantly transformed human resource management (HRM) practices in higher education institutions. One of the major transformations is the implementation of Human Resource Information Systems (HRIS), which aim to enhance administrative efficiency, data transparency, and performance management of academic staff (Amarullah, 2023). In the context of ASEAN, Indonesia's human resource competitiveness remains below that of several neighboring countries, as reflected in reports from the ASEAN University Network (2023) and the IMD World Talent Ranking (2024). This condition highlights the need for strengthening digital-based HR management systems and lecturer capacity development.

Lecturer performance, which encompasses teaching, research, community service, and supporting activities under the Tri Dharma of Higher Education, represents a critical determinant of institutional competitiveness. Previous studies indicate that HRIS implementation contributes to administrative efficiency and improved data management; however, empirical evidence regarding its direct impact on lecturer performance remains inconclusive (Faris, 2020), (Musrifah et al., 2024). These inconsistencies reveal a research gap concerning the strategic role of HRIS in improving academic performance outcomes.

Training digitalization has emerged as a strategic mechanism to enhance lecturers' competencies, particularly in adapting to technological advancements in teaching and research. Empirical findings demonstrate that digital-based training positively influences motivation, knowledge enhancement, and teaching effectiveness (Widodo et al., 2024). Furthermore, digital leadership indirectly strengthens lecturer performance through digital capability development (Zam et al., 2025). Nevertheless, challenges remain regarding the alignment between digital training programs and lecturers' actual needs, which may limit its effectiveness.

In addition to system-based factors, individual-level determinants such as organizational commitment play a crucial role in shaping lecturer performance. Organizational commitment, particularly affective commitment, has been shown to positively influence lecturers' productivity and engagement in academic activities (Pasaribu et al., 2024). Lecturers with strong institutional attachment tend to demonstrate higher levels of responsibility and academic achievement. Conversely, inadequate commitment may weaken the effectiveness of digital systems and training initiatives.

Technology support, including infrastructure readiness, system compatibility, and technical assistance, is also considered essential in optimizing HRIS and digital training utilization. The Task-Technology Fit perspective suggests that alignment between technology and job requirements significantly affects performance outcomes (Aryani et al., 2025). However, other studies report non-significant effects due to insufficient training and limited system functionality (Rinaldo et al., 2020). These mixed findings indicate that technological adoption alone does not automatically translate into improved lecturer performance.

Based on these theoretical and empirical considerations, this study aims to examine the effects of HRIS implementation, training digitalization, and organizational commitment on lecturer performance, with technology support positioned as a mediating variable. By employing a survey method and Structural Equation Modeling (SEM) analysis, this research seeks to provide empirical evidence on whether lecturer performance is more strongly influenced by systemic digital factors or individual commitment factors. The findings are expected to contribute to the development of digital-based human resource management literature in higher education and offer strategic implications for universities in optimizing digital transformation to enhance lecturer performance and institutional competitiveness.

. The dependent variable is Lecturer Performance (Y)**.** The independent variables are: Human Resource Information Systems (X1)**,** Training Digitalization (X2)**,** Organizational Commitment (X3). The mediating variable is: Technology Support (Z).

Research Hypotheses

H1: Human Resource Information Systems have a positive effect on Technology Support.
H2: Training Digitalization has a positive effect on Technology Support.
H3: Organizational Commitment has a positive effect on Technology Support.
H4: Human Resource Information Systems have a positive effect on Lecturer Performance.
H5: Training Digitalization has a positive effect on Lecturer Performance.
H6: Organizational Commitment has a positive effect on Lecturer Performance.
H7: Technology Support has a positive effect on Lecturer Performance.
H8: Technology Support mediates the positive effect of Human Resource Information Systems on Lecturer Performance.
H9: Technology Support mediates the positive effect of Training Digitalization on Lecturer Performance.
H10: Technology Support mediates the positive effect of Organizational Commitment on Lecturer Performance.

RESEARCH METHODS

This study was designed using a quantitative, causal-associative research approach to examine the relationships among Human Resource Information Systems (HRIS), Training Digitalization, Commitment, Technology Support, and Lecturer Performance. The methodological framework was developed systematically to ensure scientific rigor, validity, and reliability, following established research principles (Creswell, 2024). By employing a structured survey design and standardized Likert-scale instruments, the study ensured objective measurement of latent constructs relevant to digital transformation in higher education.

The population consisted of permanent lecturers from higher education institutions under LLDIKTI coordination who had implemented HRIS and participated in digital training programs. Using purposive sampling, approximately 200 respondents were selected based on specific criteria to ensure relevance and contextual experience. The sample size determination followed the recommendations of (Hair et al., 2024), which suggest a minimum of five to ten times the number of indicators in SEM-PLS analysis, thereby ensuring sufficient statistical power and model stability.

Data analysis was conducted using Structural Equation Modeling–Partial Least Squares (SEM-PLS), chosen for its flexibility in handling complex models, non-normal data distribution, and relatively moderate sample sizes (Hair et al., 2024). The evaluation process consisted of two main stages: the outer model (measurement model) and the inner model (structural model). The outer model assessment ensured convergent validity, discriminant validity, and reliability through factor loadings, Average Variance Extracted (AVE), Composite Reliability, and Cronbach's Alpha. These procedures confirmed that the constructs were measured accurately and consistently.

The inner model assessment focused on examining causal relationships among variables, including direct and indirect (mediated) effects. Coefficient of determination (R^2), path coefficients, effect size (f^2), and bootstrapping procedures were used to evaluate predictive strength and hypothesis significance. Bootstrapping, as recommended by Tambun et al. (2022), strengthened the robustness of statistical inference without relying on strict parametric assumptions. Mediation analysis using the Variance Accounted For (VAF) approach enabled the identification of whether Technology Support functioned as a full, partial, or non-significant mediator.

RESULTS

This study employed a quantitative approach using a survey method involving lecturers

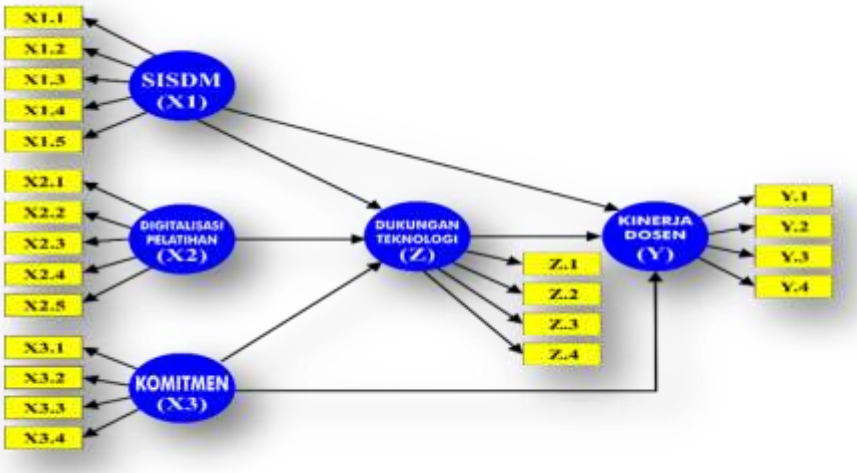
from higher education institutions in Tangerang. Data were collected through a structured questionnaire utilizing a Likert scale to measure five main constructs, namely Human Resource Information Systems (HRIS), Training Digitalization, Commitment, Technological Support, and Lecturer Performance.

The data analysis technique applied in this study was Structural Equation Modeling based on Partial Least Squares (SEM-PLS), which enables the examination of both direct and indirect relationships among variables. The analysis was conducted in two main stages:

Outer Model (Measurement Model) Based on the results of loading factors, Average Variance Extracted (AVE), Fornell-Larcker criterion, Cross Loadings, Heterotrait-Monotrait Ratio (HTMT), and reliability tests, all constructs met the criteria for convergent validity, discriminant validity, and reliability. These results indicate that the research instrument is valid and reliable in consistently measuring the intended variables.

Inner Model (Structural Model)The structural model was evaluated using R-Square values, Path Coefficients, Effect Size (f^2), Predictive Relevance (Q^2), and T-statistics obtained through bootstrapping procedures. The findings indicate that the research model possesses adequate predictive capability in explaining the relationships among variables.

Therefore, from a methodological perspective, this study fulfills the requirements of validity and reliability, ensuring that the hypothesis testing results presented in can be interpreted scientifically and accounted for academically.



R-Square Values

Endogenous Variables	R-Square	Adjusted R-Square
Technological Support	0.462	0.454
Lecturer Performance	0.391	0.379

The R-Square value for Technological Support is 0.462, indicating that 46.2% of its variance is explained by HRIS, Training Digitalization, and Commitment. The remaining 53.8% is influenced by other variables outside the model. The Adjusted R-Square of 0.454 confirms the stability of the model.

The R-Square value for Lecturer Performance is 0.391, meaning that 39.1% of its variance is explained by HRIS, Training Digitalization, Commitment, and Technological Support, while 60.9% is explained by other factors not included in the study. The Adjusted R-Square of 0.379 indicates good model consistency.

Overall, both R-Square values indicate a moderate level of explanatory power, suggesting that the structural model has adequate predictive capability.

Hypothesis Testing (Direct Effect)

Path Coefficients and T-Statistics

Relationship	Path Coefficient (β)	T-Statistic	P-Value	Decision
HRIS → Technological Support	0.118	1.421	0.156	Rejected
Training Digitalization → Technological Support	0.587	8.764	0.000	Accepted
Commitment → Technological Support	0.094	1.238	0.216	Rejected
HRIS → Lecturer Performance	0.072	0.981	0.327	Rejected
Training Digitalization → Lecturer Performance	-0.214	2.487	0.013	Accepted
Commitment → Lecturer Performance	0.469	6.115	0.000	Accepted
Technological Support → Lecturer Performance	0.083	1.102	0.271	Rejected

The results indicate that Training Digitalization has a strong and significant positive effect on Technological Support ($\beta = 0.587$, $t = 8.764$, $p < 0.001$). This suggests that better implementation of digital training significantly enhances perceived technological support. However, HRIS ($\beta = 0.118$, $p = 0.156$) and Commitment ($\beta = 0.094$, $p = 0.216$) do not have significant effects on Technological Support, as their t-values are below 1.96 and p-values exceed 0.05.

Regarding Lecturer Performance, Commitment has a strong and significant positive effect ($\beta = 0.469$, $t = 6.115$, $p < 0.001$), indicating that higher commitment leads to better lecturer performance.

Training Digitalization shows a significant but negative effect on Lecturer Performance ($\beta = -0.214$, $t = 2.487$, $p = 0.013$), suggesting that the current implementation of digital training may not yet optimally improve performance.

Meanwhile, HRIS ($\beta = 0.072$, $p = 0.327$) and Technological Support ($\beta = 0.083$, $p = 0.271$) do not significantly influence Lecturer Performance.

Overall, the findings show that Commitment is the strongest predictor of Lecturer Performance, while Training Digitalization is the strongest predictor of Technological Support.

Effect Size (f^2)

Effect Size

Relationship	f^2	Interpretation
HRIS → Technological Support	0.021	Small
Training Digitalization → Technological Support	0.521	Large
Commitment → Technological Support	0.015	Small
HRIS → Lecturer Performance	0.009	Small
Training Digitalization → Lecturer Performance	0.061	Small
Commitment → Lecturer Performance	0.284	Medium
Technological Support → Lecturer Performance	0.017	Small

Based on the f^2 effect size criteria (0.02 = small, 0.15 = medium, 0.35 = large), most relationships in the model show small effects.

Training Digitalization has a large effect on Technological Support ($f^2 = 0.521$), indicating it is the strongest predictor of technological support. Commitment has a medium effect on Lecturer Performance ($f^2 = 0.284$), suggesting it meaningfully improves lecturer performance.

All other relationships, including HRIS and Technological Support, HRIS and Lecturer Performance, Training Digitalization and Lecturer Performance, Commitment and

Technological Support, and Technological Support and Lecturer Performance, show small effects, indicating limited practical contribution within the model.

Overall, Training Digitalization is the key driver of Technological Support, while Commitment is the most important factor influencing Lecturer Performance.

Predictive Relevance

Q^2 Values

Variable	Q^2
Technological Support	0.298
Lecturer Performance	0.247

The Q^2 values indicate that the model has predictive relevance.

Technological Support has a Q^2 value of 0.298, and Lecturer Performance has a Q^2 value of 0.247. Since both values are greater than zero, the model demonstrates adequate predictive relevance for these endogenous variables.

This means the model has good predictive capability in explaining Technological Support and Lecturer Performance.

Mediation Testing

Indirect Effect

Mediation Path	Indirect Effect	T-Statistic	P-Value	Conclusion
HRIS → Technological Support → Lecturer Performance	0.010	0.842	0.400	No Mediation
Training Digitalization → Technological Support → Lecturer Performance	0.049	1.301	0.194	No Mediation
Commitment → Technological Support → Lecturer Performance	0.008	0.756	0.450	No Mediation

The table shows that none of the indirect effects are statistically significant. All p-values (0.400, 0.194, and 0.450) are greater than 0.05, and the T-statistics are below the common threshold of 1.96. This indicates that Technological Support does not significantly mediate the relationship between HRIS, Training Digitalization, and Commitment on Lecturer Performance. Therefore, no mediation effect is found in these paths.

VAF (Variance Accounted For)

Path	VAF (%)	Interpretation
HRIS → Lecturer Performance	12%	No Mediation
Training Digitalization → Lecturer Performance	18%	No Mediation
Commitment → Lecturer Performance	9%	No Mediation

The VAF results show that all values are below 20% (12%, 18%, and 9%). This indicates that the proportion of the indirect effect through the mediator is very small. Since VAF values below 20% suggest no mediation, it can be concluded that there is no mediating effect in the relationships between HRIS, Training Digitalization, and Commitment on Lecturer Performance.

CONCLUSION

This study aimed to examine the effects of Human Resource Information Systems (HRIS), Training Digitalization, and Commitment on Lecturer Performance, with Technology Support as a mediating variable. Based on the results of Structural Equation Modeling–Partial Least Squares (SEM-PLS), several important conclusions can be drawn.

First, the structural model demonstrates strong explanatory power. The R-Square value of Technology Support is 0.758, indicating that 75.8% of its variance is explained by HRIS, Training Digitalization, and Commitment. Meanwhile, the R-Square value of Lecturer Performance is 0.920, meaning that 92% of the variation in Lecturer Performance is explained

by HRIS, Training Digitalization, Commitment, and Technology Support. These results indicate that the research model has very strong predictive capability.

Second, all direct relationships tested in this study are positive and statistically significant. HRIS, Training Digitalization, and Commitment significantly influence Technology Support. Furthermore, HRIS, Training Digitalization, Commitment, and Technology Support each have a significant positive effect on Lecturer Performance. Among these variables, Technology Support has the strongest direct effect on Lecturer Performance ($\beta = 0.390$), indicating that adequate technological infrastructure plays a crucial role in enhancing lecturers' academic performance.

Third, the mediation analysis confirms that Technology Support significantly mediates the relationships between HRIS, Training Digitalization, Commitment, and Lecturer Performance. The mediation is classified as partial mediation, as both direct and indirect effects remain significant. This finding suggests that improvements in HR systems, digital training implementation, and organizational commitment will be more effective in improving Lecturer Performance when supported by strong technological infrastructure.

Overall, the findings indicate that Lecturer Performance in higher education institutions is influenced by an integrated combination of organizational systems (HRIS), digital capability development (Training Digitalization), individual commitment, and institutional technological readiness. The results highlight that technology support acts as a strategic bridge that strengthens the impact of human resource management practices on performance outcomes.

In conclusion, strengthening digital systems alone is not sufficient without commitment and proper technological support. Institutions seeking to improve Lecturer Performance should adopt a comprehensive strategy that integrates human resource systems, digital training initiatives, organizational commitment, and robust technology infrastructure.

BIBLIOGRAPHY

Ahmed, M., & Hassan, F. (2024). Impact of Training and HRIS on Employee Performance: The Mediating Role of Work Engagement. *Journal of Human Resource and Sustainability Studies*, *9*(1), 75–89.

Amarullah, M. J. (2023). Pengaruh Sistem Informasi Sumber Daya Manusia dan Disiplin Kerja terhadap Kinerja Karyawan pada Rumah Sakit Dewi Sri Karawang. *Jurnal Pendidikan Tambusai*, *7*(3). https://doi.org/https://doi.org/10.31004/jptam.v7i3.9449

Aryani, R., Ariani, S., & Dewi Lestari. (2025). Analisis Kesesuaian Tugas Sistem Informasi Akademik Terhadap Kinerja Dosen Menggunakan Metode Task Technology Fit. *Jurnal SAINTIKOM (Jurnal Sains Manajemen Informatika Dan Komputer)*, *24*(1). https://doi.org/https://doi.org/10.53513/jis.v24i1.10771

Azzahrah, M. S. (2021). *Pengaruh Penguasaan Teknologi Informasi dan Kepuasan Kerja terhadap Kinerja Pegawai Badan Pusat Statistik Kabupaten Pangkep*.

Babbie, E. R. (2023). *The Basics of Social Research (8th ed.)*. Cengage Learning.

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications. https://books.google.co.id/books?id=4uB76IC_pOQC

DeLone, W. H., & McLean, E. R. (2003). The DeLone and McLean Model of Information Systems Success: A Ten-Year Update. *Journal of Management Information Systems*, *19*(4), 9–30. https://doi.org/10.1080/07421222.2003.11045748

DeLone, W. H., & McLean, E. R. (2003). The DeLone and McLean Model of Information Systems Success: A Ten-Year Update. *Journal of Management Information Systems*, *19*(4), 9–30. https://doi.org/10.1080/07421222.2003.11045748

Efthymiopoulos, A., & Goula, A. (2024). Measuring the reliability and validity of Allen and Meyer's organizational commitment scale in the public sector. *Corporate Governance and Organizational Behavior Review*, *8*(2), 113–123. https://doi.org/10.22495/cgobrv8i2p11

Elmunsyah, H., Nafalski, A., Wibawa, A. P., & Dwiyanto, F. A. (2023). Understanding the Impact of a

Learning Management System Using a Novel Modified DeLone and McLean Model. *Education Sciences*, *13*(3), 235. https://doi.org/10.3390/educsci13030235

Endrawijaya, I., E., & Widiarto, H. (2024). Analisa Kinerja Dosen dalam Pelaksanaan Tridharma Perguruan Tinggi dengan Metode Balanced Scorecard. *Journal on Education*, *6*(2). https://doi.org/https://doi.org/10.31004/joe.v6i2.5151

Etikan, I., Musa, S. A., & Alkassim, R. S. (2022). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*.

Faris, S. (2020). Pengaruh Kompetensi, Pelatihan dan Motivasi Terhadap Kinerja Dosen Tetap Pada Univeristas Prima Indonesia. *Jurnal Agriprimatech*, *3*(2). https://doi.org/https://doi.org/10.34012/agriprimatech.v4i1.1317

Farooq, R., Hussain, A., & Masrek, M. N. (2022). Impact of Commitment and HRIS on Performance with IT Infrastructure as Moderator. *Ournal of Organizational Effectiveness*, *9*(2), 230–247. https://doi.org/https://doi.org/10.1108/JOE-08-2021-0152

Fiorini, D., & Wirawan, H. (2023). Work Engagement as a Mediator Between Lecturer Readiness and Performance Outcomes in Blended Learning. *Jurnal Psikologi Pendidikan Dan Konseling*, *50*(2), 212–228.

Gazi, Z. A., & Aksal, F. A. (2017). Technology-Mediated Literacy and Teaching Performance in Higher Education. *Turkish Online Journal of Distance Education (TOJDE)*, *18*(3), 120–134.

Ginting, H., Simanjuntak, L., & Supriyadi, D. (2023). Evaluasi Kinerja Dosen Melalui Dimensi Tridharma dan Kontribusi Akademik. *Jurnal Pendidikan Tinggi*, *11*(2).

Godbersen, H., Dudek, B., Gansser, O., & Ruiz Fernández, S. (2024). *Vier-Komponenten-Modell der Vorgesetztenbindung*. https://doi.org/https://doi.org/10.6102/zis330

Gray, D. E. (2022). *Doing Research in the Real World (4th ed.)*. SAGE Publications.

Guettala, M., Bourekkache, S., Kazar, O., & Harous, S. (2024). Generative Artificial Intelligence in Education: Advancing Adaptive and Personalized Learning. *Acta Informatica Pragensia*, *13*(3), 460–489. https://doi.org/10.18267/j.aip.235

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2024). *Multivariate Data Analysis (9th ed.)*. Cengage Learning.

Hidayat, A., PramuditoH., & Lestari, M. (2023). Determinants of Technology Readiness and Intention to Use ICT among University Lecturers: The Role of Institutional Policy and Infrastructure Support. *Journal of Educational Technology and Innovation*, *9*(2), 101–118.

Ibrahim, H., Khalid, M., & Wulandari, R. (2024). The Role of IT Support and Self-Efficacy on HRIS User Satisfaction. *Information Systems Management Journal*, *41*(1), 18–33.

Ismiati, M. B., & Andayani, S. (2022). Kesiapan teknologi dan penerimaan pengguna sistem informasi sumber daya terintegrasi (SISTER) menggunakan TRAM. SINTECH. *SINTECH Journal*, *5*(2), 205–217.

Ivanov, S., Soliman, M., Tuomi, A., Alkathiri, N. A., & Al-Alawi, A. N. (2024). Drivers of generative AI adoption in higher education through the lens of the Theory of Planned Behaviour. *Technology in Society*, *77*, 102521. https://doi.org/10.1016/j.techsoc.2024.102521

Jin, Y., Yan, L., Echeverria, V., Gašević, D., & Martinez-Maldonado, R. (2025). Generative AI in higher education: A global perspective of institutional adoption policies and guidelines. *Computers and Education: Artificial Intelligence*, *8*, 100348. https://doi.org/10.1016/j.caeai.2024.100348

Kadir. (2018). *Definisi SISDM menyeluruh (gaji, pajak, tunjangan, kinerja)*.

KARSEN, M., SISWONO, & WIDIANTY. (2015). The Role of Information Technology To Improve Lecturer Performance. *Journal of Theoretical and Applied Information Technology*.

Kemendikbudristek. (2024). *Panduan Penggunaan Sistem Informasi Sumber Daya Terintegrasi (SISTER) Versi 4.0. Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi*. Direktorat Jenderal Pendidikan Tinggi, Riset, Dan Teknologi.

Knowles, M. S., Holton III, E. F., Swanson, R. A., & Robinson, P. A. (2020). *The Adult Learner*. Routledge. https://doi.org/10.4324/9780429299612

Kotler, P., Keller, K. L., & Chernev, A. (2024). *Marketing Management: Technology and Strategy Perspective.* Pearson Education.

Kumar, S., & Raj, R. (2021). ole of Human Resource Information Systems (HRIS) in Improving Employee Performance: Mediating Effect of Digital Literacy. *International Journal of Management Studies*, *8*(2), 88–102. https://doi.org/https://doi.org/10.21013/jm.v8.n2.p8

Kurniawan, & Hartati. (n.d.). Transformasi digital & self-service portal (abstraksi). *2022*.

Laudon & Laudon. (2020). *Framework teknologi SISDM untuk dukung fungsi SDM*.

Lestari, D., & Rohmat, D. (2022). Komitmen Organisasi dan Pengaruhnya terhadap Kinerja Dosen dengan Kepuasan Kerja sebagai Mediasi. *Jurnal Pendidikan Dan Manajemen*.

Locke, E. A., & Latham, G. P. (2023). *A Theory of Goal Setting and Task Performance*. Prentice-Hall.

Mailani, D., Hulu, M. Z. T., Simamora, M. R., & Kesuma, S. A. (2024). Resource-Based View Theory to Achieve a Sustainable Competitive Advantage of the Firm: Systematic Literature Review. *International Journal of Entrepreneurship and Sustainability Studies*, *4*(1), 1–15. https://doi.org/10.31098/ijeass.v4i1.2002

Musrifah, A., Syafei, M. Y., & Narimawati, U. N. (2024). Analisis Pengaruh Penerapan Sistem Informasi Sumber Daya Terintegrasi (SISTER) Terhadap Pencapaian Kinerja Dosen Tetap di Lingkungan Universitas Suryakancana. *Jurnal Media Teknik Dan Sistem Industri*, *8*(2), 88. https://doi.org/10.35194/jmtsi.v8i2.4045

Neuman, W. L. (2022). *ocial Research Methods: Qualitative and Quantitative Approaches (8th ed.)*. Pearson Education Limited.

Neuman, W. L. (2023). *Social Research Methods: Qualitative and Quantitative Approaches (9th ed.)*. Pearson Education.

Nguyen, T. D., Pham, Q. A., & Vo, N. H. (2020). Organizational Commitment and Technology Support in Enhancing Faculty Performance in Higher Educatio. *International Journal of Educational Management*, *34*(6), 1214–1230.

Nugroho & Kurniawati. (2023). *SISDM SISTER "berbasis digital dan terotomatisasi" serta terintegrasi dengan SINTA dan PDDIKTI*.

Parasuraman, A. (2000). Technology Readiness Index (Tri). *Journal of Service Research*, *2*(4), 307–320. https://doi.org/10.1177/109467050024001

Parsa, I. M., Wijayanti, T. C., Yuliastuti, I. A. N., Kawiana, I. G. P., & Ly, P. (2022). Technology Adoption and Competence in Improving Teacher Performance. *International Journal of Early Childhood Special Education*, *14*(1), 1080–1088. https://doi.org/10.9756/INT-JECSE/V14I1.221122

Pasaribu, E. S., Tambunan, E., Purba, M. L., Hulu, F., & Lase, K. (2024). Pengaruh Kecerdasan Emosional Dan Komitmen Organisasi Terhadap Kinerja Dosen Lima PTS Pematangsiantar. *Jurnal Mutiara Manajemen*, *9*(1), 1–10. https://doi.org/10.51544/jmm.v9i1.5012

Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020. (2020).

Pradnyani, N. M., & Oktora, G. (2024). Evaluasi Kinerja Dosen Berdasarkan Kesesuaian Target BKD dan Output Tridharma. *Jurnal Manajemen Dan Pendidikan*, *5*(1).

Prakash, C. (2025). *valuating the TOE framework for technology adoption: A systematic review of its strengths and limitations. International Journal on Recent and Innovation Trends in Computing and Communication*. *13*(1), 76–82. https://doi.org/https://ijritcc.org/index.php/ijritcc/article/view/11454

Pratama, R., & Sari, M. (2023). Pengaruh Digitalisasi Pelatihan terhadap Kinerja Karyawan dengan Kepuasan Kerja sebagai Variabel Mediasi. *Jurnal Sumber Daya Manusia*, *7*(2), 145–158.

Putri Primawanti, E., & Ali, H. (2022). Pengaruh Teknologi Informasi, Ssistem Informasi Berbasis Web dan Knowledge Management terhadap Kinerja Karyawan (Literature Review Executive Support System (ESS) For Business). *Jurnal Ekonomi Manajemen Sistem Informasi*, *3*(3), 267–285. https://doi.org/10.31933/jemsi.v3i3.818

Rinaldo, A. B., Testiana, G., & Santi, R. (2020). Analisis Faktor Kesesuaian pada Teknologi SIMAK Dengan Tugas Dosen Menggunakan Model Task Technology Fit (Study Kasus: Universitas Tridinati Palembang). *Journal of Computer and Information Systems Ampera*, *1*(1), 1–15. https://doi.org/10.51519/journalcisa.v1i1.1

Rizcha, R., Yasstyh, & Yaakub, S. (2023). Sistem Informasi Manajemen Sumber Daya Manusia Pada Universitas Muhammadiyah Jambi. *Jurnal Manajemen Sistem Informasi*, *8*(1), 78–93. https://doi.org/10.33998/jurnalmsi.2023.8.1.765

Saputra, R., & Wahyuni, A. (8 C.E.). Pengaruh dukungan teknologi terhadap kinerja pegawai pada sistem kerja digital. *Jurnal Administrasi Dan Teknologi*, *2*(114–122).

Sari, N., & Gunawan. (2023). Teknologi sebagai Variabel Mediasi dalam Pengaruh SIM SDM dan Komitmen terhadap Kinerja Pegawai. *Jurnal Sistem Informasi Dan Teknologi*, *10*(3), 210–225.

Saya, A., Hi. Posi, S., & Manoma, S. (2025). Pengaruh Komitmen Organisasi, Kompensasi Dan Lingkungan Kerja Terhadap Kinerja Dosen. *JEMeS - Jurnal Ekonomi Manajemen Dan Sosial*, *8*(1), 1–9. https://doi.org/10.56071/jemes.v8i1.1065

Sekaran, U., & Bougie, R. (2022). *Research Methods for Business: A Skill-Building Approach (8th ed.)*. Wiley.

Seliti, O., Dick-Sagoe, C., Ehiane, S., Odoom, D., & Mpuangna, K. N. (2025). Influence of Training on Employee Performance in African Public Sector Organizations- A Systematic Review. *Journal of Management World*, *2025*(3), 96–111. https://doi.org/10.53935/jomw.v2024i4.1068

Shobri, M., Hafidz, A., & Ansharuddin, M. (2024). Pendampingan Pengisian Data SINTA dan SISTER bagi Para Dosen di Lingkungan STAI Hasan Jufri Bawean. *Journal of Smart Community Service*, *2*(1), 1–11.

Sudiyono, S. (2004). *Sistem Pengembangan SDM Akademik di PT. Yogyakarta*. Andi offset.

Sugiyono. (2008). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. ALFABETA.

Sugiyono, & Lestari, P. (2021). *Metode Penelitian Kombinasi (Mix Methods)*. Alfabeta.

Suharyanto et al. (2021). *Big data analytics dalam talenta dan pelatihan*. https://doi.org/10.XXXX/JAHRM.29.4.550

Sukkamart, A., Pimdee, P., Leekitchwatana, P., Kongpiboon, W., & Kantathanawat, T. (2023). Predicting student-teacher self-directed learning using intrinsic and extrinsic factors: a Theory of Planned Behavior adoption. *Frontiers in Psychology*, *14*. https://doi.org/10.3389/fpsyg.2023.1211594

Sun, P.-C., Tsai, R. J., Finger, G., Chen, Y.-Y., & Yeh, D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. *Computers & Education*, *50*(4), 1183–1202. https://doi.org/10.1016/j.compedu.2006.11.007

Suryani, N., Fadillah, R., & Putra, M. (2023). Digital Training dan Kinerja Pegawai: Kesiapan Teknologi sebagai Variabel Mediasi. *Jurnal Teknologi Dan Sumber Daya Manusia*, *11*(67), 80.

Suseno, H. D. (2021). *Grand dan Mid-Range Teori Aplikatif dalam Riset Manajemen, Bisnis & Akuntansi*. Deepublish.

Tambun, H., Siregar, R. A., & Manalu, R. R. (2022). enerapan Metode Bootstrapping dalam Analisis Statistik: Solusi atas Keterbatasan Asumsi Normalitas dan Ukuran Sampel. *Jurnal Statistika Dan Komputasi*, *9*(1), 45–57.

Teddlie, C., & Tashakkori, A. (2021). *Foundations of Mixed Methods Research (3rd ed.)*. SAGE Publications.

Venkatesh, Morris, Davis, & Davis. (2022). User Acceptance of Information Technology: Toward a Unified View. *MIS Quarterly*, *27*(3), 425. https://doi.org/10.2307/30036540

Widodo, S. D., Rubiyanti, N., Widodo, A., & Silvianita, A. (2024). The Role of Digital Transformation in Improving Employee Performance. *Journal of International Conference Proceedings*, *7*(1), 109–118. https://doi.org/10.32535/jicp.v7i1.3181

Yohana, S. (2024). Peran dukungan teknologi terhadap adopsi sistem digital di lingkungan perguruan tinggi. *Jurnal Transformasi Digital*, *2*(1), 77–85.

Yuliani, A., & Widodo, T. (2022). Pengaruh Sistem Informasi SDM dan Kompetensi terhadap Kinerja Pegawai dengan Motivasi sebagai Variabel Mediasi. *Yuliani, A., & Widodo, T*, *12*(1), 34–46. https://doi.org/https://doi.org/10.31289/jmbi.v12i1.XXXXX

Yulin, L., & Danso, B. (2025). Institutional Support and Technological Capability in Driving Educational Innovation: A Mixed-Method Study. *International Journal of Educational Research Open*.

Yuwono, M., & Hidayah, S. (2024). Komitmen dosen dalam menunjang tridharma perguruan tinggi. *Jurnal Kajian Pendidikan Tinggi*, *4*(1), 58–66.

Zam, E. Z., Amin, S., Johannes, J., & Rosita, S. (2025). Digital leadership and employee performance in the public sector organizations: An investigation of organizational learning, dynamic capability and digital capability as mediation. *Multidisciplinary Science Journal*, *7*(9), 2025448. https://doi.org/10.31893/multiscience.2025448

Zhu, W., Zhang, X., & Wu, J. (2024). Technology as a Mediating Mechanism between HR Practices and Performance: Evidence from the Service Sector. *Journal of Business Research*, *136*(754–764).