The Effect of Workload and Digital Competence on The Performance of Non-Lecturing Staff at Open University of Bandung in Facing Era 4.0

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Abstract

Open University as a pioneer in the midst of distance education competition in the country is expected to remain at the forefront in providing distance education services. The purpose of this study is to analyze the effect of workload on the performance of non-teaching staff at Open University of Bandung and the effect of digital competence on the performance of non-teaching staff at Open University of Bandung. This research approach employs quantitative methods and correlational research methods. The object of this research is the Open University. While the subjects are non-teaching staff at Open University of Bandung. Research findings results are, when it comes to competing for distance higher education services in the 4.0 era, workload affects the performance of non-teaching staff at the Open University of Bandung. Digital competence has a positive effect on the performance of non-teaching staff at Open University of Bandung when faced with competition for distance higher education services in the 4.0 era.

Keywords: Workload, Digital Competence, Performance.

1   Introduction

One of the universities in Indonesia that was established by the government in order to realize higher education for all citizens in order to improve the quality of human resources is the Open University (UT) in 1984. The Open University is the 45th state university that was the first to implement a distance education system, with the tagline "Making Higher Education Open to All" where since its inception it was designed to provide ease of obtaining higher education for Indonesian citizens wherever they are, not only for those in urban areas, but also for those who live in remote, outermost, and disadvantaged areas.

The Open University as a distance education university (PTJJ) has different characteristics from face-to-face universities. The main difference lies in the separation of distance between lecturers and students during the learning process. The Open University's ability to provide distance education services is greatly assisted by advances in information and communication technology. Along with efforts to improve quality, the Open University requires support from its human resources. Staff performance is an area that requires enhancement, as highlighted by Soekarno (2022:131), who described performance

as a reflection of the level of achievement and the execution of activities, programs, or policies in achieving the organization's goals, objectives, mission, and vision.

Larasati (2014) argues that every company/organization must be able to maintain, preserve, and improve the quality of the performance of its human resources. One way that can be done by institutions to improve the quality of employee performance is to improve the competence of its employees. Meanwhile, according to Wibowo (2007) competence is a skill and ability that exists in an individual and is driven by work actions caused by obligations in the job. According to Spencer and Spencer (1993), competence is a fundamental attribute that influences an individual's job performance effectiveness. Moeherino (2012) emphasizes that competence plays a crucial role, as it generally pertains to a person's essential ability to perform their job.

In the 4.0 era, also known as the digital era, proficiency in information and communication technology (ICT) is a crucial competency. Soby (as cited in Oberlander et al., 2019) describes competence as an amalgamation of knowledge, skills, and attitudes, defining digital competence as the confident and critical use of information society technology for work, entertainment, and communication. Laar et al. (2020) conducted a systematic literature review identifying key 21st-century digital skills, including digital information skills, digital collaboration skills, critical thinking digital skills, creative digital skills, and problem-solving digital skills. Competence and literacy in using computers and navigating the internet are fundamental skills required. Recent data, as noted by Surahman (2022), indicates that the digital competence of ASN is inconsistent and predominantly limited to basic digital knowledge, rather than the effective utilization of digital tools in their professional duties.

Currently, almost all agencies have utilized the use of digital information and communication technology in the workplace, as well as the Open University. Open University that has been a pioneer in the use of new technology since the beginning and continues to strive to innovate in providing learning assistance services for students, so that indirectly Open University has accustomed its students to applying Information and Communication Technology (ICT) in learning activities at Open University. Likewise for Open University employees, sustainable human resource development is carried out to improve reliable competence in their fields of work. Improving ICT competence for employees working in the ICT field is one of the improvements in the quality and competence of education staf at Open University which is stated in the strategic targets for human resource development in the field of governance at RSB Open University in 2021-2025.

In addition to this phenomenon, Open University as a distance learning university (PTJJ) is also faced with the phenomenon that occurred in the Industrial Revolution 4.0, which requires Open University to become a Digital-Based University with a Cyber University character. Even according to the Chancellor of Open University, Darojat (2020), to strengthen its identity as a Cyber University, the concrete steps taken are to modernize all student activities. Starting from online registration, interactive digital teaching materials that can be studied anywhere. Also online learning assistance services. Exams are also online. Several research results and concepts show the relationship between workload and employee performance.

The results of research conducted by Muchiri and Muhammad (2020) stated that the right workload can improve employee performance because it motivates them to work harder and focus. A balanced workload allows employees to complete tasks optimally without feeling stressed or overwhelmed. On the other hand, in theory, Robbins and Judge (2018) stated that excessive workload can have a negative impact on employee performance. Physical and mental fatigue due to heavy workloads can reduce focus, productivity, and quality of work. In addition, digital competence is also related to employee performance. Sambas et al. (2020) stated that digital competence allows employees to complete tasks faster and easier through the use of digital technology. This can increase productivity and efficiency at work. Rohman et al. (2021) explained that digital competence allows employees to produce higher quality work by utilizing various digital tools and platforms. This can increase accuracy, precision, and creativity in completing tasks.

2   Literature Review

2.1   Workload

According to Vanchapo (2020), workload refers to a series of tasks or activities that a worker must complete within a specified timeframe. If the worker can successfully complete and adapt to these tasks, they do not perceive it as a workload; however, if they fail, the tasks become burdensome. Dessler (2020) describes workload as the volume of work an employee is expected to finish within a certain period. Noe et al. (2021) further elaborate that workload encompasses the total amount of work assigned to an employee, considering factors such as their skills, experience, and other relevant aspects.

Beech et al. (2021) states that workload is a series of demands that an employee must face in their work, which can be physical, mental, emotional, or social. Meanwhile, Murphy (2020) states that workload is a collection of tasks and responsibilities that must be completed by an employee. The right workload can increase productivity and work efficiency, but excessive workload can cause stress, fatigue, and decreased performance. Furthermore, Certo and Certo (2021) stated that workload is the amount of work that must be completed by an employee within a certain period of time, taking into account factors such as task complexity, deadlines, and available resource.

2.2   Digital Competence

Behind the great influence of digitalization on our society in everyday life, new technologies also have an impact on the way we work (Murawski & Bick, 2017; Zaphiris & Ioannou, 2016 in Oberlander et al., 2019). The tools and software programs used in professional contexts are constantly being updated to be more efficient and make work easier. These changes require the use of digital information and communication technologies (ICT) in the workplace. Most workplaces have required their employees to have at least basic digital competencies. Competency in detail as a combination of knowledge, skills and attitudes, and digital competency is defined as the confident and critical use of Information Society Technologies for work, entertainment, and communication (Laar et al., 2020).

There is still a gap between the digital competencies (DC) that workers currently have and the digital competencies needed (Ancarani & Di Mauro, 2018; Janssen et al., 2013 in Oberlander et al., 2019). In a study conducted by Arnold et al (2016) in Oberlander et al. (2019), more than two-thirds of workers interviewed indicated that they continuously needed to develop their competencies at work. Carr (2011) stated that digital competence is an individual's ability to use digital technology effectively and responsibly to learn, work, and participate in society. Blikstein and Greenhow (2014) stated that digital competence is an individual's ability to access, analyze, evaluate, and use information from various digital sources to solve problems, communicate, and collaborate. Meanwhile, Belshaw (2017) stated that digital competence is an individual's ability to use digital technology creatively, critically, and ethically to achieve personal, professional, and social goals.

2.3   Performance

The success of an organization is significantly impacted by the performance of its employees. Employee performance, also referred to as job performance or actual performance, measures the degree to which employees successfully complete their work. Performance is not an inherent characteristic like talent or ability; rather, it is the expression of these attributes through actual work. It represents the tangible outcomes of employees' efforts in fulfilling tasks and responsibilities assigned by the organization (Sule and Priansa, 2020:215).
Bouckaert and Halligan (2020:14) stated that there is no agreement that can create a single definition of performance, which can be accepted by all parties. Performance is inherent in many disciplines and

the implicit meaning of performance is in these disciplines. Therefore, it is necessary to describe the various understandings conveyed by experts about what is meant by individual performance.

Dessler (2020) stated that employee performance is the level of achievement of an employee in completing tasks and responsibilities according to the standards set by the organization. While Noe et al. (2021) states that employee performance is a contribution made by an employee to the goals and objectives of the organization. Based on several opinions, employee performance is the result of work or work achievements in terms of quality and quantity that can be achieved by an employee in carrying out their duties.

3.   Research Methods

This research approach uses quantitative. The use of quantitative methods in this study is intended to test the theory that states that workload and competence affect performance. The study also relates to current conditions, namely in the 4.0 era which is often also called the digital era, where digital competence has an important role. This research is a non-experimental study. The research design is correlational which tests the relationship between two or more variables without manipulating the variables.

Regarding the object of research and the subject of research, Maleong (2022) states that the object of research is something that is the target of research, which the researcher wants to examine and study, and from the object of research the data needed to answer the research questions will be obtained. The object of this research is the Open University of Bandung. Meanwhile, regarding the subject of research, Sugiyono (2020) states that the subject of research is a person, group of people, or organization that will be studied by the researcher, and from the subject of research the data needed to answer the research questions will be obtained. The subjects of this research were 24 non-lecturer staff at the Open University of Bandung.

4   Results And Discussion

4.1   Results of Research

Based on the tabulation of the results of the questionnaire distribution scores, it is known that the respondents' assessment of the workload variable of non-lecturer staff at Bandung Open University is stated as Quite High, which is indicated by a total score of 825 which is included in the interval 662 - 920. The highest score is given to statement number 2 related to physical demands with a score of 160 categorized as Burdened. While the lowest score is given to statement number 1, namely related to mental demands, with a score of 107 categorized as not burdened.

The next finding related to digital competence, it is known that digital competence is measured using 6 dimensions with 14 question items, it can be seen that the highest average score is in dimension 6 (digital problem-solving skills) of 201.5 with a very high category, while the lowest average score is in dimension 4 (digital critical thinking skills) of 180.3 with a high category. Overall, the average score of the digital competence variable is 190.7 with a total score of 2657. This value is categorized as high.

Regarding the performance of non-lecturer staff measured using 5 dimensions with 10 statement items, it is known that the highest average dimension score is in dimension 5 (attendance) of 210.0 with a very high category, while the lowest average score is in dimension 1 (quality of work results) of 186.0, with a high category. The average score of the performance variable is 200.7 with a total score of 2007, which is included in the very high category.

To examine the impact of workload and digital competence on the performance of non-lecturer staff at Bandung Open University, a hypothesis test was carried out using the Partial Least Square (PLS) analysis method, facilitated by SmartPLS 3.0 software.

In the outer model (measurement model test) two tests will be carried out, namely, validity test and reliability test.
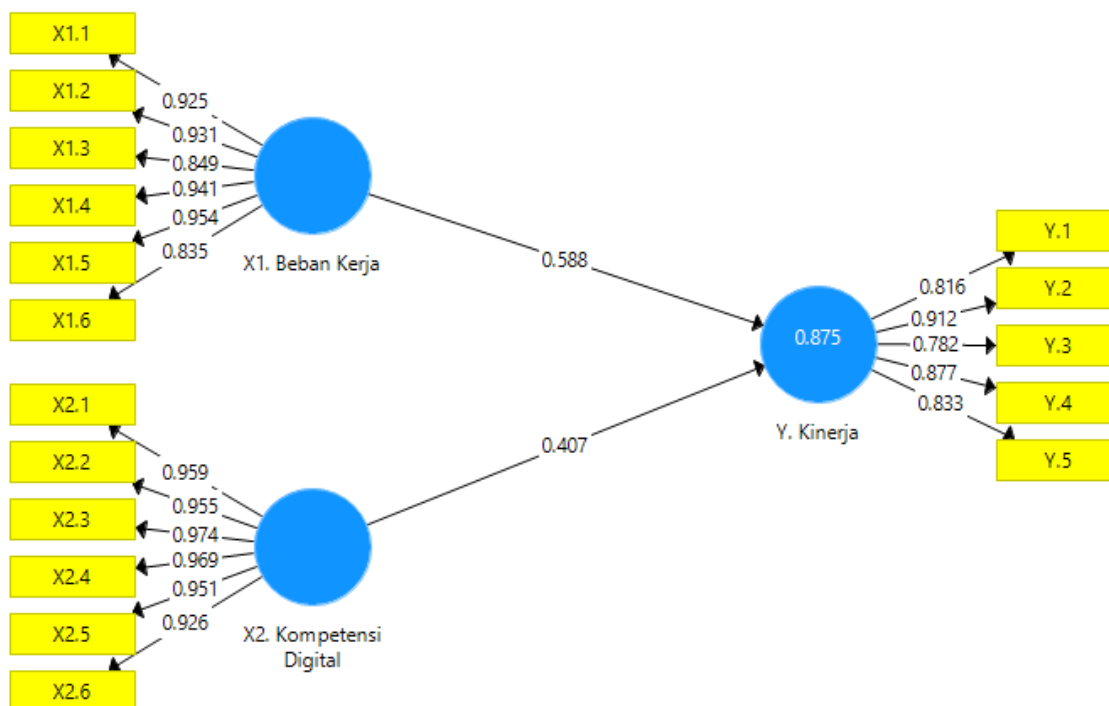

Figure 1 Outer Model of This Research
Source: Data processed by researchers, 2023

Based on the test results, it shows that all statement items on the indicators of each variable have an Outer Loadings value >0.7. It can be concluded that all indicators are declared feasible or valid for use in research and can be used for further analysis.

The AVE value demonstrates the latent variable's capacity to represent the original data score. A higher AVE value signifies a greater ability to explain the indicator values that measure the latent variable.

Table 1 Average Variance Extracted (AVE)

VARIABLES	*AVERAGE VARIANCE EXTRACTED* (AVE)
Workload (X_1)	0.823
Digital Competence (X_2)	0.914
Performance of Non-Lecturer Staff (Y)	0.714

Source: Processing Results with SmartPLS 3.0, 2023.
The results show that all research variables have an Average Variance Extracted (AVE) value > 0.5. Thus, it can be stated that each variable has met the requirements.

The following presents the results of hypothesis testing using the Bootstraping method as follows (t-values).
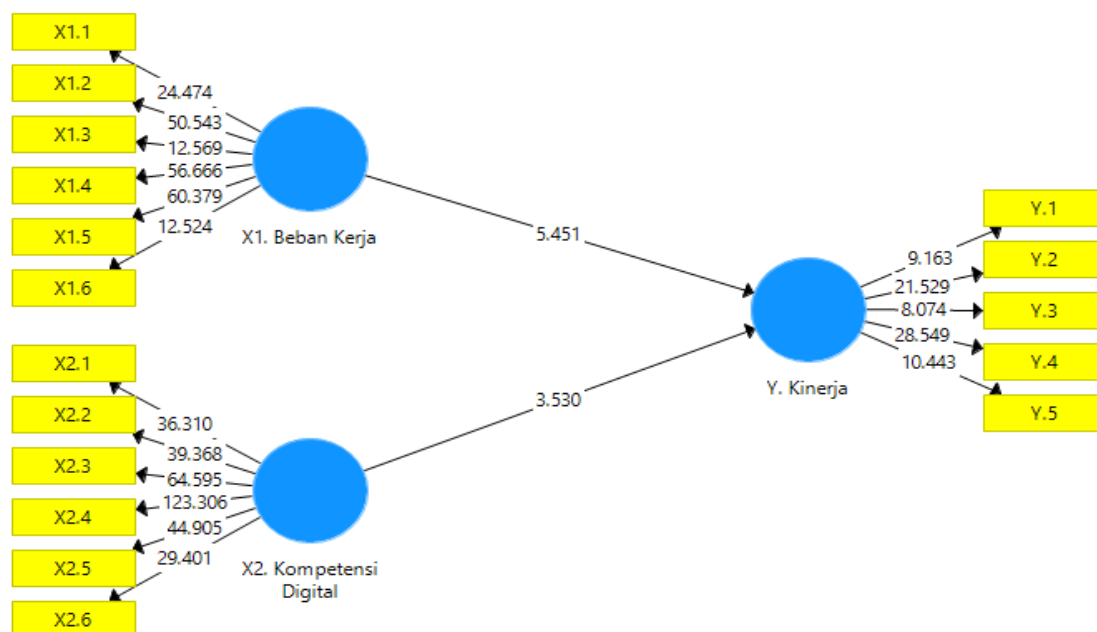
Figure 2 Inner Model (t Values) of This Research
Source: Data processed by researchers, 2023

Correlation testing using the PLS Algorithm feature displays output results in the form of Latent Variable Correlations values as presented in the following table:

▦ Variabel Laten	▦ Korelasi Variabel Laten	▦ Kovarians Variabel Laten	▦ Deskripsi LV	
	X1. Beban Kerja	X2. Kompetensi Digital	Y. Kinerja
X1. Beban Kerja	1.000	0.759	0.897
X2. Kompetensi Digital	0.759	1.000	0.854
Y. Kinerja	0.897	0.854	1.000

Figure 3 Correlation Between Variables of This Research
Source: Data processed by researchers, 2023

4.2   Discussion

4.2.1 Workload, Digital Competence, and Performance of Non-Lecturer Staff at Open University of Bandung

Beech et al. (2021) stated that workload is a series of demands that must be faced by an employee in their work, which can be physical, mental, emotional, or social. Meanwhile, Murphy (2020) stated that workload is a collection of tasks and responsibilities that must be completed by an employee. The right workload can increase productivity and work efficiency, but excessive workload can cause stress, fatigue, and decreased performance. Furthermore, Certo and Certo (2021) stated that workload is the amount of work that must be completed by an employee within a certain period of time, taking into account factors such as task complexity, deadlines, and available resources.

The assessment of the workload variable of non-lecturer staff at Open University at Bandung is categorized as quite high, indicated by a total score of 825 which falls in the interval 662-920. The item "how physically burdensome the assignment of the work given is" has the highest score with the burdened category. Meanwhile, the item "how mentally burdensome is the assignment of the work

given" has the lowest score with the category of not burdened. So that in terms of physical demands, the respondents are burdened but in terms of mental demands they are not burdened.

If you look at the age of respondents, more than 60% are under 40 years old and more than 50% have worked for less than 10 years, it is estimated that respondents consider work to be a challenge, not a burden, so that the item "how successful in completing the tasks given" the results are categorized as quite successful. However, this does not mean that there is no frustration there, because the item "how insecure, hopeless, angry, stressed and annoyed in completing tasks" still exists with the category of quite frustrating.

Digital competence is an individual's ability to access, analyze, evaluate, and use information from various digital sources to solve problems, communicate, and collaborate (Blikstein and Greenhow, 2014). Meanwhile, Belshaw (2017) states that digital competence is an individual's ability to use digital technology creatively, critically, and ethically to achieve personal, professional, and social goals. Respondents' responses regarding digital competence are categorized as high, the highest average score is in dimension 6 "Digital problem-solving skills" with a very high category, while the lowest score is in dimension 4 "Digital critical thinking skills". This variable is assessed using 6 dimensions with 14 items, each dimension is in the high category.

Based on the level of education where 70% of respondents have a bachelor's and master's degree so that the ability to utilize ICT in completing work is very good. Employee performance is the level of achievement of an employee in completing tasks and responsibilities according to the standards set by the organization (Dessler, 2020). Meanwhile, Noe et al. (2021) stated that employee performance is the contribution made by an employee to the goals and objectives of the organization.

Performance is measured using 5 dimensions with 10 statement items with the result that the highest average dimension score is in dimension 5 (Attendance) of 210.0 with a very high category, while the lowest average score is in dimension 1 (Quality of work results) of 186.0, with a high category. Overall, it is known that the average score obtained for the Performance variable is 200.7 with a total score of 2007. The total score of 2007, if referring to the criteria that have been presented, is categorized as Very High, which shows that the respondents' responses to the Performance of Education Staff and PTNPNS at Bandung Open University are categorized as Very High.

4.2.2 Effect of Workload on Performance of Non-Lecturer Staff at Open University of Bandung

Based on the analysis, the findings indicate a strong correlation between workload and performance, as evidenced by the bootstrapping results from Smart PLS, suggesting that lower workload correlates with higher performance. Furthermore, the t-test results demonstrate a significant effect of workload on performance, as indicated by a P-value <0.05. Thus, the hypothesis is supported, indicating that workload negatively affects the performance of non-lecturer staff at Open University in Bandung.

These findings align with previous research by Danendra and Rahyuda (2019), which found a significant negative impact of workload on employee performance. Similarly, research by Apriyanti (2019) concluded that heavier workloads lead to lower employee performance, a finding consistent with Andre et al. (2021), who also observed a negative and significant effect of workload on employee performance.

In addition, the results of research conducted by Muchiri and Muhammad (2020) state that the right workload can improve employee performance because it motivates them to work harder and focus. A balanced workload allows employees to complete tasks optimally without feeling stressed or overwhelmed. On the other hand, in theory, Robbins and Judge (2018) stated that excessive workload can have a negative impact on employee performance. Physical and mental fatigue due to heavy workload can reduce focus, productivity, and quality of work.

Furthermore, conceptually Dessler (2016) stated that low workload can also have a negative impact on performance. Lack of challenge and stimulation can lead to boredom, demotivation, and decreased performance. The results of research conducted by McShane and Travaglia (2017) explain that several factors can moderate the relationship between workload and performance, such as organizational support, skills and experience, and individual characteristics.

4.2.3 The Influence of Digital Competence on Performance of Non-Lecturer Staff at Open University of Bandung

The correlation coefficient between digital competence and performance is 0.854, indicating a strong relationship as it falls within the high range of 0.81 to 0.99. Additionally, based on the hypothesis testing of digital competence on performance, the original sample value for digital competence was 0.407. This result suggests that higher levels of digital competence are associated with increased performance. Furthermore, the t-test value shows a significant influence of digital competence on performance, leading to the acceptance of the hypothesis that Digital Competence positively influences the performance of non-lecturer staff at Open University in Bandung.

These findings are consistent with Elisnawati et al.'s (2023) research, which demonstrates a positive and significant impact of digital competence on employee performance at the Human Resource Development Agency (BPSDM) in South Sulawesi Province. According to Sudarmanto (in Herlinawati, 2017), competence, encompassing knowledge, abilities, skills, and appropriate attitudes for a position, significantly affects employee performance. Employees with high competence are consistently motivated to work effectively, efficiently, and productively, as they are better equipped to handle assigned tasks.

In addition, Sambas et al. (2020) stated that digital competence allows employees to complete tasks faster and easier through the use of digital technology. This can increase productivity and efficiency at work. Rohman et al. (2021) explained that digital competence allows employees to produce higher quality work by utilizing various digital tools and platforms. This can increase accuracy, precision, and creativity in completing tasks.

The results of research conducted by Vergarra et al. (2022) also revealed that digital competence allows employees to communicate and collaborate more effectively with colleagues, superiors, and clients through digital platforms. This can improve coordination, teamwork, and problem solving more optimally. In theory, Ulfah et al. (2023) explained that digital competence allows employees to adapt more easily to technological changes and learn new skills. This is important to improve performance in an era that continues to develop rapidly.

A number of research results show that digital competence has a positive and significant influence on employee performance. Employees with good digital competence can work more productively, efficiently, produce quality work, communicate and collaborate more effectively, and adapt to change more easily.

5 Conclusion and Suggestion

5.1 Conclusion

Based on the results of data analysis and discussion presented in the previous chapter, the author draws the following conclusions:

1. The workload of non-teaching staff at Open University of Bandung is in the high category, which is contributed by physical demands with the burdened category and mental demands with the unburdened category. Digital competence is in the high category, which is contributed by digital problem-solving skills as the highest contributor and digital skills for critical thinking as the lowest contributor. The performance of Open University of Bandung staff is in the very high category, which is contributed the highest by attendance and the lowest by the quality of work results.

2. Workload has a negative effect on the performance of non-teaching staff at Open University of Bandung in facing competition for distance higher education services in the 4.0 era. Thus, the higher the workload given to non-teaching staff at Open University of Bandung, the lower the performance of non-teaching staff at Open University of Bandung in facing competition for distance higher education services in the 4.0 era.

3. Digital competence has a positive effect on the performance of non-teaching staff at Open University of Bandung in facing competition for distance higher education services in the 4.0 era. Thus, the higher the digital competence possessed by non-teaching staff at Open University of Bandung, the more it will improve the performance of non-teaching staff at Open University of Bandung in facing the competition of distance higher education services in the 4.0 era.

5.2   Suggestion

Based on the various findings obtained in the research and discussion of the research results, the academic and practical suggestions related to this research are presented as follows:

1. Academic Suggestions.
    In general, the academic suggestions from this research are as follows:
    a. The research findings in this paper are expected to be used as a reference for academics to conduct research development related to the performance of non-teaching staff in universities, especially those related to the arrangement of the proportion of workload, digital competence, and the expected performance of non-teaching staff in universities
    b. Further research on the performance of non-teaching staff is expected to be carried out using other variables in the human resource management and organizational behavior research paradigms, so that other, more comprehensive perspectives can be obtained.

2. Practical Suggestions.
    Practical suggestions related to the findings obtained from this research are as follows:
    a. Open University of Bandung needs to pay attention to a number of findings from the description of the research variables, namely:
        a) The workload of non-teaching staff at Open University of Bandung needs to be reorganized properly, especially in terms of physical demands which are still felt to be high. The phenomenon of physical demands arises at Open University of Bandung, the profile of non-teaching staff is still dominated by senior staff, so young talents and workers are needed to provide physical support so that the workload given will be felt appropriate.
        b) The digital competence of non-teaching staff needs to be improved, especially in digital skills for critical thinking. Non-teaching staff need to be equipped with the ability to filter information and communication and extract that information. Efforts to improve these skills need to be supported by providing regular training on "Critical thinking" especially those related to the digital era.
        c) The performance of non-teaching staff at Open University of Bandung needs to be improved, especially in terms of the quality of work results. Work quality is related to the work standards that need to be achieved by Open University of Bandung. Efforts to improve this can be done by providing technical guidance and socializing work standards on an ongoing basis to ensure that the quality of work can be maintained. In addition, it is necessary to carry out work quality development through the role of Open University of Bandung internal quality assurance system.

    b. Workload has a negative effect on the performance of non-teaching staff at Open University of Bandung in facing competition for distance higher education services in the 4.0 era. Related to these findings, it is necessary to rearrange the workload of non-teaching staff through proportional workload analysis activities that are adjusted to the profile of non-teaching staff, so that the workload given to non-teaching staff becomes more measurable, and is not based only on orders and perceptions of leaders.

    c. Digital competence has a positive effect on the performance of non-teaching staff at Open University of Bandung in facing competition for distance higher education services in the 4.0 era. Related to these findings, it is necessary to conduct periodic training to improve the capabilities of teaching staff, especially in relation to the nature of distance learning of Open University of Bandung as a cyber university. This training, for example, utilizes artificial intelligence to help complete work.

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