



The Use Of Information Technology In Mediating Human Resources Competency Towards Employee Job Satisfaction And Performance (Study On Educational Staff At Tadulako University)

Asmulyanto^{1,*}, Syamsul Bachri^{2,*}, Bakri Hasanuddin^{3,*}, Syahir Natsir^{4,*}, Yobert Kornelius^{5,*},
Wahyuningsih^{6,*}

¹, Student, Economics Science Doctoral Study Program, Tadulako University, Central Sulawesi, Indonesia

^{2,3,4,5} Department Of Management Faculty Of Economic Tadulako University, Central Sulawesi Indonesia

*Corresponding Author: Asmulyanto.09@gmail.com

Abstract: this study aims to measure, analyze, and explain: (1) to examine and empirically explain that human resource competence has a positive and significant effect on the use of information technology among employees at universitas; (2) to examine and empirically explain that the use of information technology has a positive and significant effect on job satisfaction among employees at universitas tadulako. (3) to examine and empirically explain that the use of information technology has a positive and significant effect on employee performance at universitas tadulako (4) to examine and empirically explain that human resource competence has a positive and significant effect on job satisfaction among employees at universitas tadulako (5) to examine and empirically explain that human resource competence has a positive and significant effect on employee performance at universitas tadulako (6) to examine and empirically explain that job satisfaction has a positive and significant effect on employee performance at universitas tadulako (7) to examine and empirically explain that human resource competence has a positive and significant effect on job satisfaction through the use of information technology among employees at universitas tadulako. (8) to examine and empirically explain that human resource competence has a positive and significant effect on employee performance through the use of information technology among employees at universitas tadulako. (9) to examine and empirically explain whether there are significant differences between (a) the human resource competence of educational staff employees who are civil servants (asn) and those who are non-civil servants (non-asn) at universitas tadulako. (b) the job satisfaction of educational staff employees who are civil servants (asn) and those who are non-civil servants (non-asn) at universitas tadulako. © the employee performance of educational staff employees who are civil servants (asn) and those who are non-civil servants (non-asn) at universitas tadulako. Hypothesis testing was conducted using partial least square – structural equation modeling (pls-sem) and t-test, involving a sample of 166 respondents. The results of the analysis show that out of the eight main hypotheses proposed, only the fourth, fifth, and sixth hypotheses did not show statistically significant effects on the variables studied. Furthermore, the results of the t-test indicate that there are no significant differences in competence, job satisfaction, and performance between asn and non-asn educational staff. Based on the research results and discussion, the following conclusions can be drawn: (1) human resource competence has a positive and significant effect on the use of information technology among employees at universitas tadulako. (2) the use of information technology has a positive and significant effect on job satisfaction among employees at universitas tadulako. (3) the use of information technology has a positive and significant effect on employee performance at universitas tadulako. (4) human resource competence does not have a positive and significant effect on job satisfaction among employees at universitas tadulako. (5) human resource competence does not have a positive and significant effect on employee performance at universitas tadulako. (6) job satisfaction does not have a positive and significant effect on employee performance at universitas tadulako. (7) human resource competence has a positive and significant effect on job satisfaction through the use of information technology among employees at universitas tadulako. (8) human resource competence has a positive and significant effect on employee



performance through the use of information technology among employees at universitas tadulako.(9)there is no significant difference between: (a)the human resource competence of civil servant (asn) and non-civil servant (non-asn) educational staff employees at universitas tadulako.(b)the job satisfaction of civil servants (asn) and non-civil servants (non-asn) educational staff employees at universitas tadulako.(c) the employee performance of civil servants (asn) and non-civil servants (non-asn) educational staff employees at universitas tadulako

Keywords: : *information technology, competence, job satisfaction, employee performance.*

Introduction

1.1 background

The university is a key institution that plays a crucial role in obtaining and seeking reliable, high-quality, and competent human resources (hr). This can be achieved through efforts to enhance competence in science and technology. Universities, or higher education institutions, must be capable of producing and creating human resources with competence and high competitiveness, enabling them to work more effectively and efficiently in various fields. Therefore, leaders are expected to make new breakthroughs to improve the performance of their organizations(priyanto & suhandi, 2022; vaiciukevičiūtė et al., 2019)

Educational staff (indonesian: tenaga pendidik; tendik) are employees who work in educational units other than educators or lecturers(istiwahyuningsih, 2019; munawwaroh et al., 2024) the educational staff is responsible for carrying out administration, management, development, supervision, and technical services to support the educational process in the educational unit. In this case, universitas tadulako (tadulako university) has approximately one thousand educational staff working in various faculties and units. Furthermore, in an effort to improve the quality of education, one of the aspects involved in the educational process is enhancing the performance of educational staff in an institution. The presence of educational staff is crucial to support the quality of formal education as well as activities aimed at achieving the institution's goals. In efforts to support the quality of education related to the educational process(göransson et al., 2019; lina, 2020)

Naila sari et al. (2024) state that job satisfaction for employees, in this case, educational staff, is crucial to enhance their performance. Job satisfaction is one of the most important factors in achieving optimal work results. When someone feels satisfied with their work, they will naturally strive to the best of their abilities to complete their tasks or responsibilities(bharadwaj et al., 2022; nilasari et al., 2024)furthermore, after achieving job satisfaction, it becomes crucial to enhance competence, with the aim that each task can be performed well. Competence is closely related to education; the higher the level of education, the greater the expected increase in a person's competence, as they possess higher education, experience, and dedication, which can ultimately improve performance.

Table i. Below is a breakdown of the educational level of the educational staff, referring to the competence at universitas tadulako.

No	Level of education	Number of employees	Persentase (%)
1	Doktor (s3)	2	0,1%
2	Magister (s2)	126	8,8%
3	D4/ bachelor degree (s1)	804	56,1%
4	D2/d3	85	5,9%
5	Sma/ d1	406	28,3%
6	Sd/smp	11	0,8%
amount		1434	100%

Source: human resources department, untad, 2024



based on the description in table 1. Above, the majority of educational staff hold a bachelor's degree at 56.1%, while those with a master's degree account for only 8.8%. Meanwhile, the percentage of staff with a senior high school education is relatively high at 28.3%. Universitas tadulako should have a greater number of educational staff with a bachelor's degree qualification, as this is important for achieving better education and for positioning the university as a world-class university (wcu). Furthermore, by examining each variable and the results of previous studies, the author can identify a research gap as a novelty in this study, which is believed to be a model that has not been studied before, namely:

-hsb, (hidayati & putri, 2022), (wahyuni et al., 2018). Regarding the influence of competence on job satisfaction and employee performance. The research gap in this dissertation lies in the position of information technology as a mediating (intervening) variable.

-(postgraduate program, university of merdeka malang, indonesia. Et al., 2024; renyut et al., 2017) and (harahap et al., 2024) regarding the influence of competence on employee performance with job satisfaction as the intervening variable. The research gap in this dissertation lies in the difference in the intervening variable, namely, information technology.

-(amedia et al., 2024)) and (heslina & syahrani, 2021) regarding the influence of information technology usage on employee performance. The research gap in this dissertation lies in the position of information technology as a mediating (intervening) variable.

(ahlvik et al., 2016) and (candana et al., 2024)) regarding the influence of information technology and competence on employee performance and the mediating role of job satisfaction. The research gap in this dissertation lies in the position of information technology as a mediating (intervening) variable.

In reviewing the research gap of the studies above, to refine this research, the author adds information technology as an intervening variable. The author attempts to examine whether the information technology variable can mediate the variables of competence, job satisfaction, and employee performance among educational staff at universitas tadulako, as well as to test the comparison of differences in the variables of hr competence, job satisfaction, and employee performance between civil servants (asn) and non-civil servants educational staff at universitas tadulako (juliani, 2019; nur aqlia & ina wales, 2022)

The reason the author adds the information technology variable is because, based on the phenomenon, it shows that in the current era, which is the era of information technology (it), the role of it professionals, it facilities, and infrastructure has become very important at all levels and in all fields of modern life (abubakr muntaka et al., 2024; ganiem et al., 2024) with strong it support, individuals can carry out many activities effectively and efficiently, faster, easier, and at a lower cost (ammar, 2025; cui, 2017) with increasingly sophisticated technological developments, almost everyone is now able to use or obtain information using advanced technology. And almost all company employees or government agency staff are now using technology to obtain information so that employee performance can continue to run well. In terms of working, with the presence of technology, tasks that were previously done manually, whether through handwritten work or typing work using a typewriter, have shifted to computerized work based on applications and the internet (purnama & rusmini, 2023; syahfitri siregar & matang, 2023)

Based on the preliminary observations of the researcher, at universitas tadulako, no work is done manually anymore; instead, technology is being utilized, whether through computers, networks, or applications that assist in accessing data, thereby making services faster and more efficient (gazi et al., 2024; thusantha ravindra egodavitharana & supervisor dr. M g g hemakumara, 2022) this situation becomes the point of connection for the researcher, as productivity can be more easily assessed by observing employee performance, and the level of job satisfaction can have an impact on employee performance.

Based on the phenomenon of the problem and the research gap described above, the author is interested in conducting a study entitled "the use of information technology in mediating human resource competence toward job satisfaction and employee performance (study on employees of universitas tadulako)."



1.2 problem formulation

Based on the research background, the research problems can be formulated as follows:

1. Does human resource competence have a positive and significant effect on the use of information technology among employees at universitas tadulako?
2. Does the use of information technology have a positive and significant effect on job satisfaction among employees at universitas tadulako?
3. Does the use of information technology have a positive and significant effect on employee performance at universitas tadulako?
4. Does human resource competence have a positive and significant effect on job satisfaction among employees at universitas tadulako?
5. Does human resource competence have a positive and significant effect on employee performance at universitas tadulako?
6. Does job satisfaction have a positive and significant effect on employee performance at universitas tadulako?
7. Does human resource competence have a positive and significant effect on job satisfaction through the use of information technology among employees at universitas tadulako?
8. Does human resource competence have a positive and significant effect on employee performance through the use of information technology among employees at universitas tadulako?
9. Is there a significant difference between:
 - a) A.) Human resource competence of educational staff employees who are civil servants (asn) and those who are non-civil servants (non-asn) at universitas tadulako?
 - b) Job satisfaction of educational staff employees who are civil servants (asn) and those who are non-civil servants (non-asn) at universitas tadulako?
 - c) Employee performance of educational staff employees who are civil servants (asn) and those who are non-civil servants (non-asn) at universitas tadulako?

1.3 research objectives

Referring to the problem formulation, the objectives of this research are as follows:

1. To examine and empirically explain that human resource competence has a positive and significant effect on the use of information technology among employees at universitas tadulako.
2. To examine and empirically explain that the use of information technology has a positive and significant effect on job satisfaction among employees at universitas tadulako.
3. To examine and empirically explain that the use of information technology has a positive and significant effect on employee performance at universitas tadulako.
4. To examine and empirically explain that human resource competence has a positive and significant effect on job satisfaction among employees at universitas tadulako.
5. To examine and empirically explain that human resource competence has a positive and significant effect on employee performance at universitas tadulako.
6. To examine and empirically explain that job satisfaction has a positive and significant effect on employee performance at universitas tadulako.
7. To examine and empirically explain that human resource competence has a positive and significant effect on job satisfaction through the use of information technology among employees at universitas tadulako.
8. To examine and empirically explain that human resource competence has a positive and significant effect on employee performance through the use of information technology among employees at universitas tadulako.
9. To examine and empirically explain whether there are significant differences between:
 - a. The human resource competence of educational staff employees who are civil servants (asn) and those who are non-civil servants (non-asn) at universitas tadulako.



- b. The job satisfaction of educational staff employees who are civil servants (asn) and those who are non-civil servants (non-asn) at universitas tadulako.
- c. The employee performance of educational staff employees who are civil servants (asn) and those who are non-civil servants (non-asn) at universitas tadulako.

1.4. Research contribution

This research provides a scientific contribution to the theory of human resource management by accommodating the indicators found at the research location as indicators that influence the variables being measured.

1.5 research benefits

In addition to contributing to the development of knowledge, the author hopes that the practical benefits of this research will provide input for universitas tadulako to be considered in formulating policies, particularly in improving employee performance.

Research methodology

3.1 type of research

This type of research is classified under the category of explanatory or confirmatory research. Explanatory or confirmatory research is a type of research that highlights the relationships between research variables and tests the hypotheses that have been previously formulated (jacobucci, 2022). A similar opinion was expressed by (schwab & held, 2020), stating that explanatory research is a study that explains the position of the variables being investigated as well as the relationships between one variable and another.

3.2 research location and time

The research was conducted at universitas tadulako, which consists of 11 faculties and 17 work units. The research was carried out over an estimated period of three months.

3.3 type of data

The types of data used in this research are qualitative data and quantitative data. According to (sugiyono, n.d.) Quantitative data is data measured on a numerical scale (numbers). Meanwhile, qualitative data is data that cannot be measured on a numerical scale. **Data sources.** According to (sugiyono, n.d.), data can be obtained based on its source and is classified into primary data and secondary data sources.

a) Primary data

Primary data refers to data obtained directly from the original source or first party. Primary data are specifically collected by the researcher to answer research questions through questionnaires, observations, and interviews. The primary data in this research were collected through questionnaires sourced from the educational staff employees of universitas tadulako, who served as respondents.

b) secondary data

Secondary data refers to data obtained by the researcher indirectly through intermediary media or by referring to information collected from existing sources. In general, secondary data come from documents, reports, books, previous research results, and official records relevant to the research topic.

3.4 population

Based on the explanation above, the population in this research consisted of all educational staff at universitas tadulako who utilized information technology in carrying out their duties and functions.



Table 2. Number of educational staff

No	Educational staff	Number
1	Asn (civil servant educational staff)	352
2	Non-asn (non-civil servant educational staff)	708
amount		1,060

Source: human resources department of universitas tadulako, 2024

3.5 sample

According to (sugiyono, 2017), a sample is a part of the quantity and characteristics possessed by the population. If the population is large, and the researcher is not able to study everything within the population, for example, due to limitations of funds, manpower, and time, then the researcher can use a sample taken from that population.

The slovin formula for determining the sample size is as follows:

$$n = \frac{N}{1 + N (e)^2}$$

Explanation:

N = sample size/number of respondents

N = population size

E = margin of error that can still be tolerated; 5–10%

Based on the formula above, the minimum sample size can be calculated as follows:

For the minimum sample size of civil servants (asn) educational staff employees:

$$n = \frac{352}{1 + 352 (0.1)^2}$$

$$n = \frac{352}{1 + 3.52}$$

$$n = \frac{352}{4.52}$$

$$n = 77.87 \approx 78 \text{ Samples}$$

For the minimum sample size of non-civil servants (non-asn) educational staff employees:

$$n = \frac{708}{1 + 708 (0.1)^2}$$

$$n = \frac{708}{1 + 7.08}$$

$$n = \frac{708}{7.08}$$



$$n = 87.62 \approx 88 \text{ Samples}$$

Subsequently, the number of samples is calculated proportionally using the following formula:

$$s = \frac{n}{N} \times$$

Explanation:

S = number of samples for each unit proportionally

s = total number of samples obtained

n = total population

n = number of each population unit

3.6 research results

The research results descriptively explain the characteristics of the respondents, which consist of gender, age, latest education, employment status, years of service, work unit, and information technology used by employees of universitas tadulako. Furthermore, the research variables and indicators, which consist of information technology, human resource competence, job satisfaction, and employee performance, are also described descriptively (brondolo, 2021; schoenfeld, 2025)

3.7 .respondent characteristics

(cox, 2020; sturme et al., 2020).the characteristics of the respondents studied consist of 166 respondents, comprising 78 civil servants (asn) employees and 88 non-civil servants (non-asn) employees. A more detailed explanation is presented as follows.

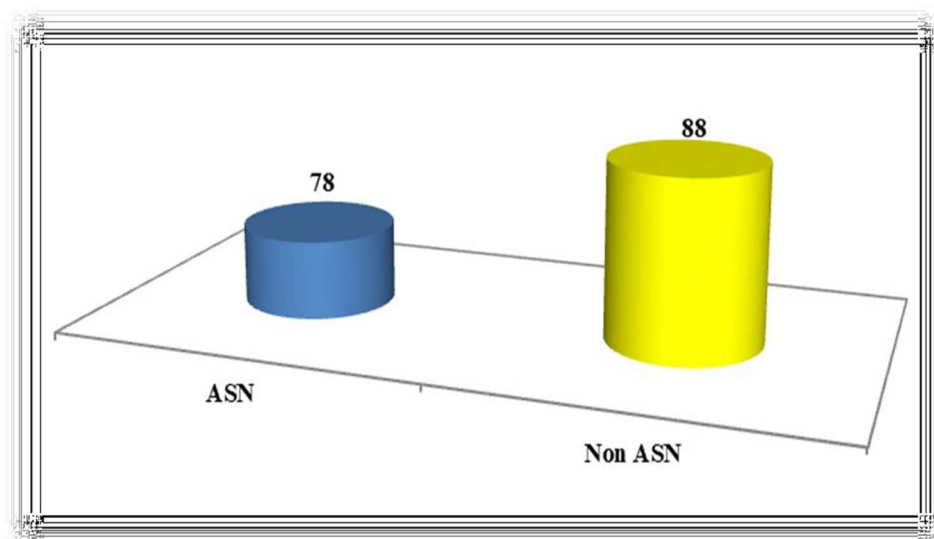


Figure 1. Respondent characteristics based on employment status

Source: primary data, reprocessed, 2024

Based on figure 1., it can be explained that the dominant employment status is non-civil servant (non-asn) employees, totaling 88 individuals, while the lowest is civil servant (asn) employees, totaling 78 individuals. Many universities, including universitas tadulako, tend to recruit more non-civil servant (non-



asn) employees to meet the need for educational staff without having to go through the strict and limited selection process required for civil servant (asn) appointments.

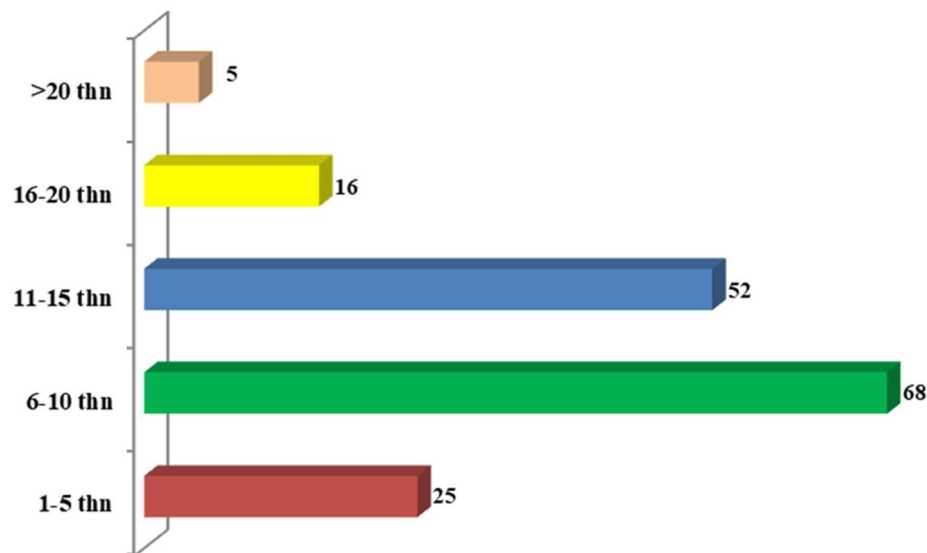


Figure 2. Respondent characteristics based on years of service
Source: primary data, reprocessed, 2024

Based on figure 2. Above, it is known that most respondents have a length of service of 6–10 years, totaling 68 individuals, while the lowest number is respondents with more than 20 years of service, totaling 5 individuals. This is because employees with 6–10 years of service are generally already well-established in their jobs. They tend to remain because they feel comfortable with the work environment, gain experience, and have expectations for career advancement.

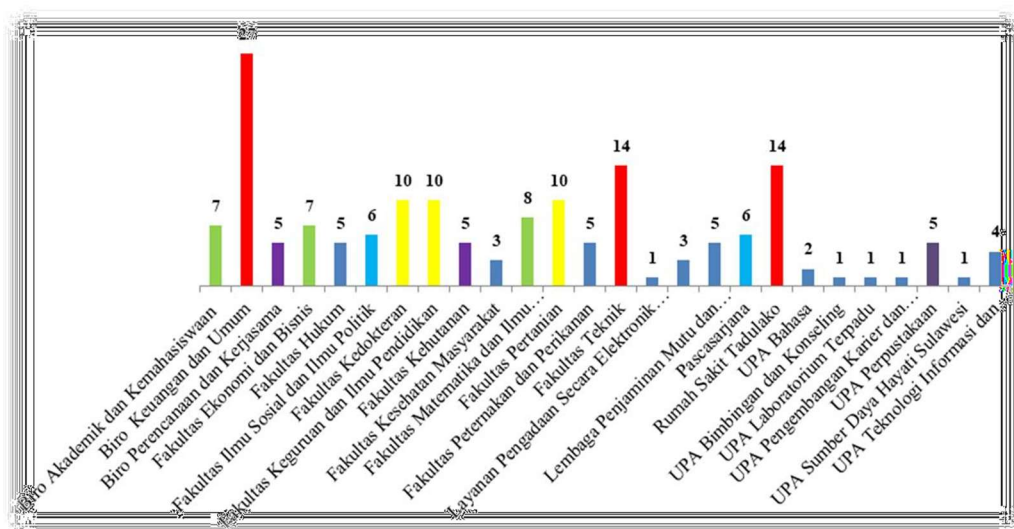


Figure 3. Respondent characteristics based on work unit
Source: primary data, reprocessed, 2024



Based on figure 3. Above, it is known that most respondents in this study are from the financial and general bureau work unit, totaling 27 individuals. This is because the proportional sample calculation for the research determined that the financial and general bureau work unit had a larger number compared to the others.

Results and discussion

Based on the theoretical framework, empirical data, and analysis of the research results, the discussion regarding human resource competence, information technology, job satisfaction, and employee performance can be comprehensively described through a study conducted on civil servant (asn) and non-civil servant (non-asn) educational staff at universitas tadulako.

4.1 human resource competence has a positive and significant effect on the use of information technology among employees at universitas tadulako.

The hypothesis testing results explain that human resource competence has a positive and significant effect on the use of information technology among employees at universitas tadulako. This study explains, according to (haerani et al., 2020), and (heslina & syahrini, 2021), that human resource competence is measured by five dimensions, namely the knowledge dimension, the skill dimension, the motive dimension, the trait dimension, and the self-image dimension. In the context of utilizing information technology, this competence becomes crucial because employees not only require technical skills, but also motivation, an adaptive attitude, and conceptual understanding to maximize the existing technology.(deng & yi, 2025; nursanti et al., 2025)

At universitas tadulako, digital transformation has been implemented through various systems, such as the academic information system (siakad; *sistem informasi akademik*), the financial system (sakti), and e-learning platforms. However, the utilization of this technology will run optimally if supported by competent employees. For example, employees in the academic division who understand the registration flow and data input procedures will adapt more easily to siakad, thus making the student administration process more efficient. Similarly, in the finance division, employees who are skilled in operating the financial application system (sakti) can accelerate the management of the university's finances with greater accuracy and transparency. In addition, the learning management system (lms) management team, which has high motivation and adequate technical skills, will ensure that online learning runs smoothly, supporting the quality of the teaching and learning process. The combination of excellent human resource competence with the right technology is what will drive the digital transformation at universitas tadulako to become increasingly effective and sustainable.

4.2 the use of information technology has a positive and significant effect on job satisfaction among employees at universitas tadulako

The hypothesis testing results explain that information technology has a positive and significant effect on job satisfaction among employees at universitas tadulako. This illustrates that the better the utilization of information technology, the higher the level of job satisfaction felt by employees. Information technology facilitates data access, accelerates work processes, and improves accuracy and transparency in various administrative and academic activities. Employees who experience ease and efficiency in their work tend to feel more satisfied because their workload is reduced and their work outcomes become more optimal.

This study explains that information technology (it) at universitas tadulako consists of five main indicators that support each other in creating an effective and efficient system. First, hardware, which



includes all physical components such as computers, servers, printers, and other supporting devices. Hardware functions as the main tool for processing data and running applications that support employees' work activities.

4.3 the use of information technology has a positive and significant effect on employee performance at universitas tadulako

The hypothesis testing results explain that information technology has a positive and significant effect on employee performance at universitas tadulako. This means that information technology directly transforms the way employees work, in terms of efficiency, effectiveness, and the quality of work outcomes. Moreover, information technology is not merely a supporting tool, but also serves as a foundation that shapes employees' work methods to become faster, more accurate, innovative, and responsible, ultimately having a direct effect on improving performance.

4.4 human resource competence does not have a positive and significant effect on job satisfaction among employees at universitas tadulako

The hypothesis testing results show that human resource competence does not have a positive and significant effect on employee job satisfaction at universitas tadulako. This may be caused by several factors. First, the competence possessed by employees is not fully appreciated or properly utilized within the work environment. Employees feel that their skills and knowledge are not recognized or appreciated, which can lead to dissatisfaction even though they have high competence. Second, there is a possibility that employee competence is not aligned with job demands or does not receive adequate support in the form of facilities and policies. For example, employees who possess certain skills but are placed in less suitable positions may feel less motivated and less satisfied with their work. In addition, the organizational culture and leadership system at universitas tadulako can also influence job satisfaction. If the work culture emphasizes seniority or personal relationships more than competence, competent employees may feel underappreciated. This can cause them to experience dissatisfaction in their work.

4.5 human resource competence does not have a positive and significant effect on employee performance at universitas tadulako

The hypothesis testing results show that human resource competence does not have a positive and significant effect on employee performance at universitas tadulako. Human resource competence is a combination of various complementary dimensions, namely knowledge, skills, motives, traits, and self-image. The knowledge dimension serves as the main foundation in equipping employees with essential information, whether factual, conceptual, or procedural knowledge. This knowledge enables employees to understand their tasks, how to carry them out, and the reasoning behind the processes. However, knowledge alone is not sufficient without being supported by the skill dimension. Administrative, managerial, technical, and social skills ensure that employees can apply their knowledge effectively in carrying out their work. Beyond technical abilities, the motive dimension plays a role as a driver that encourages employees to perform better. Economic motives ensure that basic needs are met, social motives provide encouragement through recognition and support from the work environment, while psychological motives create a sense of satisfaction and meaning in the work.

4.6 job satisfaction does not have a positive and significant effect on employee performance at universitas tadulako

The hypothesis testing results show that job satisfaction does not have a positive and significant effect on employee performance at universitas tadulako. This condition indicates that job satisfaction at universitas tadulako tends to result more in "survival satisfaction" rather than developmental satisfaction.

This study analyzes job satisfaction, which does not have a significant effect on employee



performance at universitas tadulako through five indicators, namely work itself. Although employees feel satisfied with the type of work they perform, work that is routine and provides little challenge or opportunities for self-development results in satisfaction that is limited to comfort, not a trigger for productivity. Administrative or academic work that tends to be repetitive without innovation causes employees to feel "sufficiently satisfied" but not motivated to work better. From the perspective of salary/wages (pay), although the compensation received contributes greatly to job satisfaction, the imbalance between salary and the responsibilities carried out makes this satisfaction superficial. Employees remain because they feel "sufficiently satisfied" with the income they receive, but do not have the greater motivation to improve their performance. This is exacerbated by the limited opportunities for promotion (promotion). Promotion opportunities that are difficult to achieve, especially if they are more oriented toward years of service rather than achievement, cause employees to tend to work only according to standards without the drive to exceed expectations. The satisfaction felt becomes passive rather than active.

4.7 human resource competence has a positive and significant effect on job satisfaction through the use of information technology among employees at universitas tadulako

The hypothesis testing results show that human resource competence has a positive and significant effect on job satisfaction through information technology among employees at universitas tadulako. This explains that information technology serves as a "driver" that transforms human resource competence into real productivity, which ultimately contributes to the improvement of job satisfaction. In other words, competence without technological support tends to be less optimal, while the utilization of technology without adequate competence has the potential to cause misunderstanding and inefficiency. Therefore, the synergy between human resource competence and the use of information technology becomes crucial to achieving sustainable job satisfaction.

The use of information technology has been proven to be a factor that strengthens the relationship between human resource competence and employee job satisfaction at universitas tadulako. Employees with high competence are better able to utilize information technology to improve work efficiency and effectiveness, which ultimately increases their satisfaction.

4.8 human resource competence has a positive and significant effect on employee performance through the use of information technology among employees at universitas tadulako

The hypothesis testing results show that human resource competence has a positive and significant effect on employee performance through information technology among employees at universitas tadulako. Human resource competence, which includes the dimensions of knowledge, skills, motives, traits, and self-image, becomes an important foundation in ensuring that employees can utilize technology effectively. Davis (1989), in the technology acceptance model (tam), emphasizes that technology will be more readily accepted and utilized when individuals perceive its usefulness and ease of use. Competent employees adapt more quickly to technology, making work more efficient and increasing productivity. For example, academic staff who possess technical and administrative skills can maximize the use of e-learning platforms and academic information systems to support lecture activities and student data management. Similarly, administrative employees who master digital archiving applications will be faster and more accurate in managing documents. This creates a smoother workflow, reduces errors, and improves the quality of services and organizational performance.

4.9 there is no significant difference:

1) there is no significant difference between the human resource competence of civil servants (asn) and non-civil servants (non-asn) educational staff at universitas tadulako

The results indicating no significant difference between the human resource competence of civil



servants (asn) and non-civil servants (non-asn) educational staff at universitas tadulako can be interpreted more deeply by examining several supporting factors. One possibility is the implementation of uniform work standards within the university environment, where both civil servants (asn) and non-civil servants (non-asn) employees follow the same work procedures, training, and utilization of information technology. In addition, human resource management policies that emphasize equality in the distribution of tasks and responsibilities may also create a balanced competency condition.

2) there is no significant difference between the job satisfaction of civil servants (asn) and non-civil servants (non-asn) educational staff at universitas tadulako

The insignificant difference in job satisfaction between civil servants (asn) and non-civil servants (non-asn) educational staff at universitas tadulako occurs due to similarities in work experience, organizational culture, and work environment. Both civil servant (asn) and non-civil servant (non-asn) employees tend to face similar tasks and responsibilities, so the factors that trigger satisfaction, such as coworkers, work atmosphere, and leadership style, are felt to be almost the same. In addition, although there are differences in employment status, the university as an academic institution generally applies uniform work standards, both in terms of tasks and supporting facilities. Even if salary and career advancement tend to be more favorable for civil servant (asn) employees, non-civil servant (non-asn) employees may feel satisfaction from work flexibility or strong social bonds within the campus environment.

3) there is no significant difference between the performance of civil servants (asn) and non-civil servants (non-asn) educational staff employees at universitas tadulako

The absence of a significant difference between the performance of civil servants (asn) and non-civil servants (non-asn) educational staff employees at universitas tadulako can be explained through several key factors. First, the similarity of tasks and responsibilities within the academic environment tends to cause both groups of employees to work according to the same standards. Both civil servant (asn) and non-civil servant (non-asn) employees may receive similar workloads, targets, and performance evaluations, resulting in relatively similar outcomes.

Second, the work culture at the university, which emphasizes collaboration and educational service, can serve as a unifying factor. Civil servant (asn) employees may have clearer job security and career advancement opportunities, while non-civil servant (non-asn) employees may be motivated by the need to maintain their positions. However, both remain oriented toward work outcomes that support the academic and administrative processes of the university.

Conclusion and recommendations

5.1 conclusion

based on the research results and discussion, the following conclusions can be drawn:

1. Human resource competence has a positive and significant effect on the use of information technology among employees at universitas tadulako.
2. The use of information technology has a positive and significant effect on job satisfaction among employees at universitas tadulako.
3. The use of information technology has a positive and significant effect on employee performance at universitas tadulako.
4. Human resource competence does not have a positive and significant effect on job satisfaction among employees at universitas tadulako.
5. Human resource competence does not have a positive and significant effect on employee performance at universitas tadulako.
6. Job satisfaction does not have a positive and significant effect on employee performance at universitas



tadulako.

7. Human resource competence has a positive and significant effect on job satisfaction through the use of information technology among employees at universitas tadulako.
8. Human resource competence has a positive and significant effect on employee performance through the use of information technology among employees at universitas tadulako.
9. There is no significant difference between:
 - a) The human resource competence of civil servant (asn) and non-civil servant (non-asn) educational staff employees at universitas tadulako.
 - b) The job satisfaction of civil servants (asn) and non-civil servants (non-asn) educational staff employees at universitas tadulako.
 - c) The employee performance of civil servants (asn) and non-civil servants (non-asn) educational staff employees at universitas tadulako

5.2 research recommendations

based on the conclusions obtained, the following recommendations can be given:

1. Develop a transparent performance evaluation system based on actual achievements, not merely attendance or length of service.
2. Ensure that the training provided is aligned with the needs of daily work. For example, for administrative educational staff, training in digital data management or technology-based student services would be more relevant than general training.
3. Re-map employee competencies according to job demands and university targets. For example, educational staff (tendik) in the academic field can be focused on developing skills in digital-based academic administration management.
4. Encourage employees, both civil servants (asn) and non-civil servants (non-asn), to propose ideas for improving work systems, either through regular forums or the university's digital platforms.

References

1. abubakr muntaka, s., k appiah, j., & said, h. (2024). Evolution of information technology in industry: a systematic literature review. *Issues in informing science and information technology*, 21, 007. <https://doi.org/10.28945/5316>
2. Ahlvik, c., smale, a., & sumelius, j. (2016). Aligning corporate transfer intentions and subsidiary hrm practice implementation in multinational corporations. *Journal of world business*, 51(3), 343–355. <https://doi.org/10.1016/j.jwb.2015.04.003>
3. Amedia, a., basir, a., & syamsuddin, s. (2024). The influence of information technology and the use of social media on employee performance at diskominfo-sp in utara luwu district. *International journal of management science and information technology*, 4(1), 56–63. <https://doi.org/10.35870/ijmsit.v4i1.1921>
4. Ammar, s. F. (2025). Unveiling the rivalry of cloud erp dialectics, underpinning logics and roles of accounting and information system professionals. *International journal of accounting information systems*, 56, 100728. <https://doi.org/10.1016/j.accinf.2025.100728>
5. Bharadwaj, s., khan, n. A., & yameen, m. (2022). Unbundling employer branding, job satisfaction, organizational identification and employee retention: a sequential mediation analysis. *Asia-pacific journal of business administration*, 14(3), 309–334. <https://doi.org/10.1108/apjba-08-2020-0279>
6. Brondolo, e. (2021). Theory of the problem: understanding research results. In *psychology research methods* (pp. 207–238). Elsevier. <https://doi.org/10.1016/b978-0-12-815680-3.00009-8>
7. Candana, d. M., ali, h., & zefriyeni, z. (2024). The influence of the use of information technology and



- professionalism on employee performance mediated by work productivity. *Jppi (jurnal penelitian pendidikan indonesia)*, 10(3), 411. <https://doi.org/10.29210/020243967>
8. Cox, m. F. (2020). Characteristics and expectations. In *demystifying the engineering phd* (pp. 91–121). Elsevier. <https://doi.org/10.1016/b978-0-12-801593-3.00004-9>
 9. Cui, x. (2017). In- and extra-role knowledge sharing among information technology professionals: the five-factor model perspective. *International journal of information management*, 37(5), 380–389. <https://doi.org/10.1016/j.ijinfomgt.2017.04.011>
 10. Deng, x. N., & yi, s. (2025). Individual motivation and self-perception of excel skills learning: an empirical study of first-generation college students and their peers. *Journal of accounting education*, 70, 100947. <https://doi.org/10.1016/j.jaccedu.2024.100947>
 11. Ganiem, l. M., setiawati, r., suardi, s., nurhayai, n., & ramdhani, r. (2024). Society in the digital era: adaptation, change, and response to communication technology. *Journal international dakwah and communication*, 4(1), 123–135. <https://doi.org/10.55849/jidc.v4i1.639>
 12. Gazi, md. A. I., yusof, m. F., islam, md. A., amin, m. B., & senathirajah, a. R. B. S. (2024). Analyzing the impact of employee job satisfaction on their job behavior in the industrial setting: an analysis from the perspective of job performance. *Journal of open innovation: technology, market, and complexity*, 10(4), 100427. <https://doi.org/10.1016/j.joitmc.2024.100427>
 13. Göransson, k., lindqvist, g., klang, n., magnússon, g., & almqvist, l. (2019). Professionalism, governance and inclusive education – a total population study of swedish special needs educators. *International journal of inclusive education*, 23(6), 559–574. <https://doi.org/10.1080/13603116.2018.1441339>
 14. Haerani, s., sumardi, s., hakim, w., hartini, h., & putra, a. H. P. K. (2020). Structural model of developing human resources performance: empirical study of indonesia states owned enterprises. *The journal of asian finance, economics and business*, 7(3), 211–221. <https://doi.org/10.13106/jafeb.2020.vol7.no3.211>
 15. Harahap, f. S., dudung hadiwijaya, & priyo susilo. (2024). The influence of employee competency and motivation on performance through job satisfaction as an intervening variable. *Quantitative economics and management studies*, 5(6), 1201–1209. <https://doi.org/10.35877/454ri.qems2964>
 16. Heslina, h., & syahrini, a. (2021). The influence of information technology, human resources competency and employee engagement on performance of employees. *Golden ratio of human resource management*, 1(1), 01–12. <https://doi.org/10.52970/grhrm.v1i1.100>
 17. Hidayati, h., & putri, a. (2022). Pengaruh sistem informasi sumber daya manusia, kompetensi dan disiplin kerja terhadap kinerja karyawan di sekretariat dprd provinsi sumatera barat. *Jurnal valuasi: jurnal ilmiah ilmu manajemen dan kewirausahaan*, 2(2), 1311–1320. <https://doi.org/10.46306/vls.v2i2.160>
 18. Istiwahyuningsih, t. (2019). Analisis jabatan, beban kerja dan perhitungan kebutuhan pegawai di pusat data dan statistik pendidikan dan kebudayaan. *Jurnal administrasi pendidikan*, 16(2), 304–318. <https://doi.org/10.17509/jap.v26i2.20943>
 19. Jacobucci, r. (2022). A critique of using the labels confirmatory and exploratory in modern psychological research. *Frontiers in psychology*, 13, 1020770. <https://doi.org/10.3389/fpsyg.2022.1020770>
 20. Juliani, h. (2019). Diskresi dalam rekrutmen pegawai non pegawai negeri sipil setelah pemberlakuan peraturan pemerintah nomor 49 tahun 2018 tentang manajemen pegawai pemerintah dengan perjanjian kerja. *Administrative law and governance journal*, 2(2), 314–325. <https://doi.org/10.14710/alj.v2i2.314-325>
 21. Lina, r. (2020). Pengaruh rekrutmen terhadap kinerja karyawan. <https://doi.org/10.5281/zenodo.3930693>
 22. Munawwaroh, s., az-zahra, r. A., & windasari, w. (2024). Pengembangan profesional pendidik dan tenaga kependidikan di mi an-nur. *Pubmedia jurnal penelitian tindakan kelas indonesia*, 1(3), 10.



<https://doi.org/10.47134/ptk.v1i3.490>

23. Nilasari, b. M., risqiani, r., m. Nisfiannoor, leon, f. M., & kurniawati. (2024). The influence of job satisfaction on employee performance of educational staff. *European journal of business and management research*, 9(3), 148–156. <https://doi.org/10.24018/ejbmr.2024.9.3.2326>
24. Nur aqlia, a., & ina wales, e. (2022). Analysis of the recruitment of non-pns educators and education personnel in the state education unit. *Daengku: journal of humanities and social sciences innovation*, 2(6), 916–923. <https://doi.org/10.35877/454ri.daengku1350>
25. Nursanti, i., murti, b., & mulyani, s. (2025). Modeling of maternal behavior to improve the development of children under five based on social cognitive theory (sct) and the information-motivation-behavioral skills model (imb). *Social sciences & humanities open*, 11, 101283. <https://doi.org/10.1016/j.ssaho.2025.101283>
26. Postgraduate program, university of merdeka malang, indonesia., anggaini, w., respati, h., postgraduate program, university of merdeka malang, indonesia., triatmanto, b., & postgraduate program, university of merdeka malang, indonesia. (2024). The influence of competence and training towards employee performance through job satisfaction as intervening variable in wonoayu health center, sidoarjo regency. *International journal of multidisciplinary research and analysis*, 07(09). <https://doi.org/10.47191/ijmra/v7-i09-25>
27. Priyanto, p., & suhandi, n. P. M. (2022). Indonesian higher education institutions competitiveness and digital transformation initiatives. *Jpi (jurnal pendidikan indonesia)*, 11(1), 86–95. <https://doi.org/10.23887/jpi-undiksha.v11i1.34263>
28. Purnama, y., & rusmini, a. (2023). The influence of technology on management and legal aspects of the tourism business. *Journal of contemporary administration and management (adman)*, 1(3), 128–136. <https://doi.org/10.61100/adman.v1i3.60>
29. Renyut, b. C., modding, h. B., bima, j., & sukrawati, st. (2017). *The effect of organizational commitment, competence on job satisfaction and employees performance in maluku governor's office*. <https://doi.org/10.31227/osf.io/hnwdt>
30. Schoenfeld, a. J. (2025). Writing the research paper—the results section. In *an insider's guide to academic publishing in orthopaedic and spine surgery* (pp. 99–103). Elsevier. <https://doi.org/10.1016/b978-0-443-32890-9.00009-7>
31. Schwab, s., & held, l. (2020). Different worlds confirmatory versus exploratory research. *Significance*, 17(2), 8–9. <https://doi.org/10.1111/1740-9713.01369>
32. Sturmey, p., ward-horner, j., & doran, e. (2020). Respondent and operant behavior. In *functional analysis in clinical treatment* (pp. 25–56). Elsevier. <https://doi.org/10.1016/b978-0-12-805469-7.00002-4>
33. Sugiyono. (n.d.). *Metode penelitian pendidikan pendekatan kuantitatif kualitatif, dan r&d*. Alfabeta.
34. Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan r&d*. Bandung : alfabeta, cv.
35. Syahfitri siregar, r. & matang. (2023). Indonesia era globalisasi: peran dan tantangan generasi kedua digital native. *At-tawasul*, 2(2), 101–109. <https://doi.org/10.51192/ja.v2i2.470>
36. Thusantha ravindra egodavitharana & supervisor dr. M g g hemakumara. (2022). *The impact of job satisfaction on employee performance*. <https://doi.org/10.13140/rg.2.2.22947.57127>
37. Vaiciukevičiūtė, a., stankevičienė, j., & bratčikovienė, n. (2019). Higher education institutions' impact on the economy. *Journal of business economics and management*, 20(3), 507–525. <https://doi.org/10.3846/jbem.2019.10156>
38. Wahyuni, s., fadah, i., & tobing, d. S. (2018). Pengaruh kompetensi sumber daya manusia dan pemanfaatan teknologi informasi terhadap kualitas laporan keuangan melalui pengelolaan barang milik daerah. *Bisma*, 12(1), 66. <https://doi.org/10.19184/bisma.v12i1.7602>

