

ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi *Digitalisasi Human Resources*, tingkat *Digital Literacy*, tingkat *Employee Well-Being*, pengaruh *Digitalisasi Human Resources* terhadap *Employee Well-Being*, serta peran *Digital Literacy* sebagai variabel moderasi pada pegawai di lingkungan Universitas Pendidikan Indonesia. Penelitian menggunakan pendekatan kuantitatif dengan metode survei terhadap 86 responden yang ditentukan menggunakan *proportionate stratified random sampling*. Data dikumpulkan melalui kuesioner skala Likert dan dianalisis menggunakan analisis deskriptif serta *Structural Equation Modeling* berbasis *Partial Least Squares* (SEM-PLS) dengan SmartPLS. Hasil penelitian menunjukkan bahwa *Digitalisasi Human Resources*, *Digital Literacy*, dan *Employee Well-Being* secara umum berada pada kategori tinggi. Hasil pengujian model struktural menunjukkan bahwa *Digitalisasi Human Resources* berpengaruh positif dan signifikan terhadap *Employee Well-Being* dengan koefisien jalur 0,354, *t-statistic* 4,993, dan *p-value* < 0,001. *Digital Literacy* juga memiliki pengaruh langsung positif dan signifikan terhadap *Employee Well-Being* dengan koefisien 0,568, *t-statistic* 7,632, dan *p-value* < 0,001. Sementara itu, efek interaksi *Digitalisasi Human Resources* dan *Digital Literacy* terhadap *Employee Well-Being* menghasilkan koefisien -0,036, *t-statistic* 1,344, dan *p-value* 0,179, sehingga peran moderasinya belum menunjukkan pengaruh yang signifikan. Temuan ini menunjukkan bahwa peningkatan *Digital Literacy* pegawai belum memberikan perubahan yang berarti terhadap kuat atau lemahnya pengaruh *Digitalisasi Human Resources* terhadap *Employee Well-Being*. *Digital Literacy* lebih tepat dipahami sebagai kemampuan individual yang penting bagi pegawai dalam menghadapi lingkungan kerja digital dan lebih terlihat memiliki pengaruh langsung terhadap *Employee Well-Being* daripada sebagai variabel yang mengubah kekuatan hubungan *Digitalisasi Human Resources* dengan *Employee Well-Being*. Meskipun kemampuan digital pegawai berada pada kondisi yang baik, hal tersebut tidak secara otomatis membuat pengaruh *Digitalisasi Human Resources* terhadap kesejahteraan pegawai menjadi lebih kuat. *Employee Well-Being* juga berkaitan dengan kenyamanan psikologis, kepuasan kerja, keseimbangan pekerjaan dan kehidupan pribadi, rasa mampu dan kontrol kerja, serta dukungan rekan kerja dan organisasi. Oleh karena itu, dalam konteks perguruan tinggi, keberhasilan transformasi digital pengelolaan sumber daya manusia perlu didukung oleh kualitas sistem dan layanan yang berorientasi pada pengalaman kerja dan kesejahteraan pegawai, disertai pengembangan *Digital Literacy* sebagai kompetensi kerja untuk menghadapi lingkungan kerja yang semakin terdigitalisasi.

Kata kunci: *Digitalisasi Human Resources*, *Digital Literacy*, *Employee Well-Being*, SEM-PLS, Perguruan Tinggi.

ABSTRACT

This study aims to analyze the implementation of Human Resources Digitalization, the level of Digital Literacy, the level of Employee Well-Being, the effect of Human Resources Digitalization on Employee Well-Being, and the role of Digital Literacy as a moderating variable among employees at Universitas Pendidikan Indonesia. This study employed a quantitative survey approach involving 86 respondents selected using proportionate stratified random sampling. Data were collected through a Likert-scale questionnaire and analyzed using descriptive analysis and Partial Least Squares-based Structural Equation Modeling (PLS-SEM) with SmartPLS. The results indicate that Human Resources Digitalization, Digital Literacy, and Employee Well-Being are generally at a high level. Structural model testing shows that Human Resources Digitalization has a positive and significant effect on Employee Well-Being, with a path coefficient of 0.354, a t-statistic of 4.993, and a p-value < 0.001. Digital Literacy also has a positive and significant direct effect on Employee Well-Being, with a coefficient of 0.568, a t-statistic of 7.632, and a p-value < 0.001. Meanwhile, the interaction effect between Human Resources Digitalization and Digital Literacy on Employee Well-Being has a coefficient of -0.036, a t-statistic of 1.344, and a p-value of 0.179, indicating that its moderating role is not statistically significant. These findings suggest that higher Digital Literacy does not meaningfully change the strength of the effect of Human Resources Digitalization on Employee Well-Being. Digital Literacy is therefore better understood as an important individual capability for employees in navigating a digital work environment and appears to have a more direct effect on Employee Well-Being rather than functioning as a variable that changes the strength of the relationship between Human Resources Digitalization and Employee Well-Being. Although employees demonstrate strong digital capabilities, these capabilities do not automatically strengthen the effect of Human Resources Digitalization on their well-being. Employee Well-Being is also associated with psychological comfort, job satisfaction, work-life balance, perceived competence and control over work, and support from colleagues and the organization. Therefore, in the context of higher education, successful digital transformation in human resource management requires high-quality systems and services that are oriented toward employees' work experience and well-being, together with the continuous development of Digital Literacy as a work-related competency for an increasingly digital work environment.

Keywords: *Human Resources Digitalization, Digital Literacy, Employee Well-Being, PLS-SEM, Higher Education.*