

The Moderation Effect of Technology Anxiety on Digital Transformation Readiness in Public Universities: An Organizational Readiness Approach

Mety Patabang*, Dedi Iskandar Inan, Amestina Matualage, Muhamad Indra

ABSTRACT

The transition toward digital transformation in higher education institutions is imperative for enhancing efficiency, transparency, and sustainability. This study evaluates the digital transformation readiness of administrative personnel at the University of Papua, focusing on organizational readiness factors: resource availability, cultural adaptability, and ICT infrastructure. The moderating role of technology anxiety, alongside demographic factors such as age and gender, was also analyzed to understand their influence on the institution's preparedness for digitalization. Findings reveal significant associations between readiness components and the ability to effectively adopt digital technologies, while technology anxiety was found to moderate these relationships. The study underscores the critical need for addressing environmental concerns, including paper waste, by implementing sustainable digital practices. Through robust statistical methods and an organizational readiness framework, this research provides actionable insights for institutions aiming to navigate the complexities of digital transformation successfully.

Keyword: Digital transformation, organizational readiness, technology anxiety

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1. INTRODUCTION

The Fourth Industrial Revolution, also known as Industry 4.0, heralds significant advancements in productivity across multiple sectors (Machado et al., 2021), particularly in education, while enhancing working conditions for administrative personnel at the University of Papua. At the university, the ongoing digital transformation within the administrative personnel unit, driven by the adoption of the Administrative Personnel Application, marks a pivotal institutional shift. This change not only facilitates new collaborative connections but also enables the administrative unit to respond more effectively to dynamic circumstances.

This research examines the administrative personnel unit at the University of Papua (UNIPA), which oversees a variety of tasks, including processing rank or grade change proposals, retirement applications, distributing periodic decrees, and managing study leave requests. Currently, these tasks are handled manually, leading to challenges such as paper waste accumulation and inefficient document storage. Frequent issues with missing or misplaced files further result in slow, ineffective, and unaccountable work processes. To address these problems, the adoption of the Administrative Personnel Application system represents a shift toward digital transformation, enabling faster, more efficient, and effective operations.

Through this system, employees can directly upload documents, eliminating the need for physical submissions and expediting the process of forwarding documents to the central ministry. Moreover, the system enhances accountability by allowing leadership to monitor the application process and provides transparent visibility into employee performance.

The transition to digital transformation through the implementation of an information system for administrative services requires a high level of organizational readiness (Lele et al., 2020). In this context, the present study seeks to evaluate the institution's preparedness for embracing digital transformation. By adopting an information system for administrative services, institutions can offer more accurate, faster, and reliable information that is easily accessible. Such systems address employees' needs efficiently while promoting sustainability through reduced paper usage, enabling quick and environmentally friendly report generation.

This study adopts the organizational readiness approach to facilitate the seamless implementation or adoption of the proposed model, emphasizing the importance of management readiness and organizational behavior alignment. Management readiness encompasses the preparedness of all stakeholders, including leaders, academic and non-academic staff, and the capacity of existing systems to implement new programs effectively. It also involves a willingness to embrace new policies. The organizational readiness approach was chosen to explore factors influencing organizational decision-making, incorporating three key constructs: resource readiness, cultural readiness, and ICT readiness, which collectively shape digital transformation readiness. Furthermore, the researcher integrates technology anxiety as a moderating variable and includes employees' age and gender as control variables. These control variables help isolate the effects of independent variables on the dependent variable, ensuring unbiased and accurate results (Azzahra & Sampurno, 2023).

The accumulation of paper waste in the personnel unit at UNIPA highlights the pressing need for digital transformation to reduce environmental impact. In 2023, data from the personnel unit revealed significant paper consumption: rank/class proposals submitted by 64 employees in April and October generated 6,272,000 sheets of paper (12 reams); CPNS to PNS proposals submitted by 26 employees in April required 1,352,000 sheets (2 reams); and retirement proposals submitted by 26 employees in July and December resulted in 4,784,000 sheets (9 reams). This excessive paper usage underscores the potential of personnel applications to minimize waste and promote sustainability. Addressing climate change, exacerbated by paper decay and burning, is a critical global challenge requiring government intervention and appropriate policies. Such practices contribute to air pollution and hinder progress toward achieving the Sustainable Development Goals (SDGs).

2. LITERATURE REVIEW, HYPOTHESES, AND METHODS

2.1 Literature Review

The application of organizational readiness in the digitalization of personnel information systems has been explored in various studies. Wayuhana et al. (2023) investigated the effects of public service digitalization and self-efficacy on the readiness for change among Civil Servants (ASN) in Magetan Regency, finding that digitalization did not significantly influence ASN's willingness to adapt. Conversely, Lolytasari & Dirsanala (2023) highlighted the role of E-Government in improving information accessibility through the digitalization of university archives via JIKN and SIKN. At Universitas Sumatera Utara, research at the Archives Office revealed that digitized archives, including photos and older media, enhance knowledge acquisition and policymaking in universities, with recommendations for designing high-value archive digitalization initiatives. Hamid (2022) examined the interplay between employees' technology readiness and adaptive performance, identifying job meaningfulness as a mediator and proactive personality as a moderator. Through PLS-SEM analysis, the study found that employees with a greater inclination toward technology demonstrated higher adaptive performance, influenced by job meaningfulness and strengthened by proactive personality traits. These findings underscore the importance of motivating employees and implementing flexible job structures to encourage effective technology utilization.

2.2 Organisation Readiness Approach

The organizational readiness approach involves driving change at multiple levels within an organization, from individual members to the organization as a whole. This approach focuses on fostering organizational members' commitment to change and ensuring the effectiveness of change initiatives in achieving successful transformation. Raditya et al. (2021) highlight the critical role of employee engagement, overcoming resistance, and providing organizational support as key factors in enhancing readiness for change, thereby facilitating effective and sustainable organizational transitions.

2.3 Hypotheses and Methods

This study evaluates the level of digital transformation readiness at Papua University by analyzing key variables, including Resource Readiness, Cultural Readiness, and ICT Readiness (Information and Communication Technology). Additionally, Technology Anxiety is incorporated as a moderating variable, while Employee, Age, and Gender serve as control variables to ensure a comprehensive assessment of the factors influencing digital transformation readiness, as shown in Figure 1.

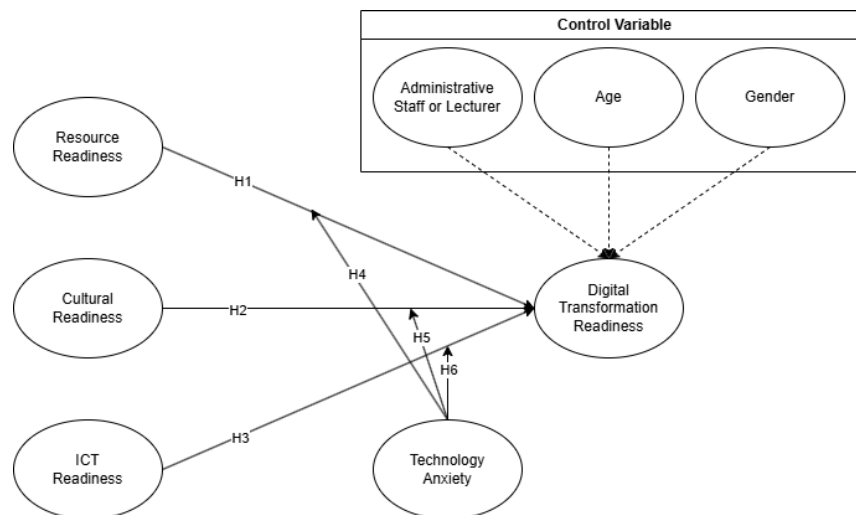


Figure 1. Proposed research model

2.4 Data Collection and Instrument

This study was conducted at the University of Papua using a questionnaire distributed between March 18 and April 15, 2024. The research focused on the university's staff, comprising approximately 653 individuals. A non-probability sampling technique was employed to collect data based on the researcher's requirements and conditions. Following PLS-SEM guidelines, the sample size should be at least ten times the number of arrows pointing to a construct, requiring a minimum of 60 samples. To enhance accuracy and reduce the risk of invalid data, the researchers utilized 150 samples as respondents for the questionnaire distribution. Primary data were collected through questionnaires containing statements related to the study variables, as summarized in Table 1.

Table 1. Research instruments

No.	Construct	Code	Statement	Reference
1	Resource Readiness	KS1	I feel that I have a faster/more efficient working time when completing specific tasks using digital technology (laptop, smartphone, computer)	(Akhbar et al., 2020)
		KS2	I have sufficient and reliable resources (internet quota and electricity) to effectively operate digital technology.	
		KS3	I feel knowledgeable enough to use digital technology (laptop, smartphone, computer).	

Table 1. Research instruments (continued)

No.	Construct	Code	Statement	Reference
2	Cultural Readiness	KB1	I feel that I have a faster/more efficient working time when completing specific tasks using digital technology (laptop, smartphone, computer)	(Akhbar et al., 2020)
		KB2	I feel assisted by the presence of digital technology (laptop, smartphone, computer).	
		KB3	I feel comfortable using digital technology (laptop, smartphone, computer) because the leaders also use this technology.	
		KB4	I prefer working using digital technology (laptop, smartphone, computer) rather than manually using paper, due to the increased efficiency and organization it offers.	
3	ICT Readiness	KTIK1	I feel capable of using digital technology (laptop, smartphone, computer).	(Akhbar et al., 2020)
		KTIK2	I find using digital technology (laptop, smartphone, computer) more practical than using paper.	
		KTIK3	I feel satisfied when working using digital technology (laptop, smartphone, computer) because it streamlines my workflow and improves accuracy, making my tasks more manageable and reducing the potential for errors.	
4	Technology Anxiety	TA1	I feel anxious when using digital technology (laptop, smartphone, computer) at work, especially when facing unfamiliar software or tasks, which can increase the pressure to perform efficiently.	(Hutasoit, 2019)
		TA2	I feel uncomfortable when using digital technology (laptop, smartphone, computer) at work due to the steep learning curve or fear of making mistakes, which can lead to frustration and a lack of confidence in completing tasks effectively	
		TA3	I feel confused when using digital technology (laptop, smartphone, computer) at work, particularly when dealing with complex or new applications, which can slow down my productivity and make it difficult to complete tasks efficiently.	
		TA4	I feel afraid of making mistakes when using digital technology (laptop, smartphone, computer), especially errors that may lead to data loss or system malfunction, which could negatively impact my work or require additional time to resolve.	
5	Digital Transformation Readiness	KTD1	I feel ready to switch to using digital technology (laptop, smartphone, computer) to perform tasks, as I believe it will enhance productivity and efficiency.	(Akhbar et al., 2020)
		KTD2	I feel ready to reduce the use of paper in completing tasks because of the environmental benefits and improved workflow management.	
		KTD3	I feel I will continue to use digital technology (laptop, smartphone, computer) in my work, given its significant advantages in terms of convenience, speed, and accessibility.	

3. RESULTS AND DISCUSSION

Data collection for this study was conducted through the distribution of questionnaires, resulting in 150 valid responses obtained over a four-week period from March 18 to April 15, 2024. The respondents comprised employees from Papua University. Demographic information, including gender, age, and employment type, was analyzed and is summarized in Table 2. The data indicate that 56.7% of the respondents were male (85 individuals), while 43.3% were female (65 individuals). In terms of age, 58.7% of the respondents were 43 years old or younger (88 individuals), and 41.3% were 44 years old or older (62 individuals). Regarding employment type, 38% of respondents were lecturers (57 individuals), and 62% were administrative staff (93 individuals).

Table 2. Demographic description of respondents

No.	Category	Item	Quantity	Percentage
1	Gender	Man	85	56.7 %
		Female	65	43.3%
2	Age	≤ 43 Years Old	88	58.7%
		≥ 44 Years Old	62	41.3%
3	Employee type	Lecturer	57	38%
		Administrative Staff	93	62%

3.1 Measurement Model Evaluation

The measurement model evaluation in this study examines the relationship between indicators and latent variables to ensure validity and reliability (Sayyida, 2023). This process involves testing for convergent validity, discriminant validity, and reliability to confirm that the indicators effectively measure the latent constructs.

Convergent validity assesses the consistency between indicators in measuring latent variables, as analyzed using SmartPLS software (Aquino & Alam, 2023). The loading factor test demonstrates strong correlations, with all values exceeding the 0.70 threshold, as shown in Table 3, indicating valid indicators. Additionally, the average variance extracted (AVE) test results in Table 4 show that all AVE values surpass 0.50, confirming the adequacy of convergent validity.

Table 3. Results of the loading factor assessment

	KB	KS	KTD	KTIK	TA	TA x KTIK	TA x KS	TA x KB
KB1	0.908							
KB2	0.900							
KB3	0.929							
KB4	0.898							
KS1		0.913						
KS2		0.897						
KS3		0.958						
KTD1			0.922					
KTD2			0.928					
KTD3			0.944					
KTIK1				0.964				
KTIK2				0.964				
KTIK3				0.966				
TA1					0.944			
TA2					0.951			
TA3					0.953			
TA4					0.915			
TA x KS							1.000	
TA x KTIK						1.000		
TA x KB								1.000

Table 4. AVE results

Variable	AVE Value
KB	0.832
KS	0.856
KTD	0.871
KTIK	0.936
TA	0.900

For discriminant validity, the cross-loading test (Table 5) confirms that the cross-loading values of each variable exceed 0.70 and are higher than those of other variables, ensuring validity. Moreover, the HeteroTrait-MonoTrait Ratio (HTMT) test values, as presented in Table 6, meet the criteria of < 0.85 or < 0.90 , verifying good discriminant validity.

Table 5. Cross-loading results

	KB	KS	KTD	KTIK	TA	TA x KTIK	TA x KS	TA x KB
KB1	0.911	0.435	0.414	0.335	-0.363	0.293	0.425	0.226
KB2	0.898	0.290	0.249	0.323	-0.317	0.180	0.208	-0.019
KB3	0.935	0.419	0.372	0.438	-0.388	0.374	0.381	0.184
KB4	0.903	0.374	0.354	0.378	-0.351	0.270	0.327	0.151
KS1	0.357	0.913	0.566	0.550	-0.465	0.300	0.398	0.364
KS2	0.406	0.903	0.437	0.485	-0.427	0.319	0.390	0.347
KS3	0.425	0.958	0.542	0.539	-0.512	0.351	0.432	0.333
KTD1	0.379	0.524	0.921	0.738	-0.497	0.525	0.386	0.369
KTD2	0.319	0.477	0.934	0.757	-0.416	0.450	0.304	0.258
KTD3	0.400	0.575	0.945	0.703	-0.456	0.527	0.430	0.361
KTIK1	0.406	0.569	0.741	0.969	-0.357	0.580	0.373	0.331
KTIK2	0.338	0.491	0.732	0.966	-0.321	0.472	0.272	0.243
KTIK3	0.433	0.591	0.803	0.968	-0.399	0.546	0.380	0.337
TA1	-0.417	-0.509	-0.490	-0.400	0.947	-0.250	-0.281	-0.248
TA2	-0.351	-0.476	-0.434	-0.371	0.954	-0.098	-0.171	-0.155
TA3	-0.348	-0.469	-0.427	-0.302	0.960	-0.092	-0.177	-0.114
TA4	-0.368	-0.472	-0.495	-0.336	0.933	-0.129	-0.176	-0.153
TA x KS	0.383	0.440	0.400	0.354	-0.214	0.656	1.000	0.653
TA x KTIK	0.316	0.349	0.536	0.551	-0.153	1.000	0.656	0.576
TA x KB	0.166	0.376	0.353	0.315	-0.179	0.576	0.653	1.000

Table 6. HTMT results

	KB	KS	KTD	KTIK	TA	TA x KTIK	TA x KS	TA x KB
KB								
KS	0.452							
KTD	0.410	0.605						
KTIK	0.424	0.602	0.829					
TA	0.408	0.538	0.515	0.383				
TA x KTIK	0.316	0.365	0.558	0.560	0.153			
TA x KS	0.380	0.459	0.416	0.359	0.216	0.656		
TA x KB	0.165	0.393	0.367	0.319	0.180	0.576	0.653	

Reliability was assessed using Cronbach's alpha and composite reliability methods. As displayed in Table 7, all variables achieve values above 0.70, confirming data reliability. These findings validate that the measurement model is robust, with reliable and valid constructs suitable for further analysis.

Table 7. Reliability results

	Cronbach's alpha	Composite reliability (rho_c)
KB	0.933	0.952
KS	0.916	0.947
KTD	0.926	0.953
KTIK	0.966	0.978
TA	0.963	0.973

3.2 Structural Model Evaluation

The Structural Model Evaluation (inner model) was employed to establish relationships among latent variables and assess the explanatory power of the model. This evaluation involved analyzing the R-Square values for dependent constructs, examining t-values, and interpreting path coefficients to gauge substantive influence.

The Variance Inflation Factor (VIF) was used to detect multicollinearity, ensuring the absence of highly correlated independent variables that could impair predictive ability (Mahardini et al., 2023). As shown in Table 8, all variables exhibited VIF values between 0.2 and 5, confirming acceptable collinearity with the KTD variable.

The coefficient of determination (R-Square) measures the extent to which independent variables explain the variance of the dependent variable. According to Inan et al. (2022), R-Square values of 0.75, 0.50, and 0.25 indicate strong, moderate, and weak models, respectively. In this study, the R-Square value for digital transformation readiness was 0.686 (Table 9), indicating that cultural readiness, resource readiness, ICT readiness, and technology anxiety collectively explained 68.6% of the variance, leaving 31.4% influenced by other factors not included in the study.

Table 8. Results of the multicollinearity test (inner Variance Inflation Factor, VIF)

	KB	KS	KTD	KTIK	TA	TA x KTIK	TA x KS	TA x KB
KB			1.469					
KS			2.001					
KTD								
KTIK			2.036					
TA			1.453					
TA x KTIK			2.449					
TA x KS			2.511					
TA x KB			1.970					

Table 9. Results of the coefficient of determination (r-square) analysis

	R-square	R-square adjusted	Description
KTD	0.701	0.686	Relatively High

Hypothesis Testing was conducted using the bootstrapping method with a significance threshold of a t-statistic > 1.96 and a p-value < 0.05. As displayed in Table 10, two hypotheses (H3 and H7) were accepted, demonstrating significant relationships, while the remaining five hypotheses were rejected. Incorporating control variables such as occupation, age, and gender provided further insight. Table 11 indicates that hypotheses were accepted or rejected differently across categories, revealing nuanced relationships. For

example, KTIK → KTD was consistently accepted across all control groups, while most other hypotheses were rejected.

Table 10. Hypothesis testing

Hypothesis	Path Coefficient	T statistics	P values	Description
H1	KS → KTD	0.732	0.464	Rejected
H2	KB → KTD	0.238	0.812	Rejected
H3	KTIK → KTD	4.795	0.000	Accepted
H4	TA × KS → KTD	0.304	0.761	Rejected
H5	TA × KB → KTD	0.174	0.862	Rejected
H6	TA × KTIK → KTD	1.034	0.301	Rejected
H7	TA → KTD	2.413	0.016	Accepted

Table 11. Hypothesis testing results with control variables

	Path Coefficient	desc.	Lecturer	Administrative Staff	≤ 43 Years Old	≥ 44 Years Old	Female	Male
H1	KS → KTD	Rejected	Rejected	Rejected	Rejected	Rejected	Accepted	Rejected
H2	KB → KTD	Rejected	Rejected	Rejected	Rejected	Rejected	Accepted	Rejected
H3	KTIK → KTD	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
H4	TA × KS → KTD	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected
H5	TA × KB → KTD	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected
H6	TA × KTIK → KTD	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected	Accepted
H7	TA → KTD	Accepted	Rejected	Accepted	Accepted	Rejected	Rejected	Accepted

The moderation relationship was visualized using slope analysis generated by SmartPLS software. Figure 2 and Figure 3 illustrate the moderating role of technology anxiety between ICT readiness and digital transformation readiness under gender-specific control variables. The analysis shows that male respondents with high technology anxiety (+1 SD) exhibit greater preparedness for digital transformation than those with low or average technology anxiety. Similarly, female respondents demonstrate increased adaptability to digital transformation when experiencing high technology anxiety.

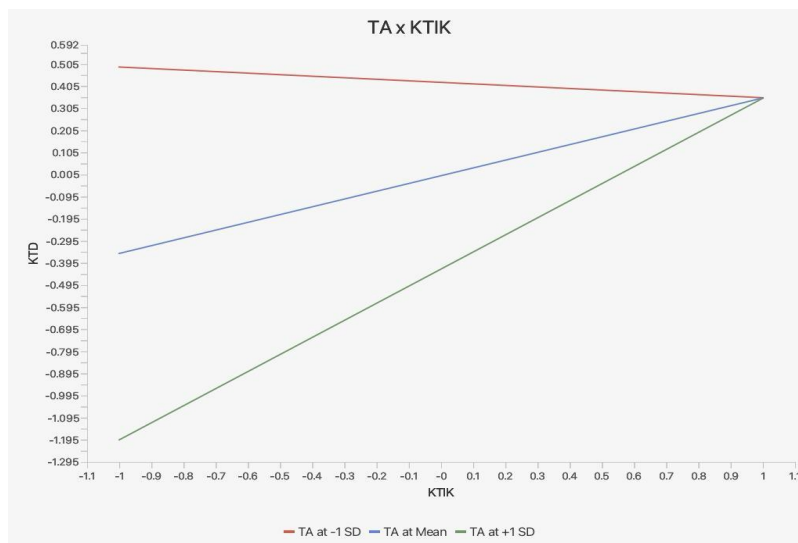


Figure 2. Moderation of technology anxiety between ict readiness and digital transformation readiness (male control variable)

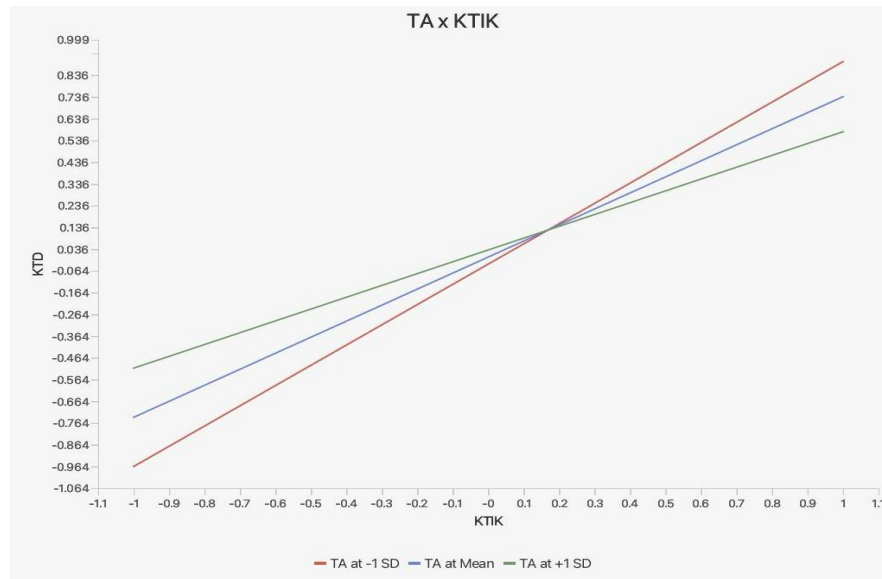


Figure 3. Moderation of technology anxiety between ict readiness and digital transformation readiness (female control variable)

3.3 Discussion

The discussion examines the effects of resource, cultural, and ICT readiness, along with technology anxiety, on digital transformation readiness at Papua University.

Resource Readiness: The hypothesis test results (H1) indicate that resource readiness does not significantly influence digital transformation readiness at Papua University, with a t-statistic of 1.184 (< 1.96) and a p-value of 0.237 (> 0.05). However, resource readiness has a positive effect of 9.8%. This finding aligns with the study by [Yulianti et al. \(2021\)](#).

Cultural Readiness: Similarly, hypothesis test results (H2) show that cultural readiness does not significantly impact digital transformation readiness, evidenced by a t-statistic of 0.249 (< 1.96) and a p-value of 0.803 (> 0.05). Cultural readiness shows a positive effect of 1.4%, consistent with the findings of [Giffari et al. \(2023\)](#).

ICT Readiness: In contrast, hypothesis test results (H3) reveal a significant influence of ICT readiness on digital transformation readiness, with a t-statistic of 5.015 (> 1.96) and a p-value of 0.000 (< 0.05). ICT readiness exhibits a substantial positive effect of 56.4%, corroborating the findings of [Magfiroh et al. \(2023\)](#).

Technology Anxiety Moderating Resource Readiness: Hypothesis test results (H4) suggest that technology anxiety as a moderator of resource readiness does not significantly influence digital transformation readiness. The t-statistic of 0.182 (< 1.96) and p-value of 0.855 (> 0.05) indicate a slight negative effect of -1.5%, consistent with [Suseno et al. \(2022\)](#).

Technology Anxiety Moderating Cultural Readiness: Hypothesis test results (H5) show that technology anxiety as a moderator of cultural readiness has a significant positive impact on digital transformation readiness. The t-statistic and p-value confirm its positive influence of 0.9%, aligning with [Kim & Kim \(2022\)](#).

Technology Anxiety Moderating ICT Readiness: The results for hypothesis H6 indicate no significant impact of technology anxiety as a moderator of ICT readiness on digital transformation readiness. A t-statistic of 0.894 (< 1.96) and a p-value of 0.371 (> 0.05) reveal a positive effect of 10.7%, in line with [Thu Thuy \(2024\)](#).

Technology Anxiety: Hypothesis H7 confirms that technology anxiety significantly and negatively influences digital transformation readiness, with a t-statistic of 2.460 (> 1.96) and a p-value of 0.014 (< 0.05). Technology anxiety has a negative effect of -23.2%, consistent with the findings of [Lomagio & Fitrianti \(2022\)](#).

Control Variables: Results indicate that administrative staff are more prepared for digital transformation compared to teaching staff, aligning with [Dewi & Hasmirati \(2022\)](#). Age-related findings

reveal that respondents aged ≤ 43 years exhibit greater readiness than those aged ≥ 44 years, consistent with Oktaviani (2024). Regarding gender, females demonstrate higher readiness in resource, cultural, and ICT readiness, while males show better practical technology use and resilience against technology anxiety, also aligning with Oktaviani (2024).

4. CONCLUSION

The digital transformation in the administrative unit at Papua University demonstrates enhanced adaptability to changes through the implementation of the personnel application. Using the organizational readiness approach, this study ensures the smooth adoption of the proposed model by emphasizing management readiness and organizational behavior alignment. The findings reveal that resource readiness, cultural readiness, ICT readiness, and technology anxiety collectively explain 68.6% of the variance in digital transformation readiness. Among 150 respondents, 100 reported feeling prepared for digital transformation, despite the insignificant influence of resource readiness, cultural readiness, and technology anxiety on this readiness.

For faculty and administrative staff, better utilization of existing resources is recommended to support digital transformation and minimize paper waste. Male employees are encouraged to acquire adequate equipment and participate in digital skills training to promote self-directed learning. Similarly, female employees are advised to undergo digital equipment training to enhance their enthusiasm for digitalization.

This study's limitation lies in its limited exploration of the connection between the organizational readiness approach and environmental issues, which are central to the broader context. The research primarily focuses on organizational readiness, offering little insight into how environmental factors might influence or be impacted by the digital transformation process.

Future research should incorporate environmental dimensions, such as socio-economic impacts and sustainability, to provide a more comprehensive perspective on organizational readiness. Additionally, efforts should focus on improving resource readiness, cultural readiness, and addressing technology anxiety, as these factors play a significant role in digital transformation readiness. Enhancing these areas may increase the proportion of respondents prepared to digitize the information system, contributing to more effective digital transformation at Papua University.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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