

The Role of Digital Literacy in Mediating the Influence of Regulations and Organizational Support on Lecturer Career Development in East Nusa Tenggara

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Abstract

This research is titled The Role of Digital Literature in Mediating the Influence of Regulation and Organization Support Towards the Growth of Lecturers' Career in East Nusa Tenggara. Government regulations serve as a lecturer's guide to the growth of their career. The role of Digital Literature is important to provide information and reports on the Lecturer's growth. The purpose of this research is to figure out if Regulation, Organization Support has a significant impact on the growth of a Lecturer's Career, and if the role of Digital Literature can mediate the influence of Regulation and Organization's Support on the growth of one's career. This research is being held in East Nusa Tenggara, the object of this research are lecturers who work in National University and Private University, the researched population are the entire lecturers that worked in East Nusa Tenggara, the samples were set as much as 174 lecturers according to the questioner given In determining the sampling technique with random action sampling, the analytical tool used is SEM PLS. The result of this research is the Regulation and Organization Support, which is significant for the Growth of lecturers' careers and for understanding how Digital Literature mediates the influence of Regulation and Organization Support on lecturers' careers in East Nusa Tenggara. This is supported by achieving the optimal value or significance, by the contribution of each variable studied, or by a robust coefficient of determination.

Keywords: *Regulation, Organization Support, Digital Literature, Carrier Growth.*

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INTRODUCTION

Education has become a necessity in society's daily life and, at the same time, a measure of social status that has developed in recent years. Educators play a significant role in producing high-quality human resources across preschool, elementary, secondary, and higher education. In higher education, lecturers are educators who contribute their knowledge and skills to students to produce high-quality graduates.

As of 2024, there are 4,435 lecturers in East Nusa Tenggara, both civil servants and foundation employees, while there are four public universities (PTN) and 58 private universities (PTS). In addition, the number of students enrolled in PTNs is 59,835, and in PTSs, it is 83,234 (P. N. T. T. (n.). Statistics, Central Agency, 2025; P. N.

T. T. Statistics, Central Agency, n.d.). This shows the community's high level of trust and enthusiasm regarding the importance of education in their lives. In response to the community's interests and trust, higher education institutions encourage educators (lecturers) to improve their competence through education and to achieve the highest functional position, which is also a career achievement.

A functional position is a lecturer's career position that describes an educator's achievements at a university in the three primary duties and responsibilities of a lecturer. There are four career levels for lecturers: 1) Assistant Expert with the position of Junior Level I Administrator; 2) Lecturer with the position of Administrator and Level I Administrator; 3) Head Lecturer with the position of Advisor, Level I Advisor, and Junior Main Advisor; 4) Professor with the position of Middle Main Advisor and Main Advisor (PerMenpan Number 17 of 2013, 2013). This functional position of educator is one of the benchmarks for the ranking of a university in the world of education. To achieve this, there should be continuity between the educators themselves and the higher education institution where the lecturer works (home-based). Researchers have observed several phenomena in achieving a lecturer's career position, namely regulations, support from the organization or higher education institution where the lecturer works, and digital literacy, which can help a lecturer report their performance.

Career development includes career planning and career management. Career planning is a process in which individual employees identify the steps to achieve their career goals. Meanwhile, career management is the process by which an organization selects, evaluates, places, and develops employees to provide a competent workforce to meet future needs (Simamora in Asy'ari, 2018). Furthermore, according to Purnawati, Widayani, and Devy (2021) in (Agustin, 2021) (Plangiten et al., 2019), career development is an employee activity that helps employees plan their future careers in the company and reach their maximum potential. According to Siagian (2017), in Kanti (2020) and Masniati Murni Ritonga & Phozan Mashandy (2021), career development is a career plan developed by an employee and accompanied by appropriate career goals. This plan will not be possible without the implementation of systematic and programmed career development. From this definition, it can be concluded that career development is career planning that becomes the career goal to be achieved by individuals through the provisions set by the organization.

In improving the quality of higher education, according to Yuliantini (2013) and Rubiono & Finahari (2017), lecturers are an important element in shaping a reliable generation, not only in science and technology but also in morality, ideology, and intellectual regulation. The stages of a lecturer's career development consist of certification, development or further study, promotion/academic rank, and research/academic publication development (Rubiono & Finahari, 2017). According to Siagian (Asy'ari, 2018), the indicators of career development consist of: 1) Fair treatment in one's career; 2) Concern from employees' immediate superiors; 3) Level of satisfaction; 4) Information about various promotion opportunities for employees.

Lecturer career development is regulated by government regulations issued by the Ministry of Research, Technology, and Higher Education. Regulations regarding academic positions for lecturers are stipulated in (PerMenpan Number 17 of 2013, 2013), which explains that the rank and class for each academic position for lecturers are determined based on a set number of credits. It is further explained that

the degree of an instructor appointed to a position is determined by the employee authorized to determine the number of credits, so that it cannot be in accordance with the position or rank. The activities that are assessed to determine credit points and used as indicators are (LLDikti VI, 2023): a) teaching; b) research; c) community service; d) supporting elements

In addition to regulations, organizational support is important for employee career development, enabling them to fulfill their duties and responsibilities effectively. Organizational support and consideration for individuals influence employees' expectations of the organization (Eisesberg et al. in Wisaksono, 2014). Furthermore, Steers and Porter (1983), as cited in Wisaksono, state that active support from leaders results in high job satisfaction and commitment among organizational members. Furthermore, Eisenberger and Rhoades (2002), as cited in Pawestri & Pradhanawati (2018), explain that to increase organizational trust, there must be positive assessments from the organization so that employees will pay more attention to rewards from their superiors. According to Flippo (1994), in Madaam Anieq Fatati (n.d.), organizational support is assistance provided through the application of technology, with people performing functions or tasks that lead to rationally determined goals. Thus, organizational support encourages employees to remain committed to fulfilling their duties and responsibilities to achieve organizational goals. Indicators of organizational support (Sudarma & Murniasih, 2016) include: a). rewards; b). working conditions; c) support from superiors; and d) employee welfare. Research by Jatmika (2023) indicates that organizational support has a positive, significant effect on career development, specifically career satisfaction. On the other hand, Siwi found in her research that organizational support has no significant effect on career (Siwi, 2020).

Digital literacy is one of the supporting factors in a lecturer's career development, as most of their work is completed digitally, including tridharma activities that require an understanding of digitalization for reporting lecturer performance loads (BKD). Literacy includes the ability to read, understand, and critically appreciate various forms of communication, according to Indriyana (2016) and Pratiwi & Pritanova (2017). Furthermore, according to Potter (2005) in (Widyastuti et al., 2016), digital literacy refers to an individual's interest, attitude, and skills in using digital technology and communication tools to access, manage, integrate, analyze, and evaluate information to build new knowledge, create, and communicate with others to participate effectively in society.

According to Davis (1989) and Ananda et al. (2025), two primary constructs, ease of use and perceived usefulness, have the potential to influence how users view digital technology. The factors that can be used are as follows: (1) ease of learning, (2) ease of operation, clarity, and ease of understanding, and (4) ease of becoming proficient. Furthermore, ACRL (2014; Jaeger et al., 2012; Meyers et al., 2013), 2022 (Pratama et al., 2022), and 2017 define digital literacy as the abilities and skills necessary to access available digital technology and participate in digital practices and culture. Kailola concluded that digital literacy influences performance (Kailola, 2023). According to UNESCO (2018), in (Yulianti et al., 2021), the indicators of digital literacy are: 1) Information and data literacy; 2) Problem solving; 3) Operating hardware and software; 4) Career-related competencies.

METHODOLOGY

This research was conducted in East Nusa Tenggara using a mixed method approach, namely descriptive qualitative and quantitative methods. The research population comprised all lecturers in East Nusa Tenggara. The sample size was determined to be 174 lecturers based on questionnaire responses, and the sampling technique used was accidental random sampling.

The analysis tool used in this study was SEM-PLS to test the hypotheses. The research hypotheses were as follows:

H₁: Regulations have a significant effect on the career development of lecturers in East Nusa Tenggara.

The regulations referred to are those established by the government for the appointment of lecturers to functional or academic positions. Regulations that change to support lecturer professionalism motivate lecturers to develop the three pillars of higher education, which are their responsibility (Nashrullah, 2025). Thus, it is hoped that, with these regulations, lecturers will be motivated to implement the three pillars stipulated therein, thereby impacting their career development and that of the institution.

H₂: Organizational support has a significant effect on lecturer career development in East Nusa Tenggara.

Organizational support is important in a lecturer's career development. Regulations established by the government, if supported by organizations, both materially and immaterially, can encourage lecturers to optimize the implementation of the three pillars of higher education, which are their obligations (Porwani & Adam, 2024). This certainly affects the career development of lecturers and the institutions where they serve.

H₃: Digital literacy can mediate the effects of regulations and organizational support on lecturers' career development in East Nusa Tenggara.

Lecturers' performance reports for career development are digitized, so they need to understand and use digital devices. With digital literacy, lecturers will be able to assist in their career development through BKD reporting in accordance with government regulations and support from the organization where they serve. The influence of the variables and indicators used, as in the researcher's hypothesis, can then be illustrated in a path diagram, as shown in the following figure.

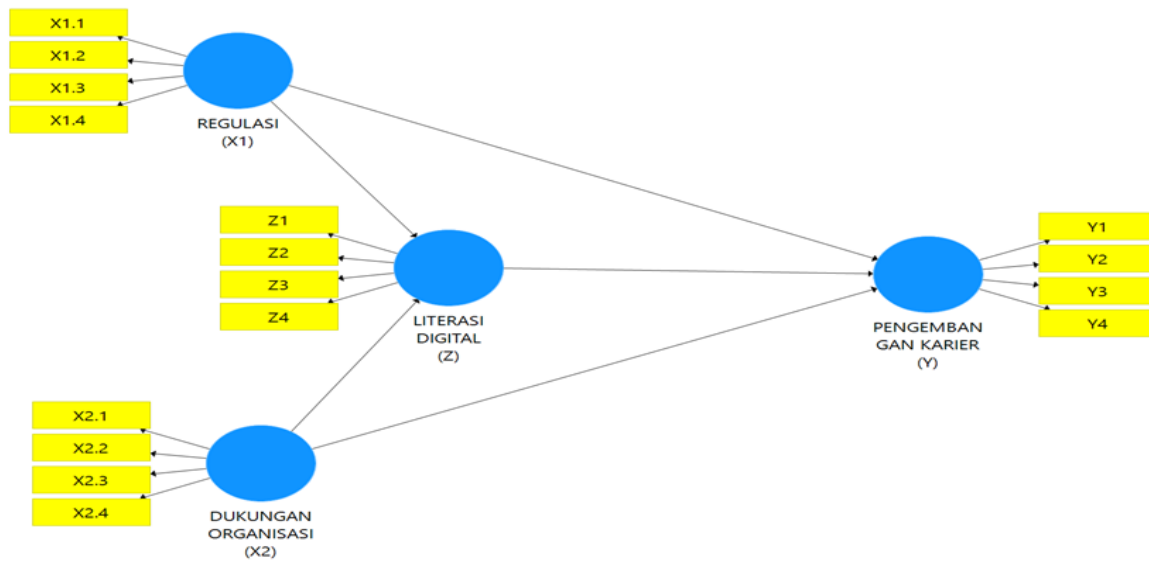


Figure 1. Diagram of the Role of Digital Literacy in the Career Development of Lecturers in NTT

RESULTS AND DISCUSSION

One hundred seventy-four respondents returned the questionnaire, resulting in a sample of 174 lecturers. The characteristics of the respondents were as follows: age, 37-45 years old (35.63%); length of service, 2-13 years (53.45%); and functional position, lecturer. Data processing was performed using SEM-PLS to test whether the hypotheses were consistent with the respondents' responses. The testing stage involved examining the validity of the respondents' answers in Table 1.

Table 1. Data Validity Test Results

Variables and Indicators	Loadings Factor	Parameter	Information
Regulasi (X1)			
X1.1	0.765	0.700	Valid
X1.2	0.810	0.700	Valid
X1.3	0.730	0.700	Valid
X1.4	0.791	0.700	Valid
Organizational Support (X2)			
X2.1	0.795	0.700	Valid
X2.2	0.863	0.700	Valid
X2.3	0.794	0.700	Valid
X2.4	0.784	0.700	Valid
Digital Literacy (Z)			
Z1	0.784	0.700	Valid
Z2	0.863	0.700	Valid
Z3	0.865	0.700	Valid
Z4	0.857	0.700	Valid
Career Development (Y)			
Y1	0.832	0.700	Valid
Y2	0.889	0.700	Valid
Y3	0.868	0.700	Valid
Y4	-0.154	0.700	Invalid

The data in Table 1 show that there are still indicators in the career development variable (Y) that are not valid, namely, factor loadings < 0.700, so a retest was conducted by removing the indicator Information about various promotion opportunities (Y4) from the career development variable (Y).

In the re-outer loadings test, data reliability and validity are shown in Table 2.

Table 2. Results of Data Validity and Reliability Tests (Re-Outer Loadings)

Re-Outer Loadings			
Variabel dan Indikator	Loadings Factor	Parameters	Information
Regulations (X1)			
X1.1	0.765	0.700	Valid
X1.2	0.810	0.700	Valid
X1.3	0.731	0.700	Valid
X1.4	0.790	0.700	Valid
Organizational Support (X2)			
X2.1	0.795	0.700	Valid
X2.2	0.863	0.700	Valid
X2.3	0.794	0.700	Valid
X2.4	0.784	0.700	Valid
Digital Literacy (Z)			
Z1	0.784	0.700	Valid
Z2	0.863	0.700	Valid
Z3	0.865	0.700	Valid
Z4	0.857	0.700	Valid
Career Development (Y)			
Y1	0.832	0.700	Valid
Y2	0.894	0.700	Valid
Y3	0.863	0.700	Valid
Testing the Reliability and Validity of Variables			
Testing	Achievements	Parameters	Information
Cronbach's Alpha			
Regulations (X1)	0.777	0.700	Reliable
Organizational Support (X2)	0.824	0.700	Reliable
Digital Literacy (Z)	0.864	0.700	Reliable
Career Development (Y)	0.829	0.700	Reliable
Composite Reliability			
Regulations (X1)	0.857	0.700	Reliable
Organizational Support (X2)	0.884	0.700	Reliable
Digital Literacy (Z)	0.907	0.700	Reliable
Career Development (Y)	0.898	0.700	Reliable
Average Variance Extracted (AVE)			
Regulations (X1)	0.600	0.500	Valid
Organizational Support (X2)	0.656	0.500	Valid
Digital Literacy (Z)	0.711	0.500	Valid
Career Development (Y)	0.746	0.500	Valid

The data in Table 2 show that all indicators for each variable meet the testing criteria, namely, factor loadings > 0.0700 (valid). Similarly, data reliability testing indicates that all constructs meet the testing criteria, allowing further testing to proceed.

Table 3. Coefficient of Determination

Variable	R Square	R Square Adjusted
Career Development (Y)	0.905	0.903

The contribution of each independent and mediating variable to the dependent variable, namely the contribution of Regulation, Organizational Support, and Digital Literacy to Career Development, was 0.903 (90.3%), which is categorized as strong, while the remaining contribution is from other variables outside these three.

The next stage of testing is hypothesis testing to determine whether the results are consistent with the hypothesis constructed in this study.

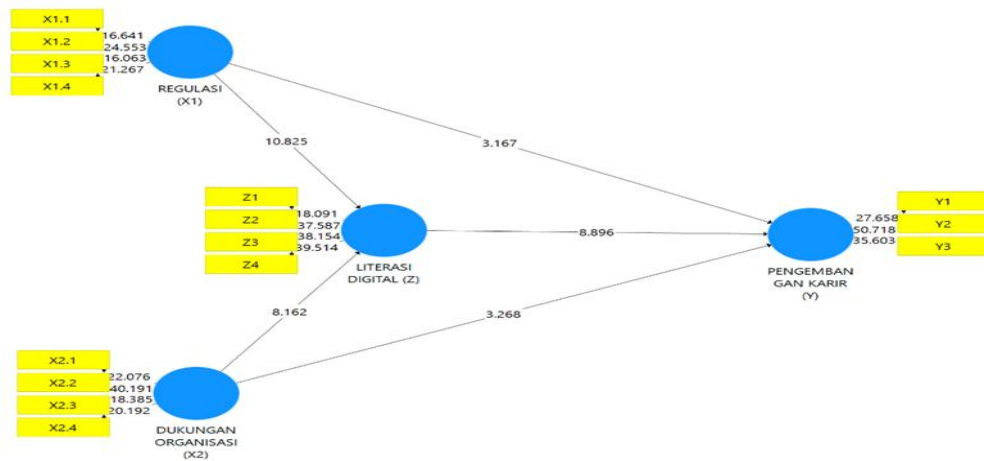


Figure 2. Path Coefficient

Figure 2 illustrates the relationships between the independent and dependent variables, as shown in Table 4.

Table 4. Hypothesis Test Results

Inter-Variable Influence	Original Sample (O)	t Statistik	P Values	Information
Regulations (X1) → Career Development (Y)	0.202	3.167	0.002	Significant
Organizational Support (X2) → Career Development (Y)	0.139	3.268	0.001	Significant
Regulations (X1) → Digital Literacy (Z) → Career Development (Y)	0.335	5.834	0.000	Significant
Dukungan Organisasi (X2) → Digital Literacy (Z) → Career Development (Y)	0.277	7.508	0.000	Significant

Discussion

Regulations have a significant impact on the career development of lecturers in East Nusa Tenggara. Government regulations influence the career development of lecturers, leading them to increasingly understand that their duties are not only as educators but also to conduct research, provide community service, and produce written works so that they can compete in the world of education both nationally and internationally. The results of this study are also supported by research conducted by (Rezky Graha Pratiwi1, n.d.) and (Rezky Graha Pratiwi1, n.d.), which states that regulations have a significant effect on career development. This opinion is also supported by a literature review conducted by Oktamianti (2024), which states that regulations can serve as a reference for implementing career development.

Organizational support does not significantly influence lecturers' career development in East Nusa Tenggara. The importance of organizational or campus support for lecturers in their career development can take the form of providing material facilities (university grants) and immaterial facilities (providing good internet facilities, suitable discussion rooms for lecturers, recognition and support from leaders for lecturers' achievements in advancing the institution, and providing adequate welfare). This finding is supported by research conducted by Ekowati and Arianto (2022), which states that organizational commitment has a positive and

significant effect on employee career development at PT Agung Automall Bengkulu Branch.

Digital literacy can mediate the influence of regulations and organizational support on lecturer career development in East Nusa Tenggara. With regulations that serve as guidelines for lecturers, making it easier for them to plan their career development, lecturers also need to understand digitalization. Reporting lecturer performance and proposing credit scores for functional position and rank promotions require digital knowledge, so digital literacy plays a role in lecturer career development. Organizational support, whether in the form of grants or facilities needed by lecturers, also requires the ability to use digital devices. The publication of research and community service journals, one of the requirements for functional and positional promotions, requires digital understanding because the publication process is conducted online. This illustrates the role of digital literacy in the influence of regulations and organizational support on lecturer career development. This is supported by research conducted by Adriansyah et al. (2023), which found a significant association between digital literacy levels and lecturer productivity in Medan.

CONCLUSION

Digital literacy plays a decisive role in mediating the influence of regulations and organizational support on lecturers' career development in East Nusa Tenggara. This is supported by the p-values (significance), which are lower than those for the direct influence of regulations and organizational support on the career development of lecturers in East Nusa Tenggara. The importance of digital literacy in the career development of lecturers in East Nusa Tenggara is also reinforced by the extreme contribution values of each variable studied (coefficient of determination).

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