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The Influence of Technological Literacy on Employee Performance at the South Sulawesi Agricultural Modernization Implementation Center

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Abstract

This study aims to analyze the influence of technological literacy, competence, and work discipline on employee performance at the Agricultural Modernization Implementation Center (BRMP) of South Sulawesi. This research employed a quantitative method with a survey approach. The population of this study consisted of all employees of BRMP South Sulawesi, with a total sample of 50 respondents determined using a saturated sampling technique. Data were collected through questionnaires using a Likert scale and analyzed using SPSS version 23. The data analysis techniques included validity testing, reliability testing, classical assumption tests, multiple linear regression analysis, t-test, F-test, and coefficient of determination test. The results of the study indicate that technological literacy, competence, and work discipline simultaneously have a positive and significant effect on employee performance with a significance value of 0.000. Partially, technological literacy has a positive and significant effect on employee performance with a significance value of 0.000. Competence also has a positive and significant effect on employee performance and is the most dominant variable with a regression coefficient value of 0.634 and a significance value of 0.000. Work discipline also has a positive and significant effect on employee performance with a significance value of 0.008. The coefficient of determination (R^2) value of 0.897 indicates that 89.7% of the variation in employee performance can be explained by these three variables, while the remaining 10.3% is influenced by other variables outside this study.

Introduction

Employee performance is a key indicator of a government organization's success in achieving work targets and implementing programs effectively (Ayers, 2015; Hermawan et al., 2022; Yohannan et al., 2026). Employee performance is not solely determined by the achievement of formal targets but is also influenced by various internal factors inherent in individual employees. Therefore, identifying factors that influence employee performance is crucial to supporting sustainable organizational performance improvement (Siregar et al., 2026; Talwar et al., 2026; Gupta et al., 2026).

Developments in information technology have driven changes in work systems in government agencies toward the digitalization of administrative processes, reporting, and services (Luna-Reyes, 2014; Fansuri et al., 2026; Prasad et al., 2026). This requires employees to possess adequate technological literacy to optimally utilize work devices and applications. Low technological literacy has the potential to hinder work effectiveness, slow task completion, and reduce the quality of work output (Oladimeji et al., 2024; Fatima et al., 2025; Kabakus et al., 2025).

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The South Sulawesi Agricultural Modernization Application Center (BRMP), as a work unit focused on the application of agricultural innovation and technology, has work characteristics that require intensive use of technology (Aziz & Nursyamsi, 2025; Flor et al., 2016; Ahmad et al., 2025). However, based on empirical conditions in the work environment, employee utilization of information systems and digital applications is not yet fully optimal. Some employees still experience difficulties operating work technology, which is suspected to impact the effectiveness of task implementation and performance achievement (Chen et al., 2026; Ayumi & Nasution, 2025).

In addition to technological literacy, employee competence is also a critical factor influencing performance. Competencies encompass technical skills in performing tasks, conceptual skills in analyzing and solving problems, and interpersonal skills in collaborating and communicating. Differences in competency levels between employees have the potential to lead to performance variations, both in terms of quality, timeliness, and accuracy of work results.

Several previous empirical studies have emphasized the importance of technological literacy and digital competence in improving the performance of public sector employees. Patmawati et al. (2025) demonstrated that digital competence, motivation, and work discipline simultaneously positively influence the performance of government employees. Mujtahidin et al. (2025) demonstrated that digital literacy significantly impacts employee performance through the optimization of technology-based work applications (Askafi et al., 2025; Ishaq & Elgeddawy, 2025; Qassim et al., 2026).

Research by Apandi (2020) revealed that digital literacy among civil servants (ASN) remains unequal and plays a crucial role in the effectiveness of public services. Similarly, Heslina & Syahruni (2021) found that mastery of digital technology increases employee engagement and positively impacts ASN performance. Furthermore, Kuhuparuw (2025) emphasized that an organization's digital culture strengthens employee performance and adaptability to technological transformation. These findings align with research by Sugiyanto & Wulansari (2024) that found technological literacy, competence, and work discipline positively influence the performance of public service agency employees.

Previous studies have demonstrated that technological literacy, competence, and work discipline influence the performance of public sector employees (Aulia et al., 2026; Dini et al., 2025; Saleh et al., 2025). However, most of these studies examine variables partially or fail to integrate all three variables into a comprehensive quantitative analysis model. Furthermore, research specifically examining employees at the South Sulawesi Agricultural Modernization Implementation Center (BRMP) is still limited, even though the technology- and innovation-based nature of their work requires a contextual, empirical approach.

Methods

This study employed a quantitative approach with a causal associative approach. Causal research aims to analyze the influence between independent and dependent variables. The quantitative approach was used because the research data consisted of numerical data obtained from questionnaires completed by respondents. This data was then analyzed using statistical techniques to test the research hypothesis. According to Sugiyono (2019), quantitative research is a research method based on the philosophy of positivism and is used to examine specific populations or samples with the aim of testing predetermined hypotheses. The choice of a quantitative approach with a causal research approach was based on the research objective, namely to determine and analyze the influence of Technological Literacy, Competence, and

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Work Discipline on Employee Performance. Statistical analysis is used to obtain objective and scientifically accountable conclusions. This aligns with Creswell's (2018) opinion, which states that quantitative research emphasizes the numerical measurement of variables and statistical analysis to test the relationships between variables. This research was conducted at the Center for the Application of Agricultural Modernization (BRMP) in South Sulawesi, a work unit under the Ministry of Agriculture of the Republic of Indonesia. BRMP has a strategic role in the dissemination of modern agricultural technology, increasing the capacity of agricultural human resources, and implementing agricultural modernization programs in the South Sulawesi region.

Data Collection Techniques

Data collection techniques are an important step in research to systematically obtain information that aligns with the focus and objectives of the research so that the data obtained is accurate, relevant, and scientifically accountable. In this quantitative research, data collection is carried out through measurable and standardized instruments so that it can produce numerical data that can be analyzed statistically (Sugiyono, 2019; Creswell, 2014). The main technique used is a closed questionnaire, which is a set of written statements given to respondents with pre-defined answer options, so that respondents only choose the most appropriate answer (Sugiyono, 2019). The questionnaire is compiled using a Likert scale with five alternative answers, ranging from strongly disagree to strongly agree, to measure respondents' attitudes, opinions, and perceptions of the variables studied. In addition, this study also uses documentation techniques to obtain supporting data in the form of archives, reports, organizational structures, and employee data relevant to the research object (Arikunto, 2013). The data collection procedure was carried out through several stages, namely the preparation of instruments based on variable indicators, instrument trials to test validity and reliability, distribution of questionnaires to respondents, recollection of questionnaires for analysis using SPSS software, and collection of supporting documents from relevant agencies. By implementing structured questionnaire and documentation techniques, the data obtained is expected to have a high level of validity and reliability and be able to describe the research phenomenon objectively.

Data Analysis Techniques

The data analysis technique in this study aims to process raw data into meaningful information so that it can answer the problem formulation and test the research hypothesis scientifically. The analysis was conducted using an inferential statistical approach with a multiple linear regression method to determine the effect of several independent variables, namely technological literacy, competence, and work discipline, on the dependent variable, namely employee performance. Before the regression analysis was carried out, a data quality test was first conducted which included validity and reliability tests. The validity test was used to ensure that each questionnaire item was able to measure the variables studied, with the criteria of a Corrected Item–Total Correlation value greater than r-table and a significance level of less than 0.05 (Sugiyono, 2019; Arikunto, 2013). Furthermore, a reliability test was conducted to measure the consistency of the instrument using Cronbach's Alpha with a value above 0.70 indicating good reliability (Ghozali, 2018). After the instrument was declared valid and reliable, the analysis was continued with multiple linear regression with the model $Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + e$, where the regression coefficient shows the magnitude of the influence of each independent variable on the dependent variable. Before testing the hypothesis, a classical assumption test was conducted which included a normality test using the Kolmogorov–Smirnov or P–P Plot graph, a multicollinearity test by looking at the Tolerance

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and Variance Inflation Factor (VIF) values with VIF <10 and tolerance >0.10 criteria, and a heteroscedasticity test using the Glejser test with a significance value >0.05 (Ghozali, 2018). Hypothesis testing was carried out through a simultaneous test (F test) to determine the influence of independent variables together on the dependent variable, as well as a partial test (t test) to determine the influence of each variable individually with a significance criterion <0.05. In addition, the coefficient of determination (R^2) is used to measure the extent to which the independent variable is able to explain the variation in the dependent variable, where the higher the R^2 value indicates the better the model's ability to explain the relationship between variables (Sugiyono, 2019).

Result and Discussion

Results of the Validity Test of the Technological Literacy Variable (X1)

The following are the validity test results for the 10 statement items in Variable X1:

Table 1. Validity Test Results for Variable X1

No	Indicator / Item	r- count	r-table	Information
1	X1.1	0.812	0.279	Valid
2	X1.2	0.858	0.279	Valid
3	X1.3	0.732	0.279	Valid
4	X1.4	0.719	0.279	Valid
5	X1.5	0.834	0.279	Valid
6	X1.6	0.726	0.279	Valid
7	X1.7	0.770	0.279	Valid
8	X1.8	0.834	0.279	Valid
9	X1.9	0.816	0.279	Valid
10	X1.10	0.788	0.279	Valid

Source: Primary Data Processed with SPSS 23, 2026

Based on Table 1, it can be seen that all statement items for Variable X1 (X1.1 to X1.10) have calculated r-values greater than the table r-value (0.279). Thus, it can be concluded that all statement items in the Variable X1 instrument are valid and suitable for use.

Validity Test Results for the Competency Variable (X2)

The following are the validity test results for the 10 statement items in Variable X2:

Table 2. Validity Test Results for Variable X2

No	Indicator / Item	r- count	r-table	Information
1	X2.1	0.923	0.279	Valid
2	X2.2	0.941	0.279	Valid
3	X2.3	0.915	0.279	Valid
4	X2.4	0.932	0.279	Valid
5	X2.5	0.945	0.279	Valid
6	X2.6	0.928	0.279	Valid
7	X2.7	0.938	0.279	Valid
8	X2.8	0.940	0.279	Valid
9	X2.9	0.952	0.279	Valid
10	X2.10	0.912	0.279	Valid

Source: Primary Data Processed with SPSS 23, 2026

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Based on Table 2, the test results indicate that the calculated r-values for all indicators of Variable X2 (X2.1 to X2.10) are above the table r-value (0.279). Therefore, all questionnaire items in Variable X2 are declared valid.

Results of the Validity Test for the Work Discipline Variable (X3)

The following are the results of the validity test for the 10 statement items in Variable X3:

Table 3. Results of the Validity Test for Variable X3

No	Indicator / Item	r- count	r-table	Information
1	X3.1	0.895	0.279	Valid
2	X3.2	0.912	0.279	Valid
3	X3.3	0.901	0.279	Valid
4	X3.4	0.887	0.279	Valid
5	X3.5	0.924	0.279	Valid
6	X3.6	0.918	0.279	Valid
7	X3.7	0.899	0.279	Valid
8	X3.8	0.931	0.279	Valid
9	X3.9	0.905	0.279	Valid
10	X3.10	0.914	0.279	Valid

Source: Primary Data Processed with SPSS 23, 2026

Based on Table 3, it can be seen that all statement items in Variable X3 (X3.1 to X3.10) produced positive correlation values greater than 0.279. Therefore, all statement items in Variable X3 were declared valid.

Employee Performance Variable (Y) Validity Test Results

The following are the validity test results for the 10 statement items in Variable Y:

Table 4. Validity Test Results for Variable Y

No	Indicator / Item	r- count	r-table	Information
1	Y.1	0.865	0.279	Valid
2	Y.2	0.882	0.279	Valid
3	Y.3	0.915	0.279	Valid
4	Y.4	0.894	0.279	Valid
5	Y.5	0.871	0.279	Valid
6	Y.6	0.903	0.279	Valid
7	Y.7	0.922	0.279	Valid
8	Y.8	0.889	0.279	Valid
9	Y.9	0.854	0.279	Valid
10	Y.10	0.911	0.279	Valid

Source: Primary Data Processed with SPSS 23, 2026

Based on Table 4, all statement items used to measure Variable Y (Y.1 to Y.10) showed r-values > 0.279. Thus, all statement items in Variable Y are declared valid.

Reliability Test

Reliability testing was conducted to determine instrument consistency using the Cronbach's Alpha test. A variable is considered reliable if it produces a Cronbach's Alpha value > 0.60.

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Table 5. Reliability Test Results

Variable	Cronbach's Alpha	N of Items	Criteria	Description
Variable X1	0.945	10	> 0.60	Reliable
Variable X2	0.994	10	> 0.60	Very Reliable
Variable X3	1.000	10	> 0.60	Very Reliable
Y variable	0.985	10	> 0.60	Very Reliable

Source: Primary Data Processed with SPSS 23, 2026

Test results show that the Cronbach's Alpha value for all variables is well above 0.60. This indicates a highly consistent research instrument.

Classical Assumption Test Results

Classical assumption tests are necessary to assess the validity of the data before using regression techniques. A good regression model is considered to be one that has no problems with normal distribution. The classical assumption tests performed include normality, multicollinearity, and heteroscedasticity tests, which are explained as follows:

Normality Test

The normality test aims to determine whether the confounding variables or residuals in the regression model have a normal distribution. The test was conducted using the One-Sample Kolmogorov-Smirnov Test. The significance level used was $\alpha = 0.05$. Decision-making is based on the probability p value. If the probability p value is >-0.05, the assumption of normality is met, and if the probability p value is <0.05, the assumption of normality is not met. Table 6. Results of Normality Test (Kolmogorov-Smirnov)

Information	Unstandardized Residual
N	50
Kolmogorov-Smirnov Z (Test Statistic)	0.120
Asymp. Sig. (2-tailed)	**0.068**

Source: Primary Data Processed with SPSS 23, 2026

Based on Table 6, the significance value of Asymp. Sig. (2-tailed) is 0.068. Since 0.068 > 0.05, it can be concluded that the residual values are normally distributed. Therefore, the regression model meets the assumption of normality.

Multicollinearity Test

The multicollinearity test aims to determine whether the regression model detects correlation between independent variables. A good regression model should have no correlation between independent variables. The basis for decision-making is based on the Tolerance and VIF (Variance Inflation Factor) values.

Table 7. Multicollinearity Test Results

Variable	Tolerance	VIF	Description
Variable X1	0.780	1.281	Free from Multicollinearity
Variable X2	0.597	1.674	Free from Multicollinearity
Variable X3	0.715	1.398	Free from Multicollinearity

Source: Primary Data Processed with SPSS 23, 2026

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Based on the table above, the Tolerance value for all three variables is greater than 0.10, and the VIF value is less than 10.00. Therefore, it can be concluded that there is no multicollinearity among the independent variables in this regression model.

Heteroscedasticity Test

The heteroscedasticity test aims to examine whether there is unequal variance in the residuals from one observation to another in the regression model. One way to detect heteroscedasticity is by examining the scatterplot graph between the predicted values of the dependent variable (ZPRED) and its residuals (SRESID).

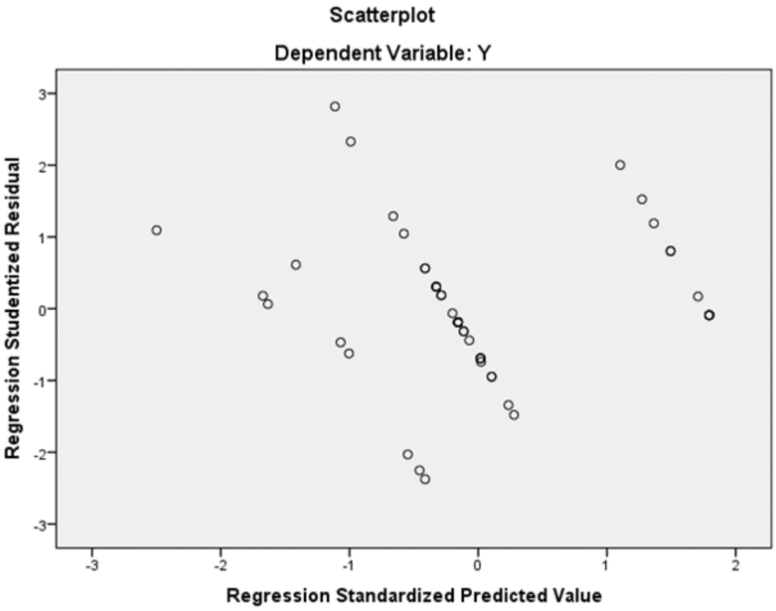

Figure 1. Heteroscedasticity Test Results (Scatterplot)
Source: Primary Data Processed with SPSS 23, 2026

Based on the Scatterplot output above, it can be seen that the data points are randomly distributed and do not form a clear pattern (such as wavy, widening, then narrowing). The points are also spread both above and below the number 0 on the Y-axis. This indicates that there is no heteroscedasticity in the regression model, making it suitable for predicting the dependent variable.

Multiple Linear Regression Analysis

Multiple linear regression analysis is used to determine the effect of several independent variables on a single dependent variable and to determine the direction of the relationship, whether positive or negative. This analysis also aims to determine the extent of changes in the dependent variable caused by changes in the independent variables in the research model. The following table shows the results of the regression coefficient data processing:

Table 8. Results of Multiple Linear Regression Analysis

Model	**Unstandardized Coefficients (B)**	**t**	**Sig.**
(Constant)	1.051	0.476	0.636
X1	0.219	4.462	0.000
X2	0.634	11.709	0.000
X3	0.129	2.765	0.008

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Source: Primary Data Processed with SPSS 23, 2026

Based on the table above, the multiple linear regression equation can be formulated as follows:

$Y = 1.051 + 0.219X1 + 0.634X2 + 0.129X3 + e$

This regression equation shows the relationship between the independent variables X1, X2, and X3 and the dependent variable Y. The regression coefficients obtained indicate the direction and magnitude of the influence of each independent variable on the dependent variable.

Constant Interpretation

Based on the results of the regression analysis, the constant value is 1.051 with a t-value of 0.476 and a significance level of 0.636. This constant value indicates that if the independent variables X1, X2, and X3 are considered zero or unchanged, the value of the Y variable will be 1.051 units.

This indicates that despite the absence of any influence from the three independent variables, the dependent variable still has a baseline value of 1.051. This value indicates the presence of other factors outside the research model that may also influence variable Y.

However, the significance value of the constant of 0.636 is greater than 0.05, so statistically, the constant does not have a significant effect. In regression analysis, constants generally serve only as a starting point for the model and are not the primary focus in testing the relationship between research variables.

Effect of Variable X1 on Variable Y

Based on the results of the regression analysis, the regression coefficient for variable X1 is 0.219, with a calculated t-value of 4.462 and a significance level of 0.000.

A positive regression coefficient indicates that variable X1 has a positive relationship with variable Y. This means that if variable X1 increases, variable Y will also increase, assuming the other independent variables remain constant.

The regression coefficient of 0.219 indicates that every 1-unit increase in variable X1 will result in a 0.219-unit increase in variable Y, assuming variables X2 and X3 remain unchanged.

Furthermore, the significance value of 0.000 is less than 0.05, indicating that variable X1 has a significant effect on variable Y. Therefore, it can be concluded that changes in variable X1 significantly influence changes in variable Y in this research model.

Substantively, these results indicate that better conditions or improvements in variable X1 will further increase the value of variable Y.

The Effect of Variable X2 on Variable Y

The results of the regression analysis show that variable X2 has a regression coefficient of 0.634 with a t-value of 11.709 and a significance level of 0.000.

A positive regression coefficient indicates that variable X2 has a direct relationship with variable Y. This means that if variable X2 increases, variable Y will also increase.

A regression coefficient of 0.634 indicates that every 1-unit increase in variable X2 will cause a 0.634-unit increase in variable Y, assuming variables X1 and X3 are held constant.

A significance value of 0.000, which is less than 0.05, indicates that variable X2 has a significant effect on variable Y.

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Compared to other independent variables, the regression coefficient of variable X2 is the largest, thus concluding that variable X2 is the most dominant variable influencing variable Y in this research model. This is further supported by the highest calculated t-value, indicating that variable X2 contributes more to explaining the variation in variable Y than the other variables.

Effect of Variable X3 on Variable Y

Based on the results of the regression analysis, the regression coefficient for variable X3 was 0.129, with a calculated t-value of 2.765 and a significance level of 0.008.

A positive regression coefficient indicates that variable X3 has a direct relationship with variable Y. This means that if variable X3 increases, variable Y will also increase.

A regression coefficient of 0.129 indicates that every 1-unit increase in variable X3 will increase variable Y by 0.129 units, assuming variables X1 and X2 remain unchanged.

The significance value of 0.008 is less than 0.05, so it can be concluded that variable X3 has a significant effect on variable Y.

However, when compared to variables X1 and X2, the regression coefficient value of variable X3 is the smallest, so it can be said that variable X3's contribution to changes in variable Y is relatively smaller than the other independent variables in this regression model.

Hypothesis Test Results

This hypothesis test is conducted to determine the statistical validity of a statement so that conclusions can be drawn whether it accepts or rejects the statement. The hypothesis test in this study uses multiple regression analysis.

Results of the Simultaneous Significance Test (F Test)

The F test is used to determine whether the independent variables jointly influence the dependent variable.

Table 9. Simultaneous Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1241.967	3	413.989	**132.881**	**0.000**
Residual	143.313	46	3.115		
Total	1385.280	49			

Source: Primary Data Processed with SPSS 23, 2026

Based on the ANOVA table above, the calculated F value is 132.881 with a significance value of 0.000. Since the Sig. value of 0.000 < 0.05 (and the calculated F value > F table value of 2.81), the hypothesis is accepted. This means that Variables X1, X2, and X3 simultaneously (together) have a positive and significant effect on Variable Y. This means that the variables of technological literacy, competence, and work discipline simultaneously have a positive and significant effect on the performance of BRMP South Sulawesi employees.

Partial Significance Test Results (t-Test)

Partial testing is used to examine the influence of digital literacy, competence, and work discipline, individually (individually), on the performance of BRMP South Sulawesi employees. The test is conducted by comparing the significance value (Sig.) with a significance level of 0.05 or comparing the calculated t-test with the t-table.

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Table 10. Partial Test Results (t-Test)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,051	2,207		,476	,636
	X1	,219	,049	,240	4,462	,000
	X2	,634	,054	,718	11,709	,000
	X3	,129	,047	,155	2,765	,008

Source: Primary Data Processed with SPSS 23, 2026

Therefore, the results of the hypotheses in this study can be explained as follows:

H1: The Effect of the Technological Literacy Variable (X1) on Employee Performance (Y)

Based on Table 21, the t-test value for the Technological Literacy variable (X1) is 4.462 with a significance value of 0.000. Since the significance value of 0.000 < 0.05, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.

The First Hypothesis (H1) is accepted. There is a positive and partially significant effect between the Technological Literacy Variable (X1) and Employee Performance (Y). This finding confirms that the better the quality of Technological Literacy (X1) an employee possesses, the more optimal their performance will be.

H2: The Effect of Competence Variable (X2) on Employee Performance (Y)

Based on Table 21, the t-test for the Competence variable (X2) is 11.709 with a significance value of 0.000. Since the significance value of 0.000 is <0.05, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.

The second hypothesis (H2) is accepted. There is a positive and partially significant effect between the Competence variable (X2) and Employee Performance (Y). Improvement in the Competence aspect (X2) has been shown to be the most effective driver of work motivation in improving performance.

H3: The Effect of Work Discipline Variable (X3) on Employee Performance (Y)

Based on Table 21, the t-test for the Work Discipline variable (X3) is 2.765 with a significance value of 0.008. Because the significance value is 0.008 < 0.05, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.

The third hypothesis (H3) is accepted. There is a positive and partially significant effect between the Work Discipline variable (X3) and Employee Performance (Y). This indicates that adequate support for the Work Discipline aspect (X3) still significantly contributes to improving employee performance.

Correlation Coefficient Test Results (R Test)

The correlation coefficient test is used to measure the strength of the relationship between the independent variables and the dependent variable.

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Table 11. Results of the Correlation Coefficient and Coefficient of Determination Tests

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	**0.947**	**0.897**	0.890	1.765

Source: Primary Data Processed with SPSS 23, 2026

Based on Table 11 above, the correlation coefficient (R) value is 0.947. This value indicates a very strong relationship between the independent variables (Variable X1, Variable X2, and Variable X3) and the dependent variable (Employee Performance), as the R value is in the range of 0.80-1.000.

Results of the Coefficient of Determination (R^2) Test

The coefficient of determination test aims to measure the model's ability to explain variation in the dependent variable. Based on the table above, the R Square (R2) value is 0.897. This indicates that the influence of the independent variables (Variable X1, Variable X2, and Variable X3) on the dependent variable (Y) is 89.7%. The remaining 10.3% (100%-89.7%) is influenced or explained by other variables not included in this research model.

Based on the results of the first hypothesis test, it was found that technological literacy has a positive and significant effect on employee performance at the Agricultural Modernization Application Center (BRMP) in South Sulawesi. This is evidenced by a positive regression coefficient of 0.219 and a significance value of 0.000 ($p < 0.05$). This finding answers the first research question, which concluded that the higher an employee's technological literacy, the higher their performance will be.

Within the Resource-Based View (RBV) framework, technological literacy can be viewed as a form of dynamic capability, namely the ability of organizations and individuals to adapt to technological change. This study's findings, which demonstrate the significant influence of technological literacy on performance, align with those of Hampel et al. (2024), who stated that technological mastery increases work effectiveness. Thus, technological literacy strengthens the position of human resources as a relevant strategic asset in the digital age.

This finding also aligns with recent research by Iyas et al. (2023), which specifically highlights work effectiveness in the digital age. Their study found that digital literacy is a crucial factor enabling employees to work faster. Employees with strong digital skills tend to be more responsive in processing application-based information. In the BRMP context, this argument is relevant given the demand for smart farming technology, where digital technical skills are an absolute requirement for efficiency.

Furthermore, empirical support also comes from research by Pusparani in the Journal of Applied Management Science, which emphasizes the aspects of adaptability and accuracy. Pusparani concluded that technological adaptability directly minimizes operational obstacles and reduces human error. For BRMP employees, this means technological literacy enables them to report agricultural data in real time and accurately, which is a distinct indicator of performance quality beyond mere work speed.

These research findings align with those of Elisnawati et al. (2023) on employees of the South Sulawesi Province Human Resources Development Agency (BPSDM), which found that technological literacy has a positive and significant impact on employee performance.

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Conclusion

Technological Literacy has a positive and significant impact on Employee Performance. This indicates that the greater an employee's ability to understand and utilize technology, the better their performance. Technological literacy helps employees work more effectively, quickly, and accurately in completing tasks.

Suggestion

Agencies are expected to continuously improve employee training and competency development programs, particularly those related to modern agriculture and digital-based agricultural technology. Agency leaders need to strengthen employee technological literacy through training in the use of digital applications, agricultural information systems, and smart farming technology to enable employees to work more efficiently. Work discipline enforcement needs to be continuously improved through supervision, coaching, and consistent implementation of work rules to maintain employee productivity. Employees are expected to continuously improve their personal abilities and skills through continuous learning, particularly in mastering technology and enhancing professional competency to meet the demands of work in the digital era of the agricultural sector. Add other variables that could potentially influence employee performance, such as leadership style, work motivation, work environment, organizational culture, and compensation systems. Use a larger sample size and expand the research locations to ensure broader generalizability of the results. Combine quantitative and qualitative methods to gain a deeper understanding of the factors influencing employee performance.

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