

THE ROLE OF HAPPINESS IN THE WORKPLACE IN MEDIATING THE INFLUENCE OF DIGITAL TECHNOLOGY AND JOB SECURITY ON LECTURER PERFORMANCE

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Abstract: The level of happiness and performance of lecturers in Indonesia is an issue that is still interesting to study, because demands are increasing as universities are forced to follow market logic, administrative burdens are piling up, as well as increasingly high qualification requirements for academics, which are not in line with the wages they receive, which has an impact on happiness. and lecturer performance. This research aims to examine the influence of attitudes towards digital technology and job security on lecturer performance with happiness at work as a mediating variable. The population in this study were private university lecturers in Surakarta. The sampling technique used purposive sampling and the number of samples obtained was 178 respondents. The data analysis method uses PLS-SEM. This research found that digital technology and job security have a positive and significant effect on happiness at work. Digital technology has a significant effect on lecturer performance, while job security does not have a significant effect on lecturer performance. Happiness at work partially mediates the effect of digital technology on lecturer performance and fully mediates the relationship between job security and lecturer performance.

Keywords: Digital Technology, Job Security, Happiness at Work, Lecturer Performance

1. Introduction

The level of welfare of lecturers in Indonesia is an issue that is still interesting to study. This is due to increasing demands as universities have to follow market demands, increasing administrative burdens, and increasingly higher qualification requirements for academics. The high burdens and demands are not commensurate with the wages they receive. In Indonesia, there are around 300 thousand lecturers spread across around 4,600 universities with various employment statuses and work relationships. This diversity often causes uncertainty regarding their wage standards.

Research conducted by a team consisting of academics from Gadjah Mada University (UGM), University of Indonesia (UI), and Mataram University (Unram) in 2023, found that as many as 42.9% of lecturers received a fixed income of under three million rupiah per month (The Conversation.com, 2024). Apart from that, some lecturers receive variable (undetermined) income such as speaker fees, publication incentives and other incidental fees. For more than half of the participants (53.6%), the amount of uncertain income was still below one million rupiah per month. The majority of lecturers (80%) feel that their income does not match the workload given (deduktif.id). These results all influence the level of satisfaction of lecturers with their profession and how they allocate their time to pursue the profession of lecturer compared to other jobs that are more economically profitable and obtain happiness at work.

Happiness at work is a person's mindset to maximize one's potential and performance (Mahani et al., 2020). Many studies have examined the factors that influence happiness at work. Gulyani and Sharma (2018) examined the effect of total rewards on happiness at work which was

mediated by work engagement, the results showed that total rewards had a positive effect on happiness at work. Arora (2020) examined the effect of job security on happiness at work, the results showed that job security had an effect on happiness at work. Studies conducted by Al-shami et al. (2023) found that job security has a positive impact on employees' mental and physical health which impacts performance. Apart from job security factors, digital technology also influences work happiness. The results of a study conducted by Bangun et al. (2021) show that attitudes towards digital technology influence happiness at work and lecturer performance. Lecturers who are happy at work will have high engagement with his work, enthusiasm, enthusiasm, perseverance and full concentration to complete his job. This shows that happiness at work can improve lecturer performance (Mahani et al., 2020). Al-shami et al. (2023) in their research found that happiness at work has a significant effect on work innovation behavior. Based on the results of studies conducted by several researchers, it can be concluded that happiness at work and performance are directly influenced by several factors, including job security and digital technology. Happiness at work also has a direct effect on lecturer performance. The research combines these variables to be tested, resulting in a new research model that can explain happiness at work and innovation behavior of lecturers at private universities. So, the aim of this research is to analyze the influence of job security and attitudes towards digital technology on happiness at work and the performance of lecturers in private universities.

2. Literature Review

Literature Review

Job Security and Lecturer Innovation Performance

Innovative behavior is defined as intentionally causing, enhancing and realizing new ideas in work, work groups and organizations to provide benefits to the performance of the work group or organization (Wibowo, 2017). Yulianti (2016) argue that innovative behavior is being proactive in voicing constructive ideas for improving performance, not just criticizing and supporting change for the long term.

Proactive behavior is very important in dynamic environmental situations and new ideas as a means of continuous improvement (Al-shami et al., 2023). Innovative behavior of lecturers can develop if there is support for lecturers in the environment, as well as good relationships between leaders and lecturers. Innovative behavior of lecturers provides positive results for the organization which is stimulated by the creative climate and creativity of the thinking of organizational members. A climate that is perceived positively by organizational members gives rise to innovative behavior from lecturers. One of the most internal resources that can produce superior performance and the ability to innovate is universities (Arora, 2020; Yulianti, 2016).

Performance measurement is not only to ensure better university management, but also to facilitate employee performance development assessment knowledge. Good individual performance means the lecturer has completed work-related responsibilities to a satisfactory level or to the extent expected by university management. Several factors influence performance. Darvishmotevali and Ali (2020) argue that job security improves employee well-being, which in turn affects long-term performance. Cheng and Chan (2008) found that job security has a positive impact on employees' mental and physical health. These conditions affect job security, which in turn affects overall well-being and performance. Al Nahyan et al. (2024) argues that the foundation of a healthy organization is employee well-being. Additionally, Darvishmotevali and Ali (2020) showed that feeling secure at work correlates

with higher scores on several indicators of work-related well-being, such as increased levels of emotional engagement. This shows that increasing perceptions of job security can have a positive impact on increasing individual resources. Therefore, the following hypothesis is proposed:

H1. Perceived job security has a positive effect on lecturer performance

Digital Technology and Lecturer Innovation Performance

The emergence of digital technology has become part of people's daily lives. The use of digital technology in the world of education has a broad impact on the learning process and social life. Educational institutions seek to utilize digital technology to increase the efficiency and effectiveness of the educational process. Digital technology can be used to deliver learning materials and administrative work, such as monitoring absences, student and teacher performance, etc. (Bangun et al., 2021). Digital technology can also help lecturers improve their performance with creativity which can help students in studying, research and assisting with administrative work. The results of the Bangun et al (2021) study, digital technology in education produces real changes in behavior and performance. Based on these reasons, the following hypothesis is proposed:

H2. Attitudes towards digital technology have a positive effect on lecturer performance

Happiness at Work and Lecturer Performance

Happiness is a relatively positive perception of oneself (Al-shami et al., 2023). Educational institutions play a role in transmitting knowledge and developing students. Poor performance of lecturers or low morale can affect the process of transmitting knowledge and developing students which has consequences for future generations (Arora, 2020). Therefore, educational institutions, especially higher education, must be able to improve the welfare of lecturers so that they are motivated to improve their performance. Several factors influence the performance of lecturers, one of which is happiness at work. Various studies show that happiness significantly drives performance in educational institutions (Aduma et al., 2022; Arora, 2020) finding a significant relationship between happiness and performance. Based on these arguments, the following hypothesis is proposed:

H3. Attitudes towards digital technology have a positive effect on lecturer performance

Involvement in work, being given authority to work, having a clear career path, and promotion are aspects that foster security and comfort for lecturers at work (Arora, 2020). On the other hand, job insecurity has a negative impact on happiness at work, because job insecurity is a stress trigger for employees (Arora, 2020; Bagozzi, 2020). Another factor that impacts happiness at work is digital technology. Aspects of digital technology include the discovery and practical utility of computerized devices, methods and systems, such as computer technology, the internet, digital communications, and social media. In this research, attitudes towards digital technology are classified into cognitive aspects, affective aspects, and conative aspects. A study conducted by Bangun et al. (2021) found that attitudes towards digital technology have a positive effect on happiness at work. Based on these arguments, the following hypothesis is proposed.

H4. Job security has a positive effect on happiness at work

H5. Attitudes towards digital technology have a positive effect on happiness at work

Based on the literature review above, this study proposes a conceptual model as shown in Figure 1.

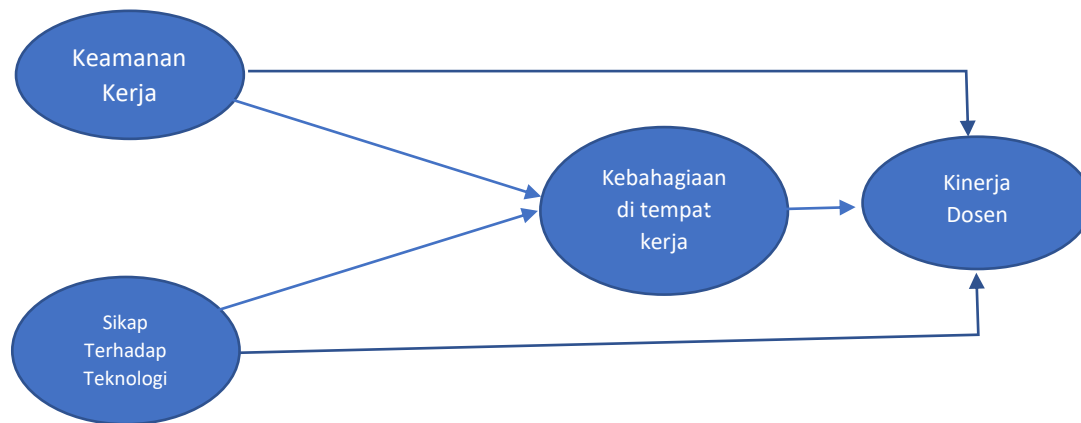


Figure 1. Conceptual Model

3. Method

This research approach uses quantitative methods. The population in this research is all private university lecturers in Surakarta. The sampling technique in this research used purposive sampling, namely sampling based on predetermined criteria, namely PTS lecturers in Surakarta who had worked for more than two years at their respective PTS. The primary data collection method uses a questionnaire.

In this study there are two independent variables, namely job security and attitudes towards digital technology. There is one mediating variable, namely happiness at work, and one dependent variable, namely lecturer innovation performance. The job security instrument was adopted from Arora (2020), attitudes towards digital technology were adopted from Bangun et al. (2021), the workplace happiness instrument was adopted from Ramirez-Garcia et al. (2019), and the lecturer innovation performance instrument was adapted from Scott and Bruce (1994). Data analysis in this study used Partial Least Square - Structural Equation Modeling (PLS-SEM). Data processing uses SMART PLS. Test the structural model (inner model) using the Bootstrapping and Blindfolding procedures in SMART PLS.

4. Result and Discussion

Results

Data analysis in this study used structural equation modeling (PLS-SEM). This analysis is a multivariate statistical analysis that estimates the influence of variables simultaneously with the aim of prediction studies, exploration or development of structural models (Hair et al., 2018). Model evaluation in PLS consists of measurement model evaluation, structural model evaluation, and model goodness and fit evaluation.

a. Evaluation of Measurement Models

Hair et al (2018) stated that the evaluation of measurement models consists of construct validity and reliability which includes loading factor, composite reliability, Cronbach alpha and average variance extracted (AVE), as well as evaluation of discriminant validity, namely the Fornell

and Lacker criteria, and HTMT (Heterotrait Monotrait Ratio).). The results of the measurement model evaluation can be seen in the table below.

Table 1. Outer Loading, Composite Reliability, and Average Variance Extratced

Variable	Outer Loading	Cronbach Alpha	Composite Reliability	AVE
Job Security (JS)	0,788 – 0,891	0,921	0,938	0,717
Digital Technology (DT)	0,758 – 0,901	0,921	0,938	0,719
Happiness at Work (HAW)	0,625 – 0,879	0,935	0,945	0,611
Lecture Performance (JP)	0,741 – 0,902	0,922	0,940	0,723

In Table 1, it can be seen that the factor loading values for all variables are above 0.60, which means that all measurement items are valid. The level of variable reliability is acceptable or reliable as indicated by Cornbach's alpha > 0.5, and composite reliability above 0.70. The level of convergent validity indicated by an AVE value > 0.50 meets the requirements for good convergent validity.

Table 2. Heterotrait-Monotrait Ratio (HTMT)

	Digital technology	Happiness at Work	Job Security
Happiness at Work	0.488		
Job Security	0.459	0.636	
Lecture Performance	0.711	0.738	0.542

Hair et al (2019) recommend HTMT because this discriminant validity measure is more sensitive or accurate in detecting discriminant validity. The recommended value is below 0.90. The test results show that the HTMT value is below 0.90 for the variable pair, so discriminant validity is achieved.

b. Structural Model Evaluation

Evaluation of the structural model is related to testing the hypothesis of influence between research variables. Examination of the structural model evaluation in three stages, namely first checking the absence of multicollinearity between variables and the inner VIF (Variance Inflated Factor) measure. Inner VIF values below 5 indicate there is no multicollinearity between variables. The second is by testing the hypothesis between variables by looking at the statistical t value or p value.

Table 3. Inner VIF

	Happiness at Work	Lecture Performance
Digital technology	1.238	1.343
Happiness at Work		1.737
Job Security	1.238	1.680

The evaluation results show that there is no multicollinearity between the variables, because the VIF value is < 5 . This means that the parameter estimation results in SEM PLS are robust (not biased).

Table 4. Hypothesis Testing

Hypothesis		B	STDEV	T Statistics	P Values
H1	JS -> JP	0.046	0.064	0.724	0.470
H2	DT -> JP	0.436	0.062	7.025	0.000
H3	HAW -> JP	0.456	0.067	6.800	0.000
H4	JS -> HAW	0.505	0.059	8.565	0.000
H5	DT -> HAW	0.246	0.077	3.175	0.002

Berdasarkan hasil pengujian pada Tabel 4 diketahui bahwa ada empat hipotesis yang dapat diterima yaitu H2, H3, H4, dan H5. Sedangkan H1 ditolak.

c. Model Goodness and Fit Evaluation

Evaluation of the goodness and fit of the model in this study includes R square and SRMR (Hair et al, 2019).

Table 5. R Square Value

	R Square	R Square Adjusted	SRMR
Happiness at Work	0.424	0.418	0,085
Lecture Performance	0.629	0.623	

Ukuran statistik R Square menggambarkan besarnya variasi variabel endogen yang mampu dijelaskan oleh variabel eksogen/endogen lainnya dalam model. Berdasarkan hasil pengolahan di atas maka dapat dikatakan bahwa besarnya pengaruh bersama keamanan kerja, sikap terhadap teknologi digital, dan kebahagiaan di tempat kerja terhadap kinerja dosen sebesar 0,629 atau 62,9%. Besarnya pengaruh keamanan kerja dan sikap terhadap teknologi digital terhadap kebahagiaan di tempat kerja sebesar 42,4%. Hasil estimasi model dengan SRMR adalah 0,085 yang berarti model memiliki kecocokan yang baik. Berarti data empiris dapat menjelaskan pengaruh antara variabel dalam model.

d. Mediation Analysis

To analyze the influence of HAW on the relationship between job security and attitudes towards digital technology and lecturer performance, it can be seen from the significance of the indirect influence. According to Ogbeibu & Gaskin (2023), the mediation effect is categorized as low if the coefficient is below 0.02, medium 0.075, and high 0.175. The results of the mediation analysis can be seen in Table 6.

Table 6. Indirect Effects

	B	STDEV	T Statistics	P Values
DT -> HAW-> JP	0.112	0.037	3.066	0.002
JS -> HAW-> JP	0.230	0.046	5.048	0.000

In Table 6 it is known that the mediating effect of HAW on the relationship between job security and lecturer innovation performance is in the high category, this is shown by the path coefficient value of 0.230 (p-value = 0.000). Meanwhile, the influence of HAW on the relationship between attitudes towards digital technology and lecturers' innovation performance is in the medium category, this is shown by the path coefficient value of 0.112 (p-value = 0.002).

4.2 Discussion

Job Security and Job Performance

The findings of this study indicate that job security does not have a significant effect on lecturer performance. The positive influence in this research shows that the more safe and comfortable the lecturers feel at work, the more their performance will improve. Factors that can cause lecturer security at work include work involvement, having authority and responsibility in their work, promotions, and certainty of permanent employment. Based on these factors, it can be concluded that job security is an emotional and psychological feeling of job security that occurs in the work environment in the long term. The insignificance of job security on lecturer performance in this study could be due to a lack of psychological security in the long term. For example, a sense of security that is not fulfilled is related to welfare, limited career paths, heavy workloads, and lack of promotions. These results support the opinion of Aji (2020), who state that emotional and environmental perspectives play a role in shaping a person's behavior. This research also supports the findings from studies by Cheng and Chan (2008) and Darvishmotevali and Ali (2020) which found that job security has a positive impact on employees' mental and physical health. These conditions affect job security, which in turn affects overall well-being and performance.

Digital Technology and Lecturer Performance

Educational institutions are currently trying to utilize digital technology to increase the efficiency and effectiveness of the educational process. Digital technology can be used to deliver learning materials and administrative work, such as monitoring absences, student and teacher performance, and so on (Daulay, 2020). This study found that attitudes towards digital technology have a significant effect on lecturer performance. The positive influence of attitudes towards digital technology can improve lecturers' performance in using it. The findings in this study support the results of a study conducted by Bangun et al. (2021), which stated that digital technology positively influences the learning process, student learning and social life. According to Hazzam and Wilkins (2023), digital technology in education produces real changes in behavior and performance. Changes in behavior are related to increasing readiness to learn by studying the material that students will access before class. Performance changes are aligned with more effective and efficient learning materials (Bangun et al., 2021).

Happiness at Work and Lecturer Performance

This study found that happiness at work has a positive effect on lecturer performance. Positive influence indicates that the happier the lecturer is at work, the more his performance will increase. This finding is in line with several studies which show that happy employees tend to be productive in their work performance and creativity and innovation (Gupta et al., 2018). This condition shows how close the relationship is between happiness and success at work. In

educational institutions, various studies show that happiness significantly drives lecturer performance (Bangun et al., 2021). A study conducted by Chotivanich (2017) concluded five lecturer workloads: teaching, research, academic activities, academic outreach, culture, and others. For a lecturer, success creates happiness, such as when they can provide for their family, help students to achieve, and when students can use the knowledge they teach. This has a significant impact on happiness at work.

Job Security and Happiness at Work

This study found that job security has a positive effect on happiness at work. This positive influence indicates that when lecturers feel safe and comfortable at work they will feel happier at work. Involvement in work, being given authority to work, having a clear career path, and promotions are aspects that foster security and comfort for lecturers at work. The findings of this study are in line with stress theory, researchers argue that job insecurity has a negative psychological impact on employees (Al Nahyan et al., 2024). Job insecurity reflects the uncontrollability of the psychological situation, which causes an increase in the psychological distance between oneself and the job and organization. This study supports a study conducted by Al Nahyan et al (2024) and Arora (2020) which found that job security had a positive impact on happiness at work, whereas job insecurity had a negative impact on happiness at work.

Digital Technology and Happiness at Work

Digital technology is closely related to welfare to create happiness. Technology has influenced a new way of life in society. This influence can be positive and negative on individual well-being (Arief et al., 2020). Attitudes towards digital technology are based on individual behavior towards the need for digital technology when working. Attitude itself is a representation of a person's self. The findings of this study show that attitudes towards digital technology have a positive effect on happiness at work. The findings of this study show that the attitudes towards digital technology held by lecturers such as computer technology, the internet, digital communications and social media can increase happiness. The findings of this study support the results of a study from Bangun et al. (2021) which found that attitudes towards digital technology had a positive effect on lecturers' happiness.

5. Conclusions

The results of this study found that job security and attitudes towards digital technology have a direct effect on happiness at work. Attitudes towards digital technology and happiness at work have a direct influence on lecturer performance. Job security does not have a direct effect on lecturer performance. Happiness at work significantly mediates the relationship between job security and attitudes towards digital technology and lecturer performance. This research has several limitations, namely: first, this study is limited in scope, namely private university lecturers which have an impact on the generalization of the model. Second, this study only uses a questionnaire as a data collection tool, so it can cause an element of subjectivity in the respondents' answers. Therefore, for future research, it is recommended to expand the research object, so that the research results can be generalized. Then use the interview method to complete the questionnaire results, so that there is no bias in the respondents' answers through the questionnaire.

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