Enrichment: Journal of Management, 13 (1) (2023)

Published by: Instiute of Computer Science (IOCS)

Enrichment: Journal of Management

Journal homepage: www.enrichment.iocspublisher.org

The effect of employee engagement on employee outcomes working from home moderated digital learning orientation

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ARTICLE INFO

Article history:

Received Apr 02, 2023
Revised Apr 16, 2023
Accepted Apr 30, 2023

Keywords:

Digital learning orientation;
Employee engagement;
Employee outcomes;
Working from home;
Digital learning orientation;

ABSTRACT

During the Covid-19 pandemic, the government told people to stay away from each other. Because of this, the company has a rule that says you can't work from home. Implementing the work-from-home (WFH) policy significantly affects how employees do their jobs. WFH makes employees less interested in their careers, which is terrible. This could be because employees find it hard to communicate and work with digital devices, so they need to learn how to use them. The goals of this study were to (1) determine how employee engagement affects employee outcomes when they WFH and (2) determine how digital learning orientation affects employee engagement and employee outcomes when they WFH. All of the people in this study are employees who work in the Greater Jakarta area of Indonesia and have a WFH policy or are in the process of making one. Samples were taken using a " convenience sampling method," which is not based on chance. The PLS approach SEM method was used to look at the data. The study results show that digital learning orientation does not moderate the effect of employee engagement on employee outcomes WFH.

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INTRODUCTION

On March 2, 2020, the first case of Covid-19 was found in Indonesia. Since then, Indonesia's government has made several rules to stop the spread of Covid-19. One of these rules is to keep people from getting too close to each other. This has a significant effect on how workers are treated at work. With this social distance policy, the company ensures that people work from home or at home.

Implementing the WFH policy significantly affects how employees do because working from home can be both good and bad for them. While WFH, there are positive effect that employees see and talk to family members more often at home (Nguyen & Tran, 2021), while the negative impact is that there are frequent interruptions that make it hard for employees to work directly on their work at home (Bolisani et al., 2020). Companies need to find a way to deal with this problem (Dicu et al., 2022). One way is to use digital devices to help employees do their jobs

better. The digital technology affects employee outcomes, which, in the end, can significantly impact productivity in all areas of the economy. But this is also a problem for people who don't know how to use computers. Because of this, employees need to know how to learn digitally. With a digital learning orientation, employee engagement is hoped to affect how well they do their work from home substantially (Ślusarczyk et al., 2020).

Work from home is an arrangement between an employer and an employee that lets the employee choose when and where to work (Kim et al., 2020). This is done with the help of digital devices that make communication easier. Time flexibility means that employees can work outside of regular work hours to balance work time and personal time. Also, because the place of work is flexible, employees can work in other areas or even outside the office (Wethal et al., 2022). Currently, the term "work from home" is used a lot. This is because the Indonesian government wants its people to keep a social distance, and one way to do this is to work from home. This is done to stop the number of people getting sick with the Covid-19 virus from increasing (Mustajab et al., 2020).

According to Nakrošienė et al., (2019), employee outcomes can be measured by four things: how happy employees are with their jobs when they work from home, how they feel about the benefits of working from home, whether or not working from home opens up career opportunities, and how productive employees are when they work from home. First, how happy employees are with their jobs when they work from home. Bellmann & Hübler, (2021) say that job satisfaction is how employees feel about their jobs, whether they work in an office or from home. Employee commitment dramatically affects a company's ability to stay in business (Mihardjo et al., 2020). Employees who want to leave or are planning to go to the company will affect their work (Esthi & Ekhsan, 2020), so companies should pay attention to how happy their employees are with their jobs. Second, how the employees think working from home is good for them. Third, work opportunities. Adisa et al., (2021) said that career opportunities are one of the reasons why people stay at a company or leave it. Fourth, work output. Afrianty et al., (2022) states that productivity is how well employees do their jobs and meet their responsibilities.

Employee engagement is how employees feel about the work they do. This can include things like feeling like joining the company is an exciting thing, being very happy with their jobs, feeling like the work they do takes up a lot of time (Afrianty et al., 2022), feeling strong and energized when they work, and feeling like they want to work when they wake up in the morning (Nikolaeva et al., 2022).

In the digital age we live in now, digital transformation has a significant impact on organizational processes. There has been a lot of research on how digital literacy, digital ethics, and digital learning can help educators and business organizations be sustainable (Gunathilaka et al., 2022). They say that a person's learning orientation shows how much they care about and want to improve the skills of others.

Mehta (2021) and Palumbo (2020) have done research in the past that shows how employee engagement affects employee outcomes. Both studies were done when things were every day or before the Covid-19 pandemic. Also, no research has been done on the effect of digital learning orientation on the relationship between employee engagement and employee outcomes before and during the Covid-19 pandemic. So, "Employee Engagement, Digital Learning Orientation, and Employee Outcomes Working from Home" is a topic that researchers are interested in.

The goals of this study were to (1) find out how employee engagement affects employee outcomes when they work from home and (2) find out how digital learning orientation affects employee engagement and employee outcomes when they work from home.

RESEARCH METHOD

The people in this study are all workers in Greater Jakarta, Indonesia, who have a work-from-home policy or are in the process of making one. A method called "convenience sampling," which is not based on chance was used to take samples. The first-hand information was gathered by giving out closed-ended questionnaires using a Likert scale.

The Structural Equation Modeling (SEM) method with the Partial Least Square (PLS) method is used to analyze. With digital learning orientation as a moderating variable, SEM data analysis was used to see how employee engagement affected employee outcomes.

Figure 1 shows the model for the study. This model aims to find out (1) how employee engagement affects employee outcomes and (2) how employee engagement affects employee outcomes when digital learning orientation is used as a moderating variable.

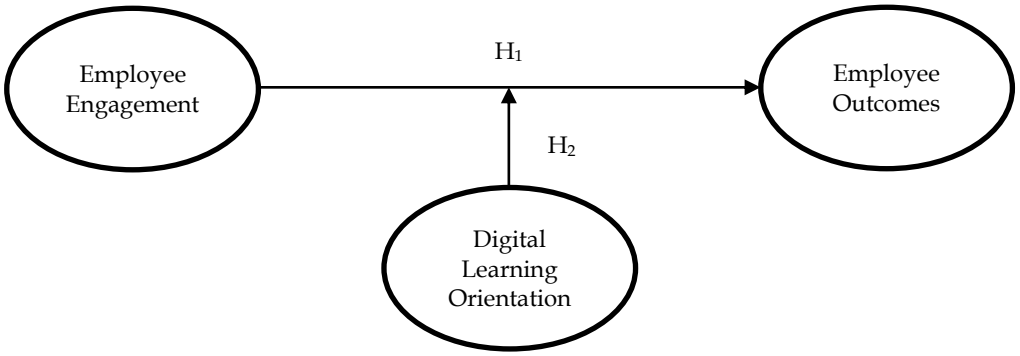

Figure 1. Research model

RESULTS AND DISCUSSIONS

The data used is first-hand information. Once all the data has been collected, you can use SmartPLS to process the data. Employee Engagement, Digital Learning Orientation, and Employee Outcomes are the latent variables that will be used in the research.

Outer Model Analysis

In the concurrent validity test of the measurement model with reflection, indicators are judged based on the correlation between item scores/component scores and construct variables using outer loading data. If the correlation between each reflexive measure is more than 0.70, the value is high. Figure 3 shows the results of the Outer Model Analysis.

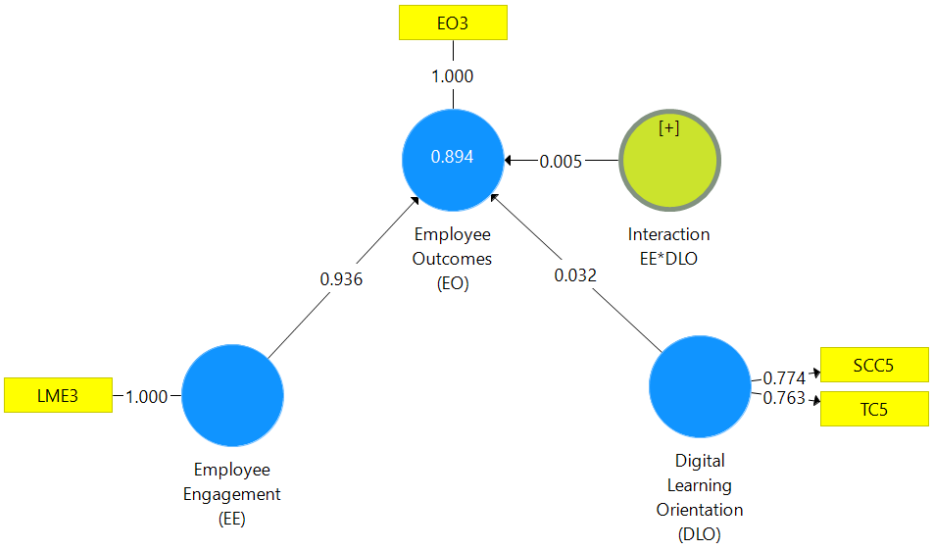

Figure 2. Outer Model

Figure 2 shows one indicator for both employee engagement and employee outcomes with a factor weight of more than 0.70. These indicators are LME (1,000) and EO (1,000). Then, two arrows in the digital learning orientation variable, SCC and TC, have factor weights above 0.70.
Summary of the results of the outer model in the structural model and the suggested values for measuring the model's viability. The model's results show that all criteria have good deals, so they accept this model. The results of the outer model are shown in Table 1.

Table 1. Outer Model Results

Criteria	Result	Critical Value	Model Evaluation
Convergent Validity	Employee engagement (lowest = 1,000) Digital learning orientation (lowest = 0,763) Employee outcomes (lowest = 1,000)	≥ 0,7	Good
Discriminant Validity (loading value)	Employee engagement (lowest = 1,000) Digital learning orientation (lowest = 0,763) Employee outcomes (lowest = 1,000)	≥ to its construct variable instead of to another construct variable	Good
Composite Reliability	Employee engagement = 1,000 Digital learning orientation = 0,743 Employee outcomes = 1,000	≥ 0,7	Good

Evaluation of the structural or inner model's "goodness of fit" by looking at the percent of the variance, or R^2, and the size of the structural path coefficient. Use the bootstrapping procedure and the t-statistic test to see how stable this estimate is. The R^2 value is used to determine how good the observed value is based on the model results and estimates of the parameters. If the R^2 value is greater than zero, the structural model helps make predictions.

Table 2. Coefficient of Determination

Variable	R^2
Employee outcomes	89,4%

Table 2 shows that R^2 is greater than 0 for the dependent variable, which is the 89.4% employee outcomes. This means that employee engagement and the interaction between engagement and digital learning orientation can explain 89.4% of employee outcomes.

Inner Model Analysis

In this study, the outer and inner models, called exogenous to endogenous latent variables and endogenous to endogenous latent variables, are used to test the hypothesis. The development of a causality relationship in the hypothesis of this model requires testing by testing the null hypothesis. Figure 3 displays the results of the inner model.

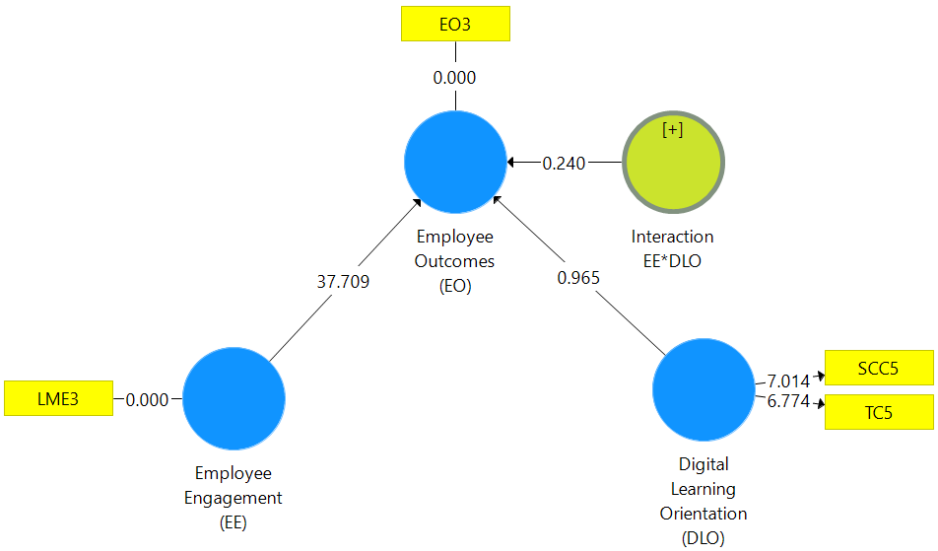

Figure 3. Inner Model

Table 3 shows a strong link between how engaged employees are and how well they do their jobs. The value of the t-statistic is 37.709, which is higher than the t-table with =5% of 1.96. The loading value is 0.936, which shows that the relationship is going in a good direction. So, we can agree with H_1, which says that employee engagement positively affects employee outcomes.
Mahesar et al. (2016) found in their research that employee engagement at the Islamic Bank of Pakistan positively affects how well employees do their jobs. Olugbade and Karatepe's research from 2018 shows that employee engagement affects how well employees do their jobs (employee engagement hurts quitting intentions, and employee engagement has a positive effect on service recovery performance, creative performance, and job performance).

Table 3. Inner Model

Relationship Path	Loading	T-Statistik	Significance (α=5%)
EE -> EO	0,936	37,709	0,000 (significant)
Interaction EE*DLO -> EO	0,005	0,240	0,810 (not significant)

Table 3 also shows that the relationship between employee engagement and employee outcomes is insignificant when digital learning orientation is used as a moderator. The value of the t-statistic is 0.240, which is less than the t-table with =5% of 1.96. The loading value of 0.005 shows that the

relationship is going in the right direction. So, we can rule out hypothesis 2 (H_2), which says that the focus on digital learning does not change the link between employee engagement and employee outcomes.

Discussion

The analysis's results show that, if we accept hypothesis 1, the employee engagement variable has a positive and statistically significant effect on the results of employees working from home. The results of this study match the findings of Mahesar et al. (2016) and Olugbade and Karatepe (2018), who found that employee engagement affects how well employees do their jobs. This significant effect shows that employee engagement is the main factor that substantially impacts employee outcomes. However, there may be other things that can affect employee outcomes when they work from home.

The way the analysis results are interpreted shows that rejecting hypothesis 2, in which the digital learning orientation variable is not significant, does not change the effect of employee involvement on work results when employees work from home. Languju et al. (2016) and Frederik (2015) also found that the acquisition price ratio does not affect the value of a company, which is what this study found. Digital learning orientation is not a moderating variable because most of the people in this study are from generations Y and Z, who are tech-savvy and don't need a unique way of thinking about digital learning when the co-19 pandemic happens. The small effect size shows that digital learning orientation is not one of the main things that moderates the effect of employee engagement on employee outcomes when they work from home. Many other things can affect employee outcomes when they work from home.

CONCLUSION

This study concludes that employee engagement positively and significantly affects employee outcomes when they work from home and that digital learning orientation does not change that effect.

The researchers say that companies should pay attention to how well their employees can communicate, so they don't make mistakes when using digital devices to talk. Companies must also pay attention to how well their employees get along with their instructors (for example, by making sure they speak to each other often when technology problems arise) so that work doesn't get behind and can be done on time. After improving these two matters, the hope is that digital learning orientation through increased communication and social competence of employees can significantly moderate the effect of employee engagement on employee outcomes working from home. Researchers hope that in future research, they can add other variables, not only digital learning orientation. Adding samples from generations other than Y and Z with different traits is also essential—an in-depth review of the variables that are not moderating or significant, namely the digital learning orientation variable.

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