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Influence of Organizational Culture, Work-Life Balance, and Digital Literacy on Employee Performance (A Case Study at the General Bureau of the Coordinating Ministry for Political, Legal, and Security Affairs of the Republic of Indonesia)

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ABSTRACT
This study explores the influence of organizational culture, work-life balance, and digital literacy on employee performance at the General Bureau of the Coordinating Ministry for Political, Legal, and Security Affairs of the Republic of Indonesia. In the era of rapid digital transformation and increasing complexity of public services, employee performance becomes a critical determinant of organizational success. Organizational culture is examined as a set of shared values and norms that shape behavior and collaboration. Work-life balance is analyzed through employees' ability to manage responsibilities between work and personal life harmoniously. Digital literacy is viewed as the capacity to effectively use digital tools and critically evaluate digital information in the workplace. The research employs a quantitative approach using survey data to assess the partial and simultaneous effects of the independent variables on performance. The findings are expected to contribute to public sector management by identifying strategic factors that enhance productivity, efficiency, and well-being among civil servants.

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INTRODUCTION

In In today's era of digitalization and globalization, government institutions are facing increasing pressure to adapt and respond to dynamic and complex challenges. Efficiency, transparency, and accountability have become essential attributes in public service delivery. Within this context, employee performance has emerged as a cornerstone of organizational success, especially in bureaucratic settings where administrative functions are tightly linked to national policy implementation (Robbins & Judge, 2019).

Employee performance in the public sector is shaped not only by technical competence but also by the work environment and organizational values. Armstrong (2006) emphasizes

that performance is a multifaceted construct influenced by the alignment between individual capabilities and organizational support systems. Without conducive conditions, even highly skilled employees may underperform. Therefore, identifying key drivers that contribute to enhanced employee performance is critical for public sector reform.

Organizational culture plays a central role in shaping how individuals interact, make decisions, and pursue institutional goals. According to Schein (2010), culture is the invisible force that defines behavior patterns, expectations, and shared values. A strong and positive organizational culture fosters collaboration, trust, and innovation, all of which contribute to improved performance. In contrast, a weak or toxic culture may hinder communication and reduce employee engagement. Another significant factor affecting employee performance is work-life balance. Greenhaus and Beutell (1985) describe work-life balance as the ability of individuals to effectively manage responsibilities between their professional and personal lives. When employees experience balance, they tend to be more satisfied, motivated, and focused. Conversely, imbalance can lead to stress, burnout, and absenteeism, ultimately decreasing organizational productivity (Grzywacz & Carlson, 2007).

In recent years, digital literacy has also become a vital competency for civil servants. Gilster (1997) defines digital literacy as the ability to understand and use information from digital sources in a critical and informed manner. As public institutions increasingly rely on digital platforms for service delivery and internal coordination, employees who lack digital skills may face barriers in executing their tasks efficiently (Hague & Payton, 2010).

The Coordinating Ministry for Political, Legal, and Security Affairs (Kemenko Polhukam RI) serves as a key government body that oversees strategic policy coordination. Within its General Bureau, employee performance plays a vital role in supporting administrative continuity and policy effectiveness. However, the rapid transformation of work settings, coupled with growing expectations from stakeholders, has created new demands on staff performance and adaptability. Preliminary observations suggest that employees at the General Bureau of Kemenko Polhukam RI face challenges in aligning personal well-being with job responsibilities, particularly in managing work-life integration and adapting to digital systems. These pressures underline the importance of understanding how organizational culture, work-life balance, and digital literacy affect their performance. Such insights are necessary for shaping effective human resource strategies and public management reforms.

Several previous studies have confirmed the relevance of these factors. For instance, Astuti (2022) found that organizational culture significantly impacts employee commitment and performance in local government offices. Similarly, Wonua et al. (2023) emphasized the positive relationship between work-life balance and job performance in the environmental services sector. Moreover, Muhadib et al. (2023) reported that digital literacy enhances communication and job clarity among employees in government statistics agencies.

This research, therefore, aims to examine the partial and simultaneous effects of organizational culture, work-life balance, and digital literacy on employee performance at the General Bureau of Kemenko Polhukam RI. By investigating these relationships, this study

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seeks to provide empirical evidence that can inform leadership decisions, optimize workplace policies, and ultimately improve public service delivery.

METHODS

Research Design

This research was conducted at the General Affairs Division of the Coordinating Ministry for Political, Legal, and Security Affairs of the Republic of Indonesia (KemenKo Polkam RI) in Jakarta. This research employs a quantitative analysis design aimed at testing hypotheses and providing deeper interpretation of the structural relationships among variables. It investigates the influence of the independent variables Organizational Culture (X1), Work-Life Balance (X2), and Digital Literacy (X3) on the dependent variable, Employee Performance (Y), within the General Bureau of the Coordinating Ministry for Political, Legal, and Security Affairs of the Republic of Indonesia (Kemenko Polkam RI). This design is intended to answer the research hypotheses and account for other unexplored influences (epsilon).

According to Nazir (2005), the research design encompasses the entire process required for planning and conducting a study. It includes the following ten essential steps:

a. Problem Identification Clearly defining a relevant and significant research problem.
b. Formulating Research Objectives Establishing specific and measurable objectives.
c. Selecting Research Methodology Choosing between qualitative, quantitative, or mixed methods.
d. Defining Population and Sampling Identifying the study population and selecting a representative sample.
e. Data Collection Deciding on data collection techniques such as questionnaires, interviews, or observation.
f. Instrument Development Designing tools like questionnaires or interview guides.
g. Data Processing and Analysis Applying appropriate methods to process and analyze the collected data.
h. Drawing Conclusions Interpreting results to address the research problem.
i. Evaluation and Presentation Ensuring the results are accurate and presenting them in a structured report.
j. Reporting Compiling a complete research report from background to conclusions for stakeholders or publication.

Based on these steps, the research design is illustrated in the following schematic figure.

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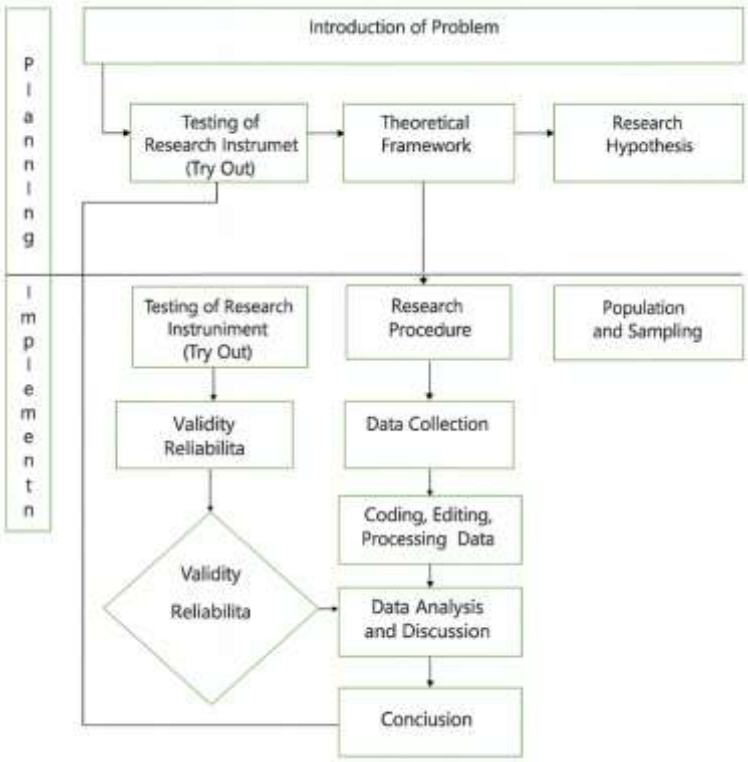

Figure 1. Research Design

Operational Variables

Operationally, this study includes four variables consisting of three independent variables and one dependent variable. These four variables are explained as follows:

Organizational Culture

The variable Organizational Culture (X1) is further operationalized into dimensions and indicators, as presented in:

Table 1. Dimensions and Indicators of Organizational Culture

VARIABLE	DIMENSION	INDICATOR	SCALE
Organizational Culture (X1)	Innovative and Risk-Taking	a. Encouraging the development of new ideas for company success. b. Willing to take risks in implementing new ideas.	Ordinal
	Result-Oriented Approach	a. Setting targets that the company must achieve. b. Evaluating the results of completed work.	Ordinal
	Concern for Employee Interests	a. Fulfilling employee needs to perform their duties effectively. b. Supporting employee achievements and accomplishments.	Ordinal
	Focus on Task Accuracy	a. Working meticulously to complete tasks. b. Ensuring accuracy in work outcomes.	Ordinal

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Work Life Balance

The variable Work Life Balance (X2) is operationalized into dimensions and indicators as presented in:

Table 2. Dimensions and Indicators of Work Life Balance

VARIABLE	DIMEN-SION	INDICATOR	SCALE
Work Life Balance (X2)	Time Balance	Refers to the proportion of time allocated by individuals between work and non-work activities.	Ordinal
	Involvement Balance	Related to the level of psychological involvement and commitment individuals have toward both work and non-work activities.	Ordinal
	Satisfaction Balance	Associated with the level of satisfaction individuals experience in both their work and personal life.	Ordinal

Digital Literacy

Next, the variable Digital Literacy (X3) is operationalized into dimensions and indicators as presented in:

Table 3. Dimensions and Indicators of Digital Literacy

Variable	Dimension	Indicators	Scale
Digital Literacy (X3)	Functional and Practical Skills	Mastery of basic digital tools and software; ability to access information and navigate digital platforms.	Ordinal
	Creativity	Use of digital tools for teamwork; development of collaborative skills in online environments.	Ordinal
	E-Safety	Awareness of privacy and data security; skills in managing digital risks such as cyberbullying and scams.	Ordinal
	Collaboration	Ability to collaborate using digital platforms; respect for diverse viewpoints in team settings.	Ordinal
	Critical Thinking and Evaluation	Skills in evaluating digital information sources; ability to identify bias and assess credibility.	Ordinal
	Cultural and Social Understanding	Understanding cultural diversity in digital spaces; awareness of social impacts and respectful communication.	Ordinal
	Effective Communication	Clear idea delivery through digital media; selecting appropriate digital tools based on context and audience.	Ordinal
	Finding and Selecting Information	Using search engines and online tools to locate reliable and relevant digital information.	Ordinal

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Employee Performance (Y)

Next, the variable Performance (Y) is operationalized into several dimensions and indicators, which are presented in:

Table 4. Dimensions and Indicators of Performance

Variable	Dimension	Indicator	Scale
Employee Performance (Y)	Work Output Quantity	Measures the amount of work output achieved by employees, expressed in numbers or other suitable metrics.	Ordinal
	Work Output Quality	Measures the quality of work output, which may be expressed in numbers or other qualitative metrics.	Ordinal
	Task Execution Efficiency	Assesses the prudent and cost-effective use of resources, reflecting how optimally employees utilize them.	Ordinal
	Work Discipline	Indicates employee compliance with laws and organizational rules.	Ordinal
	Initiative	Employee ability to take appropriate action without direct instruction, act independently, and persist through challenges.	Ordinal
	Accuracy	The degree of precision or alignment of work output with intended goals.	Ordinal
	Leadership	A leader's ability to influence and set an example for followers to achieve organizational goals.	Ordinal
	Honesty	A fundamental human trait that is essential but often difficult to consistently apply in the workplace.	Ordinal
	Creativity	Mental ability to generate new and useful ideas in problem-solving or productivity improvement.	Ordinal

Population and Sample

According to Sugiyono (2017), a population refers to a group of objects or subjects with certain characteristics that are relevant to a research study. In this study, the population consists of all employees of the General Bureau at the Coordinating Ministry for Political, Legal, and Security Affairs of the Republic of Indonesia, totaling 70 employees.

The sample is a subset of the population used in a study, especially when the population is too large to examine entirely. However, since the total population is relatively small (under 100), this study uses a census method (Sugiyono, 2017), meaning all 70 employees in the population are included as the sample to ensure accuracy and avoid sampling bias.

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Data Collection Techniques

Documentation Study

This method involves collecting data by reviewing and recording relevant official documents from the research site or other related institutions. Sources include books, institutional reports, and records related to the research focus.

Questionnaire (Survey)

A questionnaire is a structured data collection tool consisting of a series of statements distributed to respondents to gather the necessary information. This study uses a closed-ended questionnaire where respondents choose from predefined answer options. A Likert scale is applied to measure responses. Benefits of using questionnaires include:

a. No need for the researcher to be present
b. Can be distributed simultaneously to many respondents
c. Allows flexible completion time
d. Ensures anonymity for honest responses
e. Standardized questions for all participants
f. Efficient in terms of time, cost, and data processing

According to Ghozali (2017), the Likert scale is used to measure attitudes, opinions, and perceptions, especially for latent variables that cannot be observed directly. Responses are typically on a scale of 1 to 5 (Strongly Agree to Strongly Disagree). Positive statements are scored higher, while negative statements are reverse-coded.

Table 5. Likert Scale Range Example

Response Option	Positive Statement	Negative Statement
Strongly Agree (SA)	5	1
Agree (A)	4	2
Neutral (N)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

Data Analysis Technique

This study employs Partial Least Squares (PLS) for data analysis, utilizing SmartPLS version 4.1 as the analytical tool. PLS is a widely used structural equation modeling (SEM) technique that offers flexibility, especially in handling small sample sizes and non-normally distributed data, making it particularly suitable for exploratory research involving theoretical constructs and observed variables (Ghozali, 2020). Within the PLS framework, the model comprises two main components: the structural model, or inner model, which illustrates the relationships between latent variables; and the measurement model, or outer model, which demonstrates the connections between latent constructs and their respective indicators (Hair Jr. et al., 2021).

The assessment of the measurement model begins with validity testing to ensure that the instruments used truly measure what they are intended to. Content validity is maintained by adapting questionnaire items from established and previously validated studies.

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Convergent validity is confirmed when the loading factors of the indicators exceed 0.5, and the Average Variance Extracted (AVE) is also greater than 0.5, indicating that the indicators effectively measure the same underlying construct (Ghozali, 2020). The AVE itself reflects the average proportion of variance that a construct captures from its indicators, and a value above 0.5 is considered acceptable.

In addition to convergent validity, discriminant validity is also evaluated to ensure that each construct is unique and distinguishable from others. This is achieved by examining the cross-loading values, whereby the loading of an indicator on its associated construct must be higher than its loadings on other constructs, thereby confirming the discriminant validity of the instrument (Ghozali, 2020).

The reliability of each construct is then assessed to determine the consistency of the measurement. A construct is deemed reliable if it achieves a composite reliability value equal to or exceeding 0.7, which indicates internal consistency among the items comprising the construct (Sekaran & Bougie, 2017).

Following the validation and reliability assessment of the measurement model, attention shifts to the structural model, which delineates the hypothesized relationships among latent variables. The structural model is evaluated using several criteria. The R-square value provides information on the proportion of variance explained in the endogenous constructs, serving as an indicator of the model's explanatory power. Meanwhile, the Q-square value, obtained through the Stone-Geisser test, assesses the model's predictive relevance. Additionally, the significance of each hypothesized relationship is examined through path coefficients and corresponding T-statistics (Ghozali, 2020).

Once the model has been deemed reliable and valid, the next step involves testing the structural model and hypotheses using the SEM procedure within SmartPLS version 4.1. This process estimates the parameters by optimizing the explained variance of the dependent variables. The hypotheses are evaluated based on the magnitude of the path coefficients and their statistical significance, determined by the T-statistics. A hypothesis is considered to be supported when the T-statistic value exceeds 1.96 at the 5% significance level ($\alpha = 0.05$), indicating that the relationship between variables is statistically significant (Ghozali, 2020). Through this comprehensive approach, the study ensures the robustness of the analytical model and the credibility of the conclusions drawn from the empirical findings.

RESULTS AND DISCUSSION

Data Description

In this study, a total of 70 respondents were involved, with data collected through the distribution of structured questionnaires to obtain direct insights from participants. The demographic profile of the respondents is analyzed based on gender, age, education level, and length of service.

In terms of gender distribution, male respondents dominated the sample, accounting for approximately 63% of the total participants, indicating greater involvement from men in this research context. Meanwhile, female respondents represented about 37%, reflecting a

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lower level of participation. The age profile shows that the largest group of respondents fell within the 40–49 years age range, comprising nearly 46% of the sample. This was followed by those aged 30–39 years at around 29%. These figures suggest that middle-aged individuals were more engaged in the study, possibly due to their active roles and relevance to the research topic. Younger respondents aged 27–29 and older participants aged 50–60 made up smaller portions of the sample.

Regarding educational background, the majority of respondents (around 49%) held a high school diploma or its equivalent, followed by those with a bachelor's degree (34%). A smaller proportion of participants held master's degrees or associate degrees. This indicates that while the study attracted respondents with diverse educational qualifications, the predominant group consisted of individuals with secondary education. In terms of work experience, more than half of the respondents (approximately 53%) had served in their respective organizations for 10–19 years, suggesting they had substantial experience in their fields. Around 29% had shorter tenures of 1–9 years, while 19% had long-term service of 20–30 years. This composition reflects a balanced representation across various levels of professional tenure, offering comprehensive perspectives relevant to the study.

Hypothesis Testing and Discussion

Results of Smart PLS (Partial Least Squares) Analysis

The analysis using Partial Least Squares (PLS) includes two models: the Measurement Model (Outer Model) and the Structural Model (Inner Model). The testing criteria are applied to both models. The initial model is as follows:

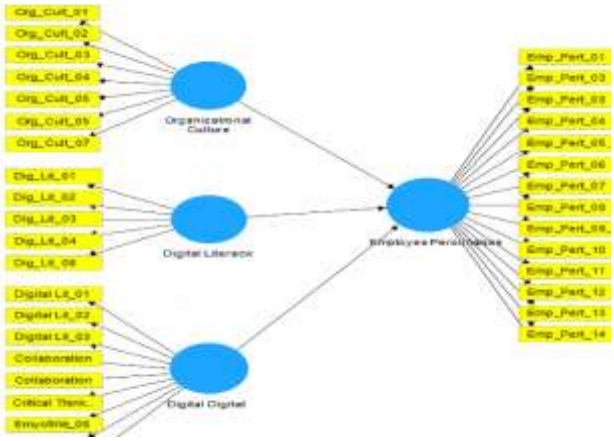

Figure 2. Initial Research Model
Source: Smart PLS Output, Version 04 (2025)

Outer Model Testing

The outer model testing in this study focuses on evaluating the validity and reliability of the research instruments. Validity assessment is carried out to determine the extent to which the indicators accurately measure the intended constructs. In SmartPLS analysis, validity is

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assessed through two key dimensions: convergent validity and discriminant validity (Solimun, 2017).

Convergent Validity

Convergent validity examines the strength of the relationship between each reflective indicator and its corresponding latent variable. This is typically measured using loading factor values. According to Chin (1998, as cited in Ghozali, 2006), for research in the early stages of developing a measurement scale, loading values between 0.5 and 0.6 are considered acceptable. Meanwhile, discriminant validity assesses the extent to which indicators can differentiate one construct from another, ensuring that each set of indicators measures distinct concepts as intended.

Table 6. Results of Convergent Validity Test Based on Loading Factor

Outer Loadings

Indicator	Organizational Culture	Employee Performance	Digital Literacy	Work-Life Balance
Bud_Org1	0.715			
Bud_Org2	0.813			
Bud_Org3	0.746			
Bud_Org4	0.803			
Bud_Org5	0.747			
Bud_Org6	0.775			
Bud_Org7	0.731			
Bud_Org8	0.781			
Employee_ Performance1		0.812		
Employee_ Performance2		0.766		
Employee_ Performance3		0.738		
Employee_ Performance4		0.787		
Employee_ Performance5		0.816		
Employee_ Performance6		0.787		
Employee_ Performance7		0.807		
Employee_ Performance8		0.866		
Employee_ Performance9		0.746		
Employee_		0.832		

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Indicator	Organizational Culture	Employee Performance	Digital Literacy	Work-Life Balance
Performance10				
Employee_ Performance11		0.846		
Employee_ Performance12		0.815		
Employee_Performance13		0.817		
Employee_ Performance14		0.741		
Employee_ Performance15		0.74		
Employee_ Performance16		0.764		
Employee_ Performance17		0.866		
Employee_ Performance18		0.735		
Digital_Literacy1			0.898	
Digital_Literacy2			0.841	
Digital_Literacy3			0.728	
Digital_Literacy4			0.842	
Digital_Literacy5			0.748	
Digital_Literacy6			0.894	
Digital_Literacy7			0.86	
Digital_Literacy8			0.837	
Digital_Literacy9			0.82	
Digital_ Literacy10			0.823	
Digital_ Literacy11			0.818	
Digital_ Literacy12			0.876	
Digital_ Literacy13			0.817	
Digital_ Literacy14			0.778	
Digital_ Literacy15			0.754	
Digital_			0.72	

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Indicator	Organizational Culture	Employee Performance	Digital Literacy	Work-Life Balance
Literacy16				
Work_Life_Balance1				0.799
Work_Life_Balance2				0.809
Work_Life_Balance3				0.792
Work_Life_Balance4				0.903
Work_Life_Balance5				0.93
Work_Life_Balance6				0.891

Source: SmartPLS Output, 2025

From the results shown in Table 6., it can be seen that the items measuring the variables Organizational Culture, Work-Life Balance, Digital Literacy, and Employee Performance have loading factor values above or greater than 0.6. Therefore, all these instrument items can be considered valid in measuring their respective variables. However, any statement items with loading factor values below 0.6 are considered invalid for measuring their indicators. As a result, these statement items are removed or eliminated because they do not meet the requirements for convergent validity.

Consistency Reliability

This test assesses construct reliability using Cronbach's Alpha and Composite Reliability. As a rule of thumb, the composite reliability value should be greater than 0.7 for confirmatory research, while values between 0.6 and 0.7 are still acceptable (Fornell & Larcker, 1981; Nunnally & Bernstein, 1994). The reliability test results are presented in Table 4.11 below:

Table 7. Results of Consistency Reliability Test

Construct Reliability and Validity

Construct	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Organizational Culture	0.898	0.902	0.918	0.584
Employee Performance	0.965	0.968	0.969	0.631
Digital Literacy	0.967	0.972	0.97	0.669
Work-Life Balance	0.929	0.969	0.942	0.733

Source: SmartPLS4 Output (2025)

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In Table 7, it can be seen that the values of Cronbach's Alpha and Composite Reliability are greater than 0.6 (Fornell & Larcker, 1981; Nunnally & Bernstein, 1994). Cronbach's Alpha measures the internal consistency of the indicators within a construct. A value ≥ 0.7 is considered good—the closer to 1, the more reliable the construct. Composite Reliability (CR) provides a better estimation of construct reliability compared to Cronbach's Alpha. A value ≥ 0.7 indicates good reliability. Therefore, it can be concluded that all instrument items are reliable in measuring the variables: Organizational Culture, Work-Life Balance, Digital Literacy, and Employee Performance.

Convergent Validity

The AVE (Average Variance Extracted) value is recommended to be greater than 0.5, which means that 50% or more of the variance of the indicators can be explained (Chin, 2010). If all indicators are standardized, this value is equal to the average communalities.

Table 8. Average Variance Extracted

Construct	Average Variance Extracted (AVE)
Organizational Culture	0.584
Employee Performance	0.631
Digital Literacy	0.669
Work-Life Balance	0.733

Source: SmartPLS 4 Output (2025)

In Table 8, the AVE values for each construct, Organizational Culture, Work-Life Balance, Digital Literacy, and Employee Performance, are all greater than 0.5, indicating very good results. This means that all constructs have met the criteria for convergent validity. Each construct has an AVE value ≥ 0.5, showing that the indicators within each construct are able to explain the variance well.

R-Square (R^2) Test Results

In the structural model of this study, the coefficient of determination (R^2) is used. The threshold criteria for R^2 values are classified into three categories (Chin, 1988):

0.67 = Substantial
0.33 = Moderate
0.19 = Weak

Table 9. R-Square Test Results

Variable	R Square	R Square Adjusted
Employee Performance	0.37	0.341

Source: SmartPLS4 Output (2025)

The R^2 value = 0.370 means that 37% of the variance in Employee Performance can be explained by the independent variables (Organizational Culture, Digital Literacy, and Work-Life Balance). According to Chin's (1988) classification, a value of 0.370 falls into the Moderate category, which means the model has a moderate ability to explain Employee Performance. The remaining 63% of the variance in Employee Performance is still influenced by other factors not included in this research model.

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F-Square Test Results

Table 10. F-Square Test Results

Predictor Variable	Employee Performance
Organizational Culture	0.154
Digital Literacy	0.046
Work-Life Balance	0.009

Source: SmartPLS4 Output (2025)

The f-square value of 0.009 indicates a very weak effect, meaning work-life balance has little to no significant impact on employee performance.

Hypothesis Testing Results

Table 11. Hypothesis Testing Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Organizational Culture → Employee Performance	0.492	0.52	0.156	3.156	0.002
Digital Literacy → Employee Performance	0.284	0.288	0.143	1.987	0.047
Work-Life Balance → Employee Performance	-0.158	-0.173	0.119	1.33	0.184

Source: SmartPLS4 Output (2025)

Organizational culture has a positive and significant effect on employee performance. A strong organizational culture improves the work environment, increases employee loyalty, and enhances engagement. These findings are consistent with Astuti (2022), who found that organizational culture significantly affects employee performance in urban village offices in Depok.

Digital literacy has a positive and significant effect on employee performance, though not as strong as organizational culture. Employees with higher digital literacy adapt better to technological changes and work more efficiently. This aligns with Muhadib et al. (2023), who found digital literacy significantly influences employee performance at BPS Tasikmalaya.

Work-life balance does not significantly affect employee performance. Although the relationship is negative, it is not statistically meaningful. This suggests that other factors may play a more crucial role in determining employee performance. These findings are supported by studies from Putri et al. (2024) and Sari et al. (2022), which also concluded that work-life balance has no significant impact on employee performance.

Discussion

The findings of this study reveal that Organizational Culture has a positive and significant influence on employee performance. With a path coefficient of 0.492 and a T-statistic value of 3.156, which exceeds the critical value of 1.96 at a 95% confidence level, the result is statistically significant ($p = 0.002 < 0.05$). This indicates that improvements in

organizational culture can directly enhance employee productivity. A strong organizational culture fosters a supportive work environment, encourages employee engagement, and aligns personnel with organizational goals. These findings are in line with Astuti (2022), who demonstrated that organizational culture significantly influences employee performance within local government offices in Depok.

Meanwhile, Digital Literacy also shows a significant but comparatively moderate impact on employee performance. The path coefficient of 0.284 and a T-statistic of 1.987, which is just above the significance threshold, indicate a meaningful relationship at the 5% level ($p = 0.047 < 0.05$). This suggests that employees with higher levels of digital literacy are better equipped to adapt to technological changes and perform tasks more efficiently, thereby improving their overall performance. These findings are consistent with research by Muhadib et al. (2023), who found that digital literacy significantly affects employee performance in the Central Statistics Agency of Tasikmalaya.

In contrast, the analysis shows that Work-Life Balance does not have a significant effect on employee performance. The negative path coefficient of -0.158, a T-statistic of 1.330 (below 1.96), and a p-value of 0.184 (greater than 0.05) all indicate that this relationship is statistically insignificant. Although the data suggest a negative association, it is not strong enough to draw conclusive evidence of a direct impact. These results suggest that work-life balance may not be a primary determinant of employee performance in this context, and organizations should explore other factors to effectively enhance productivity. This is consistent with studies by Putri, Absah, and Silalahi (2024) as well as Sari, Amin, and Kurniawan (2022), who also found no significant relationship between work-life balance and employee performance.

CONCLUSION

This study concludes that organizational culture and digital literacy play important roles in influencing employee performance. A positive organizational culture fosters a supportive and productive work environment, encouraging higher engagement and commitment among employees. The findings show that when employees perceive their organizational culture as strong and constructive, their performance tends to improve significantly. Similarly, digital literacy is also found to be a key factor that contributes to better performance. Employees with higher levels of digital literacy are more capable of adapting to technological changes, working efficiently, and meeting organizational demands in the digital era. Although the effect is not as strong as that of organizational culture, digital literacy still shows a significant positive impact. In contrast, work-life balance does not show a significant effect on employee performance in this study. While it remains important for overall well-being, its direct influence on job performance may be limited, suggesting that other variables may moderate or mediate this relationship. These findings imply that organizations aiming to improve employee performance should prioritize the development of a strong organizational culture and digital competencies, while considering a more holistic approach to supporting work-life

integration. Future research may explore additional variables or moderating factors to better understand the dynamics influencing employee performance.

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