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THE INFLUENCE OF DIGITAL LITERACY AND ADAPTIVE LEADERSHIP STYLE ON HUMAN RESOURCE PERFORMANCE THROUGH TECHNOLOGY READINESS AS FOR OUTSOURCHING EMPLOYEES OF ULP CIBADAK WEST JAVA

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ABSTRACT

This study aims to examine the influence of Digital Literacy and Adaptive Leadership Style on Human Resource Performance through Technology Readiness among outsourced employees at ULP Cibadak, West Java. A total of 166 employees were selected using purposive sampling. The analysis was conducted using Partial Least Square (PLS) to test validity, reliability, and both direct and indirect effects between variables. The results indicate that Digital Literacy has a positive and significant effect on both Technology Readiness and Human Resource Performance, while Adaptive Leadership Style significantly affects Technology Readiness but not directly Human Resource Performance. Technology Readiness was found to mediate the relationship between Digital Literacy and Adaptive Leadership Style with Human Resource Performance. These findings highlight the importance of enhancing digital literacy and adaptive leadership to support technology readiness and improve HR performance in outsourcing environments.

Introduction

Rapid advances in information and communication technology have transformed the way public and private entities operate. Procurement Service Units (PSUs), which serve as primary providers of public procurement services, must improve the effectiveness, accuracy, and transparency of their operational processes. In many PSUs, some tasks are performed by contract workers, who are crucial for managing day-to-day technical activities. However, the success of digital transformation depends not only on the availability of the right tools and systems but also heavily on the skills of the human resources (HR) and the leadership approach overseeing this transformation.

First, digital skills are crucial for contract workers who need to use e-procurement tools, document management systems, and digital collaboration platforms. Digital skills include the ability to handle hardware and software, understand information security, and adapt to

system features and updates. Lack of digital skills can lead to operational errors, process delays, and reduced service quality.

Second, the leadership approach within the management team significantly influences employee motivation and work behavior, including contract staff. An adaptive leadership style characterized by flexibility, responsiveness to change, and promotion of learning enables managers to adapt HR strategies to meet the challenges of the digital landscape. Adaptive leadership not only provides technical guidance but also fosters a culture that encourages innovation, knowledge sharing, and resilience when faced with technical issues or process changes.

Third, technological readiness serves as a link between individual capabilities and organizational performance outcomes. Technological readiness encompasses attitudes toward technology, confidence in using systems, and the availability of infrastructure and training support. Even if workers possess digital skills, without organizational technological readiness for example, training support, access to systems, and security protocols—performance improvement opportunities are not fully utilized. Essentially, technological readiness can influence or enhance the relationship between digital skills and leadership approaches to HR performance.

In the case of the Cibadak Procurement Unit (ULP) in West Java, outsourced workers are crucial to procurement operations. Common challenges experienced in the field—such as difficulty using the e-procurement system, disorganized communication, and resistance to procedural changes—highlight the need for a thorough investigation into the factors influencing their performance. A study that examines the impact of digital skills and adaptive leadership styles simultaneously, as well as the influence of technology readiness as a mediating factor, would provide a comprehensive understanding of how to improve the performance of outsourced employees in the ULP setting.

Practical challenges that emerge include: the level of digital literacy among externally hired staff to manage increasingly digital procurement tasks; how adaptive leadership at ULP positively or negatively influences the technology adoption process; and whether the technology readiness found at ULP Cibadak is sufficient to improve the performance of externally hired workers. Furthermore, there is a need to create evidence-based policies—such as training initiatives, changes in supervisory methods, and infrastructure improvements—to improve operational efficiency. This study is significant because it offers contributions to both practice and theory. Practically, the results can guide the creation of digital literacy training programs, the enhancement of adaptive leadership skills for ULP supervisors, and targeted strategies for technology readiness aimed at outsourced employees. Theoretically, this study adds depth to the existing literature on the relationship between digital competency, leadership approaches, and HR performance by introducing technology readiness as a factor mediating the relationship.

Based on this framework, this study focuses on: (1) investigating how digital literacy affects the HR performance of outsourced workers at ULP Cibadak; (2) evaluating the impact of adaptive leadership on that performance; and (3) studying how technology readiness acts as a mediator between digital literacy and adaptive leadership in relation to HR performance. The expected outcomes aim to develop useful operational policy

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recommendations that will improve the capabilities of outsourced HR and accelerate the efficiency of digital transformation at ULP Cibadak, West Java.

Formulation of the problem

Based on the previously mentioned context, the research issue formulation for described as follows:

Problem Formulation

1. Does Digital Literacy have a positive and significant effect on the HR Performance of outsourcing employees at ULP Cibadak West Java?
2. Does Adaptive leadership style have a positive and significant effect on the HR Performance of outsourcing employees at ULP Cibadak West Java?
3. Does Digital Literacy have a positive and significant effect on the Technology readiness of outsourcing employees at ULP Cibadak West Java?
4. Does Adaptive leadership style have a positive and significant effect on the Technology readiness of outsourcing employees at ULP Cibadak West Java?
5. Does Technology readiness have a positive and significant effect on the HR Performance of outsourcing employees at ULP Cibadak West Java?
6. Does Digital Literacy have a positive and significant effect on HR Performance through the Technology readiness of outsourcing employees at ULP Cibadak West Java?
7. Does Adaptive leadership style have a positive and significant effect on HR Performance through the Technology readiness of outsourcing employees at ULP Cibadak West Java?

Research Objectives

Based on the research problem, are:

1. To test and analyze the influence of Digital Literacy on the HR Performance of outsourcing employees at ULP Cibadak West Java.
2. To test and analyze the influence of Adaptive leadership style on the HR Performance of outsourcing employees at ULP Cibadak West Java.
3. To test and analyze the influence of Digital Literacy on the Technology readiness of outsourcing employees at ULP Cibadak West Java.
4. To test and analyze the influence of Adaptive leadership style on the Technology readiness of outsourcing employees at ULP Cibadak West Java.
5. To test and analyze the influence of Technology readiness on the HR Performance of outsourcing employees at ULP Cibadak West Java.
6. To test and analyze the influence of Digital Literacy on HR Performance through the Technology readiness of outsourcing employees at ULP Cibadak West Java.
7. To test and analyze the influence of Adaptive leadership style on HR Performance through the Technology readiness of outsourcing employees at ULP Cibadak West Java.

Benefits of research

Which are outlined as follows:

1. Theoretical Benefits

a. Assist in the advancement of human resource management knowledge, particularly in uncovering the relationship between digital literacy, adaptive leadership styles, technology readiness, and human resource performance.
b. Enhance academic literature by providing additional references regarding the role of technology readiness as a mediating factor in public organizations undergoing digital transformation.
c. To serve as a foundation for further research focused on combining digital capabilities and adaptive leadership to improve performance in the service and government sectors.

2. Practical Benefits
a. For the Management of ULP Cibadak in West Java: The findings of this study can be the basis for strategies aimed at improving the skills of outsourced human resources, particularly through digital literacy training and improving the technology readiness system.
b. For Leaders and Supervisors: Provides an understanding of the critical role of implementing an adaptive leadership style when supervising outsourced workers, effectively preparing them for technological advancements while ensuring their performance remains high.
c. For Outsourced Employees: Raise awareness of the need to improve digital literacy and personal readiness for technology to meet the increasing demands of contemporary work that is heavily influenced by digital systems.
d. For Government Entities or Related Organizations: Provides insights to create technology-centric human resource development policies that enhance the effectiveness of public services through more skilled and digitally proficient outsourced personnel.
e. For Future Researchers: Act as an empirical source and basis for expanding future research models on the interactions between digitalization, leadership, and performance factors in various fields.

Human Resource Performance

According to Nasution (2022), HR Performance is the overall achievement of work results covering effectiveness, efficiency, responsibility, and adaptability in facing organizational demands. According to Ramadhan (2021), employee performance covers aspects of quantity, quality, timeliness, and work behavior, including communication, initiative, and compliance with organizational rules.

Human Resource Performance Indicators

Based on Ramadhan (2021), HR performance can be measured through a combination of work result and work behavior aspects. The indicators that can be used are:
1. Work Quantity, Level of task or work completion according to set targets.
2. Work Quality: Level of accuracy, neatness, and conformity of work results with organizational standards.
3. Timeliness: Ability to complete work according to schedule or set deadlines.
4. Compliance with Procedures: Level of employee compliance in following organizational rules, SOPs, and regulations.
5. Work Behavior/Professionalism: Work attitude that supports the team and organization, including effective communication, initiative, and responsibility.

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Factors Affecting Human Resource Performance

According to Ramadhan (2021), factors influencing human resource (HR) performance include several important interrelated aspects, namely:

1. Ability, includes the knowledge, skills and qualifications that HR has to carry out their duties successfully.
2. Incentives, internal and external motivations that drive individuals to achieve their best.
3. Work Ethic, the extent to which HR adheres to organizational policies and standards.
4. Guidance, the capacity of leaders to direct, support, and model behavior for their team members.
5. Workplace Conditions, the physical, social, and mental environment of the workplace that affects comfort and efficiency.
6. Rewards, the type of compensation offered by an organization in recognition of employee performance and contribution.

Digital Literacy

According to Gilster (2017), Digital Literacy is the ability to understand and use information in various formats through computers and the internet, including critical thinking skills towards digital information sources. According to Wan (2016), Digital Literacy is an individual's ability to understand, use, and evaluate information presented through digital media with the aim of increasing effectiveness in learning and working.

Digital Literacy Indicators

According to Gilster (2017), digital literacy encompasses not only the ability to operate computers and the internet but also the capacity to critically analyze digital information. Following this definition, digital literacy indicators can be outlined as follows:

1. Ability to Access Digital Information
   Skills to find and retrieve various sources of information via the internet or digital platforms.
2. Information Evaluation Ability
   The ability to assess the credibility, relevance, and accuracy of digital information obtained.
3. Ability to Use Digital Technology
   Proficiency in managing hardware and software to process, store, and present digital data.
4. Information Communication Skills
   Talent for effectively expressing information or ideas using digital platforms (such as email, social media, or collaboration tools).
5. Critical and Ethical Thinking Skills
   Able to check online materials, prevent the spread of misinformation, and behave in accordance with digital ethics.

Adaptive Leadership Style

According to Rahmawati and Hidayat (2020), adaptive leadership is a leader's ability to modify their management style and methods based on circumstances, their team's needs, and the dynamics within the organization to successfully achieve goals. Putra and Sari (2021) state that an adaptive leadership style focuses on adaptability, teamwork,

empowering team members, and enabling innovation or the integration of new technologies in the workplace.

Adaptive Leadership Style Indicators

According to Putra & Sari (2021), adaptive leadership style emphasizes flexibility, collaboration, team empowerment, and the ability to face change. From this concept, the indicators that can be used are::

1. Leader Flexibility
   The ability to change strategies, decisions and actions in response to evolving situations or circumstances in the workplace.
2. Team Collaboration and Engagement
   Leaders involve their subordinates in the decision-making process and encourage collaboration to achieve common goals.
3. Empowerment of Subordinates
   Leaders provide employees with autonomy, responsibility, and learning opportunities to encourage them to take initiative.
4. Promotion of Innovation and Experimentation
   Leaders motivate staff to explore new methods, adopt new technologies, and innovate in work processes.
5. Change Management Skills
   Leaders are adept at communicating change clearly, minimizing resistance, and helping employees adjust to new conditions.

Technology Readiness

According to Rohman & Nur (2019), Technology readiness is defined as the ability of an organization or individual to adopt, utilize, and adapt to new technology to support productivity and work effectiveness. According to Chong et al. (2017), Technology readiness is the level of readiness and ability of individuals to use new technology devices effectively, including a positive attitude towards innovation and confidence in operating the technology

Technology Readiness Indicators

Based on Chong et al. (2017), technology readiness (Technology Readiness) includes attitudes and abilities of individuals to use new technology effectively. From this concept, the indicators that can be used are:

1. Positive Attitude Towards Technology: Individuals have an optimistic view and believe that technology can make tasks easier and increase productivity.
2. Willingness to Innovate: Individuals tend to experiment with new technologies and proactively take advantage of available innovative features.
3. Comfort in Using Technology: Individuals are confident and comfortable when handling technological devices and systems.
4. Readiness to Overcome Challenges (Low Anxiety/Resistance): Individuals can overcome difficulties or technical challenges without experiencing distress or fear of failure.

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5. Trust and Security (Confidence/Security): Individuals are aware of the risks involved in using technology and are prepared to protect personal or organizational data and information when engaging in digital systems.

Conceptual Framework

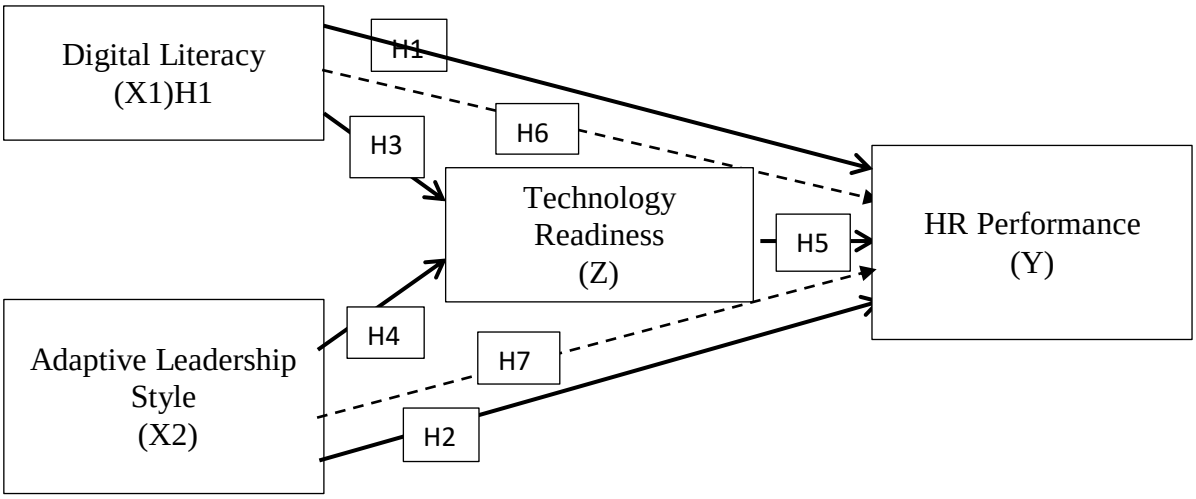

Figure I Conceptual Framework

Research Hypotheses

H1 Digital literacy has a positive and significant effect on HR Performance among Outsourcing employees of ULP Cibadak, Sukabumi Regency, West Java.
H2 Adaptive leadership style has a positive and significant effect on HR Performance among Outsourcing employees of ULP Cibadak, Sukabumi Regency, West Java.
H3 Digital literacy has a positive and significant effect on Technology readiness among Outsourcing employees of ULP Cibadak, Sukabumi Regency, West Java.
H4 Adaptive leadership style has a positive and significant effect on Technology readiness among Outsourcing employees of ULP Cibadak, Sukabumi Regency, West Java.
H5 Technology readiness has a positive and significant effect on HR Performance among Outsourcing employees of ULP Cibadak, Sukabumi Regency, West Java.
H6 Digital literacy has a positive and significant effect on HR Performance through Technology readiness among Outsourcing employees of ULP Cibadak, Sukabumi Regency, West Java.
H7 Adaptive leadership style has a positive and significant effect on HR Performance through Technology readiness among Outsourcing employees of ULP Cibadak, Sukabumi Regency, West Java.

Research Methodology

Research Type

According to Sugiyono (2019), quantitative research is a research method based on positivist philosophy, used to study a specific population or sample, data collection uses

research instruments, and data analysis is statistical with the aim of testing predetermined hypotheses.

Research Location and Time

According to Arikunto (2019), determining research time is necessary so that research activities can be well-planned and data collection can be carried out systematically and efficiently. This research was conducted at the Procurement Service Unit (ULP) Cibadak located at: Jl. Raya Karang Tengah No.427, Karangtengah, Cibadak District, Sukabumi Regency, West Java 43351. The research time is scheduled from November to December 2025.

Research Population and Sample

The population in this study are all outsourcing employees working at ULP Cibadak, Sukabumi Regency, totaling 166 people. According to Sugiyono (2019), a population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions are drawn. The sampling technique used in this study is saturated sampling technique. According to Sugiyono (2020), saturated sampling is a sampling determination technique if all population members are used as the sample. Thus, the number of samples in this study is 166 respondents, which are all outsourcing employees at ULP Cibadak, Sukabumi Regency.

Data collection technique

The information collection method used in this study involved a survey. Sekaran and Bougie (2017) describe a survey as a compilation of written questions aimed at gathering data from participants regarding their views or facts. In this study, the survey used a Likert scale with five answer options:

1 = Strongly Disagree (STS),
2 = Disagree (TS),
3 = Neutral (N),
4 = Agree (S),
5 = Strongly Agree (SS).

The survey was administered directly to participants to collect primary data on their views on digital literacy, adaptive leadership methods, technology readiness, and HR performance.

Research Data Sources

This study relies on primary data sources. Sugiyono (2020) defines primary data as information collected directly from original sources, which can include interviews, direct observations, or participant surveys. In this study, primary data was collected by distributing a survey to 166 outsourcing workers from ULP Cibadak, which included

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questions related to the following research aspects: digital literacy, adaptive leadership methods, technology readiness, and HR performance.

Definition of Operational Variables

According to Sugiyono (2019) that the definition of operational variables is a description of research variables formulated in a measurable or observable format, allowing researchers to collect real-world data. Therefore, the following table provides an explanation of the definition of operational variables:

Table 1 Definition of Operational Variables

Variables	Definition	Indicator
HR Performance (Y)	According to Ramadhan (2021), HR performance is ability employee in carry out work in a way effective , efficient , and in accordance with organizational targets .	According to Ramadhan (2021), indicators HR performance includes : 1) Quality work 2) Quantity work 3) Accuracy time 4) Responsibility Answer 5) Cooperation team
Digital Literacy (X1)	According to Gilster (2017), digital literacy is ability individual in understand And use information from various digital sources in effective And critical .	According to Gilster (2017), indicators digital literacy includes : 1) Ability access digital information 2) Ability evaluate reliability digital sources 3) Ability communicate online 4) Ability create And share digital content
Leadership Style Adaptive (X2)	According to Putra & Sari (2021), leadership adaptive is behavior capable leader adapt strategy And action in situation dynamic For reach effectiveness organization .	According to Putra & Sari (2021), the indicators style leadership adaptive includes : 1) Flexibility in taking decision 2) Ability manage change 3) Ability empowering subordinates 4) Sensitivity to environment work 5) Orientation on learning And innovation
Readiness Technology (Z)	According to Chong et al. (2017), readiness technology is as far as where individual own attitude positive And ability in adopt digital technology for support performance .	According to Chong et al. (2017), the indicators readiness technology includes : 1) Optimism to technology 2) Innovation in use technology 3) Inconvenience to system new 4) Insecurity to digital technology

Data Analysis Techniques

The data evaluation in this study used the Partial Least Squares – Structural Equation Modeling (PLS-SEM) method, utilizing SmartPLS 3.0 software as support. According to the findings of Hair, Hult, Ringle, and Sarstedt (2021), PLS-SEM functions as a multivariate analysis technique suitable for exploring relationships between complex latent variables, including reflective and formative types, without imposing strict requirements on data normality. Furthermore, Ghozali & Latan (2019) explain that PLS-SEM is suitable for predictive and exploratory studies, especially when dealing with smaller sample sizes and models that include mediating variables.

The analysis performed with SmartPLS 3.0 consists of two main phases: evaluating the measurement model (outer model) and analyzing the structural model (inner model), which will be explained below.

Measurement Model Assessment (Outer Model)

The measurement model focuses on evaluating the relationship between indicators and latent variables. Its primary goal is to ensure that the indicators used effectively and accurately measure the intended construct. Hair et al. (2021) suggest that several evaluations are conducted during the outer model phase, specifically:

1. Convergent Validity Assessment. This evaluation aims to ensure the level of positive correlation between the indicators and the construct being assessed.

a. The external loading value must be ≥ 0.70 for the indicator to be considered valid.

b. Average Variance Extracted (AVE) should be ≥ 0.50, indicating that the construct explains more than 50% of the variance in its indicators. (Hair et al., 2021)

2. Discriminant Validity Assessment. Discriminant validity ensures that each construct is unique compared to the others.

a. This can be evaluated using the Fornell-Larcker Criterion, where the square root of the AVE for each construct must exceed the correlation with the other constructs.

b. Additionally, the Heterotrait-Monotrait Ratio (HTMT) can be analyzed, with the threshold set at ≤ 0.90. (Henseler, Ringle, & Sarstedt, 2017)

3. Construct Test Reliability (Composite Reliability) Construct reliability reflects the internal consistency between indicators in a particular latent variable.

a. The Composite Reliability (CR) value must be ≥ 0.70 for the construct to be recognized as reliable.

b. Additionally, Cronbach's Alpha may be considered, with a minimum threshold of 0.60 for exploratory studies.

Results and Discussion

Outer Model Analysis

Measurement model testing (the external model) is conducted to identify specific relationships between latent variables and observed variables. This examination includes aspects such as convergent validity, discriminant validity, and reliability.

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Convergent Validity

Convergent validity in a measurement model with reflective indicators can be evaluated by examining the correlation between item/indicator scores and the corresponding construct scores. Correlation values for indicators exceeding 0.7 indicate validity; however, during the research development phase, values around 0.5 and 0.6 were still considered acceptable. Findings related to external loadings indicated that certain indicators had loadings lower than 0.60, making them insignificant. The structural model for this study is illustrated in the figure below:

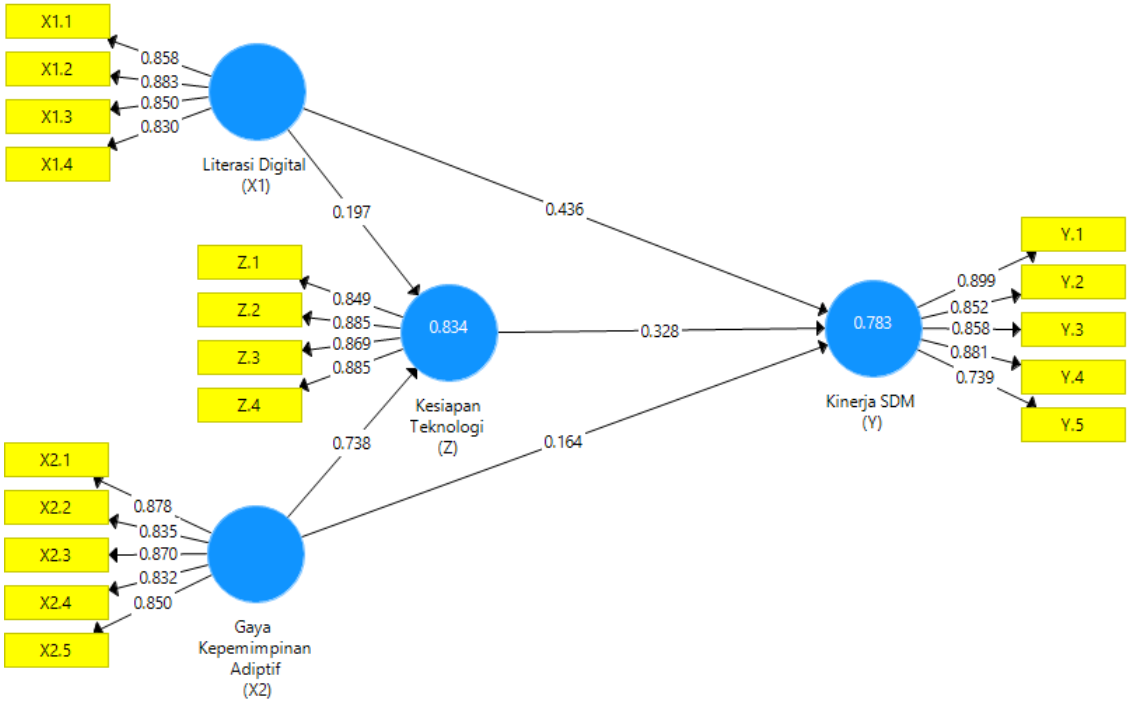

Figure 2. Outer Model

Source: Smart PLS 3.3.3

The Smart PLS output for loading factors gives the results in the following table: Outer Loadings

In this research there is an equation and the equation consists of two substructures for substructure 1

$Z = b1X1 + b2X2 + e1$

$Z = 0.197X1 + 0.738\ X2 + e1$

For substructure 2

$Y = b3X1 + 4X2 + b5Z + e2$

$Y = 0.436X1 + 0.164X2 + 0.328Z + e2$

Table 2. Outer Loadings

	Additive Leadership Style_ (X2)	Technology Readiness _(Z)	HR Performance _(Y)	Digital Literacy _(X1)
X1.1				0.858
X1.2				0.883
X1.3				0.850
X1.4				0.830
X2.1	0.878			
X2.2	0.835			
X2.3	0.870			
X2.4	0.832			
X2.5	0.850			
Y.1			0.899	
Y.2			0.852	
Y.3			0.858	
Y.4			0.881	
Y.5			0.739	
Z.1		0.849		
Z.2		0.885		
Z.3		0.869		
Z.4		0.885		

Source: Smart PLS 3.3.3

The findings from the outer loading examination in Table 3 show that each indicator in the variables Digital Literacy (X1), Adaptive Leadership Style (X2), Technology Readiness (Z), and Human Resource Performance (Y) has an outer loading greater than 0.70. This indicates that each indicator meets the requirements of convergent validity and effectively represents its construct. Consequently, all indicators are considered valid and suitable for application in the research model.

Discriminant Validity

The next assessment is discriminant validity. This evaluation aims to ensure whether the reflective indicators accurately measure their constructs, based on the idea that indicators should be closely related to the construct. The table below shows the cross-loading results from the discriminant validity assessment:

Table 3. *Discriminant Validity*

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	Additive Leadership Style_ (X2)	Technology Readiness _(Z)	HR Performance _(Y)	Digital Literacy _(X1)
X1.1	0.729	0.683	0.717	0.858
X1.2	0.712	0.715	0.755	0.883
X1.3	0.731	0.704	0.731	0.850
X1.4	0.776	0.747	0.705	0.830
X2.1	0.878	0.764	0.754	0.794
X2.2	0.835	0.735	0.717	0.794
X2.3	0.870	0.809	0.740	0.743
X2.4	0.832	0.801	0.685	0.676
X2.5	0.850	0.760	0.673	0.665
Y.1	0.775	0.779	0.899	0.838
Y.2	0.706	0.729	0.852	0.721
Y.3	0.691	0.715	0.858	0.700
Y.4	0.732	0.718	0.881	0.725
Y.5	0.636	0.604	0.739	0.597
Z.1	0.774	0.849	0.705	0.713
Z.2	0.798	0.885	0.751	0.729
Z.3	0.798	0.869	0.698	0.682
Z.4	0.797	0.885	0.773	0.778

Source: Smart PLS 3.3.3

According to Table 4, the cross-loading values for each indicator indicate that the indicator has the largest loading on the specific construct it is intended to measure compared to other constructs. This indicates that each construct—Digital Literacy (X1), Adaptive Leadership Style (X2), Technology Readiness (Z), and Human Resource Performance (Y)—has met the standards of discriminant validity. Therefore, each construct is empirically separate and effectively measures its designated construct.

Composite Reliability

The next test assesses the reliability value through the composite reliability of the indicator group that measures the construct. A construct is considered reliable if the composite reliability value exceeds 0.60. In addition to the composite reliability value, reliability can also be evaluated by looking at the Cronbach's alpha value of the variable construct for the indicator group that measures the construct. A construct is considered reliable if the Cronbach's alpha value is greater than 0.7. The table below presents the loading values for the research variable constructs obtained using the Smart PLS program:

Table 4. ***Construct Reliability and Validity***

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Additive Leadership Style_ (X2)	0.906	0.930	0.728
Technology Readiness _(Z)	0.895	0.927	0.761
HR Performance _(Y)	0.901	0.927	0.719
Digital Literacy _(X1)	0.878	0.916	0.732

Source: Smart PLS 3.3.3

The findings presented in Table 5 indicate that each construct recorded a Cronbach's Alpha and Composite Reliability score exceeding 0.70, along with an AVE value exceeding 0.50. This indicates that the constructs of Adaptive Leadership Style (X2), Technology Readiness (Z), Human Resource Performance (Y), and Digital Literacy (X1) meet the standards of reliability and construct validity. Consequently, the research tool is deemed trustworthy and suitable for further analysis.

Inner Model Analysis

Structural model evaluation (internal model) is conducted to verify the strength and accuracy of the structural model created. The assessment stages for the structural model are carried out using various indicators, in particular:

1. Coefficient of Determination (R2)

According to the data analysis conducted with SmartPLS 3.0, the R-Square value is as follows:

Table 5. R Square Results

	R Square	Adjusted R Square
Technology Readiness _(Z)	0.834	0.832
HR Performance _(Y)	0.783	0.779

Source: Smart PLS 3.3.3

The R-square metric shows that 83.4% of the Technology Readiness (Z) variable can be explained by independent variables, while the remaining 16.6% is influenced by elements not included in the model. At the same time, HR Performance (Y) is explained by 78.3% of the variables in the model, with 21.7% influenced by factors outside the scope of the study. The adjusted R-square value, which is close to the R-square, indicates that the model has significant and reliable explanatory power.

Hypothesis Testing

After evaluating the internal model, the next step is to analyze the relationships between the latent constructs as proposed in this study. This study conducted hypothesis testing using T statistics and P values. A hypothesis is considered accepted when the T statistic exceeds 1.96 and the P value is below 0.05. The following are the findings regarding the direct influence path coefficients:

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Table 6. *Path Coefficients* (Influence Direct)

	Original Sample (O)	T Statistics (| O/STDEV |)	P Values	Results
Adaptive Leadership Style_(X2) -> Technology Readiness _(Z)	0.738	12,007	0,000	Accepted
Adaptive Leadership Style_ (X2) -> HR Performance _(Y)	0.164	1,564	0.059	Rejected
Technology Readiness _(Z) -> Human Resource Performance _(Y)	0.328	3,344	0,000	Accepted
Digital Literacy _(X1) -> Technology Readiness _(Z)	0.197	3,075	0.001	Accepted
Digital Literacy _(X1) -> Human Resource Performance _(Y)	0.436	5,600	0,000	Accepted

Source: Smart PLS 3.3.3

1. The Influence of Adaptive Leadership Style (X2) on Technology Readiness (Z). The results of the study show that Adaptive Leadership Style has a positive influence on Technology Readiness, as indicated by a coefficient of 0.738, a T statistic of 12.007, and a p-value of 0.000. Therefore, the hypothesis is supported.

2. The Effect of Adaptive Leadership Style (X2) on Human Resource Performance (Y). The analysis shows a coefficient of 0.164, a T statistic of 1.564, and a p-value of 0.059. These results do not meet the significance requirements, indicating that Adaptive Leadership Style does not have a significant effect on Human Resource Performance. Thus, the hypothesis is rejected.

3. The Effect of Technology Readiness (Z) on Human Resource Performance (Y). It has been determined that Technology Readiness has a positive and significant impact on Human Resource Performance, as reflected by a coefficient of 0.328, a T statistic of 3.344, and a p-value of 0.000. Therefore, the hypothesis is supported.

4. Impact of Digital Literacy (X1) on Technological Readiness (Z). The results of the study show that Digital Literacy significantly and positively influences Technological Readiness, with a coefficient of 0.197, a T statistic of 3.075, and a p-value of 0.001. Therefore, the hypothesis is supported.

5. The Impact of Digital Literacy (X1) on HR Performance (Y). Digital Literacy shows a strong positive and significant influence on HR Performance, as indicated by a coefficient of 0.436, a T statistic of 5.600, and a p-value of 0.000. Consequently, the hypothesis is supported.

Table 7. *Path Coefficients* (Indirect Effect)

	Original Sample (O)	T Statistics (| O/STDEV |)	P Values	Results
Adaptive Leadership Style_(X2) -> Technology Readiness _(Z) -> HR Performance _(Y)	0.242	3,275	**0.001**	**Accepted**
Digital Literacy _(X1) -> Technology Readiness _(Z) -> Human Resource Performance _(Y)	0.065	2,219	**0.013**	**Accepted**

Source: Smart PLS 3.3.3

1. The Effect of Adaptive Leadership Style (X2) on HR Performance (Y) through Technology Readiness (Z) The results of the study show that Adaptive Leadership Style has a positive and significant effect on HR Performance indirectly through Technology Readiness, with a coefficient of 0.242, a T statistic of 3.275, and a p value of 0.001. Therefore, it is confirmed that Technology Readiness acts as a mediator between Adaptive Leadership Style and HR Performance, thus validating the hypothesis.
2. The Effect of Digital Literacy (X1) on HR Performance (Y) through Technological Readiness (Z) The results of the analysis show that Digital Literacy has a positive and significant effect on HR Performance indirectly through Technological Readiness, which is reflected in the coefficient of 0.065, T statistic of 2.219, and p value of 0.013. This indicates that Technological Readiness functions as a mediating variable, thus supporting the hypothesis.

Conclusion

After evaluating the hypothesis, the researchers came to the following conclusions:
1. There is a positive and significant influence of Adaptive Leadership Style on Technology Readiness, so the hypothesis is accepted.
2. The impact of Adaptive Leadership Style on HR Performance is not significant, therefore the hypothesis is rejected.
3. Technology Readiness has a positive and significant effect on HR Performance, so the hypothesis is accepted.
4. Digital Literacy shows a positive and significant influence on Technology Readiness, therefore the hypothesis is accepted.
5. Digital Literacy has a positive and significant effect on HR Performance, so the hypothesis is accepted.
6. Adaptive Leadership Style has a positive and significant indirect impact on HR Performance through Technology Readiness, so the hypothesis is accepted.
7. Digital Literacy has a positive and significant indirect influence on HR Performance through Technology Readiness, therefore the hypothesis is accepted.

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