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Strategy to Improve Employee Performance Through Digital Competence and Knowledge Sharing in The Pharmacy Installation of Rsud Kraton, Pekalongan Regency

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ABSTRACT

This study aims to analyze the influence of digital competence and knowledge sharing on employee performance at the Pharmacy Installation of RSUD Kraton Pekalongan Regency, using a saturated sampling technique. The study uses a quantitative approach with a multiple linear regression design. The sample consists of all 50 employees of the Pharmacy Installation at RSUD Kraton, Pekalongan Regency. Data was collected through a Likert scale-based questionnaire distributed via Google Forms and analyzed using multiple linear regression methods with SmartPLS version 4.0. The results show that digital competence has a positive and significant impact on employee performance, with an unstandardized coefficient of 0.490 and a p-value of 0.001. Knowledge sharing also has a positive and significant effect on employee performance, with an unstandardized coefficient of 0.368 and a p-value of 0.011. Furthermore, the results of the simultaneous test show that digital competence and knowledge sharing have a positive and significant impact on employee performance, with a p-value of 0.000, which is far smaller than 0.05. Based on the coefficient of determination test, 62% of the variation in employee performance can be explained by these two independent variables, while 38% is influenced by other factors not examined in this study.

ARTICLE INFO

Keywords:
Digital competence, knowledge sharing, and employee performance

1. Introduction

Individuals in an organization have an important role to play in achieving common goals, with each member expected to carry out their duties well so that the organization can develop, especially in an era of rapid technological and information advancement. Rapid technological developments create a dynamic business environment and intense competition between companies. The quality of human resources is the key to winning the competition, so every organization strives to obtain human resources that can support organizational goals (Syafril, 2022).

In the current era of digital transformation, digital competence is one of the important

aspects in increasing the effectiveness and efficiency of employee work. Digital competence includes an individual's ability to understand, use, and manage information and communication technology (ICT) optimally in the context of work. Employees who have high digital literacy tend to be more adaptive to technological changes, are able to manage data efficiently, and can collaborate using digital platforms, which directly impacts work productivity. In addition, digital skills also support faster and data-based decision making, strengthen team collaboration, and minimize administrative errors that are common in manual systems (Ilomäki et al., 2016).

Share knowledge (knowledge sharing) has become one of the important pillars in human resource development in the digital era and learning organizations. In the context of modern organizations, knowledge sharing refers to the voluntary process of exchanging information, skills, or experiences between employees to improve work effectiveness and achieve organizational goals. Recent research shows that active knowledge sharing can improve employee performance in several aspects: speed of task completion, quality of decisions, and increased creativity and innovation (Ficapal-Cusí et al., 2020). Furthermore, knowledge sharing also strengthens the dimensions of competency development in modern knowledge management theory, namely making knowledge a strategic resource for the organization (Cabana, 2021). Digital transformation in the health sector encourages all elements of the hospital, including the pharmacy department, to increase adaptation to information technology and encourage knowledge-sharing practices as an effort to improve performance. Digital competence in hospital pharmacy includes the ability of pharmacists to use the hospital management information system (SIM-RS),e-prescribing, drug data management, and systems inventory digital to support fast, precise, and accurate services (Polii et al., 2022). Meanwhile, the practice of knowledge sharing in pharmaceutical installations is very crucial, especially in terms of transferring information related to changes in drug protocols, drug interactions, and technology-based service innovations. This knowledge sharing can take place through team discussions, internal training, or collaboration between health professionals, all of which play a role in increasing the effectiveness of pharmaceutical services (Nurulwaqhia et al., 2023).

Prescription of mixed drugs (compounded medication) is an important part of clinical pharmacy services in hospitals, especially in adjusting doses, dosage forms, or compositions according to individual patient needs. However, the increasing number of compounded prescriptions that must be prepared (especially complex ones) and require a long time can have a significant impact on the workload and performance of pharmacy staff.

(Tika An Nisaa & Putri Winda Lestari, 2020). Management strategies that can be applied include the implementation of a digital-based queuing system, proportional division of tasks, use of technologyautomated compounding, as well as job rotation to avoid boredom (Yanong et al., 2023).

Long waiting times for prescriptions for compounded drugs can increase the workload of pharmacy staff, worsen operational efficiency, and cause decreased productivity. This can also affect patient satisfaction, which has an impact on employee performance in meeting expected service standards. Based on the service quality specifications of the Kraton Regional Public Hospital, Pekalongan Regency, the delay in receiving compounded drugs for outpatients is > 60 minutes after the prescription is received by the outpatient pharmacy installation staff, with a quality target of < 3% of the number of compounded drugs each month (Anonymous, 2024). The following is a table showing the percentage of the number of compounded drug prescriptions that are more than 60 minutes for the period January 2024 - April 2025.

Table 1 Percentage of the number of compounded drug prescriptions which is more than 60 minutes per month period, January 2024 – April 2025

No	Month	Year 2024	Year 2025
1	January	3,06	6,06
2	February	3,69	7,44

No	Month	Year 2024	Year 2025
3	March	4,24	5,08
4	April	4,10	9,58
5	May	4,24	-
6	June	3,65	-
7	July	4,40	-
8	August	3,51	-
9	September	4,63	-
10	October	5,06	-
11	November	4,67	-
12	December	4,41	-

Source: www.rsudkraton.pekalongankab.go.id (2025) and processed by researchers

Table 1 shows the percentage of prescriptions for compounded drugs that take more than 60 minutes in the period from January 2024 to April 2025. The data shows a fluctuation in the percentage each month, with the highest percentage peak occurring in April 2025, which was 9.58%. In terms of employee performance in pharmaceutical installations, the higher the percentage of prescriptions that take more than 60 minutes, the greater the likelihood of a decrease in efficiency in the service process. The increase in prescription completion time can be related to the low use of digital technology and the lack of knowledge sharing among employees. The digital competence possessed by pharmacy employees plays an important role in increasing the efficiency of the compounded drug manufacturing process and prescription management. Employees with a good level of digital competence will be better able to utilize existing pharmaceutical information systems to speed up processes, minimize errors, and improve service quality. In addition, sharing knowledge between employees, such as efficient work procedures or fast problem solving, is also very important in creating a productive and collaborative work environment. By sharing knowledge, employees can support each other and reduce dependence on specific individuals, ultimately improving overall team performance.

This study is important to understand the influence of digital competence and knowledge sharing on employee performance in pharmaceutical installations. The results of the study are expected to support hospital efforts to improve patient services, reduce prescription waiting times, and increase patient satisfaction. In addition, this study provides insight for management to design training programs and create a culture of knowledge sharing to improve employee performance. Therefore

Seeing the above phenomenon, the researcher gave the title of this research, namely "Strategy for Improving Employee Performance through Digital Competence and Knowledge Sharing in the Pharmacy Installation of RSUD Kraton, Pekalongan Regency".

1. Literature Review

Human Resource Development (HRD) Theory

Human resource development theory focuses on improving the skills, knowledge, and abilities of individuals within an organization to achieve common goals and improve performance. HRD includes three main components: training and education to improve skills, career development to provide advancement paths for employees, and performance management to ensure the achievement of organizational goals. Competency-based and holistic approaches are used to develop skills that are relevant to the job and support the organization's long-term strategy (Watson, 2022).

Knowledge Management Theory

Knowledge Management Theory (Knowledge Management Theory) focuses on managing

knowledge within organizations to improve efficiency and performance. This theory distinguishes between explicit knowledge that is easy to document and tacit knowledge that is more difficult to express, such as individual skills and experiences. The knowledge management process includes the creation, storage, distribution, and utilization of knowledge to achieve organizational goals. The implementation of knowledge sharing between employees is the main key, because it allows organizations to maximize the potential of their knowledge, reduce duplication of effort, and accelerate problem solving (Abdillah et al., 2024).

Employee Performance

Performance is the result achieved by individuals or groups in an organization to achieve goals, by authority, responsibility, and ethics (Afandi, 2018). Hasibuan (2019) stated that the active role of employees is very important in determining the company's plans and goals, because without employee contributions, goals cannot be achieved even though the company has adequate resources. Mangkunegara (2014) added that performance is the result of work

in terms of quality and quantity achieved by employees by the responsibilities given.

According to Afandi (2018), employee performance indicators include the quantity of work results that measure the amount of output achieved, the quality of work results related to the quality of work, efficiency in carrying out tasks that include the use of resources economically, and work discipline that reflects compliance with applicable laws and regulations. In addition, initiative measures the ability to act without instructions, accuracy assesses accuracy in achieving goals, leadership describes the process of influencing followers to achieve goals, honesty shows integrity in work, and creativity is related to the ability to create new ideas.

Digital Competence

Digital competence refers to an individual's ability to utilize digital technology effectively in various contexts, both in work and everyday life. This competency includes skills in searching, managing, and communicating using technology, as well as the ability to create digital content and solve technology-based problems. In addition, digital competency also includes an understanding of digital ethics and security issues, such as privacy and data protection. High digital competency is essential in increasing productivity, work efficiency, and data-based decision-making, especially in facing the challenges of the ever-evolving digital world (van Laar et al., 2020).

According to van Laar et al. (2020), digital competence is formed by several main indicators, namely digital information skills, which include the ability to search, sort, and evaluate information online amidst the rapid development of technology. In addition, critical thinking skills in a digital environment are needed to think logically and systematically in selecting and analyzing information from the internet. Digital creativity skills enable individuals to create new ideas in optimal use of technology, while digital problem-solving skills involve the ability to identify and solve problems by utilizing digital technology and the internet to analyze and find solutions. These indicators are essential to effectively harness the potential of digital technologies.

Sharing Knowledge

Knowledge sharing is a process in which individuals or groups transfer knowledge, skills, and experiences to others in an organization or community. This process is very important to improve organizational efficiency and performance because it can accelerate problem-solving, encourage innovation, and improve collaboration. Knowledge sharing can be done in various ways, such as discussions, training, mentoring, or the use of knowledge management systems. The knowledge shared can be explicit knowledge (which is easily documented) or tacit (based on experience and skills) (Abdillah et al., 2024).

According to Abdillah et al. (2024) in the SECI model, knowledge sharing within an organization consists of four main processes. Socialization refers to the transfer of tacit knowledge through direct interaction between individuals, while externalization is an effort to transform tacit knowledge into explicit knowledge that can be documented and shared. Combination involves combining existing explicit knowledge to create new knowledge, while internalization is the

process by which learned explicit knowledge is internalized into tacit knowledge that can be applied in work practices. These four processes are interrelated and form a continuous cycle in creating, sharing, and utilizing knowledge within the organization.

Previous Research

Digital competence plays an important role in improving employee performance by enabling the effective use of technology to complete tasks and solve problems. Employees with good digital competence can access information faster, collaborate more efficiently, and optimize the use of digital tools to increase productivity (van Laar et al., 2020). Digital competence has been widely studied, and most studies show that digital competence has a significant positive effect on employee performance (Damanhuri & Hartono, 2022; Elisnawati et al., 2023; Fathiyatuzzah & Sary, 2024). However, some studies are not in line, which conclude that although digital competence has a positive effect, its impact is not significant on employee performance (Baharrudin et al., 2021).

Knowledge sharing can improve employee performance by enabling access to the information and skills needed to complete tasks more efficiently. The process of knowledge sharing accelerates problem solving, improves collaboration, and encourages innovation within the organization. By sharing knowledge effectively, employee performance can improve and contribute to the achievement of overall organizational goals (Abdillah et al., 2024). Research conducted by several researchers suggests that knowledge sharing has a significant positive effect on employee performance (Aulia & Syarifuddin, 2017; Bakari et al., 2024; Hadi et al., 2023; Usadha & Supriadi, 2025). However, there are also studies with different opinions, such as those conducted by Isrofiati et al. (2025), who found a positive and insignificant effect between knowledge sharing and employee performance.

Framework of Thought

According to Sugiyono (2005), a framework of thought is a series of thoughts or research processes that serve as a reference or pattern for researchers in researching the objects studied. Thus, the framework of thought functions as a guideline for researchers to solve formulated problems and achieve research objectives. Based on the framework of thought in this study, the research model can be described as follows:

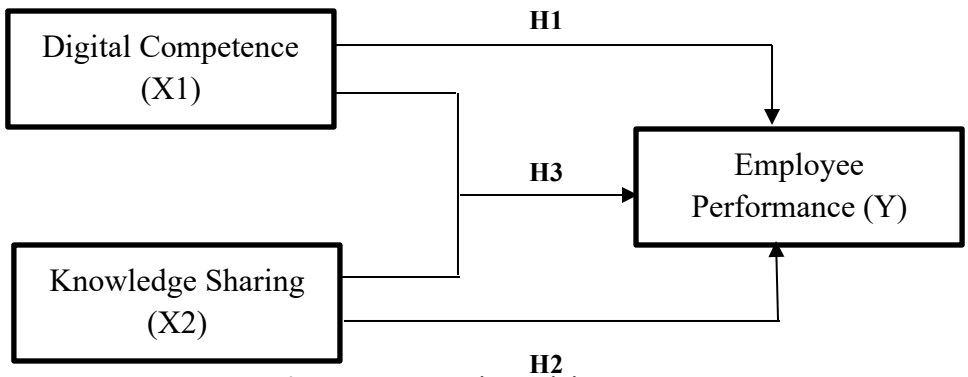

Figure 1. Research Model

Hypothesis Development

The Influence of Digital Competence on Employee Performance

Employees with good digital competencies can access information faster, collaborate more efficiently, and optimize the use of digital tools to increase productivity. Digital competence has been widely studied, and most studies show that digital competence has a significant positive effect on employee performance (Damanhuri & Hartono, 2022; Elisnawati et al., 2023; Fathiyatuzzah & Sary, 2024).

H1: Digital Competence has a positive and significant effect on Employee Performance

The Influence of Knowledge Sharing on Employee Performance

Sharing knowledge can improve employee performance by allowing access to information and skills needed to complete tasks more efficiently. Research conducted by several researchers suggests that knowledge sharing has a significant positive effect on employee performance (Aulia & Syarifuddin, 2017; Bakari et al., 2024; Hadi et al., 2023; Usadha & Supriadi, 2025).

H2: Knowledge Sharing has a positive and significant effect on Employee Performance

The Influence of Digital Competence and Knowledge Sharing on Employee Performance

Good digital competence enables employees to make maximum use of technology, increasing work efficiency, and accelerating decision-making. Meanwhile, knowledge sharing strengthens collaboration between individuals, facilitates problem solving, and encourages innovation, which ultimately contributes to improving employee performance within the organization.

Research conducted by several researchers has shown that digital competence and knowledge sharing simultaneously have a positive and significant effect on employee performance (Elisnawati et al., 2023; Isrofiati et al., 2025; Wiska et al., 2023).

H3: Digital Competence and Knowledge Sharing have a positive and significant effect on Employee Performance.

2. Method, Data, and Analysis

This study employed a saturated sampling technique with a total of 50 respondents, consisting of employees from the Pharmacy Installation of Kraton Regional Hospital. The variables examined include the endogenous variable, employee performance, and the exogenous variables, digital competence and knowledge sharing. Data were collected through questionnaires distributed via Google Forms using a five-point Likert scale. Data analysis was conducted using multiple linear regression with the help of SmartPLS version 4, consisting of three stages: classical assumption testing (multicollinearity and heteroscedasticity), regression testing (T-test and F-test), and the coefficient of determination test (R^2).

4. Results and Discussion

Classical Assumption Test

Multicollinearity

In regression analysis, multicollinearity can be identified by using the Variance Inflation Factor (VIF). A VIF value less than 10 indicates that there is no multicollinearity problem, while a VIF value greater than 10 indicates that there is a multicollinearity problem that needs attention.

Table 2. Collinearity statistics-VIF

	VIF
X1	2.277
X2	2.277

In Table 2, it can be seen that the VIF value of each variable is less than 10, so it can be said that there is no multicollinearity problem.

2) Heteroscedasticity

Heteroscedasticity is tested by looking at the P value. If the P value is greater than 0.05, then there is no heteroscedasticity problem, whereas if the P value is less than 0.05, then the regression model does not pass the heteroscedasticity test, which can indicate irregularity in the residual variance of the model.

Table 3 Value Breusch-Pagan *Test*

	Test-Statistic	df	P value
Breusch-Pagan Test	1.450	2	0.484

In Table 3, it can be seen that the valueBreusch-Pagan Test (P value) > 0.05, then there is no heteroscedasticity problem (no irregularity in the residual variance of the model).

Multiple Linear Regression Test

Graphical Output

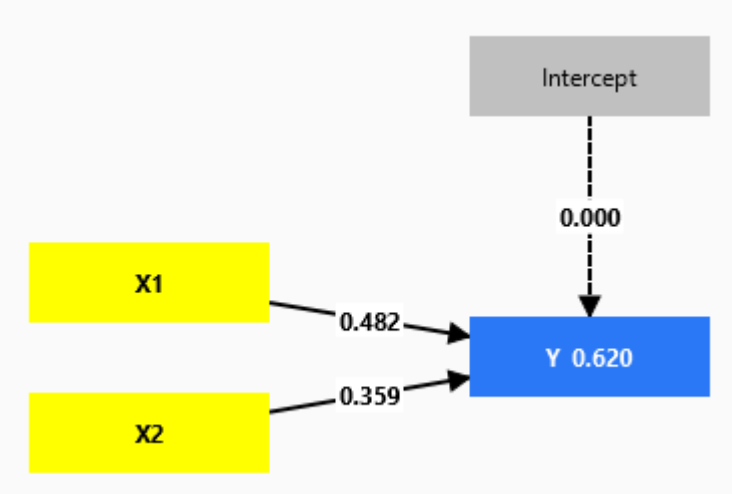

Figure 2 Regression Model Output

T-Test (Partial Test)

T-test (Partial Test) is used to test the significance of the regression coefficient of each independent variable in the model. If the P-value is less than 0.05, then the independent variable has a significant effect on the dependent variable. Conversely, if the P-value is greater than 0.05, then the independent variable does not have a significant effect on the dependent variable in the regression model being tested.

Table 4 T-Test Output

	Unstandardized coef	Standardized coef	SE	T value	P value
X1	0.490	0.482	0.138	3.551	0.001
X2	0.368	0.359	0.139	2.642	0.011
Intercept	50.216	0.000	42.319	1.187	0.241

Based on Table 4, it can be seen that:

1) Variable X1 (digital competence) has a P-value of 0.001. Because this P-value is smaller than 0.05, X1 has a significant effect on the dependent variable in the regression model being tested, which means that digital competence has a positive and significant effect on employee performance.
2) Variable X2 (knowledge sharing) has a P-value of 0.011. Because this P-value is smaller than 0.05, then X2 has a significant effect on the dependent variable in the regression model being tested, which means that knowledge sharing has a positive and significant effect on employee performance.

F Test (Simultaneous Test)

The F-test (Simultaneous Test) is used to test the simultaneous influence of independent variables on the dependent variable in a regression model. If the P-value is less than 0.05, then it can be concluded that the independent variables have a significant and simultaneous influence on the dependent variable. Conversely, if the P-value is greater than 0.05, then there is no significant

simultaneous influence of the variables. Independent variables are on the dependent variables in the regression model being tested.

Table 5 F-Test Output

	Sum square	df	Mean square	F	P value
Total	98938.000	49	0.000	0.000	0.000
Error	37620.886	47	800.444	0.000	0.000
Regression	61317.114	2	30658.557	38.302	0.000

Based on Table 5, it can be seen that the p-value on the F test for regression is 0.000. Because the P value is less than 0.05, the independent variables in the model have a simultaneous effect on the dependent variable being tested, which means that digital competence and knowledge sharing simultaneously have a significant effect on employee performance.

Test of Determination Coefficient (R^2)

The coefficient of determination (R Square) test measures how much variation in the dependent variable can be explained by the independent variables in the regression model. R Square values range from 0 to 1, where higher values indicate that the regression model is better at explaining the variation in the data, with R-squared approaching 1 indicating a very good model fit.

Table 6 R-square Output

	Y
R-square	0.620
R-square adjusted	0.604
Durbin-Watson test	2.045

Based on the results of the determination coefficient test (R-square) in Table 6, the R value of 0.620 indicates that 62% of employee performance is influenced by digital competence and knowledge sharing. While 38% is influenced by other variables not included in this research model.

Discussion

Identify Respondent Characteristics

Most respondents were female, 33 people (66%) and male, 17 people (34%) with the age of respondents ranging from <25 years (2%), 25-35 years (50%), 36-45 years (26%) and more than 45 years (22%). The majority of the work period was more than 10 years (64%), with the highest level of education being D3, 19 people (38%). The age of respondents is included in the productive age, which theoretically has high motivation in following the development of information technology, especially in the health sector, so that it can increase the acceptance of accepting electronic prescription applications. Higher education provides objective assessments such as comprehension, experience, information, attitudes, and interests (Buhang, 2007). The following is a table of respondent characteristics:

Table 2 Characteristics of Research Respondents

No	Employee Profile	Number	Persentage (N=50)
1.	Gender		
	a. Male	17	34 %
	b. Female	33	66 %
2.	Age (years)		
	a. < 25	1	2 %
	b. 25 – 35	25	50 %
	c. 36 – 45	13	26 %
	d. > 45	11	22 %
3.	Education		
	a. Junior High School (SMP)	3	6 %

No	Employee Profile	Number	Persentage (N=50)
	b. Senior High School (SMA)	13	26 %
	c. Diploma (D3)	19	38 %
	d. Bachelor's (S1)	2	4 %
	e. Profession	13	26 %
4.	Work Experience		
	a. < 1 year	1	2 %
	b. 1 – 5 years	5	10 %
	c. 6 – 10 years	12	24 %
	d. > 10 years	32	64 %

Source: processed primary data, 2025

Hypothesis Findings Results

The Influence of Digital Competence on Employee Performance (H1)

The results of hypothesis testing have Unstandardized coefficients 0.490 (positive), P Value 0.001 <0.05 (significant), which means that digital competence has a positive and significant effect on employee performance. Digital competence, which includes skills in using information and communication technology, allows employees to work more efficiently, access information faster, and adapt to technological changes that occur in the work environment. This is in line with the opinion of Damanhuri & Hartono (2022), which states that good digital competence can increase the productivity and quality of individual work. Thus, the development of digital competence among employees is expected to improve overall organizational performance, it can be stated that Hypothesis 1 is accepted.

These results are in line with previous studies showing that digital competence has a significant effect on employee performance. Research by Elisnawati et al. (2023) and Fathiyatuzzah & Sary (2024) also found that digital competence has a significant effect on employee performance. However, this is not in line with research by Baharrudin et al. (2021), which shows that digital competence has no significant effect on HR performance in the work from home at the Dispermades of Central Java Province.

The Influence of Knowledge Sharing on Employee Performance (H2)

The results of the hypothesis testing have an Unstandardized coefficient of 0.368 (positive), P Value 0.011 <0.05 (significant), which means that knowledge sharing has a positive and significant effect on employee performance. According to Abdillah et al. (2024) stated that the process of exchanging information and experience between individuals in an organization can improve employee understanding, skills, and capacity in completing their tasks. This is in line with the opinion of Aulia & Syarifuddin (2017) who stated that knowledge sharing not only enriches individual resources, but also strengthens collaboration and innovation within the team, which in turn can improve organizational performance. Therefore, encouraging knowledge sharing practices in the workplace can be an effective strategy to increase employee productivity and efficiency, It can be stated that Hypothesis 2 is accepted.

These results are in line with previous studies showing that knowledge sharing has a positive and significant effect on employee performance. Research conducted by (Bakari et al., 2024; Hadi et al., 2023; and Usadha & Supriadi, 2025) states that knowledge sharing has a positive and significant effect on individual employee performance. However, this is not in line with research (Isrofiati et al., 2025), which states that the variable knowledge sharing does not have a significant effect on the performance of the academic information system.

The Influence of Digital Competence and Knowledge Sharing on Employee Performance (H3)

The results of the hypothesis test have a P value of 0.000, which indicates that the regression model is statistically significant because the P value is much smaller than 0.05, which means that

digital competence and knowledge sharing have a significant influence on employee performance. Mastery of digital competence allows employees to access, process, and utilize information more efficiently, while knowledge sharing strengthens interactions between individuals in the organization, improves collaboration, and accelerates problem-solving. This is in line with the opinion of Elisnawati et al. (2023), who stated that the development of digital competencies and a culture of knowledge sharing in the workplace are key factors in improving overall employee performance. It can be stated that Hypothesis 3 is accepted.

These results are in line with previous studies showing that digital competence and knowledge sharing have a positive and significant effect on employee performance. Research conducted by Isrofiati et al. (2025) and Wiska et al. (2023) shows that the influence of digital competence and knowledge sharing simultaneously affects employee performance. Digital competence and knowledge sharing are expected to improve employee performance, in fact this does not always apply directly. Research conducted by Ingsih et al. (2024) revealed that although digital competence plays an important role in supporting*smart digital services*, its influence on employee performance is not always significant, especially when there are other factors such as adequate technological and infrastructure readiness, as well as obstacles in technological adaptation that affect the effectiveness of implementing digital services in the work environment.

5. Conclusion and Suggestions

Conclusion

1. Digital competence has a positive and significant effect on employee performance.
2. Knowledge sharing has a positive and significant effect on employee performance.
3. Digital competence and knowledge sharing simultaneously have a positive and significant effect on employee performance.

Suggestions

Some things that the author can suggest for future research are as follows:

1. Future research is suggested to involve a wider range of respondents, namely other health workers, so that the research results are more representative.
2. Data collection is not only done through questionnaires, but also through direct interviews with respondents. This approach aims to obtain more detailed and accurate data from each statement or question item, so as to strengthen the reliability and validity of the research results.

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