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Research article

Transforming Into a Digitally Prepared Academic Community: The Perfect Mediating Role of Perceived Usefulness

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Abstract
Digital transformation has drastically altered various aspects of life, particularly in the realm of education. Thus, the entire academic community must be prepared to address the current changes. This research seeks to ascertain the mediating role of perceived usefulness in the relationship between proactive personality and growth mindset on employee's digital readiness. The study's population included all lecturers and employees of Institut Teknologi dan Bisnis Asia Malang, amounting to 180 individuals. The respondents were selected using a disproportionate stratified random sampling procedure, with a total sample size of 124 individuals. The quantitative data gathered from the distribution of questionnaires were ultimately analyzed using SmartPLS 4.1.0.8 software. The study's findings indicated that while the employee is categorized as proactive and possesses a growth mindset, these traits alone do not enhance the employee's digital readiness. This is contingent upon the individual having a favorable perception of the usefulness of the digital technology. Employees need to take the initiative and adopt a mindset focused on growth to foster this positive perception. It is recommended to expand the scope of research to include participants from multiple campuses. This could provide a range of insights and perspectives, enhancing the robustness of the findings.

Keywords: digital readiness, perceived usefulness, proactive personality, growth mindset, academic community

INTRODUCTION

Each year, private universities encounter the onset of a new academic cycle, necessitating recruiting prospective students for their institutions (bin Abdahir et al., 2021). Nevertheless, private universities encounter numerous challenges in attracting new students, one of which stems from the prevalent "Country Minded" mentality among many Indonesians, leading prospective students to opt for private institutions primarily when they fail the public university entrance examination (Satria, 2023; Totoh, 2020). Several factors influence prospective new students in selecting their preferred higher education institution, one is how the institution presents itself to the public to capture their attention and interest (Nurwahdania et al., 2022). Technology is a primary emphasis, particularly in the current epoch of Industry 4.0 (Alwi, 2022). Agencies can depend on

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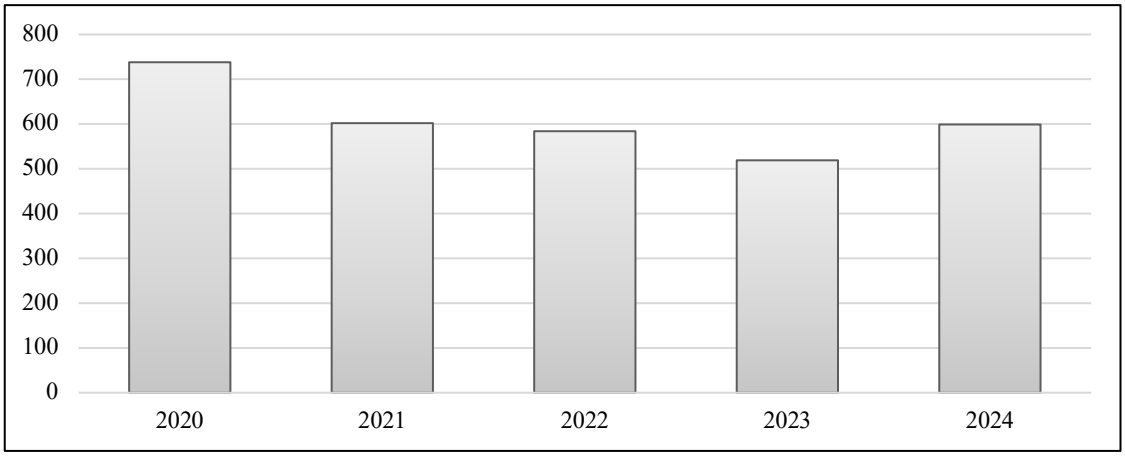
their personnel to enhance the utilization of digital technology, which continues to evolve with time (Alenezi, 2023).

Institut Teknologi dan Bisnis Asia Malang (ITB Asia) is a private institution in Malang town (Desaili et al., 2023). It focuses on technology and business field. To fulfil the Organization's objectives, lecturers and employees must be prepared for digital advancements. All aspects of their work are prioritized through technology. ITB Asia offers a digital platform known as SIMAKA, along with a Staff Dashboard, designed to facilitate disseminating information from lecturers and employees to all students. In light of the swift advancement of technology and the pervasive utilization of social media in contemporary society, ITB Asia effectively leverages these tools by producing engaging content with the available technological resources. The Institute's social media profiles demonstrate this (see Figure 1), successfully attracting new prospective students, as proven by the Asia Institute's growth from 2023 to 2024 (BAA ITB Asia, 2024).

Figure 1
The amount of student's data



Source: BAA ITB Asia (2024)

Employee readiness to engage with digital transformation necessitates a proactive disposition (Ostmeier & Strobel, 2022). Prior studies indicated that educational personnel should enhance their proficiency in digital technology to engage student's interest in learning by developing electronic learning modules (Fahmi et al., 2023; Dang et al., 2024; Azanza et al., 2024). Additional research demonstrates the substantial impact of a proactive personality on digital transformation among employees at an international energy supplier in Germany (Höyng & Lau, 2023).

Nonetheless, contradicting data indicates that proactive behavior does not significantly influence employee preparedness for digital transformation (Gao & Gao, 2024). This necessitates an employee's assessment of the impact on their proactive behavior in addressing digital transformation (Huang et al., 2017). People perceive that technology adoption is shaped by its practical benefits, with a proactive disposition being a significant personal characteristic, further reinforced by a receptiveness to the perceived utility that individuals experience (Wong et al., 2023). The perception of technological advancements among employees represents a significant challenge in the contemporary workplace (Saranya & Vasantha, 2023). The perceived usefulness exerts a considerable impact on the utilization of technology. It indicates how individuals believe that engaging with digital tools can enhance their efficacy in accomplishing tasks (Halim et al., 2023).

The preparedness of employees for digital transformation is mainly influenced by personal behavior and their inclination to actively engage in learning about technical advancements, which is shaped by their opinions of a technology's use (Höyng & Lau, 2023). Digital technology enhances the efficiency of most work forms (Javaid et al., 2024).

Meanwhile, to effectively navigate digital transformation, it is essential to adopt a growth mindset (Rasyid et al., 2023). The growth mindset under consideration pertains to self-confidence (Wong et al., 2023), which impacts employees' perceptions regarding their capacity to enhance and cultivate skills in technology through structured training (Liu & Tong, 2022; Jones et al., 2021). The growth mindset profoundly impacts secondary school English teachers in Western China (Xie et al., 2023). The acceptance of technology in education by lecturers possessing at least a Master's degree in Learning Management Systems is likewise affected by a growth mindset, albeit to a lesser extent than other factors (Suryawidjaja, 2023). Conversely, some employees perceive digital tools as challenging to utilize (Höyng & Lau, 2023). Owing to this empirical gap, a mediating variable is required, precisely the perceived usefulness.

Prior studies have gathered data on lecturers' impressions of digital technology in teaching and course design within higher education, integrating the theory of development mindset, which can impact the performance of educational personnel (Rolley, 2020). The individual beliefs held by employees undoubtedly affect their information processing and reactions to implementing new technology (Solberg et al., 2020). As previously noted, the growth mindset significantly affects employee preparedness for digital transformation, with the perception of usefulness playing a crucial role in both aspects.

This research offers novel insights into how a campus navigates technological advancements shaped by the personalities and attitudes of lecturers and staff, together with their assessments of the use of current digital technologies. In operating technology, the focus extends beyond mere capability; employees must also possess sufficient skills. The current prevalence of artificial intelligence indicates that nearly all professional domains can be executed with remarkable speed. Consequently, if individuals attain mastery in their respective fields, their employment prospects may be protected by technology's advanced capabilities and intelligence.

Based on this background, the objectives of this research include: (RO1) to find out whether the employee's digital readiness can be enhanced significantly if each individual takes a proactive stance, (RO2) to find out whether the more proactive employees are, the more positive their perception of the usefulness of new digital technology will be, (RO3) knowing whether the more positive employees' perceptions of the usefulness of digital technology, the more prepared they will be to face digital transformation, (RO4) knowing whether employee digital readiness can be significantly improved if each individual has a growth mindset, (RO5) knowing whether the more employees have a growth mindset, the more positive their perception of the usefulness of new digital technology, (RO6) knowing whether the enhancement of an employee's digital readiness can be significantly achieved when individuals take initiative and maintain an optimistic view of the effectiveness of digital technology in facilitating their tasks, and (RO7) determine whether the enhancement of an employee's digital readiness can be significantly achieved when individuals have a growth mindset and maintain an optimistic view of the effectiveness of digital technology in facilitating their tasks.

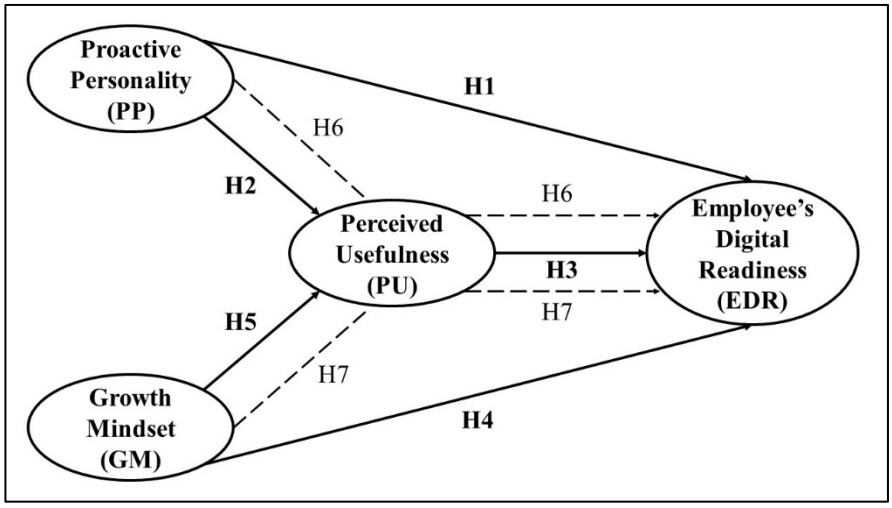
This paper is divided into four primary sections: (1) introduction, which provides a background of the research, novelty, and urgency; (2) methods employed in the research; (3) results of the research, (4) discussion; and (5) conclusions, which also include theoretical and practical implications and recommendations for future research.

METHOD

Research Design

This investigation utilized a quantitative research methodology that emphasizes four key latent constructs: proactive personality, growth mindset, perceived usefulness, and employee digital readiness. The four constructs create a conceptual framework that leads to the generation of hypotheses in this study (see Figure 2).

Figure 2
Conceptual framework



Hypotheses:

H1: The employee's digital readiness can be enhanced significantly if each individual takes a proactive stance.

H2: The more proactive employees are, the more positive their perception of the usefulness of new digital technology will be.

H3: The more positive employees' perceptions of the usefulness of digital technology, the more prepared they will be to face digital transformation.

H4: Employee digital readiness can be significantly improved if each individual has a growth mindset.

H5: The more employees have a growth mindset, the more positive their perception of the usefulness of new digital technology.

H6: The enhancement of an employee's digital readiness can be significantly achieved when individuals take initiative and maintain an optimistic view of the effectiveness of digital technology in facilitating their tasks.

H7: The enhancement of an employee's digital readiness can be significantly achieved when individuals have a growth mindset and maintain an optimistic view of the effectiveness of digital technology in facilitating their tasks.

Population and Sample

The population in this study were all lecturers and employees of the Institut Teknologi dan Bisnis Asia Malang in 2024, a total of 180 people. Despite its modest size, this private Malang City campus has big plans for the future, including being globally competitive and adapting to the inevitable technological shifts that will arise. As a result, finding out how prepared the staff at this school is to deal with the digital transition is an absolute must. The sample of employees studied was determined using the disproportionate stratified random sampling technique with a minimum sample size following the Slovin Formula at a fundamental level of 5%, which was 124 people. Table 1 illustrates the calculation of the number of samples within each strata of work placement.

Table 1
Number of samples

Work placement	Total Amount	Sample
Lecturers in FEB	43	30
Lecturers in FTD	54	37
Administrator	21	14
Marketing	11	8
Driver	4	3
Security	9	6
General Affair	11	8
Others	26	18
Total	**180**	**124**

Source: HRD of Institut Teknologi dan Bisnis Asia Malang (2024)

Measurement and Data Collection

Each latent construct is measured using a variety of items as shown in Table 2. The quantitative data gathering procedure entails administering an online questionnaire survey to respondents. Each item in the questionnaire evaluating respondents' perceptions is assigned a 5-point Likert scale.

Table 2
Measurements of latent constructs

Latent-constructs	Items
Proactive personality (PP) Adapted from Wang et al. (2021); Stephan et al. (2024); Hidayat et al. (2023); Doğanülkü and Korkmaz (2023)	(PP1) Lecturers and employees have high self-confidence in working
	(PP2) Lecturers and employees have the initiative to seek knowledge that supports their work
	(PP3) Lecturers and employees always look for opportunities to develop themselves
	(PP4) Lecturers and employees can spontaneously find effective ways to solve problems in their work
Growth mindset (GM) Adapted from Pyo et al. (2024); Masalee et al. (2021)	(GM1) Lecturers and employees believe they can improve their intelligence
	(GM2) Lecturers and employees strive to always learn
	(GM3) Lecturers and employees always pay attention to their personal growth
	(GM4) Lecturers and employees are open-minded
Perceived usefulness (PU)	(PU1) Today's digital technology makes the work of lecturers and employees get done faster.

Adapted from Perwitasari (2022); Yan et al. (2024); Yao and Wang (2024)	(PU2) Today's digital technology makes the effort put in by Lecturers and Employees to work relatively light. (PU3) Today's digital technology can save lecturers and employees time in working.
Employee's digital readiness Adapted from Pingali et al. (2023); Alqam et al. (2024)	(EDR1) Lecturers and employee have the ability to use the digital technology needed to support their work. (EDR2) The organizational culture strongly supports lecturers and employees using digital technology that is useful for their work. (EDR3) The campus provides the technological infrastructure lecturers and staff need to support their work.

Source: Developed by the authors (2024)

Data Analysis

Two types of analysis have been employed: (1) descriptive analysis to elucidate respondent demographics, and (2) PLS-SEM analysis, which encompasses the Outer Model Measurement (including tests for convergent and discriminant validity, as well as the reliability of the research instrument) and the Inner Model Measurement (pertaining to the viability of the structural model established, including the determination test (R^2), effect size test (f^2), and hypothesis testing through the t-test).

RESULT

Respondent's Demographic

One hundred twenty-four lecturers and employees from ITB Asia were examined, with the distribution across each section detailed in Table 1 of the Research Method section. Most respondents were female, comprising 63 individuals (51%), while males accounted for 61 individuals (49%). Regarding age distribution, most participants were between 31 and 40 years old, comprising 64 individuals (52%). Those aged 41 to 50 accounted for 40 individuals (32%), while 12 (10%) were aged 21 to 30. Lastly, eight individuals (6%) were over 50 years old. Meanwhile, based on the respondents' education, as many as 12 people (10%) had a doctoral degree (S3), 61 people (49%) had a master's degree (S2), 34 people (27%) had a bachelor's degree, one person (1%) had a diploma (D3), and 16 people (13%) had a high school education.

SEM-PLS Outer-Model Measurement

Convergent Validity

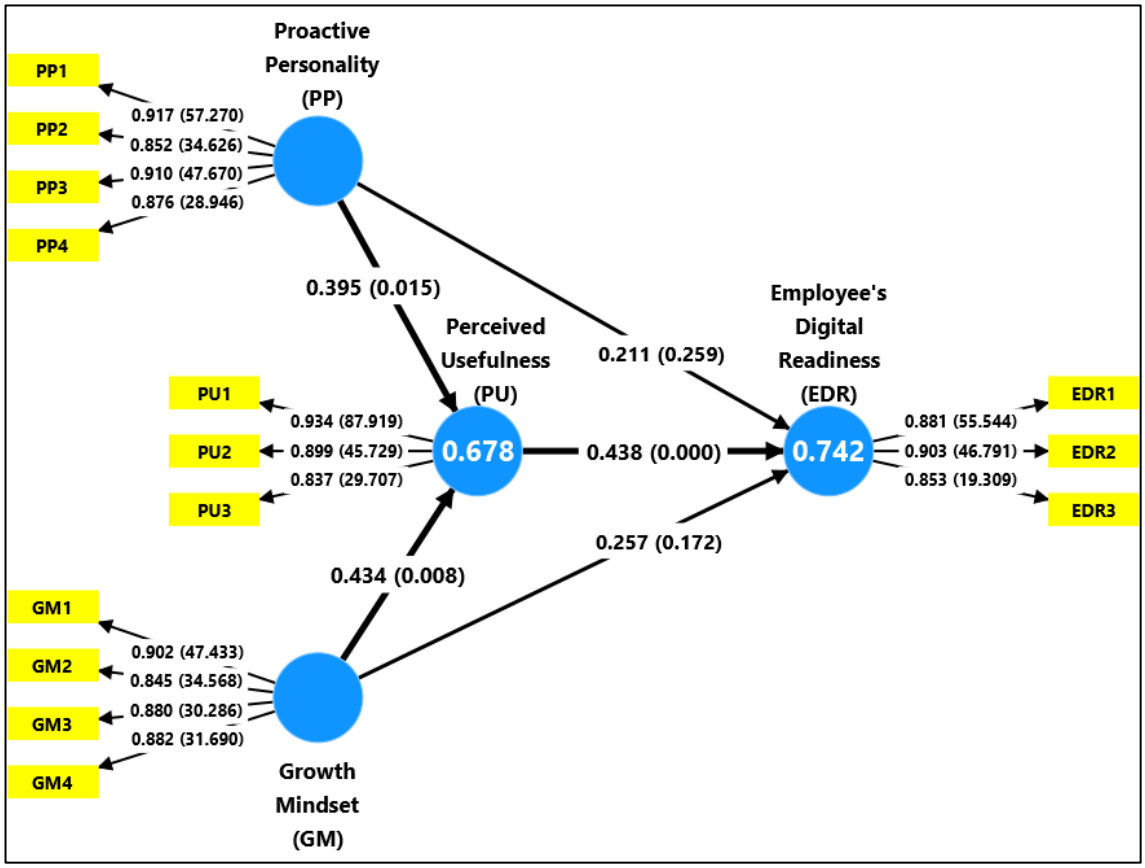
The loading factor value must exceed 0.70 to signify a valid item that measures the latent construct (Hair et al., 2014; Garson, 2016; Hair et al., 2017). Figure 2 indicates that each item is valid, as the loading factor value (the number displayed on the connecting line across the item and the latent construct) exceeds 0.7.

Table 3
Reliability and validity

	AVE	Cr-A	Co-R-(rho_a)	Co-R (rho_c)
EDR	0.774	0.855	0.872	0.911
GM	0.769	0.900	0.901	0.930
PU	0.794	0.869	0.880	0.920
PP	0.790	0.911	0.913	0.938

Source: SmartPLS-4.1.0.8-Software's Output (2024

Figure 2
SmartPLS-4.1.0.8's Graphical-Output (2024)



Another measurement of convergent validity in indicating a valid research instrument is the Average Variance Extracted (AVE) value, which has to be more than 0.5. Table 3 shows that the AVE value of every latent construct is more than 0.5. Meanwhile, Cronbach's alpha (Cr-A) and Composite reliability (Co-R) in Table 3. show the reliability of the research instrument, which is expected to be more than 0.6 (Cr-A)) and more than 0.8 (Co-R). So that the research instrument is valid.

Discriminant Validity

Discriminant validity is assessed by the Fornell-Larcker (FL) criterion and cross-loading analysis. The FL criterion stipulates that a research instrument is valid if the square root of the Average Variance Extracted (AVE) exceeds the correlation coefficient between latent variables. From the data in Table 4, it is known that the PP's FL value of 0.889 is greater than the PP-PU correlation of 0.395 and the PP-EDR correlation of 0.211. The GM's FL value of 0.877 is greater than the GM-PU correlation of 0.434 and the GM-EDR correlation of 0.257. The PU's FL value of 0.891 exceeds the PU-EDR correlation of 0.438, the PU-GM correlation of 0.434, and the PU-PP correlation of 0.395. The EDR's FL value of 0.880 exceeds the EDR-PU correlation of 0.438, the EDR-GM correlation of 0.257, and the EDR-PP correlation of 0.211. This outcome indicates that the study instrument assessing the variables is valid in a discriminative manner.

Table 4
Fornell-Larcker criterion

	PP	GM	PU	EDR
PP	**0.889**		0.395	0.211
GM		**0.877**	0.434	0.257
PU			**0.891**	0.438
EDR				**0.880**

Source: SmartPLS-4.1.0.8-Software's Output – Modified by The Authors (2024)

Table 5
Cross-loading value

	EDR	GM	PU	PP
EDR1	**0.881**	0.842	0.809	0.835
EDR2	**0.903**	0.670	0.723	0.665
EDR3	**0.853**	0.617	0.604	0.625
GM1	0.763	**0.902**	0.734	0.869
GM2	0.706	**0.845**	0.684	0.812
GM3	0.733	**0.880**	0.736	0.858
GM4	0.668	**0.882**	0.712	0.858
PP1	0.766	0.906	**0.750**	0.917
PP2	0.729	0.835	**0.694**	0.852
PP3	0.758	0.865	**0.737**	0.910
PP4	0.648	0.835	**0.720**	0.876
PU1	0.794	0.800	0.934	**0.803**
PU2	0.678	0.767	0.899	**0.772**
PU3	0.718	0.605	0.837	**0.593**

Source: SmartPLS-4.1.0.8-Software's Output (2024)

An item of a latent construct is deemed valid if its loading value to that construct exceeds its loading values to other constructs. Table 5 indicates that the loading value of each variable indicator exceeds that of other variables. Thus, every indication assessing a variable is deemed valid.

SEM-PLS Inner Model Measurement

This research examines the R-Square test, which indicates the percentage contribution of the independent variable to the dependent variable. An independent variable is considered to exert a significant influence on the dependent variable if its R-Square value is a minimum of 0.67 (Hair et al., 2017). The numbers shown in Figure 2, precisely the numbers in the blue circle symbol, in the variable "perceived usefulness" show an R-Square value of 0.678. Hence, about 67.8% of Perceived Usefulness is elaborated by proactive personality and growth Mindset (strong impact). Meanwhile, the variable "employee's digital readiness" shows an R-Square value of 0.742. Thus, about 74.2% of employee's digital readiness are explained by proactive personality, growth mindset, and perceived usefulness (strong impact).

Testing the Hypotheses

Hypotheses must be evaluated for veracity. The t test is employed for hypothesis testing. If the t-statistic exceeds 1.96 (at a 5% significance level) or the p-value is less than 0.05, the effect of the independent variable on the dependent variable is significant, and conversely. Simultaneously, the route coefficient value (Original Sample-O) indicates the

direction of effect, whether positive or negative. The results of the t-test are displayed in Table 6.

Table 6
T-test results

Variable Relational	Path. Coef	T statistic	P values	Inferences
Direct Impacts				
PP → EDR	0.211	1.128 < 1.96	0.259 > 0.05	(+) Not Sig.; H1-Rejected
PP → PU	0.395	2.431 > 1.96	0.015 < 0.05	(+) Sig.; H2-Supported
PU → EDR	0.438	4.442 > 1.96	0.000 < 0.05	(+) Sig.; H3-Supported
GM → EDR	0.257	1.365 < 1.96	0.172 > 0.05	(+) Not Sig.; H4-Rejected
GM → PU	0.434	2.640 > 1.96	0.008 < 0.05	(+) Sig.; H5-Supported
Indirect Impacts				
PP → PU → EDR	0.173	2.077 > 1.96	0.038 < 0.05	(+) Sig.; H6-Supported PU is Perfect-Mediation
GM → PU → EDR	0.190	2.214 > 1.96	0.027 < 0.05	(+) Sig.; H7-Supported PU is Perfect-Mediation

Source: SmartPLS.4.1.0.6-Software Output (2024)

The direct impact of PP on EDR is positive, but insignificant with a path coefficient of 0.211 (positive), t-statistic 1.128 < 1.96 and p-value 0.259 > 0.05 (insignificant). This result rejected the first research hypothesis (H1). The direct impact of PP on PU is positive significant, with a path coefficient of 0.395 (positive), t-statistic 2.431 > 1.96 and p-value 0.015 < 0.05 (significant). This result supported the second research hypothesis (H2). The direct impact of PU on EDR is positive significant with a path coefficient of 0.438 (positive), t-statistic 4.442 > 1.96 and p-value 0.000 < 0.05 (significant). This result supported the third research hypothesis (H3). The direct impact of GM on EDR is positive, but insignificant with a path coefficient of 0.257 (positive), t-statistic 1.365 < 1.96 and p-value 0.172 > 0.05 (insignificant). This result supported the fourth research hypothesis (H4). The direct impact of GM on PU is positive significant with a path coefficient of 0.434 (positive), t-statistic 2.640 > 1.96 and p-value 0.008 < 0.05 (significant). This result supported the fifth research hypothesis (H5).

Meanwhile, the indirect impact of PP on EDR through PU as a mediating is positive significant, with a path coefficient of 0.173 (positive), t-statistic 2.077 > 1.96 and p-value 0.038 < 0.05 (significant). This result supported the sixth research hypothesis (H6). PU is perfect-mediation because the direct impact of PP on EDR is insignificant (H1). The indirect impact of GM on EDR through PU as a mediating is positive significant, with a path coefficient of 0.190 (positive), t-statistic 2.214 > 1.96 and p-value 0.027 < 0.05 (significant). This result supported the seventh research hypothesis (H7). PU is perfect-mediation because the direct impact of GM on EDR is insignificant (H4).

DISCUSSION

Proactive Personality, Perceived Usefulness, and Employee's Digital Readiness

This study's findings indicate that a proactive personality's direct impact on an employee's digital readiness is limited. A proactive personality can enhance employee digital readiness only if all employees perceive new digital technology as beneficial. This study corroborates Höyng & Lau's (2023) research on employees of a multinational energy

supplier in Germany, which establishes that personal resources enhance employee perceptions of technology's use, hence increasing their readiness to confront digitalization. The ITB Asia campus clearly surpasses a global corporation in Germany in terms of technological advancement. This is particularly noteworthy given that Germany is a developed nation with significant advancements in digital technology, while ITB Asia is a small private institution located in a developing country.

It is essential to enhance positive employee perceptions of the utility of digital technology for facilitating work, particularly among lecturers and administrative staff who frequently utilize various digital platforms. A significant number of employees exhibit technological illiteracy, particularly among those aged over 50 years. In addition to utilizing internal campus digital platforms such as SIMAKA, Dashboard-Staff, and the campus repository, it is essential for users to be acquainted with lecturer performance reporting platforms like SISTER, as well as other supporting platforms, including SINTA, GARUDA, Google Scholar, BIMA, KEDAIREKA, Praktisi Mengajar platform and others. DPK lecturers, who are PNS lecturers seconded to private campuses, are expected to be proficient in the SIDEWA platform. We expect institutions to support employees in navigating digital transformation through training and specialised assistance, especially for those with lesser skills. Additionally, the provision of assistance from students proficient in digital technology may be necessary.

Proactive employees will gain a deeper understanding of the significance of utilizing digital technology (Hamid, 2022) in the current era, enhancing their preparedness to navigate the broader digital transformation landscape (Hu et al., 2024). Without the advantages thereof being adequately perceived, employees will remain unprepared to confront digital revolution (Tagscherer & Carbon, 2023). Hence, this research supports previous research (e.g., Ahmed et al., 2018; Halim et al., 2023; Saranya & Vasantha, 2023), where individuals feel the benefits of technology. This study also coincides with various investigations that have critically assessed employees' favorable views on digital transformation (i.e., Wong et al., 2023; Schaft et al., 2024; Klein et al., 2024).

Nonetheless, this study's outcomes indicate that a proactive personality's impact on digital readiness could be more assertive, which directly contradicts the conclusions of (Ostmeier & Strobel, 2022), who assert that employee preparedness for digital transformation necessitates a proactive disposition. This study's findings contradict other research indicating that educational workers must enhance their digital technology abilities (Fahmi et al., 2023; Dang et al., 2024; Azanza et al., 2024). Furthermore, the findings of this study somewhat contradict research demonstrating the significant influence of proactive personality on digital transformation among employees at a German international energy provider (Höyng & Lau, 2023). ITB Asia, a small private institution in Indonesia, stands in stark contrast to Germany, a developed nation where the populace is familiar with digital technology. Germany was the first to adopt digital technology, in contrast to Indonesia. Conversely, Germany likewise supports the financial advancement of its national technological sector. In contrast to Indonesia, ITB Asia began collaborating with countries like Thailand, Malaysia, and the Philippines in 2023. Conversely, the advancement of digital platforms at the Asian Institute of Technology and Business Malang lags far behind that of energy supply firms in Germany.

So, it is emphasized that among the research subjects of ITB Asia, lecturers and employees need more than a proactive personality to enhance their preparation for digital transformation significantly. Individuals possessing a proactive disposition, characterized

by elevated self-confidence in their abilities, a proactive approach to acquiring knowledge pertinent to their work, a desire for developmental opportunities, and the capacity to identify optimal solutions to work-related challenges independently, will cultivate a favorable perception of digital technology among lecturers and employees. Digital technology can expedite their job, minimizing time and energy expenditure, thereby enhancing their readiness for digital transformation.

Growth Mindset, Perceived Usefulness, and Employee's Digital Readiness

This study's results suggest that the direct influence of a growth mindset on employee digital readiness is limited. A growth mindset enhances employee digital readiness when all employees recognize the utility value of digital technology, particularly concerning their work tasks. The outcomes of this research contradict what was found by Rasyid et al. (2023), which assert that adopting a growth mindset is essential for effectively navigating digital transformation. However, it's important to note that a growth mindset can sustain employee self-confidence (Wong et al., 2023), influencing their perceptions of the ability to enhance and develop technological skills through structured training (Liu & Tong, 2022; Jones et al., 2021).

This finding contradicts the results of Xie et al.'s (2023) study that indicated a significant impact of mindset on the readiness of secondary school English teachers in Western China to confront digitalization. The findings of this study corroborate the assertion made by Höyng & Lau (2023) that certain employees find digital devices challenging to operate. Despite possessing a growth mindset, some employees may not be prepared to engage with digital transformation if they perceive new technology as less advantageous for their work due to its complexity. A growth mindset influences technology acceptance in higher education; however, other factors exert a more significant impact (Suryawidjaja, 2023), with perceived usefulness being one of the most prominent factors (Yao & Wang, 2024; Thi & Thuy, 2023). Positive employee perceptions of digital technology enhance their readiness to adapt to a fully digital work environment (Gestiardi et al., 2021).

ITB Asia lecturers and workers must cultivate a robust growth mentality to foster a positive impression of the utility of digital technology, thereby enhancing their preparedness for digital transformation. Individuals with a growth mindset, defined by the conviction that they can enhance their intelligence, are motivated to pursue continuous learning, particularly in the digital realm. They focus on personal development and exhibit openness in their thinking, leading them to perceive digital technology as a means to enhance work efficiency rather than a drain on time or energy. Consequently, they can effectively utilize digital technology significantly when bolstered by a progressively digital organizational culture and the provision of requisite infrastructure by the organization.

CONCLUSION

This study validated the direct and indirect effects of Proactive Personality and Growth Mindset on Employee's Digital Readiness, mediated by Perceived Usefulness. A proactive personality evidently lacks a substantial direct impact on employee digital readiness. Similarly, an employee's growth mindset cannot directly and dramatically affect their digital readiness. A proactive attitude and a growth mindset significantly influence perceived usefulness, which in turn significantly affects employee digital

readiness. Perceived usefulness serves as a perfect mediation in the interaction between proactive personality and a growth mindset about employee digital readiness. Despite possessing a proactive personality and a growth mindset, employees will remain unprepared for digital transformation if they do not have a positive outlook on the use of digital technologies.

Implication

This study offers theory implications for advancing the Technology Acceptance Model (TAM) theory, acknowledged as one of the most thorough investigations of individual technology adoption. Perceived usefulness is a factor that affects user decisions about new technology, as indicated by the TAM. Perceived usefulness as the degree to which users believe technology enhances their job performance. This study suggests two primary determinant significantly affect perceived usefulness: proactive personality and the growth mindset of technology users, especially lecturers and campus employees.

The practical implications of this study's results are that to improve the readiness of ITB Asia lecturers and employees to face digital transformation, all lecturers and employees must be proactive. Lecturers and employees must exhibit confidence in their abilities, actively pursue insights and knowledge pertinent to their work, particularly in digital literacy, seek opportunities for self-development, and address work-related issues promptly and effectively. Moreover, lecturers and employees should possess a strong growth mindset. Lecturers and employees must believe in their capacity to enhance their intelligence, actively pursue continuous learning, focus on personal development, and maintain an open-minded approach. Lecturers and employees with a proactive personality and growth mindset will likely perceive digital technology as a facilitator of their work rather than a hindrance. Consequently, they will be better equipped to navigate digital transformation, supported by individual capabilities and organizational resources that promote self-development and provide the necessary infrastructure.

Limitation and Future Direction

This study's primary limitation is its focus on only one of the three key factors influencing user decisions about new technology in the Technology Acceptance Model (TAM), specifically Perceived Usefulness. It is advisable for future research to incorporate the other two factors: Perceived Ease of Use and User Attitude toward Usage. The second weakness is evident in the research subjects, comprising lecturers and non-lecturer campus employees, who exhibit significant differences in technology use. It is recommended that future research differentiate between these two groups. A comparative analysis should be conducted to assess their preparedness for digital transformation if necessary. Additionally, researchers should consider control variables such as age and education level, as these factors likely influence readiness for digitalization.

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