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Analysis of Learning Agility on Employees' Technostress in Using the Sinergy Boma Application in the Bojongmangu District Office, Bekasi Regency

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Digital Competence, Transformation, Digital HR

Abstract

The development of technology in the government sector requires employees to adapt to digital systems, but this also has the potential to cause technostress. This study aims to analyze the effect of learning agility on technostress in Bojongmangu District employees in using the Sinergy BOMA application. This research design uses a qualitative method to describe the phenomena that exist in the Bojongmangu District Office, Bekasi Regency. The population is all sample district employees consisting of finance, personnel, and three staff sections with five informants selected purposively. Data were collected through in-depth interviews and participatory observations and analyzed interactively with several employees to understand their experiences in adapting to technology. The results showed that employees with high learning agility were more adaptable, found solutions independently, and had lower levels of technostress. Conversely, employees with low learning agility were more susceptible to work pressure due to difficulty in understanding application features. Therefore, the development of learning agility is an important strategy in reducing technostress and increasing work effectiveness in a digital environment.

1. Introduction

Advances in science drive the development of digital and virtual technology in various aspects of life. Innovation competition between companies is accelerating its development, so that digital technology is now penetrating fields such as education, transportation, health, and economics (Andy Satria et al. 2024). Along with the rapid development of digital technology, in this 4.0 era, many companies, including government institutions, have switched to using digitalization for work purposes. The implementation of digital applications aims to provide convenience for the people concerned in their work processes (Choirinisa 2022).

Bojongmangu District is an area bordering Bekasi, Karawang, and Bogor, with the majority of employees coming from rural areas. Administrative management in sub-district offices still faces obstacles that hinder efficiency. One of the main problems is the management of correspondence which is still manual, which causes documents to be misplaced or mixed. In addition, non-ASN employees still use manual attendance, which has the potential to result in inaccurate attendance recording. The process of public complaints which is carried out verbally also risks not being properly documented, thus slowing down service. Therefore, the implementation of

the Sinergy BOMA application is needed to improve the efficiency, accuracy, and effectiveness of administration and service.

However, the transition from manual to digital systems presents challenges for employees, especially in terms of adapting to new technologies. One of the impacts is technostress, which can occur due to limited knowledge, lack of training, and pressure to adapt to new systems (Ilma et al., 2022). Based on an initial survey, it was found that around 50% of employees were not yet familiar with digital technology. This causes difficulties in adapting to the digital administration system implemented in the sub-district office.

Table 1 *Recap of Bojongmangu District Employee Attendance in 2024*

Month	Number of employees	Working days	Total Attendance	Presence	Attendance Percentage	Roll call	Percentage of Absenteeism
January	17	22	374	352	94%	22	6 %
February	17	18	306	288	94%	18	6 %
March	17	18	306	288	94%	18	6 %
April	17	22	374	352	94%	22	6 %
May	18	18	324	311	96%	13	4 %
June	18	18	324	306	94%	18	6 %
July	17	23	391	368	94%	23	6 %
August	17	22	374	352	94%	22	6 %
September	17	20	340	320	94%	20	6 %
October	16	23	368	345	94%	23	6 %
November	16	20	320	300	94%	20	6%
December	15	20	300	300	100%	0	0 %

Based on Table 1, it can be seen that the employee attendance rate ranges from 94% to 100%, with an average absence percentage of 6% per month. With the implementation of the Sinergy BOMA application, the manual attendance system previously used by non-ASN employees can be changed to a digital system so that attendance recording becomes more accurate and transparent. The implementation of this system reduces the risk of errors in recording and data manipulation, and allows integration with administrative systems such as payroll and performance evaluation. The ease of monitoring attendance is expected to improve employee discipline and work effectiveness in the sub-district office.

Learning agilityis an individual's ability to learn from experience and apply it in new situations. Employees with high learning agility are more adaptable to change, including the challenges of digitalization (Salsabila and Megawaty, 2023). Therefore, in dealing with technostress, learning agility is a key factor in helping Bojongmangu District employees adapt to the Sinergy BOMA system.

Several previous studies have shown that learning agility plays an important role in facing the challenges of digitalization. Darmawan & Windiyanaputri (2024) stated that individuals with high learning agility are more easily able to adapt to technological changes, overcome work obstacles, and reduce technostress levels. Fatmawati & Sahrah (2024) also found that learning agility is positively correlated with work engagement, where individuals who are able to learn and adapt faster have lower levels of work stress and higher work engagement. The results of a study by Mellita & Rizqullah (2022) show that technostress often arises due to excessive technological complexity and multitasking, so increasing learning agility can be an effective solution in overcoming it.

There are not many studies that examine the effect of learning agility on technostress directly. However, according to (Hamdani, Simatupang, & Sa'dijah, 2023) learning agility has a direct effect on work engagement. In addition, Ferrosnita's (2024) study stated that technostress had no effect on innovative work behavior. This indicates that learning agility has the potential to be a key factor in helping employees manage technological stress. These findings open up opportunities to examine the direct relationship between learning agility and technostress in more depth in order to understand the mechanisms of adaptation and their impact on work performance in the digital era.

The gap in the above research lies in the lack of studies that connect learning agility with technostress, especially in the use of technology applications in the government sector. Most previous studies have focused more on the impact of learning agility on work engagement. The novelty of this study is the exploration of the role of learning agility in helping employees adapt to new technologies, especially the Sinergy BOMA application in Bojongmangu District, and seeing whether learning agility can reduce or worsen technostress in a digital work environment. This study aims to analyze how learning agility affects employee technostress in using the Sinergy BOMA application in Bojongmangu District. This study makes an academic contribution by examining a relationship that has not been widely explored, as well as providing practical insights for government agencies in facing the challenges of digitalization in the work environment.

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2. Literature Review

According to Silvia and Fadli (2024), Human Resource Management (HRM) is a field in management that focuses on the roles and interactions of individuals in an organization. Rosmawaty and Pertiwi (2021) emphasize the vital role of HRM in achieving company goals. HRM includes employee management, including their needs, abilities, motivations, and contributions. Raymond (2023) adds that HRM aims to manage the workforce effectively through workforce planning, skills development, rewards, performance management, and the creation of a conducive work environment. From the various opinions above, Human Resources (HR) can be concluded as a series of activities or progress carried out by organizations to attract, develop, and retain workers effectively.

2.1 Boma Sinergy

Sinergy BOMA (SIBOMA) is an application used in Bojongmangu District to support various aspects of administration and public services. This application has several main functions, namely: (1) Bojongmangu District archiving organization system; (2) Non-ASN employee attendance and E-performance system; (3) Integration and coordination system for sectoral archiving and statistics between sub-districts and across sectors; (4) Short public complaint system via google from link distributed to each RT in Bojongmangu District, including complaints of incidents, disturbances of peace, and drought disasters; (5) As a container for all data and digitalization of an organized and systematic archiving system (Bojogmangu District).

2.2 Learning Agility

Learning agilityis the willingness and ability of individuals to learn new competencies in conditions that have never been experienced before (De Meuse & Schmidt Harvey, 2021). Gravett & Caldwell (2016) in (Surya & Yuniasanti, 2023) added that learning agility is related to self-adjustment and readiness to face new challenges, and can predict a person's potential performance in new tasks. Wardhani et al. (2022) stated that this concept connects human behavior, cognitive processes, and social learning so that individuals can continue to develop, be flexible, and learn new things. Based on the theory above, learning agility includes the ability to adapt, face challenges, and optimize one's potential.

According toParadise (2021)Learning agility has 4 dimensions, namely (1) people agility with indicators (a) the ability to interact and adapt with others. Dimension (2) Result agility with indicators (a) the ability to achieve desired results under pressure. Dimension (3) Mental agility with indicators (a) the ability to think critically; (b) creative ability in complex situations. Dimension (4) Change agility with indicators (a) the ability to adapt to rapid change.

2.3 Technostress

Technostressis psychological stress due to the use of technology, especially in the field of information technology, caused by information overload and difficulty adapting to new systems (Kim & Lee, 2021). According to Gayuh Rizki Utomo et al. (2024) describes it as the negative impact of technology on individual well-being, while Setyadi & Taruk (2019) added that technostress is triggered by multitasking, constant connectivity, repeated system changes, and stress due to relearning or job uncertainty. Based on the theory above, it can be concluded that technostress is psychological stress due to technology that has a negative impact on individual well-being, triggered by information overload, multitasking, constant connectivity, repeated system changes, and stress due to relearning and job uncertainty.

According toAsad et al. (2023)There are 4 important dimensions to measure technostress in the use of technology, namely Dimension (1) Techno-overload with indicators (a) Use of technology that forces individuals to work faster; (b) excessive multitasking. Dimension (2) Techno-invasion with indicators (a) Constant connectivity that interferes with personal life; (b) forces individuals to always be available. Dimension (3) Techno-complexity with indicators (a) Feelings of inability or confusion experienced by individuals when dealing with complex technology. Dimension (4) Techno-uncertainty with indicators (a) Uncertainty that arises due to change; (b) constant technological updates, which can cause anxiety.

2.4 Framework Study

learning agilityisincludes the ability to adapt, face challenges, and optimize self-potential. Learning agility is measured through four dimensions: people agility, result agility, mental agility, and change agility (Firdaus, 2021). From the various opinions above, it can be concluded that Technostress is psychological stress due to technology that has a negative impact on individual well-being, triggered by information overload, multitasking, continuous connectivity, repeated system changes, and stress due to relearning and job uncertainty. Technostress is measured through four dimensions: techno-overload, techno-invasion, techno-complexity, and techno-uncertainty (Asad et al., 2023).

Based on the description above, the author has compiled a framework for thinking as follows:

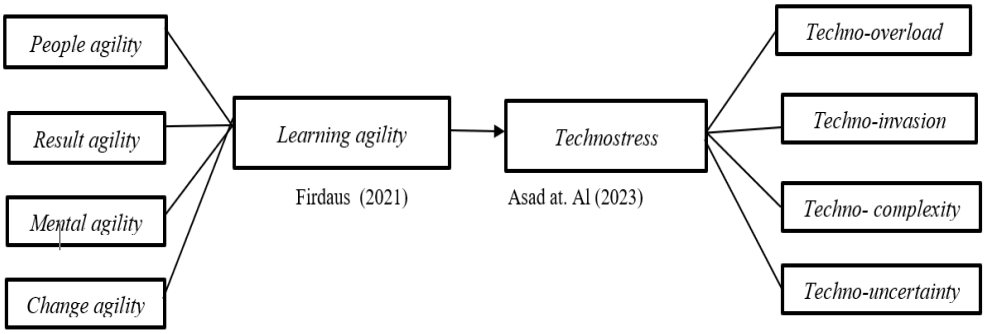

Figure 1 Research Framework

Proposition

The research proposition that can be made based on the context of the research focus on the Implementation of Learning Agility Analysis on technostress in the use of the Sinergy BOMA application is that the higher the learning agility, the lower the level of technostress. This proposition assumes that Learning Agility has a negative relationship with technostress. This means that the more proficient a person is in using the Sinergy BOMA application, the lower the likelihood of them experiencing technostress.

3. Research Method

This study uses a descriptive qualitative method to describe the effect of learning agility on technostress at the Bojongmangu District Office, Bekasi, West Java. The study began on October 8, 2024 with a population of all sub-district employees and a sample consisting of five informants, namely one Finance employee, one Personnel employee, and three staff selected by purposive sampling based on their experience in using the Sinergy BOMA application.

Data were obtained through in-depth interviews, participant observation, and secondary data. Data collection techniques used structured interviews and observations with research protocols based on the theories of Firdaus (2021) and Asad et al. (2023).

To facilitate data collection as an interview guide, a research protocol was used that refers to the theories of Firdaus (2021) and Asad et al. (2023), as explained in the table below.

Table 2 *Research protocol*

	Dimensions	Required data	Informant	Interview collection
Variable (X) Learning Agility	*PeopleAgility*	1. Adaptability in application updates 2. Ability to interact	Finance Staffing Staff	Interview Observation Stationery Laptop notebook
	Agility Results	3. Ability to achieve change targets and difficulties in application 4. Ability to deal with high work pressure		
	Mental Agility	5. Critical thinking skills 6. Ability to deal with complex situations in the use of applications		
	Change Agility	7. Ability to adapt to changes 8. Ability to make sudden changes and updates to applications		
Variable (y) Technostress	*Techno Overload*	9. Ability to use technology 10. Multitasking capabilities	Finance Staffing Staff	Interview Observation Stationery Laptop notebook
	Techno Invasion	11. Continuous connectivity to technology 12. Forcing individuals to always have technology available		
	Techno Complex City	13. Feeling of inability to use the application 14. Feeling confused in using the application		
	Techno Uncertainty	15. A sense of uncertainty arises 16. Constant technology updates		

According to Miles & Huberman (1984), stated that activities in qualitative data analysis are carried out interactively and continue continuously until complete, thus reaching saturation (Sugiyono, 2020).

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The analysis stages include observation, interviews, transcription, data grouping, and presentation of results in a narrative manner supported by theory. Conclusions are drawn through source triangulation by comparing the results of interviews, observations, and documentation to ensure data validity.

4. Research Result and Discussion

4.1 Respondent Profile

This information is presented in the following table to provide a clear picture of the characteristics of each informant that are relevant to the variables Learning agility and Technostress. Here is a table that you can use to present the profile of the informants in this study:

Table 3 Informant Profile

Code	Position	Age	Education	Length of work
Inf-1	Financial Verifier	26	S1	4 years
Inf-2	Staffing	30	S1	2 years
Inf-3	Planning Staff	25	S1	3 years
Inf-4	Planning Staff	26	S1	3 years
Inf-5	Finance Staff	24	S1	3 years

5. Research result

Interview transcripts and analysis are described in table 3 below.

Table 4 *Interview Transcript*

Learning agility

Indicator		Interview results	Analysis
the ability to interact with others	inf -1	I am able to interact, collaborate, and discuss to resolve application issues.	Respondents were able to communicate, collaborate, and discuss in overcoming application constraints. The majority showed readiness to learn and adapt through interaction with coworkers.
	inf -2	I ask my coworkers when I have a problem.	
	inf -3	I discuss and work together to find solutions together.	
	inf -4	I can communicate with coworkers, although I still need to be more active in sharing experiences.	
	inf -5	I am able to collaborate in understanding application features and finding solutions.	
Ability to adapt to others	inf -1	I understand that everyone has a different learning pace.	Respondents understand the different levels of technological understanding and adapt their communication methods. They show flexibility in helping colleagues and finding more effective work strategies.
	inf -2	I provide assistance to coworkers who are having difficulties.	
	inf -3	I try to adapt and help my coworkers even though it's sometimes difficult.	
	inf -4	I adjust the communication to make the information easier to understand.	
	inf -5	I was overwhelmed at first, but I learned to prioritize tasks with training support.	
ability to achieve desired results under pressure	inf -1	I was able to achieve the target despite technical constraints.	Respondents remained productive despite technical constraints or policy changes. Strategies such as to-do lists and
	inf -2	I overcome obstacles by finding alternative solutions.	
	inf -3	I remain calm and focused on completing tasks under pressure.	

	inf -4	I create to-do lists and work schedules to reduce stress.	work priorities helped them manage stress and achieve targets.
	inf -5	I manage stress by prioritizing work after receiving training.	
the ability to think critically	inf -1	I analyze problems systematically before looking for solutions.	Respondents were able to analyze problems systematically, find independent solutions through various sources, and discuss with colleagues before asking for external assistance.
	inf -2	I look for information in the manual or ask colleagues.	
	inf -3	I analyze the cause of the error before looking for further solutions.	
	inf -4	I diagnosed the problem by checking error messages and other sources.	
	inf -5	I checked the system configuration and evaluated the options before asking for help.	
creative abilities in complex situations.	inf -1	I stayed calm and identified the problem correctly.	Respondents explored multiple solutions when faced with obstacles, such as testing alternative features or adjusting work steps based on previous experiences.
	inf -2	I check the connection or device before taking any further steps.	
	inf -3	I tried restarting the app or reading the error message before looking for a solution.	
	inf -4	I tried various approaches before discussing with my co-workers.	
	inf -5	I evaluate possible causes of the problem before seeking IT assistance.	
Ability to adapt to rapid changes.	inf -1	I quickly learn new features through documentation or tutorials.	Most respondents quickly adapted to new features through documentation or update notes, while some needed more time to adapt.
	inf -2	I rely on update notes from the IT team to understand the changes.	
	inf -3	I often rely on trial and error because I have difficulty understanding change.	
	inf -4	I tend to be hesitant and take a long time to master new features.	
	inf -5	I am proactive in learning new features by trying them out right after an update.	

Technostress

Indicator		Interview results	Analysis
The use of technology that forces individuals to work faster	inf -1	I often feel rushed because the application requires fast and accurate data input.	Some employees feel rushed when using Sinergy BOMA, especially when deadlines are approaching. However, those with high learning agility are able to adapt, manage time, and understand the application's features to reduce stress.
	inf -2	At first it took me some time to adapt, but now it's better, although some tasks still require extra speed.	
	inf -3	This app speeds up the work. I can manage my time well without feeling burdened.	
	inf -4	Depending on the task, some tasks require speed, while others are more efficient with this application.	
	inf -5	During the monthly report, the application demands speed. At first I was stressed, but with practice, I got used to it.	
	inf -1	I struggled at first, but now I'm more used to setting priorities.	Multitasking is challenging at first, but the app's time management and features help reduce it.
	inf -2	When there is a deadline, it has a little effect, but I can manage the task well.	

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Doing excessive multitasking	inf -3	No, the application actually helps organize work more efficiently.	
	inf -4	This application makes work easier without having to multitask excessively.	
	inf -5	At first I had trouble dividing my focus, but now I am more effective in managing my time.	
Constant connectivity that interferes with personal activities	inf -1	There is no constant connectivity, because outside of working hours it is not mandatory to always be available, just get notifications frequently.	Most respondents do not feel disturbed by the connection of applications outside of work hours. They are able to set boundaries and balance work time and personal life.
	inf -2	I can still balance work and personal time without feeling burdened.	
	inf -3	I can separate work and personal life well.	
	inf -4	Not too annoying, I can set the usage time of the application.	
	inf -5	I feel comfortable because I can manage my work and personal time well.	
The feeling of incompetence or confusion that individuals experience when dealing with complex technology.	inf -1	I once felt challenged, but I overcame it by discussing and looking for references.	Some employees experienced confusion at first, but were able to overcome it through self-reference, discussions with coworkers, and exploration of the application's features.
	inf -2	I sometimes have trouble because the app has complex features, but I find solutions myself.	
	inf -3	At first I found it complicated, but I quickly learned and discussed with my colleagues.	
	inf -4	I am quite proficient after understanding the application features and menus.	
	inf -5	I was confused for a while, but by reading the manual and discussing, I was able to solve it more efficiently.	
.Uncertainty due to change	inf -1	Sometimes feature changes are challenging, but I read the latest guides to adapt.	Changing application features can be challenging at times, but the majority of respondents were able to adapt quickly through guidance, training, and discussions with colleagues.
	inf -2	Not always, the responsive IT team provides information regarding changes in BOMA Synergy, usually with a short training or written guide.	
	inf -3	At first I was a bit unsure, but by trying it out myself, I understood the changes more quickly.	
	inf -4	Sometimes yes, especially when there are significant changes, but in general, changes at BOMA Synergy are well managed.	
	inf -5	I always try to adapt quickly through guidance and training.	
Constant technology updates can cause anxiety	inf -1	I'm not too worried because there is always training before a feature update.	The app update triggered mild anxiety, but technical support and training helped employees adapt.
	inf -2	Layout changes sometimes disrupt established workflows.	
	inf -3	I adapt quickly, but worry about making mistakes when trying new features.	
	inf -4	I'm more worried about technical support after the update than the new features themselves.	
	inf -5	It takes me extra time to learn new features, but I overcome this by prioritizing work.	

6. Discussion

Learning Agility

Learning agilityis an individual's ability to learn, adapt, and face challenges quickly. The majority of

respondents showed learning agility in using Sinergy BOMA by discussing, sharing experiences, and adjusting work strategies. They are able to deal with pressure, solve technical obstacles, and find solutions creatively. Adaptation to change can be seen from their ability to learn new features through documentation or trial and error. Overall, most employees have good learning agility, although the level of adaptation varies. The results of this study are supported by research by Fatmawati & Sahrah (2024) which found that learning agility has a positive relationship with work engagement in private employees in Yogyakarta, where individuals with high learning agility are better able to adapt to change and have better levels of work engagement. In addition, Yashinta & Suharti (2021) found an influence between learning agility and innovative behavior. Riswan et al. (2021) also added that learning agility has an influence on innovative work behavior in employees in DKI Jakarta. This indicates that having high learning agility will increase a person's innovative behavior. These findings support the results of this study that employees who have high learning agility will find it easier to understand and adopt new features in technology or digital systems.

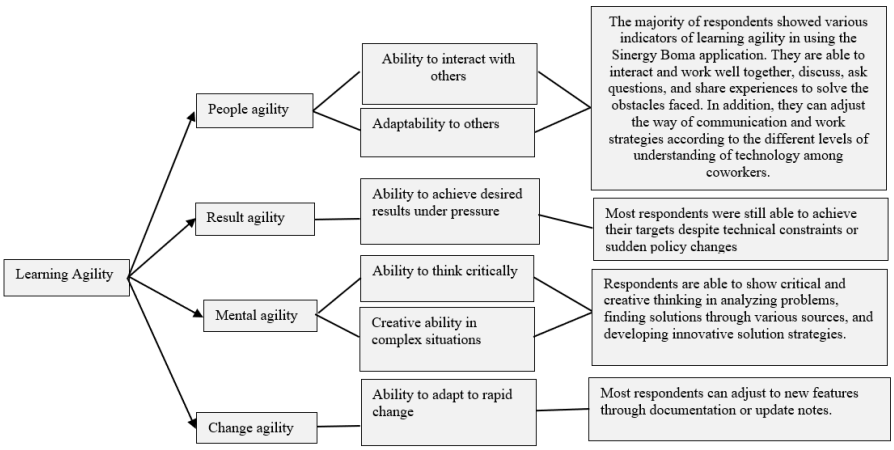

Figure 2 *Learning Agility Model*

Technostress

Technostressarises due to system complexity, rapid technological change, and constant work connectivity. Some respondents had difficulty multitasking, especially when having to divide their focus between applications and other tasks, although they eventually adapted. Work connectivity outside of office hours was also a concern, although most were able to manage it well. In addition, complex application features and constant technology updates caused anxiety for some respondents, especially if there was no adequate training. However, the majority managed to overcome technostress by finding solutions independently, discussing with colleagues, and utilizing application features more efficiently. This finding is in line with research by Dina Mellita & Rizqullah (2022) which shows that workers in the banking sector experience technostress due to technological complexity, multitasking, and the pressure to always be digitally connected. Furthermore, research by Rahardian Fitra Syakura et. al (2022) identified five factors that cause technostress, namely techno-overload, techno-invasion, techno-complexity, techno-insecurity, and techno-uncertainty. In addition, Arshya Andryan & Dewi Suminar (2024) in their research explained that although technology is designed to increase efficiency and productivity, excessive and complex use can actually be a source of substantial stress, which ultimately increases the risk of burnout among individuals.Then burnout, characterized by symptoms such as emotional exhaustion, depersonalization of work, and decreased motivation, has been identified as a serious consequence of technostress. Previous research results support the findings in this study that technostress arises from rapid system changes, lack of training, and additional work pressure in operating new applications.

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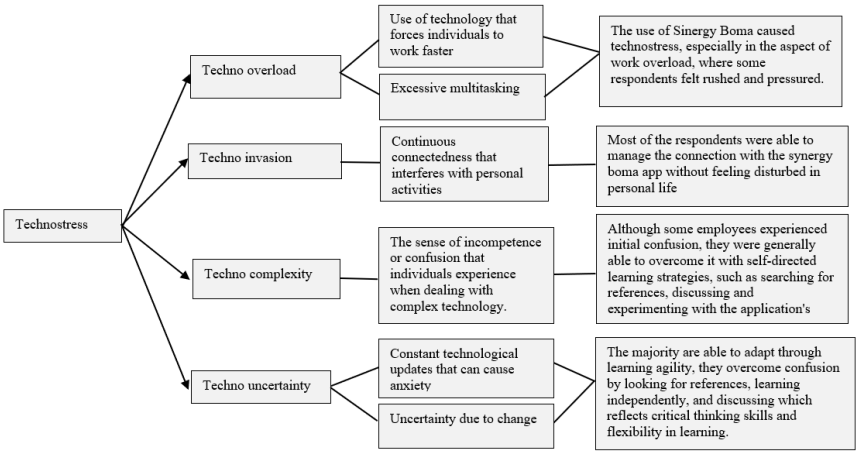

Figure 3 *Technostress Model*

Relevance The Relationship Between Learning Agility and Technostress Levels

The interview results showed that learning agility plays an important role in reducing technostress. Respondents with high learning agility are more adaptable to technological changes, overcome obstacles systematically, and collaborate to find solutions. They are also able to manage work pressure through priority strategies and independent learning. Conversely, respondents with low learning agility tend to experience higher technostress, especially in dealing with changes in features and multitasking. These results are reinforced by research by Surya Darmawan & Windiyanaputri (2024) which shows that learning agility helps individuals face new challenges, increases adaptation, and encourages innovative behavior in a technology-based work environment. In addition, according to Nathasya Aprilia & Hajan Hidayat (2024), learning agility has a positive effect on employee performance. Similar results were also found by Stefani HAT & Fitriaty (2024) who explained the direct influence between learning agility and the performance of employees of the Regional Civil Service Agency (BKD) of Jambi Province. Thus, it can be concluded that employees with high learning agility tend to be more capable of dealing with technostress, while those with low agility are more susceptible to stress due to changes in digital work systems.

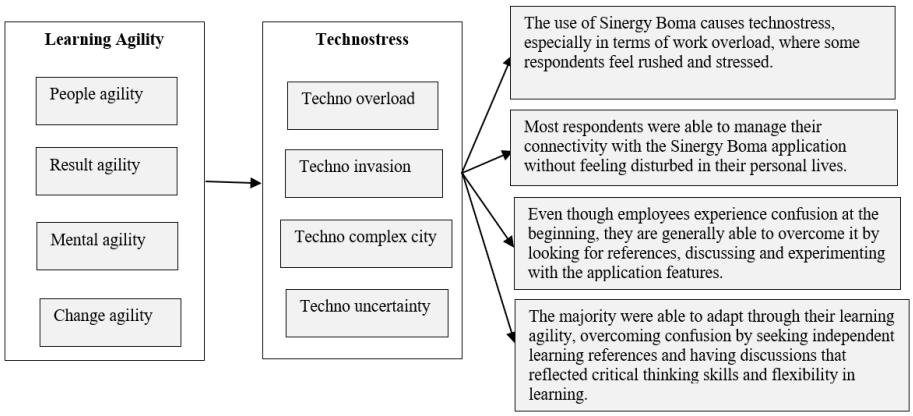

Figure 4 *Model of the Influence of Learning Agility on Technostress*

7. Conclusion

This study confirms that learning agility plays an important role in helping Bojongmangu District employees adapt to the Sinergy BOMA application and reduce technostress. Employees with high agility adapt more quickly to technological changes, while those with low agility are more susceptible to work pressure. Therefore, developing learning agility is a primary strategy in overcoming technostress in a technology-based work environment.

8. Implication

Theoretically, these findings reinforce the concept that learning and adaptability can reduce stress caused by technology. Practically, ongoing digital training, supportive policies, increased user-friendliness of applications, and a collaborative work culture are needed to accelerate employee adaptation. These steps are expected to create a more adaptive and productive work environment in the digital era.

Further research can explore strategies to improve learning agility to reduce technostress, such as adaptive training or digital mentoring. Moderating factor analysis, cross-sector comparative studies, and longitudinal approaches can provide deeper insights. In addition, integration with new technologies such as AI and automation is also important to understand their impact on technology adaptation in the workplace.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of the paper.

Author Contribution

The authors confirm contribution to the paper as follows: **study conception and design**: Y.N.F., U.M.D.F., and E.R.; **data collection**: Y.N.F., U.M.D.F., and E.R.; **analysis and interpretation of results**: Y.N.F., U.M.D.F., and E.R.; **draft manuscript preparation**: Y.N.F., U.M.D.F., and E.R. All authors reviewed the results and approved the final version of the manuscript.

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