

The Influence of Digital Literacy and Digital Competence on Employee Work Engagement and its Impact on *Coffee Shop Employee Work Performance*

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Digital literacy, digital competence, employee engagement, employee performance, *coffee shop*.

Abstract

This study aims to analyze the influence of digital literacy and digital competence on employee work engagement and its impact on the work performance of *coffee shop* employees in East Telukjambe, Karawang Regency. The study used a quantitative approach with a sample of 107 employees selected through *proportionate stratified random sampling*. Data was collected through a Likert scale questionnaire and analyzed using *Structural Equation Modeling Partial Least Squares* (SEM PLS) with SmartPLS. The results of the study show that digital literacy and digital competence have a significant effect on employee work engagement, digital competence has a significant effect on employee work performance and employee work involvement has a significant effect on employee work performance. However, digital literacy and digital competence do not show a direct influence on employee work performance if through employee work involvement. This research provides advice to coffee shop managers to focus on developing digital literacy and competencies to improve employee work engagement and employee work achievement, which will support business sustainability in a highly competitive industry.

1. Introduction

The Coffee shop industry in Indonesia is part of the food and beverage (F&B) sector that is experiencing rapid growth in the digital era. This growth can be seen in East Telukjambe District, which is the center of coffee shop growth in Karawang Regency. According to the (Indonesia, 2020), more than 3,000 new modern coffee shops will be established in various cities in Indonesia in 2023. However, the increase in the number of coffee shops does not necessarily indicate good work performance.

Work performance is influenced by the ability to adapt to technology. Employees with digital literacy and high digital competence are more efficient, whereas those who are less proficient can be detrimental to customer satisfaction and company reputation (Carcia et al. 2023; Christantyo & Shiratina, 2023). Many coffee shops face opposition due to poor performance measurement. Employees feel valued more productively and provide better services (Afif et al. 2024; Kiabeni et al. 2023). However, Natakusumah et al. (2022) show that work engagement does not always have a significant effect without adequate system support.

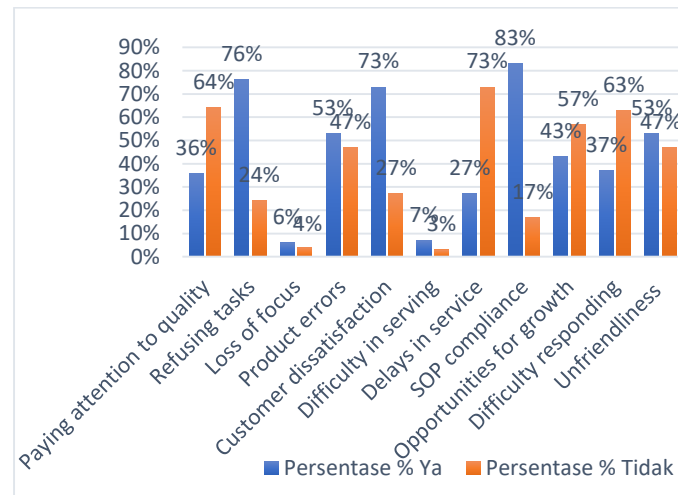


Figure 1 Pre-survey research, 2025

Based on the 2025 pre-survey results, 73% of customers provided negative feedback on products and services. In addition, 67% of employees have difficulty serving many customers during peak hours. and 76% of employees are unwilling to take on additional tasks beyond their responsibilities. To overcome these challenges, digital competencies are important to consider, as strong digital skills can improve employee performance.

The growth of the coffee shop industry in the digital era requires employees with strong digital literacy, including the ability to search, evaluate, and manage digital information (Vida 2024). Digital literacy is important for coffee shops because many operations are digital, including the use of cash registers (POS), online order acceptance, and social media promotion. Digital competence is needed to support operational efficiency acceptance, and promotion through social media. Digital competence is needed to support operational efficiency (Afifah et al. 2024). Therefore, improving digital competence is essential to maintain the competitiveness of coffee shops.

A study by Hafidz et al. (2025) found that digital literacy and digital knowledge are associated with greater work involvement and performance among culinary entrepreneurs. Kristiana et al. (2025) show that high digital literacy is associated with higher work engagement. Alchaer & Nurjannah, (2025) found that emotional intelligence affects work engagement through work-life balance Tatli et al. (2023) stated a significant relationship between digital literacy and company performance. According to Suhariyanti et al. (2024) digital literacy has provided understanding and knowledge to improve rural communities, with appropriate training.

Most research focuses on customer satisfaction and operational efficiency. This study examines the relationship between digital literacy, employee work engagement, and employee work performance in coffee shops. This research is novel for combining digital literacy, digital competence, and employee work involvement, and for examining their impact on employee work performance. This research shows that increasing digital literacy and digital competence can strengthen employee work engagement and employee work achievement, as well as support business sustainability in a highly competitive industry. The purpose of this study is to analyze the influence of digital literacy and digital competence on employee work engagement and its impact on coffee shop work performance.

2. Legacy Review

2.1 Digital Literacy

Tatli et al., (2023) explained that digital literacy is the ability to understand and use digital technology to access, analyze, and use information effectively. According to Muflihin (2020), digital literacy is a comprehensive ability to apply information from various digital sources. According to Pratiwi & Adning (2022), digital literacy is the ability to access, manage, analyze, and evaluate information effectively using digital technology and communication tools. The dimensions of Digital Literacy according to Tatli et al., (2023) include: (1) the ability to manage digital information, with indicators of evaluating information accuracy; filtering information, (2) adaptation to changes in digital technology, with indicators of adaptation of new technologies; digital training, (3) digital collaboration and communication, with digital communication indicators; use of digital collaboration tools.

2.2 Digital Competence

Vuorikari et al., (2022) stated that digital competence is a set of attitudes, knowledge, and skills for using digital technology effectively in learning, working, and participating in a digital society. According to Larasshati & Priyastiw, (2024), digital competence is the ability of Human Resources (HR) to manage or use technology to process information, communicate, and solve problems. According to Putri et al., (2024) digital competence is the

ability to understand and use digital media to seek information, communicate, and solve problems. The dimension of Digital Competency according to Larasshati & Priyastiwi, (2024) includes: (1) technical skills, with indicators of handling simple technical obstacles; device operations, (2) application capabilities, with indicators of software use; utilization of application features, (3) problem-solving skills, with indicators of technical problem identification; and decision-making.

2.3 Employee Work Engagement

Natakusumah et al., (2022) stated that employee work involvement is a mental state related to work that reflects the extent to which employees feel involved and excited in performing their work. According to Suwondo, (2025), employee work engagement is a positive psychological condition in which employees feel emotionally, cognitively, and physically connected to their work. Riswan et al., (2021) state that employee work involvement is a positive, satisfying mental state towards one's work. The dimensions of Employee Work Engagement according to Natakusumah et al., (2022) include: (1) emotional involvement, with indicators of pride in work; emotional loyalty, (2) intellectual involvement, with indicators of focus on work; problem-solving, (3) level of work activity, with indicators of consistency of attendance; initiative at work, (4) support of work systems and environments, with indicators of peer support; clarity of work procedures.

2.4 Employee Work Performance

Riana et al., (2024) explain that employee work performance results from individuals carrying out the tasks and responsibilities assigned by the organization. Meanwhile, Christantyo & Shiratina, (2023), stated that employee work performance is the operational ability to achieve preset goals. According to Saidin et al., (2024) job performance is a complex concept encompassing three main components: task performance, contextual performance, and adaptive performance. The dimensions of Employee Work Performance according to Christantyo & Shiratina, (2023) include: (1) work quality, with indicators of accuracy in work; suitability of work results, (2) quantity of work, with indicators of the amount of work output; time efficiency, (3) accuracy, with indicators of punctuality; adherence to schedules, (4) friendliness, with indicators of friendliness; ability to work together.

2.5 Frame of Mind

The development of digital technology in the food and beverage (F&B) sector requires employees to have digital literacy, including an understanding of assessing and communicating digital information, as well as digital competence showing technical abilities and problem-solving skills in operating digital technology. Employee work engagement, which is seen in (Larasshati & Priyastiwi, 2024; Tatli et al., 2023). Emotional, intellectual, and physical involvement can show passion, responsibility, and loyalty to work (Natakusumah et al., 2022). The work performance of coffee shop employees reflects their ability to adapt to digital devices, as evidenced by the quality, quantity, precision, and friendliness of their work (Christantyo & Shiratina, 2023). Conceptually, digital literacy and digital competence increase work engagement and work performance, and can have a direct effect on achievement through improving technical capabilities and service quality.

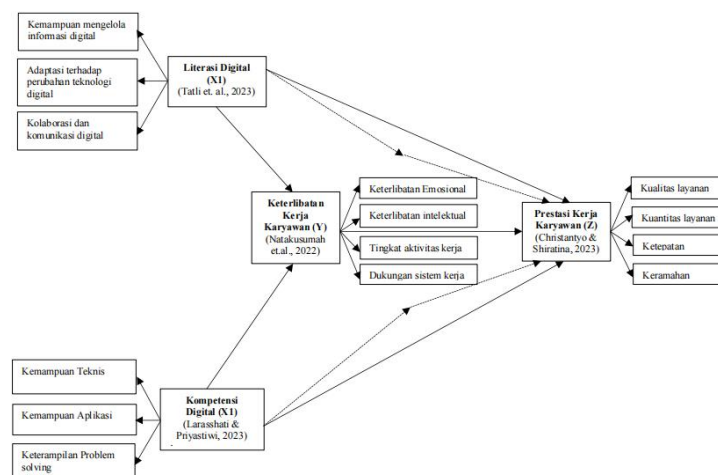


Figure 2 Frame of Mind Model

Research hypothesis

H1: Digital literacy affects employee work engagement

H2: Digital competencies affect employee work engagement

H3: Digital literacy affects employee work performance

H4: Employee work engagement affects employee performance

H5: Digital competencies affect employee work performance

H6: Digital literacy affects employee performance through employee work engagement

H7: Digital competencies affect employee work performance through employee work engagement

3. Research Methods

This study applied a quantitative method to examine the influence of digital literacy and digital competence variables on employee work engagement and work performance in coffee shops, including all employees working in coffee shops. The research sample is a subset of the population selected to represent the entire population. The sample size was determined using the Slovin formula, with a population of 112 respondents. The number of samples was determined to yield a 2% margin of error, resulting in 107 respondents. This study uses the Proportionate Stratified Random Sampling technique.

Table 1 Variable Operations

Variabel	Dimensions	Indicator	Source
Digital Literacy	Ability to manage digital information	Evaluate the accuracy of information. Filter information.	Tatli et al. (2023)
	Adaptation to changes in digital technology	Adaptation of new technologies	
	Digital collaboration and communication	Digital training Digital communication. Use of digital collaboration tools	
	Technical capabilities	Handling technical constraints Device operations Use of <i>the software</i>	
Digital Competence	Application capabilities	Utilization of Application Features	Larasshati & Priyastiw (2023)
	Problem solving skills	Identification of technical issues Decision-making	
	Emotional Engagement	Pride in work Emotional loyalty	
	Intellectual engagement	Focus on work Troubleshooting	
Employee Work Engagement	Work activity level	Consistency of attendance Initiative at work	Natakusumah et. al., (2022)
	System support	Peer support Clarity of work procedures	
	Quality of work	Precision in work Suitability of work results	
	Working quantity	Total work output Time efficiency	
Work Performance	Accuracy	Punctuality Sticking to the schedule	Christantyo & Shiratina, (2023)
	Hospitality	Friendly attitude Ability to work together	

Data collection was conducted through observation and online and offline questionnaires administered to coffee shop employees, using a Likert scale ranging from 1 (very bad) to 5 (very good). This study was analyzed using Structural Equation Modeling Partial Least Squares (SEM PLS) and supported by SmartPLS 4 software.

4. Results and Discussion

4.1 Company Profile

In East Telukjambe District, coffee shops are developing with various concepts. Fore Coffee, with branches at Resinda Park Mall 2020 and Galuh Mas 2023, serves specialty coffee with espresso and manual brew techniques. Kopi Rob, established in 2025, serves Nusantara coffee with a local approach, while Serenity Cafe, also established in 2025, offers a calm atmosphere. Vion Cafe, which is popular for its friendly service, and Tomoro Coffee, which has been present since 2022 with a casual concept in Grand Taruma and Galuh Mas. K.A Coffeshop & Roastery, with two branches in Perumnas and Peruri, serves its own roasted coffee. Nurer Coffee offers affordable coffee in a relaxed atmosphere, while Warung Rayden and Hungry Coffee Shop in Grand Taruma provide coffee at friendly prices. Prover Club Specialty Coffee, established in 2025, emphasizes the selection of high-quality coffee.

4.2 Respondent Profile

Respondent profiles were based on the characteristics of the research sample, including gender, age, and length of employment in coffee shops.

Table 2 *Respondent Profile*

Features	Frequency	Percentage %	Features	Frequency	Percentage %
Gender			Age		
Male	0,57	57%	17-20	0,39	39%
Women	0,43	43%	21-30	0,61	61%
Total	100	100%	Total	100	100%
Working period at the Coffee Shop					
< 1 Year	0,17	17%			
1-2 Years	0,33	33%			
>2 Years	0,50	50%			
Total	100	100%			

Based on data from 107 respondents, the majority of coffee shop employees are men (57%). The majority of people are in the 21-30 age range, at 61%. and work experience, the majority have worked for more than 2 years (50%).

4.3 Descriptive Analysis

Descriptive analysis describes the empirical conditions of research variables based on respondents' perceptions. Data from the Likert scale are averaged, and the resulting values are interpreted using a scale range to facilitate understanding and comparison between indicators. The average score was divided into five categories: 1,000-1.80, very bad; 1.81-2.60, not good; 2.61-3.40, quite good; 3.41-4.20, good; and 4.21-5.00, very good.

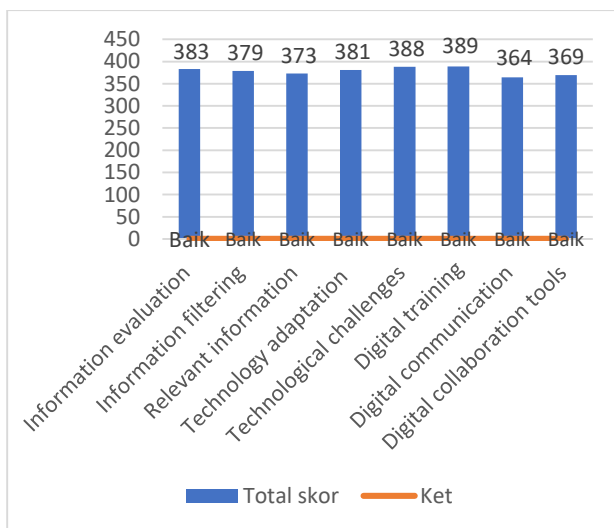


Figure 3 *Descriptive Analysis of Digital Literacy*

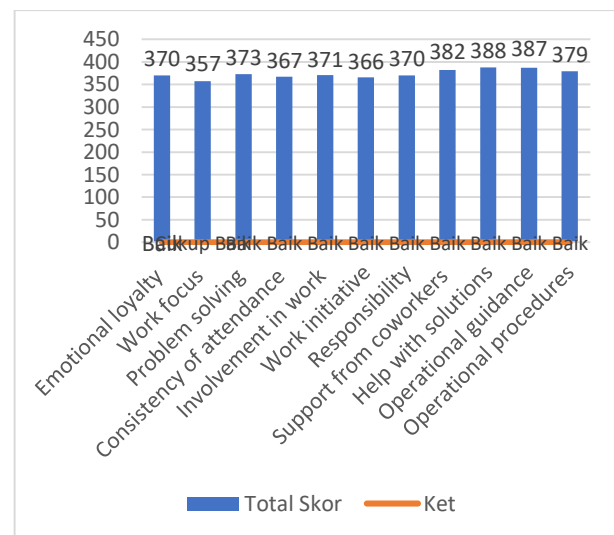


Figure 5 *Descriptive Analysis of Work Engagement*

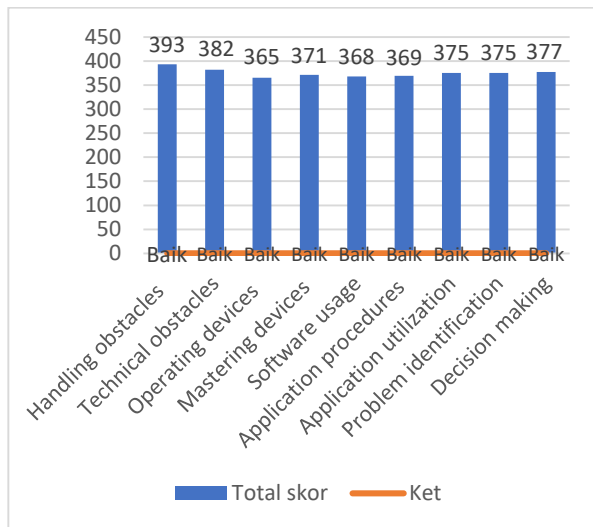


Figure 4 Descriptive Analysis of Digital Competency

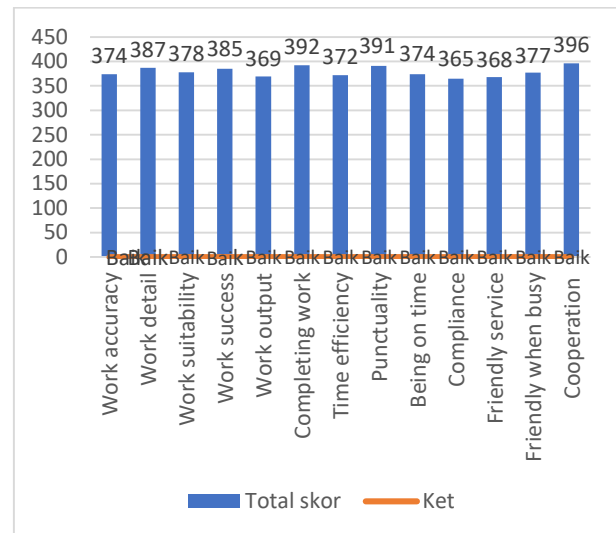


Figure 6 Descriptive Analysis of Work Performance

Based on the descriptive analysis, the majority of respondents assessed digital literacy, digital competence, employee work involvement, and employee work performance in coffee shops as well. The highest scores on the variables of employee work performance (379.1), digital literacy (378.3), digital competence (374.7), and employee work involvement (373.6) indicated that the strongest assessment was on employee work performance. In contrast, employee work involvement was relatively lower among other variables, although it remained in the good category.

4.4 Verifiable Analysis

4.1 Convergent Verification Analysis

According to Setiabudhi et al., (2025) the minimum acceptable loading factor is 0.70. If the value exceeds this number, then the indicator is declared valid. On the other hand, if the value is below 0.70, the indicator should be removed from the model.

Table 3 Output Result For Outer Loading

Employee work performance			Employee Work Engagement		
Employee Work Performance Indicator	Outer loading		Employee Work Engagement Indicators	Outer loading	
Precision in work	PKK1	0.726	Emotional loyalty	KKK1	0.780
Details in working	PKK2	0.758	Focus on work	KKK2	0.898
Work suitability	PKK3	0.814	Troubleshooting	KKK3	0.793
Work success	PKK4	0.860	Consistency of attendance	KKK4	0.863
Total work output	PKK5	0.890	Involvement in work	KKK5	0.771
Getting the job done	PKK6	0.776	Initiative at work	KKK6	0.777
Time efficiency	PKK7	0.801	Sense of responsibility	KKK7	0.754
Punctuality	PKK8	0.890	Peer support	KKK8	0.804
Arrive on time	PKK9	0.726	Support troubleshooting	KKK9	0.788
Sticking to the schedule	PKK10	0.770	Clarity of work procedures	KKK10	0.736
Customer-friendly attitude	PKK11	0.853	SOPs help employees while working	KKK11	0.803
Friendly attitude during peak hours	PKK12	0.791			
Collaborate with colleagues	PKK13	0.719			
Digital Literacy Indicator			Digital Competency Indicator		
Digital Literacy Indicator	Outer loading		Digital Competency Indicator	Outer loading	
Evaluation of information accuracy	LD.1	0.815	Simple handling of technical issues	KD.1	0.893
Filtering information	LD.2	0.766	Identify technical obstacles	KD.2	0.787
Relevant or irrelevant information	LD.3	0.946	Operating a digital device	KD.3	0.947
Adaptation of new technologies	LD.4	0.832	Master digital devices	KD.4	0.784
Managing the challenges of technological change	LD.5	0.938	Use of the software	KD.5	0.947
Digital training	LD.6	0.740	Application procedure	KD.6	0.794
Digital communication	LD.7	0.941	Utilization of application features	KD.7	0.840
Use of digital collaboration tools	LD.8	0.937	Identify technical issues	KD.8	0.926
			Decision Making	KD.9	0.898

Based on the results of the outer model, all indicators in the variables Digital literacy, digital competence, employee work engagement, and employee work performance have outer loadings above 0.70, indicating that all indicators are valid and make a strong contribution to their respective constructs.

4.2 Construct Reliability Analysis and Average Variance Extracted (AVE)

According to Ghazali & Latan, (2015) the AVE value must be greater than 0.5, indicating that more than 50% of the indicator's variance can be explained by the variables it measures.

Table 4 *Nilai Composite Reliability, Cronbach's Alpha dan Average Variance Extracted*

	Cronbach's alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVE)
Digital Literacy	0.940	0.954	0.950	0.703
Digital Competence	0.947	0.954	0.955	0.703
Employee Work Engagement	0.941	0.945	0.948	0.626
Employee Work Performance	0.958	0.973	0.962	0.664

Based on Table 4, all variables in this study have Cronbach's alpha (Composite Reliability) values above 0.70 or close to 1, and Average Variance Extracted (AVE) values above 0.50, indicating that the constructs are reliable. Thus, all variables in this study have consistency and reliability.

4.3 Discriminatory Validity

According to Hair et al., (2016) the validity of discriminant validity in PLS-SEM can be evaluated using the HTMT and Fornell-Larcker Criteria. The HTMT value is reported to meet the > 0.90 criterion. In contrast, the discriminant validity based on Fornell-Larcker is met if the square root of AVE of each construct is greater than the correlation between other constructs.

Table 5 *HTMT values and Fornell-Larcker criteria*

	HTMT				Fornell-larcker criterion			
	Work engagement	Digital competencies	Digital literacy	Work performance	Work engagement	Digital competencies	Digital literacy	Work performance
Employee work engagement					0.817			
Digital competencies	0.407				0.408	0.769		
Digital literacy	0.354	0.464			0.454	0.337	0.815	
Employee work performance	0.445	0.340	0.323		0.342	0.454	0.322	0.801

Table 5 shows significant positive correlations between Employee Work Engagement and Employee Work Performance (0.445), Digital Competency (0.407), and Digital Literacy (0.354), as well as between Digital Competency and Digital Literacy (0.464), indicating that digital competence can increase employee engagement and work performance. The Fornell-Larcker test shows good convergent and discriminant validity, with values above 0.70, signaling a strong relationship between the indicator and the construct. Thus, the constructs in this model are valid, convergent, and discriminatory.

4.5 Structural Model Evaluation

According to (Hair et al., 2016) Structural Model Evaluation is a process for testing and assessing the suitability and effectiveness of a model that describes the relationships among variables in a study.

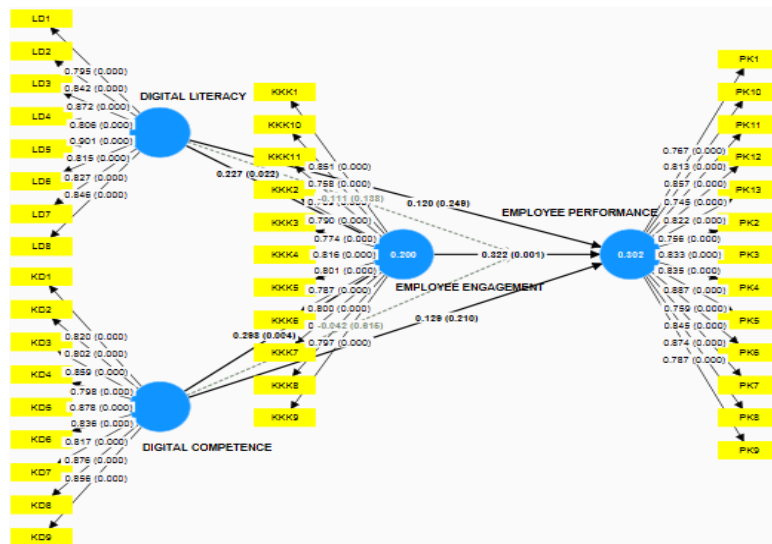


Figure 7 Output Result Bootstrapping

Figure 7 shows that digital literacy (0.200) and digital competence (0.004) have a positive effect on employee work engagement, which, in turn, increases employee work performance (0.302). This model shows that improving digital literacy and competence can increase employee work engagement and employee work achievement.

4.5.1 Coefficient of Determination (R-Square)

According to Setiabudhi et al., (2025), the R-Square value shows how much the independent variables are able to explain the variation in the dependent variables. The value of $R^2 \geq 0.75$ is considered strong, $R^2 \geq 0.50$ is moderate, and $R^2 \geq 0.25$ is weak.

Table 6 R-Square

	R-Square
Employee Work Engagement	0.200
Employee Work Performance	0.302

The R-Square values for employee work engagement (0.200) show 20% explained variance, and for employee work performance (0.302), 30.2% explained variance. This model has a limited ability to explain variations in employee work engagement and performance.

4.6 Pengujian Hypothesis

In the hypothesis test, the Structural Equation Modeling Partial Least Squares (SEM-PLS) approach was used to assess the direct relationships between independent and dependent variables, which were analyzed using the Bootstrap method. According to Purwanto et al. (2021), the relationship is considered significant if the p-value ($P < 0.050$). Conversely, if the p-value ($P > 0.05$), the relationship is less significant. The t-value is < 2.010 and the p-value is > 0.05 , supporting H_0 . If the t-statistic value > 2.010 , p-value < 0.05 , then H_0 is not accepted.

Table 7 Results of Bootstrapping Calculation of Research Data

	Original sample (O)	Sample mean (M)	Standar deviation (STDEV)	T statistics (O/STDEV)	P values
Digital literacy → Employee work engagement	0.227	0.236	0.099	2.298	0.022
Digital competencies → Employee work engagement	0.298	0.304	0.104	2.862	0.004
Digital literacy → Work performance	0.193	0.196	0.104	1.866	0.062
Digital competencies → Employee performance	0.225	0.225	0.103	2.191	0.028
Employee work engagement → Employee work performance	0.322	0.326	0.096	3.356	0.001
Digital literacy through Employee work engagement → Employee work performance	-0.111	-0.121	0.075	1.483	0.138
Digital competencies through employee work engagement → Employee work performance	-0.042	-0.036	0.084	0.503	0.615

Based on Table 7, the results of the hypothesis test indicate that the digital literacy variable has a significant effect on employee work engagement ($P = 0.002 < 0.05$). Digital competence has a significant effect on employee work engagement ($P = 0.004 < 0.05$). Digital literacy has no effect on employee work performance with a P value of $0.062 > 0.05$. Digital competence has a significant effect on employee work performance with a P value of $0.028 > 0.05$. Employee work involvement has a significant effect on employee work performance, with a P value of $0.001 < 0.05$. Digital literacy does not affect employee work performance through employee work involvement, with a P value of $0.138 > 0.05$. Digital competence does not affect employee work performance through employee work involvement, with P values of $0.615 > 0.05$.

4.7 Predictive Evaluation

4.7.1 Effect Size (*F-Square*) dan Predictive Relevance (*Q-Square*)

According to Setiabudhi et al. (2025), Effect Size (f^2) is to measure the relative effect of independent variables on dependent variables. Hair et al., (2019) stated that a Q-square of < 0 indicates low predictive ability, a value of around 0.26 indicates moderate predictive ability, and a value of > 0.50 indicates high predictive ability.

Table 8 *F-Square and Q-Square*

	<i>F-Square</i>	Remarks	<i>Q-Square</i>	
Digital literacy → Employee work engagement	0.052	Huge effect	Employee Work Engagement	0.110
Digital competencies → Employee work engagement	0.089	Huge effect	Employee Work Performance	0.167
Digital literacy → Employee performance	0.015	Small effects		
Digital competencies → Employee performance	0.017	Small effects		
Employee work engagement → Employee work performance	0.117	Huge effect		
Digital literacy through Employee work engagement → Employee work performance	0.019	Small effects		
Digital competencies through employee work engagement → Employee work performance	0.002	Small effects		

Based on Table 8. The F-Square value shows that digital literacy and digital competence influence employee work engagement, and that employee involvement influences work performance, with F-Square values > 0.35 . Meanwhile, digital literacy and digital competence on work performance, either directly or through employee work involvement, have a small influence with an F-Square value of < 0.15 . The Q-Square values for the variables Employee work engagement and Work performance are 0.110 and 0.167, respectively. ini values of 11% and 16.7% indicate strong predictive relevance for both variables.

4.7.2 Model Eligibility

Model feasibility testing assesses the suitability of the research model using empirical data and ensures that the relationships between constructs have a strong statistical basis. This testing is important to ensure that the model used is valid and can be interpreted correctly (Hair et. al. 2018).

Table 9 *Goodness Of Fit Model*

	Saturated Model	Estimated Model
SRMR	0.083	0.082
d_ULS	5.944	5.766
d_G	5.120	5.243
Chi-square	2179.498	2175.809
NFI	0.628	0.629

Table 9 Goodness-of-Fit Model Results shows that the estimation model has a fairly adequate fit. The SRMR value of 0.082 is below 0.10. The values of d_ULS (5.766) and d_G (5.243) were lower than those of the saturated model, indicating a decrease in mismatch. However, the NFI of 0.629 is still below 0.90, suggesting that the model could be used for further analysis but needs improvement.

4.8 Discussion

The Influence of Digital Literacy on Employee Work Engagement

The analysis showed a significant, positive relationship between digital literacy and employee work engagement in coffee shops. Relevant information shows the importance of employees assessing the right information, and digital communication emphasizes the role it can play in improving work engagement. These findings align with

the research by Kristiana et al., (2025) which shows that high digital literacy is associated with higher levels of work engagement. Hafidz et al., (2025) state that digital literacy increases work engagement in the Food and Beverage (F&B) sector by facilitating better communication and business management.

The Influence of Digital Competencies on Employee Work Engagement

The study's results show that digital competence positively affects employee work engagement. Employees with technical skills in operating devices show higher engagement because they can perform tasks more efficiently, are ready to face challenges, and are confident in system changes. These findings are reinforced by Vuorikari et al., (2022) who found that digital competencies increase work engagement and communication effectiveness. Suwondo, (2025) states that strong digital competencies increase engagement and performance achievement.

The Influence of Digital Literacy on Employee Work Performance

The results of this study show that digital literacy does not have a significant direct influence on work performance, as indicated by the P-value of 0.062 (> 0.05) and the t-statistic of 1,866 ($< 2,010$). Although digital literacy has no direct effect, the ability to complete tasks on time and produce high outputs can play an important role. However, this value has not had a direct effect on employee work performance. This finding is supported by Putra & Syahrul, (2023) who noted that some employees have not mastered digital technology and electronic devices, hindering the use of digital literacy to increase efficiency and productivity. According to Riana et al., (2024) work achievement is determined by the ability to convert knowledge into measurable work results, not just information mastery.

The Influence of Digital Competencies on Employee Work Performance

Based on the results of the research, digital competency has a significant influence on the work performance of employees in the coffee shop sector, with the ability to operate POS systems, online ordering applications, and social media being very important to improve the efficiency and quality of service. These findings are reinforced by Putri et al., (2024) showing that digital competencies increase work effectiveness, which is directly related to productivity. Christantyo & Shiratina, (2023) found that, in relation to work performance, employees who can utilize technology complete tasks faster and provide services more accurately.

The Effect of Employee Work Involvement on Job Performance

Employee work involvement has been shown to influence job performance significantly. Engaged employees will focus on the job and deliver optimal results. Engagement increases responsibility, commitment, and motivation, which, in turn, increases job performance, as noted by Kiabeni et al., (2023) who found a very strong relationship between work engagement and employee work performance. According to Afif et al., (2024) engaged employees tend to be more proactive and perform better in competitive industries.

The Influence of Digital Literacy on Work Performance Through Employee Work Engagement

The results of the study showed that employee work involvement did not affect digital literacy on work performance, as indicated by P-values of 0.138 (> 0.05) and t-values of 1,483 ($< 2,010$). These findings align with Tatli et al., (2023) who found that digital literacy can increase employee work engagement. Still, its direct influence on work performance through employee engagement has not been proven to be significant, especially when the work environment has not yet supported the implementation of digital capabilities.

The Influence of Digital Competencies on Work Performance Through Employee Work Engagement

The results of the research showed that employee work involvement did not affect digital competence or work performance, as indicated by a P-value of 0.615 (> 0.05) and a T-statistic of 0.503 (< 2.010). In line with the research of Mardiana & Yakub, (2025) which confirms that although digital competence is an important factor for improving work performance, the role of work involvement is not always significant in strengthening these relationships. Other factors, such as the work environment and individual motivation, are more influential in shaping employee performance.

5. Conclusion

The results of the research indicate that digital literacy and digital competence have a positive effect on employee work involvement in coffee shops. Technical and problem-solving skills increase emotional, cognitive, and behavioral engagement, thereby positively impacting employee job performance. However, digital literacy has no significant effect on work performance, serving more as a prerequisite for understanding. On the other hand, digital competence has a direct positive effect on work performance, especially in the use of POS applications. Digital literacy and digital competence do not affect work performance through increased involvement, because digital literacy is not strong enough, even though it does increase involvement. In contrast, digital competence is more dominant in influencing work outcomes without involvement as a connecting variable.

6. Implications

The implications of this study show that working together, clarity of work procedures, digital training, and mastery of digital devices make a less significant contribution to employee work engagement and performance. This shows that it is necessary to develop digital literacy and competencies through continuous training to increase employee confidence and engagement in the workplace. It is also important for coffee shops to strengthen team collaboration, clarify work procedures, and ensure a good understanding of technology to improve employee productivity and efficiency.

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Conflict of Interest

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

Author's Contribution

The authors confirm their contributions to this paper as follows: **conception and design of the research:** Vivi Khalifatul Jannah, Uus Mohammad Darul Fadli and Ery Rosmawati; **data collection:** Vivi Khalifatul Jannah, Uus Mohammad Darul Fadli and Ery Rosmawati; **analysis and interpretation of results:** Vivi Khalifatul Jannah, Uus Mohammad Darul Fadli and Ery Rosmawati; **preparation of manuscript drafts:** Vivi Khalifatul Jannah, Uus Mohammad Darul Fadli and Ery Rosmawati. Vivi Khalifatul Jannah, Uus Mohammad Darul Fadli, and Ery Rosmawati; review the results and approve the final version of the manuscript.

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