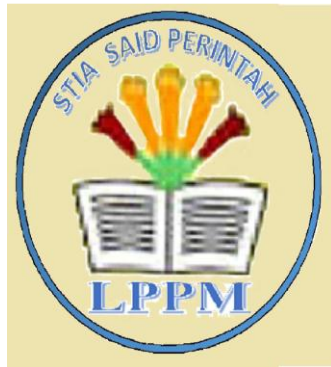

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Digital Transformation Mediating Organizational Support and Administrative Service Performance

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Abstract

Digital transformation has become an important strategy for improving administrative services in higher education. This study examines the relationships among organizational support, digital transformation, and administrative service performance in vocational higher education. A quantitative explanatory approach was employed using data from 144 students at Politeknik Negeri Ambon, which were analyzed using path analysis. The results indicate that organizational support positively influences digital transformation and administrative service performance. However, digital transformation neither directly improves administrative service performance nor mediates the relationship between organizational support and service performance. These findings suggest that effective digital transformation requires not only technological investment but also strong institutional commitment, organizational readiness, and responsive administrative practices to achieve sustainable improvements in service quality.

Keywords : Organizational Support, Digital Transformation, Service Performance, Vocational Education

Introduction

Evaluating the determinants of digital adoption, including infrastructure readiness, human resource capabilities, and technological literacy, is essential for higher education institutions seeking to respond effectively to evolving industry demands and labor market dynamics (Andi Kambau, 2024). Digital transformation is no longer viewed merely as the adoption of new technologies but as a strategic process that requires institutions to redesign organizational structures, workflows, and service delivery systems to remain competitive. Recent bibliometric evidence further indicates that research on technology adoption has expanded considerably over the past decade, with increasing emphasis on digital innovation, organizational adaptation, and technology-enabled organizational performance across various sectors. However, empirical studies that explain how organizational support translates digital transformation into improved administrative service performance, particularly within higher education institutions, remain relatively limited (Judijanto et al., 2024). Consistent with this perspective, Rachinger et al., (2019) argued that digitalization compels organizations to reassess existing strategies and systematically restructure internal processes to sustain organizational relevance in increasingly dynamic environments.

As one of the state vocational higher education institutions in Maluku, Politeknik Negeri Ambon is expected to continuously improve the quality of its academic administrative services to support students' learning experiences and institutional performance. Administrative services that are responsive, transparent, and efficient represent an important dimension of institutional quality because they directly influence student satisfaction as the institution's primary stakeholders. Throughout their academic journey, students depend on administrative services for course registration, academic transcript processing, graduation clearance, diploma legalization, and other academic procedures. Consequently, inefficiencies in these services not only disrupt students' academic progress but also reduce institutional credibility and public trust.

Despite implementing the Academic Information System (SIKAD), Politeknik Negeri Ambon continues to encounter considerable challenges in its digital transformation process. During peak academic periods, such as course registration and grade submission, the system frequently experiences downtime or slow response times

due to increased user traffic. In addition, limited integration among administrative units particularly between the central administration and academic departments often results in data inconsistencies, duplication, and delays in validating students' academic records. These operational constraints indicate that the existing digital infrastructure has not yet fully supported integrated administrative processes, thereby limiting the effectiveness of digital service delivery.

The limitations of the current digital system are also reflected in routine administrative practices. Although several academic procedures have been digitalized, many processes still require manual intervention. Students are often required to print academic documents and visit administrative offices to obtain physical verification or handwritten signatures because electronic signature systems have not yet been fully implemented. Similarly, graduation clearance and diploma legalization remain time consuming due to manual cross-verification across multiple administrative units. These recurring operational inefficiencies suggest that digital transformation has not yet generated the expected improvements in administrative service performance. Consequently, strengthening institutional capacity to support digital initiatives has become an important priority for improving service quality.

Organizational support plays a fundamental role in enabling successful digital transformation. It encompasses leadership commitment, strategic policy direction, resource allocation, technological infrastructure, and organizational readiness that collectively facilitate digital innovation (Natika, 2024). Strong organizational support enables institutions to move beyond fragmented manual procedures toward integrated digital services that improve operational efficiency, transparency, and user satisfaction. However, institutional commitment alone is insufficient unless it is translated into practical technological solutions, such as integrated information systems, reliable network infrastructure, and user-oriented digital platforms that directly enhance students' administrative experiences.

Although digital transformation in higher education has received increasing scholarly attention, important theoretical and empirical gaps remain. A recent bibliometric analysis by Judijanto et al., (2024) revealed that existing studies have predominantly focused on technology adoption, digital innovation, and employee well-

being, while relatively limited attention has been given to the organizational mechanisms through which digital transformation influences service performance in higher education. Previous studies have primarily examined digital adoption from technological or organizational perspectives (Andi Kambau, 2024; Aditya et al., 2022), while generally treating organizational support and administrative service performance as directly related constructs. Most existing studies rely on descriptive approaches or conventional regression models that assume linear relationships among variables, providing limited insight into the organizational mechanisms through which institutional resources are translated into improved service outcomes. Consequently, current evidence offers only a partial understanding of how organizational support contributes to administrative service performance through digital transformation.

This limitation is particularly relevant because digital transformation is not implemented as an isolated technological initiative but as an organizational change process involving leadership, institutional readiness, technological capability, and employee adaptation. Previous studies have reported that digital transformation in Indonesian higher education is constrained by inadequate technological infrastructure, limited digital leadership, and organizational resistance to change (Aditya et al., 2022). These findings indicate that improvements in administrative service performance are likely to emerge through a sequence of interconnected organizational processes rather than through a simple direct relationship.

To address this gap, the present research examines digital transformation as the mechanism through which organizational support contributes to administrative service performance. By employing path analysis, this research investigates both the direct and indirect relationships among these constructs, providing a more comprehensive explanation of the organizational processes underlying successful digital transformation. This approach extends the existing literature by moving beyond conventional direct-effect models and offering empirical evidence on the pathways through which organizational support can be translated into improved administrative services. The findings are expected to contribute to the development of digital governance literature in higher education while providing practical guidance for vocational institutions in

designing evidence-based digital transformation strategies that strengthen service quality and institutional effectiveness.

Theoretical Framework and Hypothesis Development

This section provides a comprehensive theoretical framework that conceptualizes the structural relationships between Organizational Support, Digital Transformation, and Administrative Service Performance. In the context of modern public administration within higher education, operational outcomes are no longer viewed as isolated technological or bureaucratic endpoints. Instead, they are understood through the lens of institutional resource optimization and user-centric experience models. Grounded in the Resource-Based View (RBV) and Dynamic Capabilities theories, this study posits that institutional support acts as a foundational asset (enabler) that shapes, facilitates, and drives internal capacities. However, in a rapidly evolving digital ecosystem, raw organizational resources do not automatically translate into superior operational outputs. Rather, they require a strategic mechanism namely, digital transformation to activate, streamline, and deploy those capabilities into tangible value that users can directly experience. Therefore, the literature review and subsequent hypothesis development are structured around a cascading causal path: evaluating how upstream institutional inputs mature midterm digital systems, which in turn accelerate downstream service efficiency from the students' perspective.

The Influence of Organizational Support on Digital Transformation

Organizational support refers to the extent to which an institution values its members' contributions and provides the resources, policies, and assistance necessary to facilitate their work (Eisenberger et al., 1986). In higher education institutions, organizational support encompasses leadership commitment, strategic policy direction, financial investment, technological infrastructure, and institutional initiatives that facilitate the adoption and integration of digital technologies into administrative and academic processes.

Previous studies have consistently shown that the success of digital transformation depends not only on technological investment but also on the organizational environment that supports its implementation. Institutional commitment

reflected through supportive policies, adequate resource allocation, and continuous managerial support plays an essential role in reducing implementation barriers and strengthening organizational readiness for digital change (Andi Kambau, 2024). Conversely, insufficient organizational support often results in fragmented digital initiatives, limited technology adoption, and resistance to organizational change (Aditya et al., 2022).

This relationship is consistent with the Dynamic Capabilities Theory, which argues that organizations must continuously integrate, develop, and reconfigure internal resources to respond effectively to environmental changes and technological disruption (Teece et al., 1997). From this perspective, digital transformation extends beyond the implementation of new technologies and requires organizational capabilities that align technological innovation with institutional strategies and operational processes. Supporting this view, Rachinger et al. (2019) demonstrated that digital transformation is a continuous organizational process driven by strategic intent and resource reconfiguration rather than by technology adoption alone.

Drawing on these theoretical and empirical perspectives, organizational support is expected to create an enabling environment that facilitates digital transformation in higher education institutions. Institutions that demonstrate strong leadership commitment, provide adequate technological resources, and establish supportive governance mechanisms are more likely to implement digital transformation successfully than institutions with limited organizational support. Accordingly, the following hypothesis is proposed:

H₁; Organizational support positively influences digital transformation.

The Influence of Organizational Support on Administrative Service Performance

Administrative service performance refers to the extent to which an institution delivers academic services effectively, efficiently, and responsively to meet students' administrative needs. In higher education, this performance is reflected in the quality of services provided for academic processes such as course registration, academic transcript processing, graduation clearance, and other student administrative activities (Creswell & Creswell, 2018). High administrative service performance contributes to

institutional effectiveness by ensuring that academic processes are delivered accurately, promptly, and consistently.

Although digital technologies have become increasingly important in improving administrative processes, service performance remains strongly influenced by organizational factors. The SERVQUAL framework proposed by Parasuraman et al., (1988) emphasizes that service quality is determined not only by operational efficiency but also by responsiveness, reliability, assurance, empathy, and the institution's ability to meet users' expectations. These dimensions highlight that improvements in service performance require organizational conditions that support employees in delivering high-quality services.

Empirical evidence indicates that organizational support plays a central role in shaping administrative service performance. Leadership commitment, supportive organizational policies, employee development, and clear operational procedures provide the resources and guidance necessary for employees to perform their responsibilities effectively (Natika, 2024). In addition, organizational support contributes to greater employee motivation, stronger organizational commitment, and improved service responsiveness, all of which positively influence service quality (Aditya et al., 2022). Consequently, institutions that foster supportive organizational environments are more likely to deliver administrative services that are timely, reliable, and responsive to students' needs.

Drawing upon these theoretical and empirical perspectives, organizational support is expected to enhance administrative service performance by strengthening employees' capacity to provide effective and student-oriented services. Accordingly, the following hypothesis is proposed:

H_{2a}; Organizational support positively influences administrative service performance

The Influence of Digital Transformation on Administrative Service Performance

Digital transformation refers to the integration of digital technologies into organizational processes to improve operational efficiency, service quality, and institutional effectiveness. In higher education, digital transformation enables administrative activities to shift from conventional manual procedures toward integrated

digital systems that support faster, more accurate, and more transparent service delivery (Natika, 2024). Through the adoption of digital platforms, institutions can streamline academic administrative processes while improving access to services for students and other stakeholders.

Previous studies have shown that digital transformation contributes to improved administrative service performance by simplifying workflows, reducing processing time, minimizing administrative errors, and increasing the transparency of institutional services (Andi Kambau, 2024). Digital platforms also facilitate real-time information exchange and improve coordination among administrative units, enabling institutions to deliver services more efficiently and consistently. These improvements ultimately enhance students' experiences by providing more accessible and responsive administrative services.

This relationship is consistent with the Dynamic Capabilities Theory, which emphasizes that organizations achieve superior performance by continuously adapting and reconfiguring their resources in response to technological and environmental changes (Teece et al., 1997). From this perspective, digital transformation represents an organizational capability that enables institutions to redesign administrative processes, improve resource utilization, and strengthen service delivery. Rather than functioning solely as a technological innovation, digital transformation serves as a strategic mechanism through which institutions enhance the effectiveness and quality of administrative services.

Drawing on these theoretical and empirical perspectives, digital transformation is expected to improve administrative service performance by enabling more efficient, reliable, and student-oriented administrative processes. Accordingly, the following hypothesis is proposed:

H_{2b}; Digital transformation positively influences administrative service performance.

The Mediating Role of Digital Transformation

The relationship between organizational support and administrative service performance is unlikely to occur solely through a direct mechanism. Organizational support primarily provides the strategic resources, institutional commitment, and enabling conditions necessary for implementing digital transformation. Consequently,

improvements in administrative service performance are expected to emerge when these organizational resources are successfully translated into digital processes that enhance the efficiency and effectiveness of service delivery.

This perspective is consistent with the Dynamic Capabilities Theory, which emphasizes that organizational resources create value only when they are effectively integrated, reconfigured, and deployed through organizational capabilities (Teece et al., 1997). Within this framework, digital transformation represents an organizational capability that converts institutional support into operational improvements by redesigning administrative processes, strengthening information integration, and improving service coordination. Accordingly, digital transformation functions as an intermediate mechanism through which organizational support contributes to improved administrative service performance.

Empirical studies also support this indirect relationship. Previous research has shown that leadership commitment, supportive organizational policies, and resource allocation are more likely to improve service outcomes when they facilitate the successful implementation of digital technologies rather than influencing service performance independently (Natika, 2024; Aditya et al., 2022). Digital transformation enables institutions to integrate administrative functions, reduce procedural inefficiencies, and improve the accessibility and responsiveness of academic services. These findings suggest that the effectiveness of organizational support depends, to a considerable extent, on how successfully it is translated into digital transformation initiatives.

Drawing upon these theoretical and empirical perspectives, digital transformation is expected to mediate the relationship between organizational support and administrative service performance. Accordingly, the following hypothesis is proposed: H3; Digital transformation mediates the relationship between organizational support and administrative service performance.

Method

This study employed a quantitative research design with an explanatory approach to examine the relationships among organizational support, digital transformation, and administrative service performance. The study population

comprised active students at Politeknik Negeri Ambon who had experience using the institution's digital academic administrative services. Participants were selected using purposive sampling to ensure that only respondents with relevant experience were included in the analysis. Eligible participants were active students who had used SIAKAD for academic administrative activities, including course registration (KRS) and academic transcript (KHS) services, for at least one academic semester. Based on the sampling recommendation proposed by Hair et al. (2019), the minimum sample size for multivariate analysis should range from five to ten observations per indicator. Given that this study employed 24 measurement indicators, a total of 144 respondents (24×6 observations) was considered adequate to provide sufficient statistical power for path analysis.

Primary data were collected through a structured questionnaire using a five-point Likert scale, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The questionnaire measured respondents' perceptions of organizational support, digital transformation, and administrative service performance. Prior to hypothesis testing, the measurement instrument was evaluated to ensure that the data met the required standards of validity and reliability.

Data analysis was conducted using path analysis with the support of IBM SPSS Statistics (Ghozali, 2018). This technique was selected because it enables the simultaneous examination of direct and indirect relationships among the research constructs while assessing the mediating role of digital transformation (Iba & Wardana, 2024). The structural model consisted of two regression equations. The first equation examined the effect of organizational support on digital transformation, whereas the second equation assessed the effects of organizational support and digital transformation on administrative service performance. The indirect effect was subsequently evaluated using the Sobel test to determine the significance of the proposed mediation mechanism.

Before estimating the structural model, several diagnostic tests were performed to verify that the data satisfied the assumptions required for regression-based path analysis. Multicollinearity was assessed using tolerance values and variance inflation factors (VIF), with acceptable results indicating that no serious multicollinearity existed

among the independent variables (Iba & Wardana, 2024). Once these assumptions were satisfied, the structural relationships were estimated to evaluate both the direct effects and the mediating role of digital transformation in explaining the relationship between organizational support and administrative service performance.

Discussion of Research Results

Descriptive Statistics and Baseline Empirical Mapping

The demographic profile of the 144 Politeknik Negeri Ambon students who participated as respondents shows a majority of female students at 84.03%, students from the D4 Business Administration Study Program at 85.42%, and the largest distribution belongs to 2nd-semester students at 47.92%. To provide a baseline empirical mapping before executing the structural model, a descriptive statistical analysis was conducted to evaluate the frequency distribution and mean scores of all item indicators across the research variables, as presented in the matrix below.

Distribution of Respondents' Answer Frequencies and Mean Scores

No.	Item Indicators	SS (5)	S (4)	N (3)	TS (2)	STS (1)	Total (f)	Mean Score	Interpretation
A.	Organizational Support (X_1)								High
1.	X1_1	21	96	24	0	3	144	3.92	High
2.	X1_2	33	90	18	0	3	144	4.04	High
3.	X1_3	24	81	30	6	3	144	3.81	High
4.	X1_4	24	84	27	6	3	144	3.83	High
5.	X1_5	18	96	21	6	3	144	3.83	High
6.	X1_6	27	90	21	3	3	144	3.94	High
7.	X1_7	33	84	18	6	3	144	3.96	High
8.	X1_8	30	75	36	0	3	144	3.90	High
<i>Average Score (X_1)</i>							144	3.90	High
B.	Digital Transformation (X_2)								High
1.	X2_1	42	81	9	6	6	144	4.02	High
2.	X2_2	39	78	18	3	6	144	3.98	High
3.	X2_3	45	81	12	0	6	144	4.10	High
4.	X2_4	30	84	18	3	9	144	3.85	High
5.	X2_5	27	84	30	0	3	144	3.92	High
6.	X2_6	33	96	12	0	3	144	4.08	High
7.	X2_7	48	78	12	3	3	144	4.15	High
8.	X2_8	39	90	9	3	3	144	4.10	High

No.	Item Indicators	SS (5)	S (4)	N (3)	TS (2)	STS (1)	Total (f)	Mean Score	Interpretation
<i>Average Score (X_2)</i>							144	4.03	High
C.	Administrative Service Performance (Y)								High
1.	Y1	27	81	30	3	3	144	3.88	High
2.	Y2	27	75	33	6	3	144	3.81	High
3.	Y3	24	93	21	3	3	144	3.92	High
4.	Y4	24	93	24	0	3	144	3.94	High
5.	Y5	27	93	15	6	3	144	3.94	High
6.	Y6	24	72	42	3	3	144	3.77	High
7.	Y7	36	69	27	9	3	144	3.88	High
8.	Y8	36	81	21	3	3	144	4.00	High
<i>Average Score (Y)</i>							144	3.89	High
Grand Total Mean							144	3.94	High

Source; Research data processing results, (2026)

Based on the descriptive matrix layout, the overall perception of students regarding academic administrative services falls into the high category, yielding a grand total mean score of 3.94. Interestingly, Digital Transformation (X_2) achieved the highest structural average score (4.03), driven heavily by item $X_{2.7}$ (4.15), which indicates that students highly acknowledge the fundamental availability and maturity of digital tools on campus. Meanwhile, Organizational Support (X_1) achieved an operational mean of 3.90, and Administrative Service Performance (Y) secured a mean score of 3.89. Following this baseline evaluation, the statistical analysis transitions into the inferential phase to estimate the first path model (Model I) regarding the direct impact of Organizational Support (X_1) on Digital Transformation (X_2).

The Direct Effect of Organizational Support on Digital Transformation

Regression Results of Path Analysis Stage 1 (Model I)

Independent Variable	Unstandardized B	Standard Error (SE)	Standardized Coefficients (β)	t -statistic	Sig.	Conclusion
Constant	6.104	1.420		4.299	< 0.001	Significant
Organizational Support (X_1)	0.836	0.045	0.843	18.688	< 0.001	H1 Accepted

Dependent Variable: Digital Transformation (X_2)

Source: Research data processing results, (2026)

Based on the first stage regression results presented above, the standardized path coefficient (β) is 0.843, with a t-statistic of 18.688 and a significance value of $p < 0.001$. Since the significance value is well below the 0.05 threshold, Hypothesis 1 (H_1) is officially accepted. The R Square value of 0.711 proves that Organizational Support contributes 71.1% to driving the success of Digital Transformation, leaving a residual error value (e_1) for the first model calculated through the formula $e_1 = \sqrt{1 - 0.711} = 0.538$. This highly significant pathway provides strong empirical support for the Resource-Based View theory and its extension, the dynamic capabilities framework (Teece et al., 1997), confirming that institutional assets, budget allocations, and clear administrative policies act as the primary enablers that allow technological infrastructure to mature within the vocational college ecosystem.

The Direct Effects on Administrative Service Performance

The second path analysis model evaluation (Model II) assesses the joint influence of Organizational Support (X_1) and Digital Transformation (X_2) on Administrative Service Performance (Y). The structural parameter estimates are summarized in the secondary regression matrix below.

Regression Results of Path Analysis Stage 2 (Model II)

Independent Variable	Unstandardized B	Standard Error (SE)	Standardized Coefficients (β)	t-statistic	Sig.	Conclusion
Constant	1.751	1.283		1.365	0.174	Not Significant
Organizational Support (X_1)	0.814	0.071	0.795	11.517	< 0.001	H2a Accepted
Digital Transformation (X_2)	0.122	0.071	0.118	1.715	0.088	H2b Rejected

Dependent Variable: Administrative Service Performance (Y)

Source: Research data processing results, (2026)

According to the results in the secondary regression matrix, Organizational Support (X_1) maintains a highly powerful and statistically significant direct influence on Administrative Service Performance (Y) with $\beta = 0.795$, $t = 11.517$, and $p < 0.001$. Conversely, Digital Transformation (X_2) is proven to have a weak and statistically non-significant partial effect on Administrative Service Performance (Y) with $\beta = 0.118$, $t =$

1.715, and $p = 0.088$, as the p -value clearly exceeds the 0.05 alpha threshold. Therefore, Hypothesis 2 (H_2) regarding the direct capacity of digital transformation to optimize service performance is rejected. The simultaneous R Square contribution of this composite model is 0.806 (80.6%), with a residual error factor (e_2) calculated as $e_2 = \sqrt{1 - 0.806} = 0.440$.

Structural Path Evaluation and the Absence of Mediation

The final analytical step involves path effect decomposition and Sobel statistical calculation to validate the structural mediation hypothesis, as summarized in the final effects layout below.

Summary of Path Effects and Sobel Test Results

Variable Relationship	Direct Effect (DE)	Indirect Effect (IE)	Total Effect (TE)	Z-value (Sobel)	Sig. (Sobel)	Conclusion
$X_1 \rightarrow X_2 \rightarrow Y$	0.795	$0.843 \times 0.118 = 0.099$	0.894	1.708	0.087	H3 Rejected (No Mediation)

Source: Research data processing results, (2026)

The Sobel Test calculation yields a Z -value = $1.708 < 1.96$ with a two-tailed significance level of $0.087 > 0.05$. This formally confirms that Hypothesis 3 (H_3) is rejected, proving that Digital Transformation (X_2) does not act as a statistically significant mediating variable between Organizational Support (X_1) and Administrative Service Performance (Y).

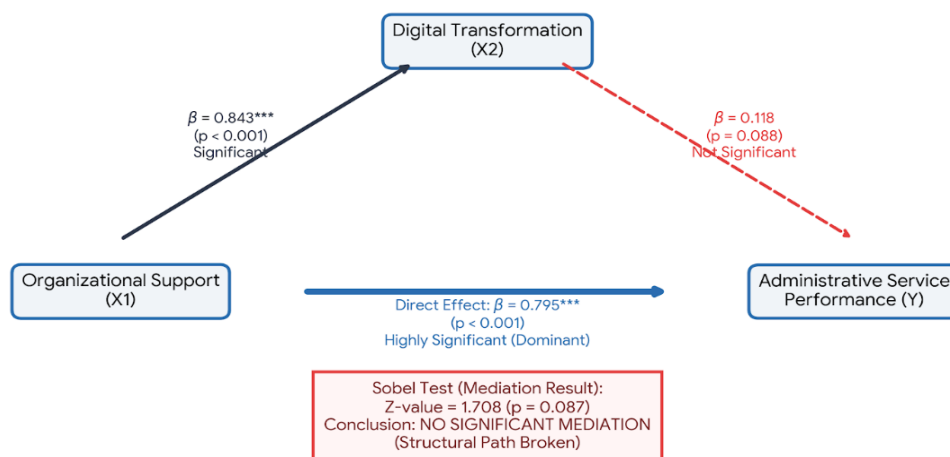
This absence of a mediation effect introduces an important contextual finding for public policy and academic governance. Although digital transformation improves technical efficiency, it fails to act as an independent structural mediating variable. This structural failure can be explained through the lens of business model innovation by (Rachinger et al., 2019), who found that while increased digitalization enables new forms of relationships, its value creation is highly dependent on the competencies of the human resources managing those relationships.

In the specific context of Politeknik Negeri Ambon, the implementation of digital platforms does not automatically yield better service performance unless it is directly coupled with human responsiveness. Students highly value face-to-face administrative

clarity and structural empathy far more than cold digital system execution. This reality strongly aligns with the digital public service framework discussed by (Natika, 2024), which underscores that digital transformation is merely a tool rather than an independent solution; its ultimate capacity to drive user satisfaction is heavily restricted by institutional infrastructure, human resource competencies, and the fundamental responsiveness of the administrative staff.

Students, as the primary service users, heavily weigh direct institutional support, structural empathy, and face-to-face administrative clarity far higher than cold digital execution. The structural framework shifts from an indirect capability mechanism into an absolute direct-effect model dominated entirely by human and physical organizational commitment. To provide a clear visual synthesis of these validated structural pathways and highlight the broken mediation link, the final empirical framework is displayed below.

Final Empirical Framework of the Research



Source: Research data processing results, (2026)

Discussion

This study examined the relationships among organizational support, digital transformation, and administrative service performance in vocational higher education. The findings indicate that organizational support plays a fundamental role in facilitating digital transformation and improving administrative service performance. However, digital transformation alone was not found to directly improve service performance.

The positive relationship between organizational support and digital transformation suggests that successful digital initiatives depend not only on technological resources but also on leadership commitment, supportive policies, and adequate institutional resources. This finding is consistent with the Resource-Based View, which emphasizes that organizational resources create value when they are effectively managed and aligned with institutional objectives. Accordingly, digital technologies become strategic assets only when supported by strong organizational capabilities.

Organizational support also demonstrated a positive influence on administrative service performance, indicating that leadership commitment and institutional support strengthen employees' ability to provide responsive and reliable services. In contrast, digital transformation did not significantly affect administrative service performance. This finding suggests that the adoption of digital technologies alone does not automatically improve service quality. At Politeknik Negeri Ambon, this condition may be explained by limited system integration, intermittent system disruptions during peak academic periods, and the continued reliance on manual administrative procedures.

The absence of a significant mediating effect further indicates that digital transformation has not yet fully translated organizational support into improved service performance. From the perspective of the Dynamic Capabilities Theory, organizational resources contribute to organizational performance only when they are successfully transformed into operational capabilities. These findings imply that strengthening digital infrastructure should be accompanied by organizational readiness, employee capacity development, and greater integration of digital systems to achieve sustainable improvements in administrative service performance.

Conclusion

This study demonstrates that organizational support plays a central role in facilitating digital transformation and improving administrative service performance in vocational higher education. Institutional commitment, supportive policies, leadership, and adequate resources create the organizational conditions necessary for successful digital transformation. However, the findings also reveal that digital transformation alone

does not automatically improve administrative service performance, indicating that technological initiatives must be supported by effective organizational practices and responsive administrative services.

The insignificant mediating effect further suggests that digital transformation has not yet fully translated organizational support into improved service performance. This finding underscores that digital transformation should be viewed as a comprehensive organizational change process in which technology, institutional readiness, and human capabilities interact to enhance service quality.

The study contributes to the literature on digital transformation in higher education by demonstrating that organizational support remains the primary driver of administrative service improvement, while digital transformation functions as an enabling mechanism whose effectiveness depends on successful organizational implementation. Practically, these findings highlight the importance of strengthening digital infrastructure alongside leadership commitment, employee capability, and system integration to achieve sustainable improvements in administrative services.

Research Implication

The findings of this study offer important practical implications for higher education institutions seeking to strengthen digital transformation initiatives. Institutional leaders should view digital transformation as an organizational change process rather than solely as a technological investment. Accordingly, improvements in digital infrastructure should be accompanied by leadership commitment, employee capacity development, and stronger integration of administrative systems to ensure that digital initiatives contribute to service quality.

The findings also emphasize the importance of maintaining a human-centered approach to administrative services. Although digital technologies can improve operational efficiency, responsive communication, user support, and employee competence remain essential for delivering effective and student-oriented services.

From a theoretical perspective, this study extends the literature on digital transformation in higher education by highlighting that organizational support plays a more fundamental role than technology alone in improving administrative service performance. These findings suggest that future studies should consider organizational

readiness, institutional culture, and human capabilities as complementary factors in explaining the effectiveness of digital transformation.

Limitation and Future Research

This study has several limitations that should be acknowledged. First, the research was conducted in a single vocational higher education institution, which may limit the generalizability of the findings to other institutional contexts with different organizational characteristics and levels of digital maturity. Future studies are encouraged to examine similar relationships across multiple higher education institutions to improve the external validity of the findings.

Second, the analysis was based solely on students' perceptions as users of administrative services. Incorporating the perspectives of administrative staff, academic leaders, and other institutional stakeholders would provide a more comprehensive understanding of how digital transformation is implemented and managed within higher education institutions.

Future research is also encouraged to extend the proposed model by examining additional factors, such as organizational culture, digital literacy, leadership capability, and technology trust, that may influence the effectiveness of digital transformation. Furthermore, longitudinal or mixed-method research designs would provide deeper insights into how organizational support and digital transformation evolve over time to improve administrative service performance.

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