ABSTRACT

Advances in digital technology have encouraged organizations to integrate e-learning systems into their employee competency development strategies. E-learning implementation is considered capable of supporting more flexible and efficient learning processes; however, its effectiveness is influenced by various organizational and technological factors.

This research explores the determinants that affect the success of digital learning initiatives in enhancing staff capabilities within the Financial Services Authority (OJK). Utilizing a quantitative survey methodology, data were collected from 162 personnel stationed across both headquarters and regional branches. The empirical insights derived from the Likert-scale instrument were subsequently evaluated through variance-based Structural Equation Modeling (SEM-PLS) utilizing SmartPLS tools.

The results indicate that material quality, management support, and learning motivation significantly influence e-learning effectiveness. The findings indicate that implementation barriers negatively influence e-learning effectiveness, whereas e-learning methods do not significantly affect learning motivation or e-learning effectiveness. Learning motivation was also identified as a mediating variable in the relationship between management support and e-learning effectiveness.

The findings contribute practical insights for organizations to improve digital learning systems and reinforce employee competency development through the effective implementation of e-learning.

Keywords: e-learning effectiveness; employee competency development; learning motivation; management support; SEM-PLS.