Analysis of Lecturer Performance Effectiveness: The Role of Personal Branding, Social Media and Digital Products with Digital Economy Moderation in Private Universities in Tangerang

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Article Info	ABSTRACT
	This study aims to analyze lecturer performance effectiveness by examining the roles of personal branding, social media, and digital products, moderated by the digital economy. Specifically, it examines the direct effects of these variables and how the digital economy moderates their relationship with performance. A quantitative approach using a cross-sectional survey was applied. Data from 105 lecturers at private universities in Tangerang were analyzed with SEM-PLS. Findings reveal that personal branding and social media have a significant positive effect on performance. In contrast, digital products show a significant negative effect, potentially due to adaptation burdens and uneven digital literacy. The digital economy moderates these relationships selectively: it strengthens the effect of social media, weakens the effect of personal branding, and does not moderate the link between digital products and performance. These findings imply that universities should design structured digital literacy policies, strengthen academic branding programs, and establish supportive technology governance. Theoretically, this study contributes by integrating the digital economy as a selective moderator into the performance model and providing contextual evidence on digital adaptation in Indonesian higher education.

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1. Introduction

The digital economy in Indonesia continues to accelerate, contributing significantly to the national GDP. Recent data indicates that the digital economy contributed approximately 4.5% to Indonesia's GDP in 2023, driven by an internet penetration rate reaching 78.1% of the population (Jaya et al., 2024). This growth is particularly pronounced in urban areas like Tangerang, which experiences higher-than-average technology adoption. As key providers of higher education, private universities (PTS) in this region face urgent pressure to adapt. In this context, lecturers now assume a dual role: beyond fulfilling the tri dharma (teaching, research, and community service), they must also cultivate a digital academic image, expand professional networks, and integrate technology into their core activities (Adhin et al., 2025). This evolution indicates that lecturer performance can no longer be adequately assessed using conventional indicators alone but must also be evaluated in relation to digital integration and personal reputation.

Digital transformation and global economic shifts also reshape labor market dynamics (Suryadi & Nasution, 2024). Research demonstrates that digitalization across the ASEAN region poses major challenges for the workforce, ranging from the need for new skill sets to the impact of artificial intelligence on productivity (Abdujabbarovna, 2023). In Indonesia, this shift is evident in the growth of the platform-based gig economy, where technological support and labor policies are key catalysts for maintaining productivity and achieving Sustainable Development Goals (SDGs) (Alfarizi et al., 2025). Concurrently, national development is increasingly oriented toward sustainability. The transition toward a green economy requires workforce readiness to adopt environmentally friendly jobs (Widiyati et al., 2025). This underscores that both digital and sustainability competencies are becoming critical for workers and educational institutions alike.

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In the higher education context, personal branding has emerged as a critical factor in enhancing academic performance. Studies indicate that Indonesian lecturers have begun using platforms like Instagram to showcase their tri dharma activities, though these efforts remain largely limited to public communication without structured branding strategies (Setyawan & Purwasito, 2024). Note that personal branding enhances professional reputation and has become a strategic approach to strengthening academic image, employability, and networks (Gorbatov et al., 2024). Research in Vietnam demonstrates that leadership and organizational culture influence lecturers' brand value, which not only enhances individual reputation but also bolsters institutional competitiveness (Hoang & Phuc, 2025). However, within the specific, competitive landscape of PTS in Tangerang, empirical evidence on how lecturers strategically build and leverage digital personal brands remains scarce.

Social media also represents a significant factor in enhancing lecturer performance. A study in Malaysia found that social media use for collaborative learning increases student satisfaction and improves academic processes (Al-Rahmi et al., 2022). In developing countries, platforms such as Facebook and WhatsApp served as primary alternatives for online learning during the COVID-19 pandemic (Sobaih et al., 2022). Social media has also created opportunities for scholarly interaction and global collaboration, contributing to greater research output and visibility. A preliminary survey across several PTS in Tangerang (2023) found that while 85% of lecturers use social media for academic communication, fewer than 30% reported that this usage was formally acknowledged in their official performance evaluations. This aligns with broader Indonesian studies indicating that digital-based performance indicators are not yet fully integrated (Maulana & Arli, 2022).

Beyond personal branding and social media, the utilization of digital products directly contributes to the effectiveness of lecturers' work. Studies indicate that digital peer assessment can enhance the quality of reflection, critical thinking, and student learning motivation (Van Helden et al., 2023). Likewise, IoT-based technological innovations have

proven valid and effective in supporting the learning process (Yossel-Eisenbach et al., 2025). However, significant local challenges persist. Initial data from PTS in Tangerang reveals uneven adoption of core tools like Learning Management Systems (LMS). Symptoms of "digital fatigue" and literacy gaps are cited as major barriers, potentially undermining productivity (Alalwan et al., 2019).

The digital economy thus acts as a crucial moderating variable in the relationship between personal branding, social media, digital products, and lecturer performance. While digitalization expands opportunities for building reputation and strengthening networks, it also creates pressure without adequate literacy and institutional support (Hair et al., 2019). Unfortunately, existing literature predominantly focuses on student digital adoption or general institutional policies, leaving a gap in understanding the lecturer's perspective within high-digital-intensity regions like Tangerang. Furthermore, prior studies tend to highlight the benefits, with limited exploration of potential negative impacts or the nuanced, differential moderating effects of the digital economy.

Therefore, this study is designed to address this gap. It offers novelty through: (1) the holistic integration of personal branding, social media, and digital products into a single lecturer performance model; (2) the examination of the digital economy as a differential moderator (which can strengthen, weaken, or remain neutral), an approach rarely highlighted; and (3) a specific empirical focus on PTS in Tangerang, an urban area with high digitalization.

The theoretical contribution of this study lies in advancing the literature on digital performance management in higher education by modeling complex interactions and potential negative effects. Practically, this research is expected to provide an evidence-based foundation for policy recommendations for local PTS, including the development of digital-inclusive performance assessment frameworks, targeted digital literacy and personal branding training, and institutional technology governance strategies to optimize lecturer performance in the digital era.

2. Methods

This research employs a quantitative approach with a cross-sectional survey design. This design was selected because it enables data collection at a single point in time to examine relationships among variables, including moderating effects. Data analysis was carried out using Structural Equation Modeling based on Partial Least Squares (SEM-PLS) with the SmartPLS software. This method was chosen as it is appropriate for testing complex models with relatively small sample sizes and can accommodate latent variables. The study population comprises all lecturers working in eight private universities in Tangerang City. The exact number of lecturers could not be determined precisely; therefore, the study employed a non-probability purposive sampling approach (Kosali, 2023). The respondents consisted of 105 lecturers from eight private universities who completed the questionnaire in full. These universities include Universitas Islam Syekh-Yusuf, Universitas Muhammadiyah Tangerang, Universitas Buddhi Dharma, Universitas Yuppentek Indonesia, Global Institute, Universitas Yatsi Madani, and the Sekolah Tinggi Meteorologi, Klimatologi, dan Geofisika (STMKG).

Data analysis was conducted using SEM-PLS (SmartPLS). Convergent validity (AVE > 0.5), reliability (Cronbach's Alpha > 0.7), and discriminant validity (HTMT < 0.9) criteria were all satisfied. In the context of Structural Equation Modeling–Partial Least Squares (SEM-PLS), sample size is generally determined based on established rules of thumb (Hair et al., 2019). Although the sample size in this study is below the recommended threshold for models with numerous indicators, the use of SEM-PLS remains valid. This is because SEM-PLS is variance-based and robust to small sample sizes (Reinartz et al., 2009). Furthermore, validity and reliability testing of the research instruments yielded satisfactory results, indicating that the data were suitable for further analysis.

The research instrument consisted of a closed-ended questionnaire using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). The questionnaire was developed

based on 53 indicators representing five research variables: lecturer performance effectiveness (Y), digital economy (Z), personal branding (X1), social media (X2), and digital products (X3). All indicators were derived from recent academic literature and validated through discussions with 13 expert informants to ensure relevance to the higher education context in Indonesia. Lecturer Performance Effectiveness (Y): Measured by 10 indicators, including teaching quality, teaching workload, research supervision, community service, high-impact educational practices, student interaction and engagement, assessment and feedback, research and publication performance, professional development, and academic ethics (Sofyan et al., 2021; Ujir et al., 2020).

Digital Economy (Z): Measured by nine indicators covering digital infrastructure, online transactions and services, digital collaboration, utilization of big data, digital research and collaboration, and lecturers' digital competence in supporting the tri dharma of higher education (Chen, 2020; Natalia, 2025). Personal Branding (X1): Measured by 10 indicators, including employability, personal brand value, visibility, credibility, differentiation, professional networks, professional image, academic expertise, and online presence (Kongsri & Jaroenwanit, 2024; Szántó et al., 2025). Social Media (X2): Measured by 11 indicators, including integration of social media in teaching, academic collaboration, enhancement of student engagement, resource and material sharing, interactivity, visibility, cost-effectiveness, relative advantage, engagement and interaction, and instructional innovation (Al-Rahmi et al., 2022; Qalati et al., 2021; Van Den Beemt et al., 2020). Digital Products (X3): Measured by 13 indicators, including the use of interactive video platforms (YouTube, TED-Ed, Edpuzzle), Learning Management Systems (Moodle, Google Classroom, Canvas), gamification applications (Kahoot!, Quizizz, Wordwall, Mentimeter), social media for learning, cloud storage platforms, and the ability to select and adapt digital resources for self-directed learning (Dang et al., 2024; Hidayat et al., 2022).
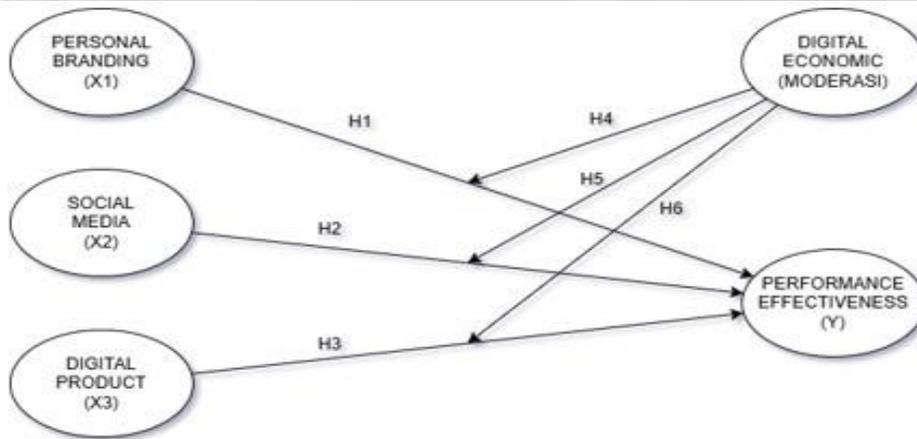
Figure 1. Conceptual Model

3. Results

Table 1. Respondent Characteristics

Variable	Category		Frequency	Percentage
Gender	-	Male	63	60%
	-	Female	42	40%
Age	-	25–40-year-old	56	53%
	-	41 - 55-year-old	31	30%
	-	56 – 65-year-old	14	13%
	-	> 65-year-old	4	4%
Highest Education	-	Master's	84	80%
	-	Doctorate	21	20%
Academic Rank	-	Assistant Professor	16	15%
	-	Lecturer	70	67%
	-	Associate Professor	7	7%
	-	Full Professor	2	2%
	-	Non-functional Position	10	10%
Income Level	-	< 5.000.000	29	28%
	-	5.000.000 – 10.000.000	49	47%
	-	10.000.000 – 15.000.000	25	24%
	-	15.000.000 – 20.000.000	0	0%
	-	> 20.000.000	2	2%

Years of Service	-	< 1 year	0	0%
	-	1-5 years	23	22%
	-	6-10 years	43	41%
	-	11-15 years	10	10%
	-	16-20 years	14	13%
	-	> 20 years	15	14%
Lecturer Certification	-	Certified	65	62%
	-	Not Certified	40	38%

Source: Processed Data (2025)

A total of 105 lecturers participated in this study. By gender, the majority were male (63 respondents, 60%), while females comprised 42 respondents (40%). In terms of age, the largest group was aged 25-40 years (56 respondents, 53%), followed by those aged 41–55 years (31 respondents, 30%), 56–65 years (14 respondents, 13%), and above 65 years (4 respondents, 4%). Regarding educational attainment, master's degree holders (S2) dominated with 84 respondents (80%), compared to Doctoral degree holders (S3) with 21 respondents (20%).

For academic rank, Lecturers represented the largest group (70 respondents, 67%), followed by Assistant Professors (16 respondents, 15%), non-functional positions (10 respondents, 10%), Associate Professors (7 respondents, 7%), and Full Professors (2 respondents, 2%). With respect to income, the majority earned between Rp 5,000,000 and Rp 10,000,000 per month (49 respondents, 47%), followed by < Rp 5,000,000 (29 respondents, 28%), Rp 10,000,000–15,000,000 (25 respondents, 24%), and > Rp 20,000,000 (2 respondents, 2%). No respondents reported income in the range of Rp 15,000,000–20,000,000. Years of service were most concentrated in the 6–10 years category (43 respondents, 41%), followed by 1–5 years (23 respondents, 22%), >20 years (15 respondents, 14%), 16–20 years (14 respondents, 13%), and 11–15 years (10 respondents, 10%). No respondents had less than one year of service. Regarding lecturer certification status, most respondents were certified (65 respondents, 62%), while 40 respondents (38%)
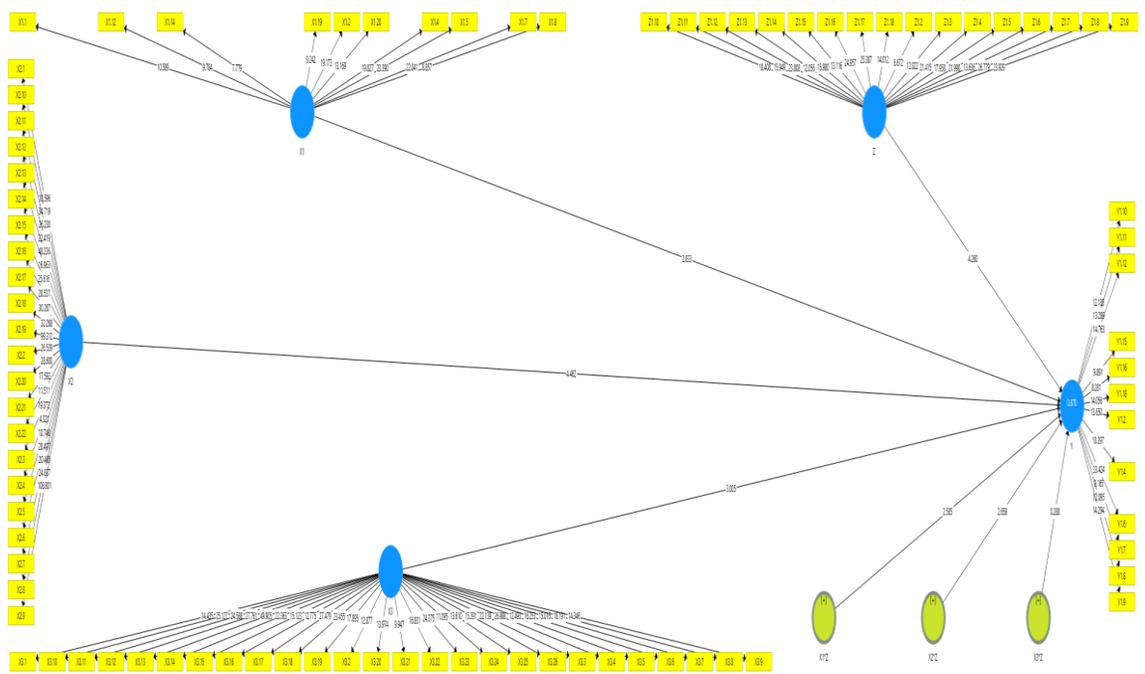
were not yet certified.

Figure 2. Output Model of the Role of Personal Branding, Social Media, and Digital Products on Lecturer Performance: Moderating Effect of the Digital Economy

Source: SmartPLS Output

The outer loading (or loading factor) values in Partial Least Squares Structural Equation Modeling (PLS-SEM) indicate the strength of the relationship between an indicator (or item) and its corresponding latent variable (or construct). In simple terms, this value shows how well an item reflects or represents its latent construct. Ideally, an outer load should exceed 0.70. Personal Branding (X1): Most indicators (X1.1–X1.20) reported outer loading values above 0.60. For instance, X1.5 (0.826) demonstrated strong reliability, while others such as X1.8 (0.584) and X1.12 (0.613) were acceptable but closer to the lower threshold. Social Media (X2) and Digital Products (X3): These variables showed very strong consistency, with most indicators scoring above 0.80, and some reaching as high as 0.966 (X2.9) and 0.965 (X2.19). This indicates that the items used to measure Social Media and

Digital Products are highly valid and reliable. Lecturer Performance (Y): Indicators for Lecturer Performance varied between 0.621 and 0.847. While all are within the acceptable range (>0.60), they were not as strong as those for Social Media and Digital Products. Digital Economy (Z): Indicator Z1.2 reported the lowest loading value at 0.506, which is very close to the cutoff point of 0.50. This indicator may need reconsideration for exclusion unless there are strong theoretical grounds to retain it. Other indicators for Digital Economy generally exceeded 0.70, indicating satisfactory reliability.

Table 2. Construct Reliability and Validity

	Cronbach's Alpha	**rho_A**	**Composite Reliability**	**Average Variance Extracted (AVE)**
X1	0,888	0,894	0,909	0,503
X2	0,982	0,986	0,984	0,736
X3	0,976	0,979	0,977	0,623
Y	0,909	0,912	0,923	0,502
Z	0,953	0,958	0,958	0,574

Source: SmartPLS Output

Cronbach's Alpha measure's internal reliability, indicating the degree of consistency among items forming a construct. Ideally, values should exceed 0.70. In exploratory research, values between 0.60 and 0.70 may be acceptable, but those below 0.60 are unsatisfactory. As shown in the table, all constructs Lecturer Performance, Personal Branding, social media, Digital Products, and Digital Economy exhibited strong internal consistency, with Cronbach's Alpha scores above 0.88. Average Variance Extracted (AVE) measures convergent validity, i.e., the extent to which a construct explains variance in its indicators. A good AVE should exceed 0.50, meaning that more than 50% of variance in the indicators is explained by the construction. In this study, all constructs reported AVE values above 0.50 (ranging from 0.502 to 0.736), confirming convergent validity across constructs.

Table 3. Heterotrait-Monotrait Ratio (HTMT)

X1	**X2**	**X3**	**Y**	**Z**

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X1				
X2	0,817			
X3	0,591	0,645		
Y	0,963	0,862	0,551	
Z	0,806	0,665	0,612	0,832

Source: SmartPLS Output

The Heterotrait-Monotrait Ratio (HTMT) is a method for assessing discriminant validity, i.e., the extent to which constructs are truly distinct from one another. Values should be below 1.0, with lower scores indicating stronger discriminant validity. The HTMT results confirm that the constructions in this model exhibit adequate discriminant validity, meaning they measure conceptually distinct constructions.

Table 4. Collinearity Statistics (VIF)

	Y
X1	4,659
X2	4,027
X3	2,162
Z	3,179

Source: SmartPLS Output

The Variance Inflation Factor (VIF) is used to assess potential multicollinearity in the model. Multicollinearity arises when independent variables are highly correlated with one another, which can complicate the estimation of their unique effects on the dependent variable. The VIF indicates how much the variance of a regression coefficient increases due to multicollinearity among predictors. In general, VIF values below 5.0 are considered acceptable. Values exceeding this threshold indicate problematic multicollinearity. In this study, the VIF values for Personal Branding (4.659) and social media (4.027) were relatively high but still below the cutoff, suggesting moderate but acceptable collinearity. The values for Digital Products (2.162) and Digital Economy (3.179) were low, indicating little concern for multicollinearity. Overall, these results confirm that multicollinearity is not a serious issue in the present model, and all independent variables can be retained without introducing

significant estimation problems.

Table 5. Path Coefficients

	Original Sample (O)	Sample Mean (M)	2.5%	97.5%
X1 -> Y	0,300	0,298	0,056	0,475
X2 -> Y	0,505	0,497	0,270	0,717
X3 -> Y	-0,157	-0,151	-0,254	-0,047
X1*Z -> Y	-0,205	-0,193	-0,353	-0,020
X2*Z -> Y	0,232	0,219	0,039	0,389
X3*Z -> Y	0,011	0,010	-0,063	0,084

Source: SmartPLS Output

Path coefficients represent the strength and direction of the relationships between independent variables (predictors) and the dependent variable (lecturer performance). Coefficients are considered significant when the confidence interval does not include zero. The results show that: 1) Personal Branding (X1 → Y): Positive and significant (β = 0.300, CI = 0.056–0.475). This suggests that stronger personal branding enhances lecturer performance. 2) Social media (X2 → Y): The strongest positive effect (β = 0.505, CI = 0.270–0.717), confirming that active use of social media substantially improves lecturer performance. 3) Digital Products (X3 → Y): Negative and significant (β = –0.157, CI = –0.254 to –0.047), indicating that reliance on digital products may reduce lecturer performance. 4) Interaction Effects: The digital economy negatively moderates the effect of personal branding (β = –0.205, CI = –0.353 to –0.020) but positively moderates the effect of social media (β = 0.232, CI = 0.039–0.389). The moderating effect on digital products, however, is not significant (β = 0.011, CI = –0.063 to 0.084).

Table 6. R^2 Values

	Original Sample (O)	Sample Mean (M)	2.5%	97.5%
Y	0,870	0,878	0,828	0,920

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Source: SmartPLS Output

The R² value indicates the proportion of variance in the dependent variable explained by the independent variables. Here, R² for Lecturer Performance is 0.870, meaning that 87% of the variance is explained by personal branding, social media, digital products, and their interactions with the digital economy. This is very high value, suggesting that the model has strong predictive power. The confidence interval (0.828–0.920) confirms the stability and robustness of this result.

Table 7. Effect Size (f²)

	Original Sample (O)	Sample Mean (M)	2.5%	97.5%
X1 -> Y	0,148	0,178	0,005	0,491
X2 -> Y	0,486	0,469	0,116	0,906
X3 -> Y	0,088	0,092	0,006	0,256
X1*Z -> Y	0,105	0,107	0,001	0,304
X2*Z -> Y	0,081	0,078	0,003	0,212
X3*Z -> Y	0,000	0,005	0,000	0,029

Source: SmartPLS Output

The f² (f-square) value is used to measure the effect size of each independent variable (predictor) on the dependent variable. In other words, f² evaluates the extent to which an independent variable contributes to the R² value of the dependent variable. This size effect is crucial for assessing the practical relevance of a predictor, not merely its statistical significance. Overall, the f² analysis complements the findings from the Path Coefficients by providing insights into the substantive importance of each predictor in explaining variance in the dependent variable. While some relationships may be statistically significant, the f² value helps clarify their practical significance. In this case, X2 emerges as the most substantively important predictor. The results indicate that the model developed has an excellent predictive ability for lecturer performance in Private Universities (PTS) in Tangerang. The R² value of 0.870 signifies that 87% of the variance in lecturer performance can be explained by personal branding, social media, digital products, and interactions with

the digital economy. This figure is well above the moderate threshold suggested by (Hair et al., 2019), demonstrating a strong and theoretically relevant model within the context of higher education digitalization.

The variable Personal Branding on Lecturer Performance yielded a path coefficient of 0.300 with a confidence interval of (0.056–0.475), indicating a positive and significant influence of personal branding on lecturer performance. This finding is consistent with the literature that emphasizes the importance of professional reputation and academic image in enhancing productivity and networking (Gorbatov et al., 2024; Rahmawati et al., 2025). Lecturers who can strategically leverage personal branding are able to strengthen their academic standing, enhance the visibility of the Tri dharma (teaching, research, community service), and expand collaborations. This significance is also supported by an f^2 value of 0.148, denoting a medium effect size. However, the moderating effect of X1*Z (-0.205) revealed a significant negative interaction between personal branding and the digital economy. This suggests that in highly digitalized environments, the influence of personal branding on lecturer performance weakens. Such a phenomenon may be explained by digital fatigue and heightened reputational pressures in increasingly competitive online spaces (Yossel-Eisenbach et al., 2025), indicating that personal branding strategies without institutional support may become counterproductive.

The variable Social Media on Lecturer Performance produced the largest path coefficient, 0.505 with a confidence interval of (0.270–0.717). These results support previous studies showing that social media enhances collaborative learning, research visibility, and global academic interaction (Al-Rahmi et al., 2022; Shoffa et al., 2020). Its effect size was the largest ($f^2 = 0.486$), highlighting a strong practical contribution to lecturer performance. Interestingly, its interaction with the digital economy (X2*Z = 0.232) was also significant and positive, indicating that as the digital economy develops, the influence of social media on lecturer performance intensifies. This finding aligns with Alalwan et al., (Alalwan et al., 2019), who argued that digitalization expands academic networking and

collaboration spaces, making social media a primary driver of lecturer productivity in the digital era. The variable Digital Products on Lecturer Performance revealed contrasting results compared to the previous two variables. The path coefficient was negative and significant (- 0.157, with a confidence interval of -0.254 to -0.047). This implies that increased use of digital products is associated with a decline in lecturer performance. This finding contradicts literature that highlights the benefits of digital technology for learning and assessment (Mustakim et al., 2024; Van Helden et al., 2023). Several factors may explain this outcome: (1) Uneven adaptation and digital literacy among lecturers (Maulana & Arli, 2022); (2) Psychological pressures from excessive use of digital products (Enakrire, 2024; Yossel-Eisenbach et al., 2025); (3) Limited institutional support, resulting in suboptimal utilization of digital products to improve formal performance indicators.

The moderating variable Digital Economy on the relationship between Digital Products and Lecturer Performance (X3*Z = 0.011) was not significant, as the confidence interval included zero. This indicates that even as the digital economy expands, it neither strengthens nor weakens the effect of digital products on lecturer performance. This suggests that digital product adoption remains individualized and has not yet been integrated into performance assessment systems within PTS in Tangerang. The f² value of 0.088 indicates a small effect size, reflecting limited substantive contribution. Furthermore, the moderating role of the digital economy is differential: it strengthens the influence of social media, weakens the influence of personal branding, and has no effect on digital products. This pattern highlights that the digital economy does not automatically yield positive outcomes; rather, its effects depend on the readiness of personal branding strategies and the quality of social media utilization. These results are consistent with (Alalwan et al., 2019), who noted that digitalization creates both opportunities and pressures, particularly when not supported by digital literacy and institutional policies.

4. Discussion

The Effect of Personal Branding on Lecturer Performance Effectiveness

Hypotesis 1 was positiv and significant : This finding confirms the strategic value of personal branding for academics in Tangerang's PTS. Lecturers who proactively build their professional reputation, academic visibility, and unique value proposition are better positioned to enhance their performance (Gorbatov et al., 2024). This aligns with the literature that a strong personal brand facilitates network expansion and increases trust in academic expertise (Adhin et al., 2025).

Practical Implications & Solutions: PTS in Tangerang need to develop institution-based personal branding programs, not leave it as individual initiatives. Solutions include: (a) Structured Digital Reputation Management Training, (b) Digital Tri Dharma Portfolio Coaching, and (c) Official Recognition of lecturers' branding contributions in the performance appraisal system. This approach will mitigate the weakening effect of the digital economy. Training can refer to modules like "Academic Digital Footprint developed" by (Yossel-Eisenbach et al., 2025) to raise lecturers' awareness in professionally managing their online identity. Institutional support is critical in the digital transformation of higher education (Paulus et al., 2025).

The Effect of Social Media on Lecturer Performance Effectiveness

Hypothesis 2 also the strongest positive effect : This result underscores social media as the most potent direct driver of lecturer performance. For lecturers in Tangerang, platforms like WhatsApp, Instagram, and academic social networks serve as vital tools for pedagogical innovation, student engagement, and scholarly communication (Al-rahmi et al., 2015). Practical Implications & Solutions: Universities must formalize and optimize the use of social media for academic purposes. Concrete recommendations are: (a) Creating clear Official Guidelines for Academic Social Media Use, (b) Providing Integrated Internal Collaboration Platforms (e.g., dedicated research channels on Microsoft Teams), and (c)

Offering Technical Support (e.g., content creation training for academic purposes). This integration will maximize the benefits of social media, which are further strengthened by the digital economy. A study by (Van Den Beemt et al., 2020) emphasizes the importance of institutional guidelines for ensuring effective and responsible social media use in educational settings.

The Effect of Digital Products on Lecturer Performance Effectiveness

Hypothesis 3 was negative and significant supported : This counterintuitive finding indicates that the adoption of digital products (e.g., LMS, gamification apps) is associated with a decrease in performance. This likely reflects implementation challenges, such as adaptation burdens, uneven digital literacy, and symptoms of "digital fatigue" (technostress). Practical Implications & Solutions: The approach to digital products must shift from mass adoption to selective and support-based integration. Steps include: (a) Digital Literacy Mapping to identify specific training needs, (b) Ongoing Mentoring (not just one-off training), and (c) Rigorous Selection of Digital Products that are truly relevant to learning and research needs. It is crucial to align the use of digital products with the performance appraisal system, so their contribution is recognized. Research by (Mohammed & Kinyó, 2022) shows that successful technology integration heavily depends on contextual training and peer-to-peer support among lecturers.

The Moderating Effect of the Digital Economy on the Personal Branding-Performance Relationship

Hypothesis 4 , The moderating effect is significant and negative : This reveals a paradox: while the digital economy provides more platforms for self-promotion, it also creates a noisier, more competitive environment. Without institutional support, personal branding efforts risk causing digital fatigue. Practical Implications & Solutions: To counteract this weakening effect, PTS need to act as curators and amplifiers of their lecturers'

collective reputation. Institutions can: (a) Create Official Websites/Channels showcasing lecturer profiles and achievements, (b) Conduct Online Reputation Management Training to navigate the competitive digital space, and (c) Incorporate meaningful digital engagement metrics (not just follower counts) as a component of performance assessment. This institutional strategy can turn the digital economy from a threat into an amplifier for lecturer branding.

The Moderating Effect of the Digital Economy on the Social Media-Performance Relationship

Hypothesis 4, The moderating effect is significant and positive : In contrast to personal branding, the digital economy acts as a synergistic catalyst for social media benefits. Advanced digital infrastructure and culture in Tangerang magnify the utility of social media for academic purposes. Practical Implications & Solutions: PTS should strategically leverage this positive synergy. This can be done by: (a) Investing in supporting infrastructure like high-speed internet and subscriptions to premium collaboration platforms, (b) Encouraging and funding lecturer participation in online conferences and global research networks initiated via social media, and (c) Developing "social media ambassador" programs for research and community service. This transforms social media from a passive communication tool into an engine of academic productivity.

The Moderating Effect of the Digital Economy on the Digital Products-Performance Relationship

Hypothesis 6, The moderating effect is not significant : This non-significance indicates that the challenges of using digital products such as literacy gaps and technostress persist regardless of external digital economic development. The problem lies at the level of institutional and individual readiness within the university setting. Practical Implications & Solutions: The implication is clear: internal interventions are more critical than external

conditions. Universities must focus on: (a) Establishing clear Educational Technology (EdTech) Governance, including procedures for evaluating and adopting new tools, (b) Creating a responsive technical and pedagogical support unit (helpdesk) for lecturers, and (c) Developing performance metrics that measure the effective use of technology, not just its use. Without this systemic support, investments in digital products will continue to be a burden.

5. Conclusion

This study aims to analyze the influence of personal branding, social media, and digital products moderated by the digital economy on lecturer performance effectiveness within private universities in Tangerang. The findings confirm that lecturer performance is distinctly shaped by personal branding and social media as significant positive drivers, while digital products show a negative association revealing critical gaps between technology provision and its effective, institutionally supported integration. Furthermore, the digital economy moderates these relationships selectively, amplifying the positive effects of social media while weakening the impact of unsupported personal branding efforts, and showing no significant moderating effect on the digital products-performance relationship.

These results make two important theoretical contributions to the literature on digital transformation in higher education. First, the study introduces and empirically validates the concept of the digital economy as a selective moderator within academic performance models, demonstrating that digitalization does not produce uniform effects but creates differential outcomes based on the type of digital asset and institutional context. Second, it identifies and provides evidence for a digital integration paradox in academic settings, where technology adoption unsupported by adequate literacy and systemic integration can counterintuitively hinder performance, thereby extending technology acceptance theories with crucial institutional and workload perspectives.

However, this study has limitations that should be considered. The cross-sectional design limits causal inference, and the geographically concentrated sample may affect generalizability to other regions. Additionally, the measurement of digital product usage may not fully distinguish between tools used for pedagogical innovation and those for administrative tasks, which could influence the observed negative association. These methodological considerations suggest cautious interpretation of the strength of the relationships found.

To systematically translate these findings into sustainable improvement, we propose implementing an integrated strategy through a Digital Academic Branding System (DABS), aligning with national policy frameworks. This includes: (1) embedding digital literacy into Merdeka Belajar programs to enhance competencies; (2) leveraging social media and personal branding as measurable contributors to Key Performance Indicators (IKU); (3) adopting digital products selectively based on pedagogical impact rather than administrative burden; and (4) fostering collaborative governance with industry to enrich the academic-digital ecosystem.

Collectively, these strategic actions guided by (*Permendiktisainstek-No-52-Tahun-2025.*) will enable private universities in Tangerang to not only address current digital performance gaps but also emerge as a national model for lecturer development in Indonesia's evolving higher education landscape, transforming digital adaptation from a challenge into a strategic advantage for academic excellence.

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