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The Application of Artificial Intelligence in Human Resource Management for Remote Workers

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Abstract

Purpose: This study aimed to determine the application of artificial intelligence (AI) in human resource management (HRM) for remote workers in Indonesia.
Research Methodology: The research method used is quantitative descriptive and verification, with data collection techniques through observation, interviews, and questionnaires. The sample in this study was rookie hosts at PT Kurnia Bumi Raya Manajemen, with 157 respondents. The data analysis technique used statistical applications in the form of SPSS.
Results: Based on the data analysis results, digital literacy has a positive and significant effect on productivity. However, technostress has no effect on remote worker productivity. The Simultaneous Significant Test results show that digital literacy and technostress simultaneously have a significant effect on productivity.
Conclusions: The results showed that digital literacy positively and significantly affects remote workers' productivity, while technostress has no significant effect. Simultaneously, both variables significantly influence productivity with an adjusted R^2 value of 25%.
Limitations: This study is limited to rookie remote workers at PT Kurnia Bumi Raya Management, Indonesia, which may reduce generalizability to other companies or employee groups. The research relies on self-reported survey data, which may introduce response bias and limit the accuracy of measurements.
Contributions: The study provides empirical evidence that digital literacy positively influences productivity, while technostress does not. These findings guide HR practices in remote work settings by emphasizing the importance of enhancing digital literacy and designing interventions to reduce technostress.

Keywords: *Digital Literacy, Productivity, Remote Worker, Technostress*

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1. Introduction

Artificial Intelligence (AI) has come a long way and is affecting various aspects of human life. AI technology is now expanding into many sectors, including industry, healthcare, and education. Artificial intelligence refers to the ability of devices to copy and perform activities that would normally require human intelligence. Artificial intelligence (AI) refers to a technology that allows machines to learn from existing data. It also allows machines to automatically adjust and improve their algorithms without human intervention. The result is machines that can perform a variety of tasks that would normally be

performed by humans. Human Resources (HR) must be able to adapt and improve their performance using artificial intelligence. The application of AI in HR operations can increase HR productivity by 0.8%–1.4% annually (Ismail & Sekarsari, 2022).

Artificial intelligence (AI) supports human resources in handling administrative work that previously took up almost half their time and energy. By enhancing the performance of human resources, AI helps improve the quality, effectiveness, and efficiency of work and reduces errors that typically occur owing to human factors. The advent of Artificial Intelligence has overhauled the way companies conduct their operations from both internal and external perspectives. More than 80% of global companies recognize the importance of adopting artificial intelligence in all aspects of their business. Therefore, it is not surprising that AI is a major trend in the business world (Solihin, 2021; Tahar et al., 2022).

According to remoteskills.academy data, Indonesia ranked fifth among the top countries in Asia Pacific for remote working in 2022, with an overall score of 74 out of 100. This Asia-Pacific region surpasses South Korea, Australia, and Singapore. Indonesia ranks 20th globally, surpassing the Netherlands, Turkey, the United States, and New Zealand. This Productive activity allows individuals to earn income from anywhere without the need to be present in the office, and they are known as remote workers. This was reported on the website remote skills academy.com. According to LinkedIn's analysis of work trends in 15 countries, including Indonesia, the most popular jobs can all be done remotely. According to a report from the World Economic Forum, 84% of employers plan to expand the use of remote work. One of the results of artificial intelligence is its ability to replace the role of Customer Service that is unable to serve 24 hours, which can be replaced with AI technology in the form of a chatbot. This AI technology can automatically answer questions correctly, such as finding more information nimbly, summarizing ideas, or helping to find sources for schoolwork. This further demonstrates the usefulness of artificial intelligence technology in everyday activities (Adamy, 2022; Ahyati et al., 2022).

Remote working is a work model in which employees complete some or all of their tasks from a location different from the company's office. Remote working refers to an arrangement in which employees live and work outside the physical office of the company that employs them (Amelia et al., 2022; Ismail & Sekarsari, 2022). Working remotely can save time for those who usually have to travel long distances to work and provide them with opportunities to engage in activities other than work (Fernández-Fernández et al., 2023). Working from home includes subcategories such as US teleworking and telecommunications. Remote work refers to conditions in which work is done wholly or partially outside the office, while telecommunications is an option in which employees perform tasks in places other than their office (Tucker et al., 2023).

Remote working or working from home offers more flexibility in how and where employees complete their tasks, which can improve work-related attitudes and performance (Satria, 2021; Wiguna, 2023). Remote workers, often referred to as work-from-home employees, are usually supported by facilities provided by the company or technology created to facilitate task completion.

Productivity is not only measured by the quantitative achievement of organizational targets but also as a mental attitude possessed by workers in the organization (Agusinta et al., 2021; Aprillita & Perkasa, 2021). Work productivity is a mindset that continuously strives to ensure that today's life is better than yesterday's and that tomorrow is better than today (Agusinta et al., 2021; Nasem et al., 2018). Work productivity does not arise by itself, but must be pursued by employees in the organization, which is expected to contribute to the achievement of organizational goals (Abdullah, 2021).

Digital literacy refers to the skills required to use information technology effectively and efficiently on digital tools in various situations, such as education, work, and daily activities (Nurfauziyanti & Bahrudin, 2022). People who lack confidence and feel anxious about computers may have difficulty

accepting or understanding the use of computer devices (Heriyanto, 2021). Digital literacy is not only about the ability to utilize computers but also about understanding and interpreting information spread across various digital platforms. Digital literacy includes skills in operating technology and computers and the ability to obtain information through technology and communication channels (Dahlström et al., 2023).

Based on the Indonesia Digital Literacy Status survey, conducted by the Ministry of Communication and Informatics together with the Katadata Insight Center (KIC), Indonesia's digital literacy index increased in 2022. In 2020, Indonesia scored 3.46 points, which rose to 3.49 points in 2021 (an increase of 0.03 points). In 2022, this score increased by 0.05 points, from 3.49 to 3.54 points. This score indicates that digital literacy in Indonesia is moderate. The assessment was conducted using four pillars: digital skills, ethics, safety, and culture. Of the four pillars, three improved from the previous year: digital skills (3.44 to 3.52), digital ethics (3.53 to 3.68), and digital safety (3.10 to 3.12). However, the score for the digital culture pillar decreased from 3.90 to 3.84.

Stress is a negative reaction that a person experiences due to pressure, especially those caused by excessive demands, constraints or opportunities (Khairuddin, 2022). Technostress is a form of physical, behavioral, and mental stress that arises in response to dependence on information and communication technology, as well as increasing complexity and technological changes (Ismail & Sekarsari, 2022). Technostress is experienced by individuals who are unable to handle the demands of using information and communication technology (ICT) in an organization (Adamy, 2022). Technostress is considered a modern-day disease that arises from the inability to manage or handle information and communication technology in a healthy manner (Dahlström et al., 2023). Technostress is a computer-related consequence that arises from the use of technology at work and can lead to mental and emotional problems (Suryanto & Sasi, 2017).

The formulation of the problem in this study is based on the background stated above, and the researchers formulated the problem as follows: how does digital literacy and technostress affect the productivity of remote workers in Indonesia, partially and simultaneously?

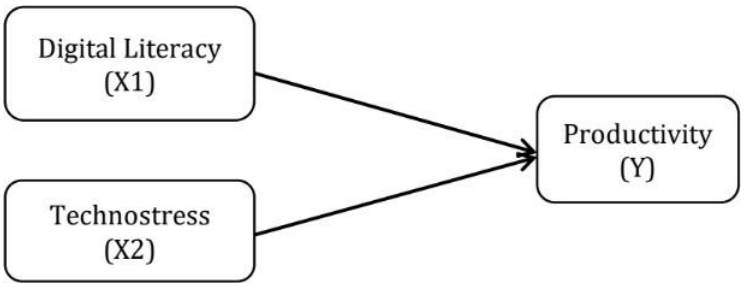

Figure 1. Research Framework

Based on Figure 1, the conceptual framework of this study illustrates the relationship between Digital Literacy (X1), Technostress (X2), and Productivity (Y). The model shows that Digital Literacy and Technostress are independent variables that are expected to influence the productivity of remote workers. Digital Literacy reflects the ability of remote workers to effectively utilize digital technologies and information systems in completing their work tasks, while Technostress refers to the stress experienced due to the use of information and communication technology. Furthermore, Productivity is positioned as the dependent variable, representing the work outcomes achieved by remote workers. The arrows in the figure indicate that both Digital Literacy and Technostress have direct effects on Productivity, either partially or simultaneously.

2. Literature Review

2.1 Digital Literacy and Productivity

Digital literacy refers to the ability to effectively use digital tools, software, and information technologies to perform work-related tasks efficiently (Dahlström et al., 2023). Employees with higher digital literacy can navigate virtual platforms, manage data accurately, and complete assignments more effectively (Edison et al., 2017). This skill is particularly critical in remote work environments where direct supervision is minimal, requiring employees to work independently while maintaining productivity. Research indicates that digital literacy enhances problem-solving capabilities, allowing employees to analyze data, make informed decisions, and adapt quickly to technological changes (Fauziah et al., 2023; Ismiatun et al., 2023).

Moreover, digital literacy fosters confidence and engagement in remote work settings. Employees who are competent with digital tools are more likely to adopt collaborative software, communicate effectively with colleagues, and access organizational resources without errors or delays (Dessler, 2015). Busro (2018) and Dahlström et al. (2023) found that digital literacy is positively associated with task efficiency, accuracy, and overall work performance. Consequently, organizations benefit from providing targeted training programs to improve employees' digital competencies, thereby enhancing productivity and operational efficiency.

2.2 Technostress and Its Implications

Technostress is a psychological condition resulting from excessive reliance on technology, rapid technological changes, and the perceived complexity of digital tools (Ayuningtyas & Ilman, 2021; Suryanto & Sasi, 2017; Wahyuningsih et al., 2021). It can lead to anxiety, reduced job satisfaction, and lower productivity, particularly in remote work environments where employees are continuously interacting with multiple digital platforms. High levels of technostress can result in burnout, decreased motivation, and errors in task execution, negatively affecting overall performance (Fernández-Fernández et al., 2023; Syahrial & Sudono, 2021).

However, the impact of technostress can be moderated by coping strategies, organizational support, and adequate digital literacy. Employees who are trained to manage multiple digital systems and receive organizational guidance often experience reduced stress and maintain higher productivity levels (Berlian Rms & Wahyuningsih, 2021; Saputro & Soleha, 2021). Nasem et al. (2018) and Ricardianto et al. (2021) highlights that addressing technostress through proper training, workflow design, and supportive management helps remote workers adapt to technology-driven work environments without compromising their performance or well-being.

2.3 Remote Work Productivity

Remote work provides flexibility and reduces commuting time, but it also imposes challenges on maintaining consistent productivity (Ahmadi et al., 2024; Chalabi & Dia, 2024). Productivity in remote settings depends heavily on employees' technological competencies, self-discipline, and ability to manage virtual collaboration (Parmenas, 2021; Susanto et al., 2021; Wikansari et al., 2024). Studies show that remote workers with high digital literacy and self-management skills achieve better outcomes and meet deadlines more consistently compared to those less adept at handling digital workflows (Lestari, 2021).

In addition, remote productivity is influenced by organizational practices, such as clear task allocation, digital communication protocols, and performance monitoring systems (Hutama & Suharnomo, 2023; Meehan et al., 2017). Susanto and Parmenas (2021) and Umar and Jayanti (2019) found that structured remote work systems enhance employee efficiency by reducing ambiguity and ensuring accountability. Organizations that integrate technological support with effective management practices can optimize

remote work productivity while mitigating the potential negative effects of isolation and technostress (**DellAversana2025**; Heriyanto, 2021; Keke et al., 2021).

2.4 HRM and AI Integration

Human Resource Management (HRM) increasingly leverages AI and digital tools to support productivity, task management, and employee performance (Adamy, 2022; Tahar et al., 2022). AI-driven systems can automate routine tasks, provide data-driven insights, and monitor performance in real time, freeing employees to focus on higher-value activities. Integrating AI with digital literacy initiatives allows employees to use technology more effectively and reduces errors caused by manual processes.

Furthermore, AI integration in HRM can enhance training and development programs by providing personalized learning experiences and identifying skill gaps (Saputro & Soleha, 2021; Saragih, n.d.). Employees working in AI-supported environments can receive timely feedback, improving performance and engagement. Pratiwi and Arwiyah (2023) and Saputra and Natalia (2021) notes that the combination of AI tools and digital literacy significantly enhances both productivity and satisfaction in remote work settings, demonstrating the importance of technological competence in modern workplaces.

3. Methodology

The research method used in this study is a quantitative approach with the application of descriptive and verification methods. According to Sugiyono (2022a) and Sugiyono (2022b), the descriptive method is used to analyze the data collected by describing the state of the value of one or more variables in detail. The purpose of this method is to answer questions about the application of intelligence in human resource management for remote workers in Indonesia, through digital literacy and technostress as independent variables and productivity as a dependent variable. This study uses primary data sources obtained through questionnaires that were distributed to 157 remote workers of Host Rookie PT Kurnia Bumi Raya Management. Data analysis was performed using SPSS Version 26 (Ghozali, 2018).

4. Results and Discussion

4.1 Results

Table 1. Respondent Profile

Characteristics	Category	Number	Percentage
Gender	Men	39	24.8%
	Women	118	75.2%
Age	≤ 20 years	14	9%
	21–25 years	119	76%
	26–30 years	9	6%
	31–35 years	6	4%
	36–40 years	6	4%
	> 40 years	3	1%
Education	High School	95	60.5%
	Diploma	4	2.5%
	Bachelor's Degree (S1)	56	35.7%
	Master's Degree (S2)	2	1.3%
Working Period	< 1 year	78	49.7%
	1–2 years	50	31.8%
	3–4 years	17	10.9%
	> 5 years	12	7.6%
Type of Work	Main	28	17.8%
	Side	129	82.2%

Source : SPSS Data (2024)

Based on Table 1, the majority of respondents were women (75.2%) and aged 21–25 years (76%). Most respondents had a High School educational background (60.5%), work experience of less than one year (49.7%), and considered remote work as a side job (82.2%).

4.2 Multiple Linear Regression

Table 2. Multiple Linear Regression Analysis Test

Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.299	3.301		2.211	.029
	Digital Literacy	.355	.049	.507	7.309	.000
	Technostress	-.058	.070	-.057	-.829	.409

Source: SPSS Data (2024)

Based on Table 2, the calculation data of the regression analysis results, the coefficient for the digital literacy variable was 0.355, while that for the technostress variable was - 0.58 and the constant was 7.299. Therefore, the regression equation is as follows:

$$Y = 7.299 + 0.355X1 - 0.058X2$$

Based on this equation, the following can be interpreted:

1. The constant value is 7.299. This means that if the digital literacy (X1) and technostress (X2) variables affect the dependent variable, namely productivity (Y), then the value of the dependent

variable productivity is 7.299. This means that without considering the influence of digital literacy and technostress, the regression productivity level will remain at the base value of 7.299.

2. The regression value of digital literacy was 0.355, which was positive. This can be interpreted as meaning that when digital literacy increases by one unit, productivity tends to increase by 0.355.
3. The regression coefficient value of the technostress variable is -0.058, which is negative, indicating that when technostress increases by one unit, productivity tends to decrease by 0.058.

4.3 Hypothesis Test Significance T (Partial)

Based on the t-test results in Table 2, the following can be obtained:

1. Digital literacy (X1) has a positive effect on productivity (Y) with a coefficient value of 0.355 t - Count 7,309> t Table 1,654 Sig value = 0.000 <0.05. This is in line with the research of Fauziah et al. (2023), which shows that digital literacy significantly affects employee work productivity. This study provides results showing that the greater the effect of digital literacy on employee work productivity, the better the employee performance.
2. Technostress (X2) does not affect productivity (Y). This is based on a Sig value of 0.409, which is greater than 0.05. This is in line with the research results of Saputra and Natalia (2021), who found that technostress has no effect on productivity.

4.4 Hypothesis Test Significance F (Simultaneous)

Table 3. Hypothesis Test of Significance F (Simultaneous)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	721.949	2	360.974	27.024	.000[b]
	Residual	2057.057	154	13.358		
	Total	2779.005	156			

Source: SPSS Data (2024)

Based on Table 3, this can be seen from the calculated F value of 27,024. The resulting significance value is 0.000, which is smaller than 0.5. Thus, it can be concluded that this multiple regression model is feasible to use, and the independent variables, which include the influence of (X1) digital literacy, (X2) technostress on the work productivity of remote workers. Simultaneous test calculation results, it is known that the F-count value is 27.0> 3.055 (F-table) and with a significance level <0.05, meaning that the digital literacy and technostress variables have a positive and significant effect on the work productivity of remote workers simultaneously.

4.5 Coefficient of Determination Analysis (R^2)

Based on the calculation of the Coefficient of Determination (R^2), the R Square value is 0.250 or 25%, indicating that digital literacy and technostress influence remote worker productivity by 25%. The remainder is influenced by other factors, such as work-life balance and job satisfaction, which are not discussed in this study.

5. Conclusions

Based on the significance test results, digital literacy has a significant positive effect on employee work productivity. These findings indicate that higher levels of digital literacy contribute to better employee performance and productivity. In contrast, technostress does not have a significant effect on the productivity of remote workers. Furthermore, the results of the simultaneous significance test (F

test) show that digital literacy and technostress simultaneously have a significant effect on productivity. In addition, the coefficient of determination test (Adjusted R-Squared) shows a value of 0.250, which means that digital literacy and technostress are able to explain 25% of the variation in remote workers' productivity, while the remaining 75% is influenced by other variables outside this study.

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Author Contributions

YR contributed to conceptualization, methodology, and writing the original draft. JZ was responsible for data collection, formal analysis, and supervision. A handled the literature review, validation, and project administration. ASP contributed to review, editing, and resources.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this study. This research was conducted independently, and no financial or personal relationships influenced the results or interpretation of the findings.

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