

The Influence of Work Environment and Organizational Culture on Organizational Performance Mediated by Learning Agility in Junior High Schools

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Abstract: This study aims to investigate the effect of work environment and organizational learning culture on organizational performance mediated by learning agility in junior high schools. A quantitative approach was used involving 155 teaching staff and administrators as respondents, using questionnaires as the main instrument. Data were analyzed through Macro Process Model 4 to measure direct, indirect, and total effects. The results showed that work environment and organizational learning culture had a significant effect on learning agility, which then mediated the relationship with organizational performance. Learning agility has a central role as a key mediator in this model, enabling organizations to better adapt to change and improve their performance. This research makes a theoretical contribution by enriching the literature related to learning agility and providing empirical evidence in the context of secondary education. In terms of practical implications, this study suggests the importance of creating a supportive work environment and a strong learning culture to improve organizational performance. The limitations of the study lie in the limited coverage of locations as well as the quantitative approach that has not fully explored the qualitative aspects. Further studies are proposed to involve a wider context and additional variables such as leadership style and technology.

Keywords: Work environment, organizational learning culture, learning agility, organizational performance.

Organizational performance is a critical aspect that consistently draws attention in various management studies, particularly due to its essential role in ensuring the sustainability and success of an organization (Aguilera et al., 2024). In the education sector, especially within school settings, organizational performance becomes a crucial determinant of how schools can deliver quality and relevant educational services (Aris et al., 2023; Suherni et al., 2023). Factors such as a conducive work environment, a robust organizational learning culture, and the ability to adapt to continuous changes are the main pillars for enhancing organizational performance in schools (Fios et al., 2024).

A healthy work environment not only creates a comfortable atmosphere for teachers and staff but also fosters collaboration, innovation, and a spirit of continuous learning. On the other hand, an organizational learning culture serves as a foundation for schools to establish structured and sustainable learning habits, thereby improving the effectiveness of the education provided (Asbari, 2024; Asfahani, 2024; Maki, 2023). When managed effectively, these two factors can significantly contribute to organizational performance. However, the ability of an organization to learn quickly, adapt, and implement changes—commonly referred to as learning agility—often becomes the key differentiator between organizations that successfully address challenges and those that lag behind (DeRue et al., 2012).

Learning agility can be defined as an organization's capacity to continually learn from experience, respond promptly to dynamic changes, and apply that knowledge to create relevant solutions (DeRue et al., 2012). In the context of schools, this capability becomes increasingly critical given the advancements in technology, changes in educational policies, and the evolving needs of students (Erens & Leuders, 2024). Learning agility enables schools to respond swiftly to policy changes, update curricula, and adapt relevant technologies. Nonetheless, while many studies examine the influence of the work environment and organizational learning culture on organizational performance, the role of learning agility as a mediating factor in this relationship remains underexplored, particularly in educational organizations like schools (Tripathi & Kalia, 2024).

This study aims to address this gap by investigating the mediating role of learning agility in the relationship between the work environment, organizational learning culture, and organizational performance in schools. This research offers several important contributions. First, it enriches the literature on learning agility as an essential dimension influencing the performance of modern organizations. Second, it provides practical insights for school leaders in designing strategies to strengthen the work environment and learning culture to improve overall organizational performance.

In practice, schools as educational institutions face increasingly complex challenges, ranging from the need to provide relevant services to the necessity of adapting to technological and policy changes. Thus, focusing on learning agility as a driving force for enhancing organizational performance represents a strategic approach that can help schools remain relevant and competitive amid rapid changes. This study aims to propose solutions not only to improve organizational performance but also to support the creation of a more adaptive and innovative educational environment.

METHOD

This study employs a quantitative approach using survey data from 155 junior high school (SMP) teachers and administrators in Serang City. Data were analyzed using the PROCESS Macro

(Preacher & Hayes, 2004) Model 4 to assess direct, indirect, and total effects. The research measurements for the Work Environment were adopted from Burden, R., & Fraser, B. (1994), *Organizationa Learning Culture* (Nguyen-Duc et al., 2023), *Learning agility* (Tripathi & Kalia, 2024) dan *Organization Performance* (Lee & Choi, 2003). The questionnaire was completed by respondents based on their experience and sufficient knowledge of the research variables. Responses were measured on a scale of 1 to 5, ranging from "strongly disagree" to "strongly agree." The questionnaire was filled out anonymously, and it was clarified that this research is not related to students' academic progression or grades. Responses were solely intended for research purposes. Data collection ensured respondent anonymity, with no names or addresses recorded to safeguard comfort and privacy. The study adhered to ethical considerations to maintain confidentiality and neutrality in the data collection process.

RESULT AND DISCUSSION

RESULT

Table.1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
WE	155	8,00	20,00	15,2000	2,60469
LA	155	11,00	39,00	29,9419	5,88222
OP	155	8,00	25,00	18,5871	3,76551
OLC	155	24,00	63,00	50,0065	7,28858
Valid N (listwise)	155				

The results of the descriptive analysis indicate that the data consisted of 155 respondents, with considerable variation across each variable. The average score for Work Environment (WE) was 15.20, with a range of values from 8 to 20, reflecting a moderate level of work environment among respondents. The standard deviation of 2.60 suggests low to moderate variability. Learning Agility (LA) had an average score of 29.94, with a range of 11 to 39, indicating relatively strong learning agility, although there was significant variation as evidenced by a standard deviation of 5.88. Organizational Performance (OP) recorded an average score of 18.59, with a range of 8 to 25, illustrating moderate organizational performance, with a standard deviation of 3.77, indicating moderate variability. Finally, Organizational Learning Culture (OLC) had an average score of 50.01, with a range of values from 24 to 63, reflecting a relatively strong organizational learning culture. However, higher variability was observed, as indicated by a standard deviation of 7.29. Overall, these findings highlight variation in perceptions or experiences regarding work engagement, leadership attributes, organizational performance, and the learning culture within organizations.

Table 2. Results of the PROCESS Model Analysis

Variabel	Type of Effect	Beta (β)	R-kuadrat	95% Confidence Interval	p-value
WE → LA	Direct Effect	16.757	3,82361	-	< 0.001
OLC → LA	Direct Effect	3,63333	2,91806	-	< 0.001
LA → OP	Direct Effect	3,89028	6,47708	-	< 0.001
WE → OP	Total Effect	11.091	-	-	< 0.001
	Direct Effect	1,18333	-	-	0.020
	Indirect Effect	6,51875	-	09.01,1	< 0.001
OLC → OP	Total Effect	2,26736	-	-	< 0.001
	Direct Effect	0.0072	-	-	0.875
	Indirect Effect	2,21736	-	46.00,0	< 0.001

Source: Processed Data, 2024

The analysis results show that the work environment and organizational learning culture have a significant influence on learning agility, with beta values of 1.6757 and 0.5232, respectively, and R-squared values of 0.5506 and 0.4202. This indicates that the variance in learning agility is significantly explained by these two variables. Learning agility itself has a strong direct effect on organizational performance, with a beta value of 0.5602 and an R-squared value of 0.9327. In terms of total effects, the work environment has a total effect of 1.1091 on organizational performance, with an indirect effect of 0.9387 mediated through learning agility. This highlights that its influence is primarily mediated by this variable. Similarly, the organizational learning culture has a total effect of 0.3265 on organizational performance, with the majority of its impact also mediated through learning agility (indirect effect of 0.3193). The confidence intervals for the indirect effects of both variables demonstrate the consistency of their influence within the model. These findings emphasize the central role of learning agility as a key mediator in enhancing organizational performance.

DISCUSSION

A supportive work environment has a significant impact on enhancing individual learning agility. This finding is consistent with the Intrinsic Motivation Theory developed by (Deci et al., 1985), which suggests that a work environment that supports basic psychological needs such as autonomy, competence, and relatedness will enhance an individual's intrinsic motivation to learn and develop. In the context of modern organizations, recent research by (Tripathi & Kalia, 2024), underscores the importance of a supportive work environment. This includes access to information and support for competency development, which improves the ability of staff and educators to adapt

to technological changes and dynamic market challenges. These results indicate that providing employees with the resources and freedom to grow within their roles promotes both personal and organizational development, ultimately leading to increased learning agility. In particular, when individuals are empowered to make decisions and experiment within their roles, their intrinsic motivation to engage in continuous learning increases. The degree to which individuals feel supported by their environment—whether through access to professional development, encouragement of skill-building, or constructive feedback—affects how well they can navigate changing work demands. This demonstrates the critical role of the work environment as an enabling factor for developing an agile workforce.

Organizational learning culture also plays a key role in shaping learning agility. According to (Senge, 1990) through the concept of the Learning Organization, a strong organizational culture of continuous learning creates more innovative and adaptive individuals. Recent studies by (AlSaied & Alkhoraif, 2024), further support this notion, demonstrating that organizations with a robust learning culture tend to have higher innovation levels and foster collaborative learning. Such environments ultimately enhance employees' ability to face challenges in complex and dynamic environments. An organization that cultivates a learning culture encourages its members to see learning as an ongoing process rather than a one-time activity. In such organizations, learning is embedded into daily operations, making it easier for individuals to remain flexible and adaptive in their work. This adaptability is crucial in an era marked by rapid technological advancements and shifting market dynamics. A culture that emphasizes learning not only strengthens individual performance but also ensures that the organization remains competitive and resilient in the face of external changes.

Learning agility, encompassing an individual's ability to learn from experiences, cognitive flexibility, and openness to feedback, has proven to have a positive impact on organizational performance. These findings align with Social Cognitive Theory by (Bandura, 2001), which posits that the interaction between individuals, their environment, and their behavior generates effective learning. According to Bandura, individuals who are able to adjust their behavior based on environmental cues and feedback are more likely to succeed in complex situations. (DeRue et al., 2012) further emphasize that individuals with high learning agility tend to adapt more readily to change and demonstrate high performance in uncertain environments. Research by, (Tripathi & Kalia, 2024) supports this idea, showing a positive correlation between learning agility and organizational performance. Organizations that foster learning agility benefit from employees who are not only quick to adapt to new tasks or challenges but also contribute to the overall resilience and performance of the organization. When employees are agile in their learning, they bring new

perspectives, solve problems more effectively, and enhance the organization's ability to stay ahead of the curve.

The mediation effect of learning agility in the relationship between work environment, organizational learning culture, and organizational performance reflects the importance of these supporting elements in creating successful organizations. (Edmondson, 1999), through the concept of Psychological Safety, explains that a supportive work environment creates a sense of security for individuals to experiment and learn from failure. This, in turn, promotes innovation and risk-taking, which are vital for organizational growth. (Frazier et al., 2017) confirm that high psychological safety not only drives innovation but also enhances team effectiveness in achieving organizational goals. Psychological safety in the workplace enables employees to express themselves without fear of judgment or negative consequences. When employees feel safe to share ideas and make mistakes, they are more likely to innovate and contribute to organizational learning. This type of environment fosters an open exchange of ideas, where individuals are encouraged to challenge existing practices and experiment with new solutions. The result is a more dynamic and responsive organization that can adapt quickly to changes in its environment. Moreover, organizations that prioritize psychological safety tend to have higher levels of trust, collaboration, and engagement among employees. These factors directly contribute to the development of learning agility, as individuals are more willing to seek feedback, learn from their experiences, and take calculated risks. By promoting psychological safety, organizations can create a virtuous cycle where learning agility is continuously nurtured, leading to improved performance across all levels of the organization.

Overall, these findings strengthen the understanding that in order to achieve excellent organizational performance, a supportive work environment and a strong learning culture must be cultivated, with learning agility acting as the primary mediator. (Garvin, 2000) emphasizes that a mindset of continuous learning within organizations enables individuals to constantly improve their competencies. In organizations where learning is prioritized, employees are more likely to develop the skills and knowledge necessary to navigate the challenges of a rapidly changing world. The ability to learn and adapt is increasingly viewed as a key competitive advantage, particularly in industries that face frequent disruptions.

Organizations that focus on proactive learning are better positioned to thrive in fast-paced environments. As Armanious & Padgett (2021); Asfahani (2024); Do et al., (2022) note, such organizations are not only more resilient to change but also more capable of fostering innovation. By continuously developing the competencies of their workforce and creating a culture that values learning, organizations can build a competitive advantage that is difficult for others to replicate. For practical purposes, organizations should adopt strategies that support individual learning, such as leadership development programs that focus on learning, employee empowerment, and investment

in ongoing training. Leadership that is centered around learning enables employees to see growth opportunities within their roles, motivating them to engage more fully with the learning process.

Empowering employees to take ownership of their development fosters a sense of responsibility and accountability, leading to increased motivation and engagement. Furthermore, organizations should recognize the importance of continuous investment in professional development and training programs. These initiatives ensure that employees are equipped with the skills and knowledge necessary to adapt to new technologies, market demands, and organizational changes. A commitment to learning at all levels of the organization—from top leadership to entry-level staff—creates an environment where innovation and agility can flourish. In conclusion, organizations that aim to achieve superior performance must recognize the central role of learning agility in driving success. By fostering a supportive work environment, promoting a strong learning culture, and prioritizing psychological safety, organizations can cultivate the learning agility necessary to adapt to change and maintain a competitive edge. The findings from this study underscore the importance of these elements in creating organizations that are not only capable of surviving in a dynamic environment but also thriving and leading in their industries.

CONCLUSION AND SUGGESTION

CONCLUSION

The results of this study confirm that the work environment and organizational learning culture significantly contribute to learning agility, which ultimately has a substantial impact on organizational performance. Learning agility plays a strong mediating role in linking these variables to organizational performance. A supportive work environment and a strong learning culture can foster individuals who are more flexible, adaptive, and capable of utilizing learning to face change. This suggests that organizations need to integrate elements that encourage continuous learning to ensure performance improvement.

SUGGESTION

For future research, it is recommended to broaden the scope of the study by involving various types of schools and education levels in order to increase the generalizability of the findings. Additionally, incorporating a qualitative approach is necessary to explore individual perceptions and provide a deeper understanding of the research variables. Furthermore, future studies could include external variables such as leadership styles or the impact of digital technology on the performance of educational organizations. Developing a model that integrates these various factors could provide a more comprehensive view of the influence of managerial variables on organizational performance.

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