

STRENGTHENING EMPLOYEE PERFORMANCE THROUGH THE SYNERGY OF LEARNING AGILITY AND WORK ENVIRONMENT WITH DIGITAL COMPETENCE AS A MEDIATING VARIABLE IN THE PUBLIC SECTOR

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Abstract

This study aims to analyze the influence of learning agility and work environment on employee performance with digital competence as a mediating variable, on National Public Procurement Agency (LKPP) employees. This research is motivated by the importance of adaptive capabilities and mastery of digital technology in supporting employee performance in the era of digital transformation. The research method used a quantitative approach with Partial Least Square–Structural Equation Modeling (PLS-SEM) analysis techniques. The sample consisted of 102 employees within the LKPP, selected using random sampling. The research instrument used a Likert scale questionnaire with four main variables. The results of the study indicate that learning agility significantly influences digital competence and employee performance. Although digital competence does not directly impact performance, this variable acts as a partial mediator. Meanwhile, the work environment did not significantly influence digital competence or employee performance. These findings provide important implications for public sector employee development efforts that focus on improving digital agility and literacy to support the success of digital transformation.

Keywords: *Learning agility, work environment, digital competence, employee performance, National Public Procurement Agency*

Introduction

Effective human resource management (HRM) is the main foundation for public organizations in facing dynamic of change and achieving their strategic goals (Supriadi, 2022). Amidst public demands for increasingly high-quality public services, government agencies such as ministries and state institutions are required to manage human resources professionally and adaptively. Crucial functions in HRM, include recruitment, training and development, performance evaluation, and employee retention, not only supporting the achievement of organizational targets but also being a catalysts in driving the overall performance of state apparatus (Yuwono et al., 2023). Therefore, the effectiveness of HRM is not just an administrative need, but an essential strategy in creating a bureaucracy that is responsive, competent, and oriented towards excellent public service. Challenges such as skill gaps, suboptimal adaptation to digital technology, and regulatory dynamics remain obstacles to creating an agile and efficient bureaucracy (Yunas et al., 2023). Digital transformation encourages employees to be prepared to face changes, develop technology-based competencies, and maintain optimal performance in an increasingly digitized work environment (Yuantika & Pramono, 2024).

HRM strategies need to be directed at strengthening learning agility, creating a work environment that supports the learning process, and equalizing digital competencies through the integration of technology and modern e-learning-based learning approaches across all work units (Ulfa Aryani et al., 2024). This approach is important so that every employee can contribute optimally in supporting the effectiveness and efficiency of the institution. Research indicates that individuals with high levels of learning agility tend to be more adaptive to change, including in mastering new technologies (Novryanto & Effendi, 2024). However, this influence will not be maximized if it is not supported by a work environment that facilitates learning and access to technology (Melanie Surya & Moramowati, 2023). Furthermore, an uncondusive work environment has the potential to reduce motivation, concentration, and ultimately affect the quality of employee performance (Az Zahra et al., 2025). The process of digitalizing services and work systems, digital competence is an important element that drives work efficiency, data-based decision making, and increased productivity (Ashdaq et al., 2024). Previous research also shows that mastery of technology

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has a positive impact on employee self-confidence and enthusiasm for learning, but still requires organizational support in the form of training and exploration opportunities (Pahriadi et al., 2021). The National Public Procurement Agency (LKPP) is a non-ministerial government agency of the Republic of Indonesia tasked with developing, formulating, and establishing Government Goods/Services Procurement policies. LKPP is actively implementing digital transformation. However, successful technology implementation across all work units still requires further efforts, particularly in improving digital literacy and facilitating continuous learning. This is crucial to ensure employees ability to adapt to changing systems and work processes, thereby effectively contributing to achieving organizational goals, particularly amidst technologi-driven digital transformation (Syahrahmanda et al., 2024).

Based on the research by Prayudi et al., (2023) and Wardhani et al., (2022) it shows that learning agility, especially through dimensions such as people agility, result agility, and mental agility, plays a important role in improving employee performance. Although the concept of *learning agility* is recognized as important, its implementation still requires strengthening to develop optimally in supporting the achievement of organizational goals. A supportive physical and psychosocial work environment has been proven to increase employee motivation, focus, and work effectiveness (Puspita & Darwin, 2023; Prayudi et al., 2023). In the context of LKPP, the increase in work dynamics during certain periods, such as towards the end of the fiscal year, can present its own challenges for employees. Furthermore, enhancing the physical comfort of the workspace and improving interpersonal coordination have the potential to further support effective decision-making and the achievement of optimal performance.

Digital competence plays a crucial role in enhancing work efficiency and accuracy, especially in a digitized bureaucratic ecosystem (Made Ermawati et al., 2024). In practice, there are still opportunities to enhance comprehensive understanding of workflow and logic of digital systems within the LKPP environment. The challenges include the need to strengthen technical skills and increase learning motivation, even though time for training has been provided. In practice, such training is often undertaken alongside the completion of work tasks, which can limit the optimal focus on learning. These aspects are crucial to support sustainable employee performance optimization. Several studies show that learning agility has a positive influence on the development of digital competence (Fauziah et al., 2024; Pebrianti & Maesaroh, 2025; Surya & Yuniasanti, 2023). Adaptive and active learners tend to understand and master new technologies more easily. However, as stated by Riswan et al., (2021), this positive influence may be less than optimal if the organizational environment does not fully support the learning process.

Puspita & Darwin, (2023) and Prayudi et al., (2023) state that an open, collaborative work environment, and providing adequate facilities and training can strengthen employees' digital competence. In the context of LKPP, the utilization of digital systems requires not only technical skills but also comprehensive understanding and the ability to explore the system. Observations indicate challenges in ensuring all employees have a thorough understanding of the system's workflow and logic. Therefore, it is important to conduct further studies on the strategic role of the work environment in supporting the continuous enhancement of digital competence. Based on this background and research gap, this study aims to analyze how learning agility and work environment contribute to employee performance at LKPP, both directly and indirectly through the mediation of digital competence. This research is expected to contribute to formulating relevant and contextual human resource strengthening strategies in the digital bureaucracy era.

Literature Review

Learning Agility

According to Wardhani et al., (2022) *Learning Agility* is the desire and capacity to gain learning from experience, then utilize that learning in the same situations or in new conditions. Individuals with learning agility are able to absorb lessons from various situations and apply them effectively in facing new, constantly changing challenges, especially in supporting the improvement of organizational agility (Wardhani et al., 2022). Learning agility is the ability to learn from experience and quickly and flexibly apply that learning in new situations through openness, reflection, willingness to take risks, and various adaptive behaviors such as collaboration, information seeking, and responsiveness to feedback (Asrulla et al., 2024). Learning agility is a person's ability to understand and determine appropriate actions when facing a situation that has never been experienced before (Syarqi & Widiana, 2024). Furthermore, according to Syarqi & Widiana, (2024), individuals with high levels of learning agility are able to learn from previous experiences, recognize relevant information, and relate it appropriately to the conditions faced in new situations. In government organizations such as LKPP, individuals with high learning agility tend to adapt more quickly in facing work changes, including the demands to master technical competencies

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relevant to evolving regulations and work systems (Syarqi & Widiana, 2024).

According to Wardhani et al., (2022), the dimensions of learning agility include: 1). people agility: Describes individuals who have a good self-awareness, are able to learn from experience, have a positive attitude towards others, and remain calm and resilient when facing the pressure of change 2). result agility: Describes individuals who are able to achieve results even in difficult situations, are able to motivate others to work beyond their usual limits, and have a personality that fosters self-confidence in those around them 3). mental agility: Describes individuals who are able to solve problems with new perspectives, feel comfortable facing complex and uncertain situations, and are able to explain their way of thinking to others clearly 4). change agility: Describes individuals who have a high level of curiosity, are enthusiastic about new ideas, enjoy experimenting through various trials, and actively participate in activities that can develop their skills.

Based on the explanation above, the following hypotheses are concluded:

H₁: Learning agility is suspected to influence employee performance.

H₄: Learning agility is suspected to influence employee performance through digital competence.

H₆: Learning agility is suspected to influence digital competence.

Work Environment

The work environment is the overall conditions around employees that influence the implementation of tasks and responsibilities at work (Jaya, 2022). The work environment describes the physical conditions, social interactions, and psychological conditions that shape a person's experience while performing their work (Muhtar & Aesah, 2025). A good work environment can create a sense of safety and comfort for employees, enabling them to perform tasks optimally (Ilma et al., 2024). When the work atmosphere is pleasant, it has a positive impact on employees' emotional state (Ilma et al., 2024). Employees who feel comfortable with their work environment tend to stay longer and show higher involvement in every activity undertaken (Ilma et al., 2024). An ideal work environment is characterized by complete facilities, a comfortable work atmosphere, and supportive social relationships between employees and superiors (Muhtar & Aesah, 2025). According to Jaya, (2022) the dimensions of work environment can be divided into: 1). Physical: Lighting, Circulation, Noise, Decoration, Transportation 2). Non-Physical: Relationships among colleagues, Relationships between employees and leaders, Appreciation or recognition for work results. A supportive work environment can facilitate the development of digital competence, which ultimately improves employee performance. When an organization provides infrastructure, training, and a supportive work atmosphere, employees are more digitally prepared and able to work productively and accountably. This aligns with Ashdaq et al., (2024) research, which shows that a work environment supported by digital facilities and a technology learning culture positively influences the development of employees' digital competence, thereby encouraging an increase in overall productivity and performance.

Based on the explanation above, the following hypotheses are concluded:

H₂: Work environment is suspected to influence employee performance.

H₅: Work environment is suspected to influence employee performance through digital competence.

H₇: Work environment is suspected to influence digital competence.

Digital Competence

According to Fathiyatuzzahra & Sary, (2024) digital competence is an individual's ability to master the knowledge, skills, and attitudes necessary to efficiently access, use, produce, and share various digital resources, as well as to build communication and collaboration through digital technology to achieve desired goals. According to Sholihatin et al., (2021), digital competence includes: (a) the ability to understand and use data or information (digital literacy), (b) digital communication and collaboration skills, (c) the ability to create various digital content, (d) awareness of digital security aspects, and (e) the ability to solve problems related to the use of digital technology. In public institutions such as LKPP, mastery of digital competence is key to performing tasks based on electronic systems. Based on the explanation above, the following hypothesis is concluded:

H₃: Digital competence is suspected to influence employee performance.

Employee Performance

According to Supriadi, (2022) performance is the result of the execution of functions or indicators of a job or profession within a certain period of time, where jobs generally require technical skills such as manual workers, while professions require mastery of knowledge from higher education such professionals, so that performance assessments should be done through direct observation to be more accurate than just imitating work activities. Employee performance is defined as the work results achieved by employees in carrying out their duties, where

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these achievements play an important role in supporting the development and progress of the organization (Usman et al., 2022). The dimensions of performance include quality, quantity, timeliness, and cooperation (Dwi et al., 2024). In the context of public bureaucracy, employee performance influences efficiency, accountability, and the quality of public service (Puspitasari et al., 2021). The explanation of the development of theory and hypothesis in this research is explained in the following research model image:

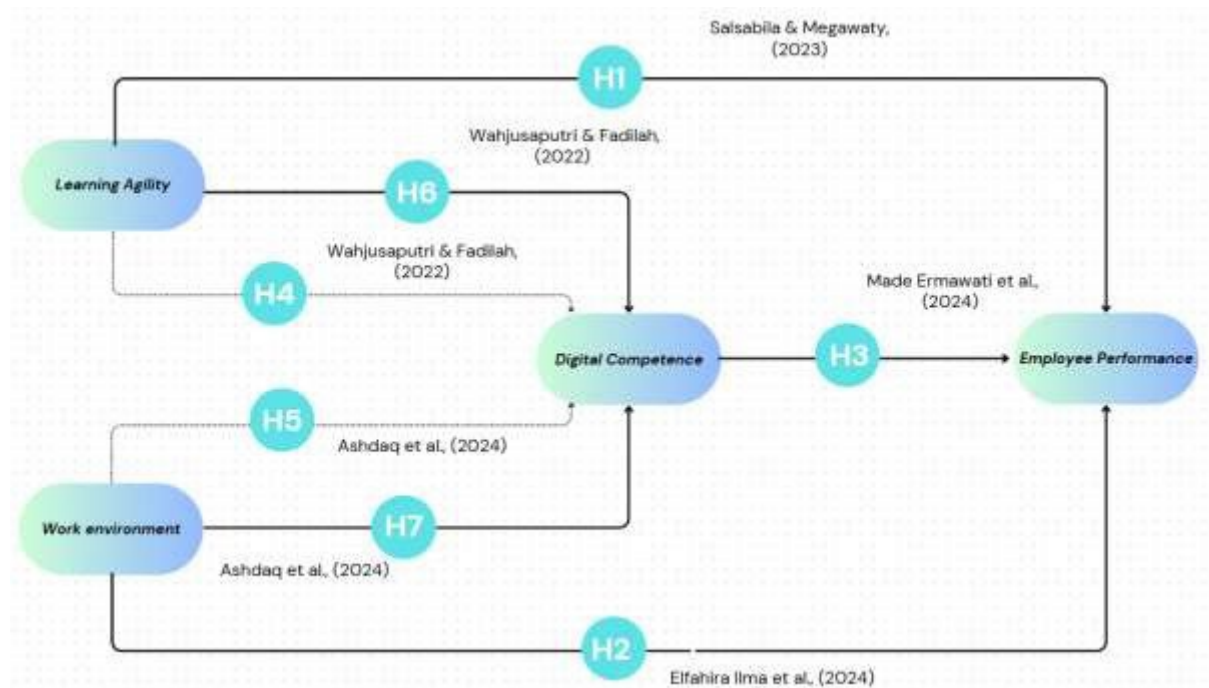


Figure 1. Research Model

Research Method

Type and Research Approach

This study uses a quantitative approach with a survey method. The objective is to determine the influence of learning agility and work environment on employee performance, with digital competence as a mediating variable, in the context of employees at the LKPP.

Population and Sample

The population in this study consists of all LKPP employees. The sampling technique used was random sampling, with a sample size of 102 respondents.

Data Collection Technique

Data were collected through an online questionnaires using a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire was developed based on indicators adapted from the literature and previous research.

Operational Definition of Variable

1. Learning Agility (X1): The ability and willingness of an individual to actively engage in the learning process, with the aim of utilizing experience as a means of self-development (Wardhani et al., 2022).
2. Work Environment (X2): The work environment is the overall conditions around employees that influence the implementation of tasks and responsibilities at work (Jaya, 2022)
3. Digital Competence (Z): The individual's ability to master the knowledge, skills, and attitudes necessary to efficiently access, use, produce, and share various digital resources, while simultaneously building

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communication and collaboration through digital technology to achieve desired goals (Fathiyatuzzahra & Sary, 2024).

4. Employee Performance (Y): The work results achieved by employees in carrying out their duties, where these achievements play an important role in supporting the development and progress of the organization (Usman et al., 2022).

Data Analysis Technique

Data were analyzed using SmartPLS 3.0 software with the Partial Least Square–Structural Equation Modeling (PLS-SEM) approach. The analysis was conducted in two stages: evaluation of the measurement model (outer model) to test the validity and reliability of the indicators, and evaluation of the structural model (inner model) to examine the relationships between variables and measure the significance of hypotheses.

Validity and Reliability Test

The validity test was conducted using outer loading values (>0.7) and Average Variance Extracted ($AVE > 0.5$) values. Reliability testing used composite reliability and Cronbach's alpha values (>0.7) to ensure the internal consistency of the research instrument. The results of the AVE calculation are presented in Table 1 below:

Table 1. Output Results from PLS Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Digital Competence	0,618
Employee Performance	0,458
Learning Agility	0,410
Work Environment	0,442

Source: PLS 3.0. Output Results (2025)

The AVE values for each variable are: digital competence > 0.5 , while employee performance, learning agility, and work environment < 0.5 . From these AVE results, it can be concluded that the variables used in the study are still acceptable if the construct has good internal reliability, which will be discussed in the next section.

Internal Reliability Test (Cronbach's Alpha)

The reliability of constructs was tested using Cronbach's Alpha, with values ≥ 0.70 considered to indicate adequate internal reliability. Table 2 below shows the results of the reliability test:

Table 2. Output Results PLS Cronbach's Alpha

Variable	Cronbach's Alpha
Digital Competence	0,911
Employee Performance	0,819
Learning Agility	0,866
Work Environment	0,789

Source: PLS 3.0. Output Results (2025)

The results show that all variables have a Cronbach's Alpha value above 0.70. This indicates that each construct has a high level of internal consistency, and can be maintained, even though the AVE value for some constructs is below the threshold 0.5. A questionnaire is considered reliable if respondents' answers to the statements are consistent and stable. Based on the results of the reliability test with Cronbach's Alpha, all variables in this study showed a value above 0.70, which means each construct has good internal consistency. This indicates that the instrument used was able to measure the variables reliably. Thus, all constructs are considered reliable and can be used for testing the structural model in the next stage of analysis.

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R-Square Test (Coefficient of Determination)

The R-Square test is used to measure the predictive power of independent constructs on dependent constructs in the model. A high R-Square value indicates a strong contribution of exogenous constructs in explaining the variation of endogenous construct. Table 3 presents the R-Square results:

Table 3. Results of R-Square Values

Variabel	R-Square	R-Square Adjusted
Digital Competence	0,353	0,340
Employee Performance	0,539	0,525

Source: PLS 3.0. Output Results (2025)

The R-Square value of 0.353 for the Digital Competence variable indicates that 35.3% of the variation in digital competency can be explained by exogenous variables. Meanwhile, the R-Square value of 0.539 for Employee Performance indicates that 53.9% of employee performance can be explained by other constructs in the model. According to Adji et al., (2024), an R-Square value between 0.33 and 0.67 is categorized as moderate, thus it can be concluded that this model has a reasonably good predictive ability in explaining the endogenous variables studied. Based on the validity and reliability tests, it can be concluded that all constructs used in this study have met the reliability criteria and most have met the validity criteria. Furthermore, the R-Square values indicate that the model has good predictive power, especially for the Employee Performance variable. Therefore, the model can be used for further testing such as path analysis and hypothesis testing.

RESULTS AND DISCUSSION

Based on the research results for the variables Learning Agility, Work Environment, Digital Competence, and Employee Performance, obtained through descriptive analysis and inferential analysis using PinterPLS Software 3.0, the following results were acquired:

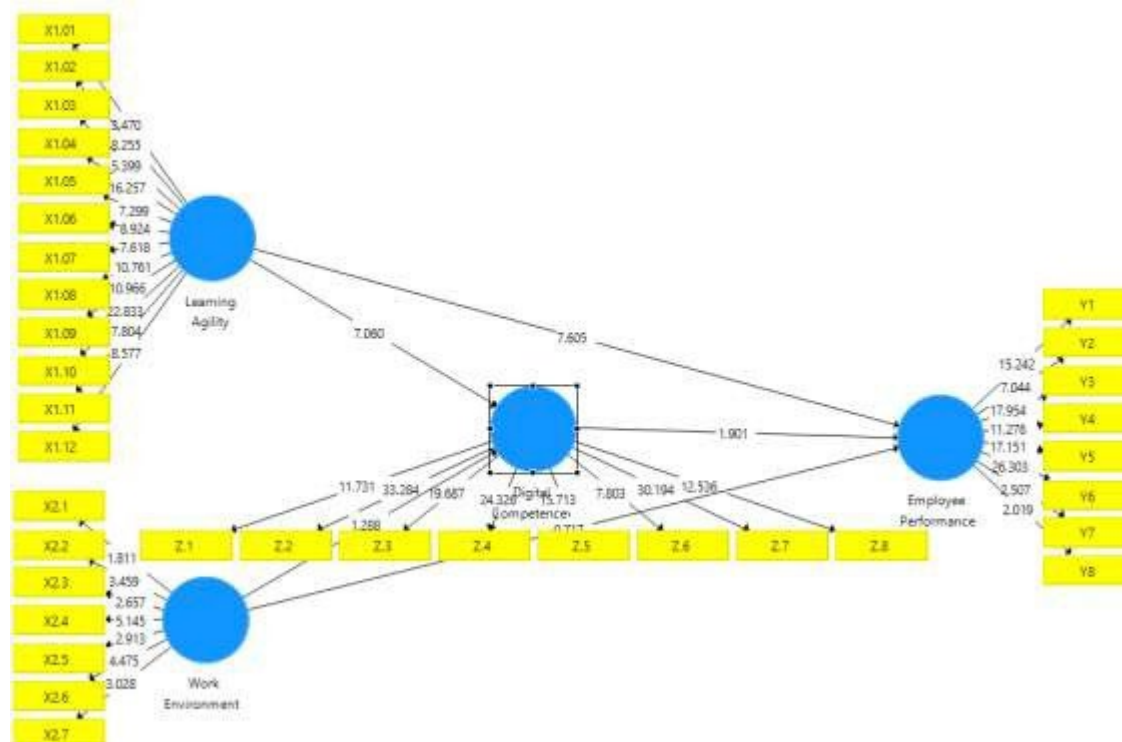


Figure 2 Structural Model

Source: PLS 3.0. Output Results (2025)

This research result illustrates the structural relationships between different constructs, allowing researchers to proceed to the t-value estimation stage using the bootstrapping technique with repeated sampling. Prior to that, it is necessary to ensure that all latent constructs meet the feasibility criteria. This process is illustrated in a structural

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model constructed using a structural equation modeling approach. Subsequently, the path coefficients generated from the model are examined to ensure that the relationships between variables are consistent and valid.

Table 4. T-Statistic Test Results

Variabel	Standard deviation (STDEV)	T Statistics (O/STDEV)	P Value	Information
Digital Competence -> Employee Performance	0,093	1,887	0,060	Not significant
Learning Agility -> Digital Competence	0,081	6,697	0,000	significant
Learning Agility -> Employee Performance	0,089	7,197	0,000	significant
Work Environment -> Digital Competence	0,090	1,272	0,204	Not significant
Work Environment -> Employee Performance	0,082	0,754	0,451	Not significant

Source: PLS 3.0. Output Results (2025)

Based on the analysis data in Table 4, the following explanation can be provided: The test results show that the calculated t-value for the Digital Competence variable on Employee Performance is 1.887, less than the t-value of 1.960 with a P-value is 0.060, greater than 0.05. This indicates that Digital Competence does not significantly influence Employee Performance. Therefore, it can be concluded that H_a is rejected and H_o is accepted. This means that digital competence has not been able to provide a strong direct influence on employee performance at LKPP. The test results show that the calculated t-value for the Learning Agility variable on Digital Competence is 6.697, greater than the t-value of 1.960, with a P-value of 0.000, less than 0.05. This indicates that Learning Agility has a significant influence on Digital Competence.

Therefore, H_a is accepted and H_o is rejected. This proves that employees' adaptive and rapid learning abilities directly contribute to improved performance. The test results show that the t-value of the Learning Agility variable on Employee Performance is 7.197, greater than the t-table of 1.960, with a P-value of 0.000, less than 0.05. This indicates that Learning Agility has a significant influence on Employee Performance. Therefore, H_a is accepted and H_o is rejected. This proves that employees' adaptive and rapid learning abilities directly contribute to improved performance. The test results show that the calculated t-value of the Work Environment variable on Digital Competence is 1.272, smaller than the t-table value of 1.960, and the P-value is 0.204, greater than 0.05. This shows that the Work Environment does not have a significant influence on Digital Competence. Therefore, H_a is rejected and H_o is accepted. This indicates that the support of the work environment for the development of employees' digital competence at LKPP still has room for improvement. The test results show that the calculated t-value of the Work Environment variable on Employee Performance is 0.754, smaller than the t-table value of 1.960, and the P-value is 0.451, greater than 0.05. This shows that the Work Environment does not significantly influence Employee Performance. Therefore, H_a is rejected and H_o is accepted. This shows that the work environment variable has not shown a significant contribution to employee performance in the context of this study.

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Table 5. Indirect influences

Variabel	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Value	Information
Learning Agility -> Digital Competence -> Employee Performance	0,052	1,839	0,067	Not significant
Work Environment -> Digital Competence -> Employee Performance	0,022	0,912	0,362	Not significant

Source: PLS 3.0. Output Results (2025)

Analysis of the described model shows that Digital Competence mediation is unable to influence the relationship between Learning Agility and Employee Performance. The t-statistic value of 1.839 is smaller than the t-table value of 1.960, indicating no significant effect of Digital Competence mediation on the relationship between Learning Agility and Employee Performance. Furthermore, the p-value of 0.067 is greater than the 0.05 significance level, confirming the statistical insignificance of Digital Competence mediation on the relationship. This indicates that within the context of the tested model, Digital Competence is unable to significantly mediate the effect of Learning Agility on Employee Performance. A more in-depth analysis also shows that Digital Competence mediation on the relationship between the Work Environment and Employee Performance is also insignificant. This can be seen from the t-statistic value of 0.912, which is smaller than the t-table value of 1.960, which indicates that there is no mediating effect of Digital Competence on the relationship between Work Environment and Employee Performance. The results obtained from the p-value of 0.362, which is greater than the significance level of 0.05, indicates that the effect is not statistically significant.

Based on this study, the findings indicate that Digital Competence does not act as a significant mediator in the relationship between Learning Agility and Employee Performance, nor between Work Environment and Employee Performance. This means that while Learning Agility and Work Environment may have other direct or indirect influences, the role of Digital Competence as an mediator in these tested pathways is not statistically significant. This study provides important insights while Learning Agility and Work Environment are believed to contribute to Employee Performance, their influence through Digital Competence as a mediator requires further exploration and may not be as strong as hypothesized in this model. For HR practitioners, this means that investments in improving Digital Competence may not automatically and directly mediate employee performance improvements stemming from Learning Agility or a conducive Work Environment. There may be other, more relevant mediating variables, or direct relationships between these variables may be more dominant. This study adds to the literature by demonstrating the complexity of the relationships between individual capabilities (such as Learning Agility), organizational context (Work Environment), specific competencies (Digital Competence), and performance outcomes. This emphasizes the importance of careful empirical testing to identify the most dominant pathways of influence. For future research, it is suggested to explore other mediators or model the possible direct relationship between Learning Agility, Work Environment, and Employee Performance.

Conclusion

This study confirms that learning agility has a significant influence on the improvement of digital competence and employee performance within the National Public Procurement Agency (LKPP). Although digital competence does not show a direct significant influence on employee performance, this variable acts as a partial mediator that strengthens the relationship between learning agility and performance. Conversely, the work environment variable does not have a significant influence, either directly or indirectly, on digital competence or performance. These findings suggest that strategies to improve public sector employee performance will be more effective if focused on developing individual adaptive capabilities and strengthening digital learning capacity. In the process of technology-based bureaucratic transformation, digital competence plays an important role as a facilitator of change, even though it is not the primary factor determining performance success. Based on these findings, it is suggested that future research expand the scope of variables by considering other aspects such as digital leadership, organizational culture, and intrinsic motivation, which may more comprehensively influence digital competence and employee performance. Additionally, future studies can also be conducted in various other public sector agencies, both at central and regional levels, to gain a more comprehensive understanding of the dynamics of learning agility

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and digital transformation in the context of Indonesian bureaucracy. A longitudinal approach is recommended so that researchers can observe changes in adaptive capabilities and employee performance over a certain period. Furthermore, the use of mixed methods can enrich the analysis through the integration of quantitative and qualitative data, thereby providing a deeper understanding of the relationships between variables and their implementation in the work environment.

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STRENGTHENING EMPLOYEE PERFORMANCE THROUGH THE SYNERGY OF LEARNING AGILITY AND WORK ENVIRONMENT WITH DIGITAL COMPETENCE AS A MEDIATING VARIABLE IN THE PUBLIC SECTOR

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