International Journal of Economics, Business and Accounting Research (IJEBAR)
Peer Reviewed – International Journal
Vol-5, Issue-3, September 2021 (IJEBAR)
E-ISSN: 2614-1280 P-ISSN 2622-4771
https://jurnal.stie-aas.ac.id/index.php/IJEBAR

LEARNING AGILITY AND INNOVATIVE BEHAVIOR: THE ROLES OF LEARNING GOAL ORIENTATION AND LEARNING ORGANIZATION

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Abstract: Today's dynamic changes in the external environment require the company to make adjustments in order to survive. Employees must also be more innovative and competent to support the competitiveness of the organization. This study aims to examine the effect of learning organization and learning goal orientation on learning agility and their impact on innovative behavior. The type of research used in this research is explanatory with a quantitative approach. The research population is Generation Y employees who work in the banking sector in Central Java. The sampling technique used is judgmental sampling with the number of respondents being targeted at 145 people. However, in distributing questionnaires using goggle form, in 1 month of research, only 105 respondents could be analyzed further. The analysis technique uses Structural Equation modeling with PLS software. The results of the study found that learning goal orientation and learning organization had a positive effect on learning agility. Furthermore, learning agility was also found to have a positive effect on innovative behavior. Additional findings found that learning goal orientation and learning organization also have a direct positive effect on innovative behavior, although the effect tends to be weak

Keywords: *learning agility, innovative behavior, learning goal orientation, learning organization*

1. Introduction

The business environment changes rapidly and these changes are difficult to predict (Phong et al., 2018). These uncertain changes are influenced by digital technology which causes the business to adjust quickly, and consequently, the business models also change (Vesna et al., 2015). For example, financial technology (Fin-Tech) replaces the conventional process and is able to eliminate the physical presence of customers in banking building, where it also has sophisticated analytics, and big data that creates intense competition and demands innovation (Sbanda et al., 2020).

These external changes also require employees to make skill adjustments. Those with low skills or manual work are vulnerable to being replaced by technology (Dahlin, 2019). Therefore, technological changes in the banking sector can cause approximately 30% of job losses in the next five years (Vikram, 2017). Individual attitudes in improving careers are characterized by a desire to achieve results driven by strong personal values and in accordance with organizational goals. Therefore, individuals with high achievement needs prefer to work in organizations that offer learning opportunities for employees (Chong & Khudzir, 2018).

The mismatch of competencies possessed with the ones actually needed can have a negative impact on individuals, organizations and the workplace environment (Dewi, Dwiatmadja & Suharti, 2019). According to International Labor Organization (ILO, 2014), competency mismatch refers to skill mismatch where there is a gap between the educational background of the workforce and the skills needed in at work. The gap can be minimized with efforts and willingness to learn (Dewi, Dwiatmadja & Suharti, 2019).

The willingness to learn can be seen from learning agility – a person's ability to learn, develop potential based on experience and adapt quickly to new situations or things (DeRue, Ashford & Myers, 2012). Kaiser and Craig (2011) explained that the learning agility is a real practice to have a life experience, learn from mistakes, openness to learn by utilizing greater potential to improve performance and be more likely successful in terms of career.

Lombardo and Eichinger (2002) published an article entitled "High Potentials as High Learners" which stated the importance of a person to have the learning agility. The employees who like to learn will be more productive and likely to show a high work performance, so that they have the potential to become leaders. Today's organizations are required to be more innovative in order to survive and be sustainable. An organization can be innovative if it is supported by the employees who behave innovatively as well (Agnieszka & Turek, 2015).

According to Sarkar and Singh (2012), innovative behavior is the result of environmental changes that require the employees to be able to find new ideas, then implement and promote them. This behavior creates modern competitiveness in organizations (Zhang, 2010). A previous study has shown that this innovative behavior has an effect on behavior and work results (Hebenstreit, 2012). Further, Kim, Hon, and Lee (2010) suggested that the innovative behavior did not only benefit the organizations, but also the individuals as they could develop competence and mastery of tasks. In addition, the organizations would be more willing to keep the employees with innovative behavior to work with them. According to De Jong and Kemp (2003), to become individuals with innovative behavior, the agile efforts to learn and explore knowledge or what is called as learning agility is highly needed.

There are several things that the employees can do to survive and compete successfully in today's conditions, such as being more proactive, creative and innovative, having the needed competence to work and being committed to perform with high standards (Bakker, Arnold & Michael, 2010). This attitude can be manifested in learning goal orientation in which individuals are oriented towards their learning goals to improve skills through hard work and determination, and feeling happy to be involved in challenging or risky situations at work (Parker & Collins, 2010). In addition, the individuals with a learning goal orientation will be able to motivate themselves to accept experiences that generate new ideas, knowledge and skills (Chadwick & Jana, 2015).

A previous research by Vandewalle (2003) found that individuals who had a learning goal orientation needed feedback to develop their potential. This has also been proven to improve performance and make it easier to adapt to organizational changes (Seijts et al. 2012).

At the present, organizations are also required to respond to changes creatively and innovatively by dealing with problems systematically, using new approaches, and learning from experience, other organizations and customers (Garvin 2013). The organizations need to become learning organizations. In the literature, the learning organization is defined as the adoption of a new idea or behavior by an organization (Agarwal, 2014). Daly, Jane and Laura (2017) argued that the learning organization is a process of past experience, development,

infrastructure, and digitization. The application of learning organization in organizations can increase the employees' enthusiasm for learning as well. A study by Yadav (2017) found that the learning organization had an effect on learning agility.

However, there are limited researches on learning agility. Many had found that the learning agility could improve the performance and productivity at work (Karaevli & Tim, 2006). The learning agility was also found to be positively related to authentic leadership (Yadav & Dixit, 2017). Most previous researches did not focus on the factors influencing the employees' learning agility. This present study aims to examine whether the learning agility is influenced by learning goal orientation and learning organization, and whether it can lead to innovative behavior in employees. This is because Lombardo and Eichinger (2002) explained that the learning agility has the potential to lead to the emergence of leadership attitudes. This present study attempts to focus on the factors influencing the learning agility and innovative behavior.

Based on the above explanation, the research problem of this study is the factors that influence the learning agility and its impact on the innovative behavior. Therefore, the research questions include: (1) Does learning goal orientation have an influence on learning agility? (2) Does learning organization have an influence on learning agility? and (3) Can learning agility create innovative behavior? This study is expected to contribute to literatures on learning agility and provide insights for companies and individuals in improving the learning agility.

2. Literature Review

2.1. Learning Goal Orientation and Learning Agility

Learning goal orientation refers to an internal mindset that aims at self-development, understanding, response, and willingness to learn to achieve goals relevant to work attitude and job performance (Hong & Wang, 2011). The individuals with a learning goal orientation understand the importance of increasing their ability to complete their tasks (Anseel et.al, 2015). Furthermore, having the learning goal orientation enable them to focus on new knowledge and skills, to believe that one's abilities can be improved, and to have a stronger motivation (Towler & Dipboye, 2010).

The development of learning goal orientation by Parker and Collins (2010) emphasizes on individuals who have an orientation to improve skills with hard work, determination and being loved to be involved in challenging and risky things. Meanwhile, according to Chadwick and Jana (2015), the learning goal orientation refers to the tendency of individuals to pursue learning-related goals by expanding competencies through experience, knowledge and new skills flexibly. Based on the above definition, learning goal orientation can be defined as a strong desire to learn and develop skills.

Meanwhile, the learning agility is the willingness and ability to learn from new experiences and then apply the learning outcomes (Lombardo & Eichinger, 2002). Similarly, DeRue, Ashford, and Myers (2012) argued that the learning agility is a person's ability to quickly learn and adapt to situations or experiences and new things that are applied to ideas and skills possessed effectively and efficiently. There are four types of learning agility, namely: (1) *people agility* – individuals who know themselves well, can learn from experience, treat others constructively, and remain calm, resilient even when they are under pressure; (2) *change agility* – individuals who have a high curiosity, have new ideas, like to experiment with cases and are involved in activities related to changes in new directions; (3) *result agility* – individuals who can perform work with results when they are in difficult

conditions, inspire others to do different things, and their presence can build the trust of others; and (4) *mental agility* – individuals who can see problems from new perspectives and feel comfortable with complexity, ambiguity, and can explain their thoughts to others. Thus, the learning agility is the desire to learn new things in new situations.

The study of Chughtai and Finian (2011) revealed that the learning goal orientation created agility based on persistence in a job. Furthermore, Allen (2016) mentioned that the learning goal orientation was closely related to a high motivation to learn and increasing performance after receiving feedback, so that it could develop abilities. The individuals who have a learning goal orientation consider feedback as an opportunity to develop abilities and improve weaknesses (Maxwell, 2005).

A previous research also found indications that individuals with a learning goal orientation would see challenges as opportunities to learn, although they were at risk of failure (Dragoni, Tesluk, & Oh, 2009). The results of a study by Makoto (2018) showed that individuals with a high learning goal orientation were motivated to learn to gain additional knowledge, so that they would have the skills for challenging work. Based on the description above, the first hypothesis that can be proposed is as follows:

H_1: *Learning goal orientation has a positive influence on learning agility*

2.2. Learning Organization and Learning Agility

According to Jiménez and Sanz-Valle (2011), learning organization is a valuable and sustainable source of competitive advantages in organizations. Ireland, Kuratko, and Morris (2006) defined it as an organization that is oriented towards new things or exploring new resources, breaking through the existing norms, and creating new products to improve organizational performance. Meanwhile, Garvin (2013) mentioned that the learning organization could develop skills in systematic problem-solving approaches and new approaches, and learn from experiences and best practices from other organizations, subsequently transferring knowledge quickly and efficiently throughout the organization.

However, the learning organization cannot be done alone. The organizations need a group of people to work together collectively to increase their capacity to achieve goals. The existence of an organization that is always learning automatically increases the employees' individual learning in improving their abilities (Yadav, 2017).

On the other hand, Wang, Klein and Jiang (2007) examined the importance of organizational learning in the success of companies. They stated that achieving success could not be separated from the important role of human resources in the company. The learning organization can encourage their human resources to develop capacity, be active, supportive, responsive, interactive and become trustworthy leaders (Yasir et al., 2016). For this reason, the learning organization can encourage the employees to become individual learners as well. Therefore, the second hypothesis that can be proposed is as follows:

H_2: *Learning organization has a positive influence on learning agility*

2.3. Learning Agility and Innovative Behavior

Innovative behavior is defined as the whole individual actions that lead to the emergence, introduction, and application of new things that benefit the organization. This innovative behavior may include the development of new product ideas, work processes or technologies that significantly increase the work efficiency and effectiveness (Kleysen & Street, 2001). In addition, this innovative behavior also affects personal abilities, problem-solving abilities and motivation (Young, 2012).

According to De Jong and Kemp (2003), the innovative behavior is an individual act that applies new ideas for the benefit of the organization and is useful for organizational goals. To become an individual who has innovative behavior, it takes agile efforts in learning and exploring knowledge or what is known as the learning agility. The ability to find new ideas and try to implement them will then produce individuals who have innovative behavior (Sarkar & Singh, 2012).

Besides, learning is an important process that underlies innovation and individual change to increase the desire to experiment or try new things, and to innovate when facing changing situations (Swisher, 2013). Mitchinson and Robert (2014) recommended the individuals to have new experiences so that they have the opportunity to grow and bring up their learning agility to generate new ideas and be able to see problems from various perspectives. Another study by Vandewalle (2003) revealed that the individuals who have learning agility when experiencing difficult tasks and failure will still try to survive and try to modify strategies and this is a reflection of innovative behavior. Further, Carmeli, Abraham and Ari (2017) believed that the ability to learn from failure is a direct experience that can shape innovation in oneself.

Thus, based on the explanation above, the following is the third hypothesis that can be proposed:

H_3: *Learning agility has a positive influence on innovative behavior*

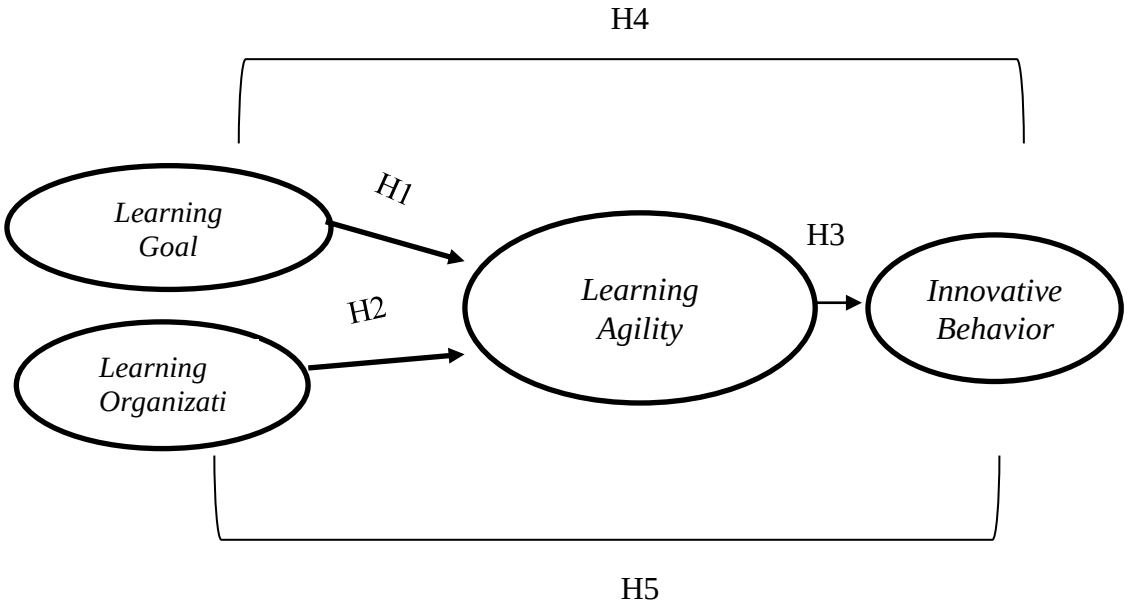

Figure 1: Research Model

3. Methods

This research was done in an explanatory quantitative approach, aiming to examine several hypotheses. The hypothesis testing was carried out to understand the influence of learning goal orientation on learning agility, learning organization on learning agility, and learning agility on innovative behavior.

The population of this study included employees working in the banking sector, especially those of generation Y born in 1980 – 2000. The sample was selected using a judgmental sampling technique based on several criteria. The criteria consisted of: (1)

included in generation Y and had worked for a minimum of (one) year, and (2) had a minimum of bachelor degree. The number of respondents was determined to be at least 5 times the number of indicators used (Uma, 2006). Considering there are a total of 29 indicators used in this study, a total of 145 respondents should be involved as the research sample.

However, after distributing the questionnaire for a month, there were only 105 respondents. This might be because the questionnaire was distributed during the COVID-19 pandemic. From a total of 105 respondents, 68.57% of them (72 respondents) are female, 71.43% of them (75 respondents) are 22-30 years and 96.19% of them (101 respondents) had bachelor degree and the rest 3.81% (4 respondents) had master's degree. Most of the respondents (66.67%) have also worked for 1-5 years.

The variables in this study were measured using indicators adopted from previous studies. The learning goal orientation, learning organization, learning agility, and innovative behavior were measured using the scale adapted from Hafsteinsson (2015), Garvin (2013), Lombardo and Eichinger (2002), and De Jong and Kemp (2003) respectively. All indicators were measured using a 5-point-Likert scale, ranging from strongly disagree (1) to strongly agree (5).

The data was collected through a structured questionnaire presented in Google Form. It was distributed through messaging application such as WhatSapp and messaging feature in social media such as Instagram and Facebook, and also direct meetings with the respondents. The data was then analyzed using Partial Least Square (PLS) in Smart-PLS 3.0 program. The testing criteria used PLS Path Modeling which contained 2 models, namely outer model and inner model.

4. Results

4.1. Outer Model or Measurement Model

The hypothesis testing using Smart-PLS consists of several stages. To examine the outer model, this study uses convergent validity, discriminant validity and composite reliability. In examining the convergent validity, the loading factor should be a minimum of 0.6. It is found that there are 8 out of 41 indicators that are invalid. They are removed and the rest 33 valid indicators are used for analysis. The 33 indicators consist of 7 indicators of the learning goal orientation variable, 10 indicators of learning organization variable, 8 indicators of the learning agility variable, and 8 indicators for the innovative behavior variable.

Further, in examining the discriminant validity, all variables are found to have a good discriminant validity. The Cronbach's alpha value is higher than 0.6, and the overall composite reliability value is higher than 0.7 which means that all variables are reliable.

4.2. Hypothesis Testing

The hypothesis testing was done by following the bootstrapping procedure. The following is the result of hypothesis testing.

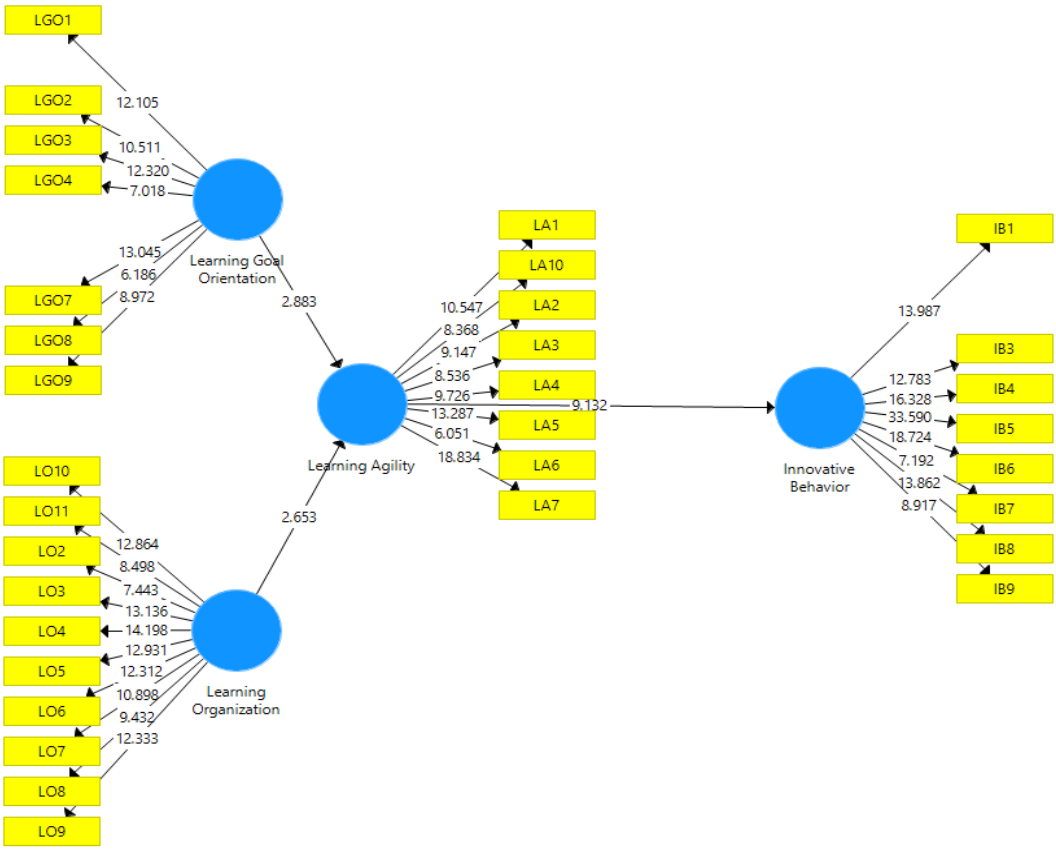

Figure 2: Result of Structural Analysis
Source: Analysis of Primary Data, 2020

Figure 2 shows the graph of model following the bootstrapping procedure. Below, Table 1 presents the total effect of the model which shows the value of original sample value, describing the positive or negative influence between variables. Column T-statistic describes the effect of significance on the independent and dependent variables.

Table 1: Total Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-statistics (|O/STDEV|)	p-value
Learning Goal Orientation -> Learning Agility	0.424	0.469	0.147	2.883	0.004
Learning Organization -> Innovative Behavior	0.226	0.206	0.091	2.489	0.013
Learning Organization -> Learning Agility	0.363	0.323	0.137	2.653	0.008

Source: Analysis of Primary Data, 2020

Table 1 shows the total effect of the model that explains the influence between variables. If the value of t-statistic is higher than 1.96, it means that there is a significant influence.

Similarly, if the p-value explaining the probability shows a value smaller than 0.5, it means that the influence is significant.

In Table 1, hypothesis 1 has a positive original sample value of 0.424. The value of t-statistics is 2.883 and it is greater than the t-table of 1.96 and p-value of 0.001. This indicates that hypothesis 1 is supported empirically, confirming that the learning goal orientation has a positive influence on learning agility.

Further, in Table 1, hypothesis 2 has a positive original sample value of 0.363. It has a t-statistics of 2.653 and a p-value of 0.008. Thus, hypothesis 2 is supported empirically, confirming that the learning organization has a positive influence on learning agility.

Meanwhile, in Table 1, hypothesis 3 has a positive original sample value of 0.621. It has a t-statistics value which is also higher than the t-table value as much as 9.132 and the p-value of 0.000. Therefore, hypothesis 3 is supported empirically, confirming that the learning agility has a positive influence on innovative behavior.

5. Discussion

Through several stages of testing and analysis, the first hypothesis indicating the positive influence of learning goal orientation on learning agility can be supported empirically. This result is in line with a previous study by Makoto (2018) who found that individuals with a high learning goal orientation were motivated to acquire new knowledge to create skills in challenging jobs. Similarly, Allen (2016) stated that the learning goal orientation was closely related to a greater motivation to learn, increased performance after receiving feedback and having experience so that they could develop their work skills.

Another study by DeRue, Ashford, and Myers (2012) found that the learning goal orientation was one of the factors underlying the emergence of learning agility in individuals. The individuals who were oriented towards clear learning goals would have a strong learning agility. The results of this study support the results of previous studies which found that the learning goal orientation had a positive relationship to learning agility. This could be interpreted as the better the individual's learning goal orientation, the better his/her learning agility would be.

Further, the results of the second hypothesis testing show that the learning organization has a positive influence on learning agility. This is in line with a previous research by Wang, Klein, and Jiang (2007) about the importance of organizational learning in supporting the organization's success. They stated that a learning organization required an important role from the human resources in the organization. This was also in line with Yadav (2017) who agreed that the learning organization could not be done alone, and the organization needed a group of people to work together collectively to increase their capacity to achieve goals. The existence of an organization that was always learning would automatically increase the employees' individual learning and would encourage the emergence of learning agility.

Meanwhile, this study also confirms the third hypothesis proposing the positive influence of learning agility on innovative behavior. This indicated that the higher the learning agility, the higher the innovative behavior of individuals to find new ways or strategies in dealing with changes in their work.

This finding is in line with the research results of Mitchinson and Robert (2014) who found that the individuals with new experiences had the opportunity to grow and develop. Similarly, those who had learning agility would be able to generate new ideas and could see problems from various perspectives. Furthermore, according to Carmeli, Abraham and Ari (2017), the ability to learn new things including from failure was a direct experience that

could shape innovation in oneself. The learning agility was an important process to increase the desire to experiment or try new things, to innovate and to be ready when facing changing situations (Swisher, 2013).

6. Conclusion, Managerial Implication, and Limitation and Suggestion

6.1. Conclusion

Based on the results of this study, the following are several conclusions that can be drawn:

1. Learning goal orientation has a positive influence on learning agility. These results indicate that a high learning goal orientation will trigger the creation of learning agility.
2. Learning organization has a positive influence on learning agility. These results indicate that if the learning organization increases, the learning agility of employees will also increase.
3. Learning agility has a positive influence on innovative behavior. These results indicate that having a high learning agility will result in innovative behavior.

6.2. Managerial Implication

This study finds that the learning goal orientation and learning organization can trigger the emergence of learning agility. Thus, the organization needs to encourage their employees to have a learning goal orientation. This can be done through several ways, including creating a conducive work atmosphere and an innovative and challenging work culture.

The implementation of a learning organization can trigger the emergence of learning agility. In this study, it was mainly seen in generation Y employees. In the future, the organization will face increasingly turbulent changes in the external environment, so that the implementation of a learning organization becomes a must. If the organization learns, then the employees will also be agile individuals in learning as well.

This study also finds that the employees who have a learning agility are also directly related to the emergence of innovative behavior. The organization must also be able to become a forum for their employees with a high learning agility in the organizational environment through good facilities and managerial relationships. The employees' learning agility can create innovative behavior which will have an impact on the organization's performance achievement through the distinctive competencies it has.

6.3. Limitation and Suggestion

This present study has several limitations. First, this study was only conducted in one sector – banking. Second, this study was conducted on generation Y only. Therefore, the results of this study cannot be generalized to all employees of various age groups. Third, this study only has general conclusions without specifying the demographic data of the respondents such as gender, length of work, and type of work.

Referring to the limitations of this study, the following are suggestions for future researches: First, further researches are expected to add types of company sectors studied as a comparison. For example, between banking, manufacturing, and other sectors. Second, future researches can also examine differences in the demographic characteristics of respondents associated with the learning agility and innovative behavior. Third, future researches can also improve the research model by adding several other variables such as factors that can be a moderating or mediating variable of learning agility on the outcomes.

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