

The Mediating Effect of Learning Agility between Innovation Capability and Organizational Performance in Government Training Institutions

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ABSTRACT

Public sector organizations face significant challenges in enhancing performance during digital transformation. This study examines the effect of innovation capability and learning agility, comprising eight dimensions, including two novel dimensions: digital flexibility and cross-functional collaboration, in driving organizational performance at the Ministry of Religious Affairs. The research involved 307 civil servants across 14 regions of the Religious Education and Training Center, employing a quantitative approach with PLS-SEM analysis. Results demonstrate that innovation capability significantly influences both learning agility and organizational performance. Learning agility exhibits strong positive effects on organizational performance and serves as a significant partial mediator in the relationship between innovation capability and performance. The research model explains substantial variance in both learning agility and organizational performance, demonstrating substantive contribution. The novel learning agility dimensions, digital flexibility, and cross-functional collaboration, prove significantly contributory to the model, reflecting relevance to digital transformation and public sector challenges in Indonesia. This study provides the first empirical evidence of learning agility's mediating role in Indonesia's government training sector and recommends strategic human resource policies, including strengthening learning agility training programs, digital infrastructure investment, fostering cross-functional collaborative culture, implementing robust knowledge management systems, and organizational structure alignment to promote sustainable organizational learning.

Keywords: Cross-Functional Collaboration, Digital Flexibility, Innovation Capability, Learning Agility, Organizational Performance.

INTRODUCTION

Public sector organizations face significant challenges in enhancing performance in an era of rapid digital transformation. Regulatory changes, technological acceleration, and the demand for adaptive and collaborative competencies require government institutions to develop dynamic capabilities to remain responsive to environmental developments (Kattel, 2022; del Pilar Barrera et al., 2025). Within the environment of the Religious Education and Training Center of the Ministry of Religious Affairs of the Republic of Indonesia, stagnation in the State Civil Apparatus (*Aparatur Sipil Negara*/ASN) Professionalism Index at a moderate level occurred during 2020–2023. This situation, coupled with the need for specific development in 144 new functional positions, underscores the importance of strengthening innovation and adaptive learning as a strategic institutional priority (Kismono et al., 2024; Munte et al., 2025; Rahim et al., 2025).

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Innovation capability has long been recognized as a key driver of organizational performance, whether through the generation of new ideas, utilization of advanced technologies, organizational adaptation, or leadership culture that fosters an innovative environment (Lawson & Samson, 2001; Schumpeter, 2013; Saunila, 2020; Moreira et al., 2024). However, empirical studies in the public and government sectors indicate that the relationship between innovation capability and organizational performance is often non-linear and influenced by other mediating variables such as learning agility (Zhu et al., 2022; Kucharska et al., 2024).

Learning agility encompasses the dimensions of mental agility, outcome agility, self-awareness, reflective ability, and two additional dimensions, namely digital flexibility and cross-functional collaboration. This construct is increasingly recognized as a transformative mechanism for converting creativity and innovation into sustainable organizational performance (Lombardo & Eichinger, 2000; Williams & Nowack, 2022; Atobishi et al., 2024; Tripathi & Kalia, 2024; Li et al., 2025). International studies demonstrate that digital flexibility plays a central role as an accelerator of technology adoption and the effectiveness of learning processes in both public and private organizations (Akaraeen & Al-Ashaab, 2021; Ruba et al., 2025). In addition, cross-functional collaboration has been shown to strengthen knowledge transfer, problem-solving, and team efficiency in delivering innovative and responsive solutions.

Nevertheless, a significant empirical gap remains, particularly in Indonesia, concerning evidence of the effectiveness of integrating digital flexibility and cross-functional collaboration into the learning agility of civil servants in government training institutions. Previous research has reported inconsistent results, especially regarding the mediating role of learning agility, which is sometimes significant in the private sector but inconsistent in public bureaucracy (Irawan & Mudrifah, 2022). Furthermore, rigid organizational culture and limited digital infrastructure often impede the institutional strengthening of learning agility (Ghosh et al., 2021; Kattel, 2022).

Based on these considerations, this study pursues three main objectives. The first objective is to examine the influence of innovation capability on learning agility while explicitly incorporating the dimensions of digital flexibility and cross-functional collaboration. The second objective is to investigate both the direct and indirect effects on organizational performance, while learning agility serves as a mediator. The third objective is to provide empirical evidence and practical recommendations for enhancing human resource strategies at the Religious Education and Training Center in the era of digital transformation. This study helps bridge the theoretical gap in mediation models and develop new dimensions of learning agility, while offering practical solutions to strengthen the learning ecosystem of ASN-based training institutions through innovation and cross-functional collaboration.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

The Effect of Innovation Capability on Learning Agility

Innovation capability represents a manifestation of dynamic capabilities that enable organizations to integrate, build, and reconfigure competencies in response to environmental changes (Teece et al., 1997). From a knowledge-based view, the ability to manage and disseminate knowledge serves as a fundamental basis for developing adaptive learning processes (Grant, 1996). Therefore, innovation capability, which encompasses creativity, adaptability, and technological integration, not only drives value creation but also strengthens the ability of individuals and teams to learn quickly and effectively. Nonaka (2009) demonstrates that learning capability, as a dimension of innovation capability, directly enhances individual and team learning capacity, which conceptually aligns with learning agility.

Empirical evidence further supports the relationship between innovation capability and learning agility. Irawan and Mudrifah (2022) find that organizational agility acts as a catalyst in aligning open and frugal innovation, thereby enhancing adaptive learning capacity. Ghosh et al. (2021) also show that agility-based capabilities strengthen team

communication and knowledge sharing, which are essential elements of learning agility. Moreover, Munte et al. (2025) confirm that innovation capability combined with knowledge management fosters a learning environment that enhances learning agility. Based on these arguments, the following hypothesis is proposed:

H1: Innovation capability has a positive effect on learning agility.

The Effect of Innovation Capability on Organizational Performance

Innovation capability has long been recognized as a key determinant of organizational performance across various sectors. Based on dynamic capabilities theory, organizations that effectively manage innovation are more adaptable to change and are better positioned to achieve sustainable competitive advantage (Teece et al., 1997; Winter, 2003; Helfat et al., 2009). Lawson and Samson (2001) define innovation capability as the combination of resources, processes, and organizational culture that enables continuous renewal, while Saunila (2020) emphasizes the alignment of strategic, technical, and cultural dimensions in creating an innovation ecosystem. Thus, innovation capability plays a critical role in enhancing organizational efficiency, effectiveness, and service quality.

A substantial body of empirical research supports the positive relationship between innovation capability and organizational performance. Rajapathirana and Hui (2018) demonstrate that innovation capability significantly contributes to competitive advantage and firm performance, while Moreira et al. (2024) highlight the importance of cross-functional integration in supporting innovation processes. Al-Kalouti et al. (2020), Farida and Setiawan (2022), and Zastempowski (2024) also find that innovation capability improves performance through product, process, and service innovation. However, some studies report inconsistent findings, such as Gyemang and Emeagwali (2020) and Yulianto and Supriono (2023), suggesting the influence of contextual factors. Therefore, the following hypothesis is proposed:

H2: Innovation capability has a positive effect on organizational performance.

The Effect of Learning Agility on Organizational Performance

Learning agility is defined as the ability of individuals and organizations to learn from experience and apply that learning effectively in new situations (Lombardo & Eichinger, 2000). The concept has evolved with the inclusion of additional dimensions such as self-awareness and reflective behavior, and it is increasingly recognized as a critical competency in the digital transformation era (De Meuse et al., 2011; Williams & Nowack, 2022). Within the knowledge-based view, learning agility enables organizations to dynamically manage knowledge resources, thereby enhancing innovation capacity and organizational performance (Grant, 1996).

Empirical studies consistently demonstrate the positive impact of learning agility on organizational performance. Tripathi (2024) finds that learning agility significantly contributes to organizational performance in the IT sector, while Tripathi and Kalia (2024) highlight its mediating role in linking learning culture and work environment to performance outcomes. Wolor et al. (2025) further confirm that learning agility enhances competitive advantage and employee performance through innovative work behavior. However, inconsistent findings have been reported by Rajapathirana and Hui (2018), indicating that the effect of learning agility may vary across contexts, particularly in the public sector. Therefore, the following hypothesis is proposed:

H3: Learning agility has a positive effect on organizational performance.

The Effect of Learning Agility as a Mediator

The mediating role of learning agility in the relationship between innovation capability and organizational performance can be explained through dynamic capabilities and knowledge-based perspectives, where learning serves as a key mechanism for

transforming innovative resources into performance outcomes (Grant, 1996). Innovation capability provides the potential and resources for value creation, while learning agility enables organizations to effectively interpret, adapt, and apply knowledge in response to changing environments. It facilitates the conversion of innovative inputs into strategic actions and outcomes. In this context, learning agility functions as a critical transformation mechanism that bridges innovation capability and organizational performance, enhancing adaptability, responsiveness, and sustained competitive advantage.

Empirical evidence supports the significance of this mediating role. Tripathi and Kalia (2024) demonstrate that learning agility plays a significant serial mediating role in enhancing organizational performance. Marjerison et al. (2022) emphasize that the integration of knowledge sharing and learning agility improves organizational adaptability, while Munte et al. (2025) show that innovation capability and organizational learning jointly enhance organizational agility. Furthermore, Chu and Kim (2021) highlight the importance of mediating mechanisms in explaining the complex relationship between innovation and performance. Accordingly, the following hypothesis is proposed:

H4: Learning agility mediates the effect of innovation capability on organizational performance.

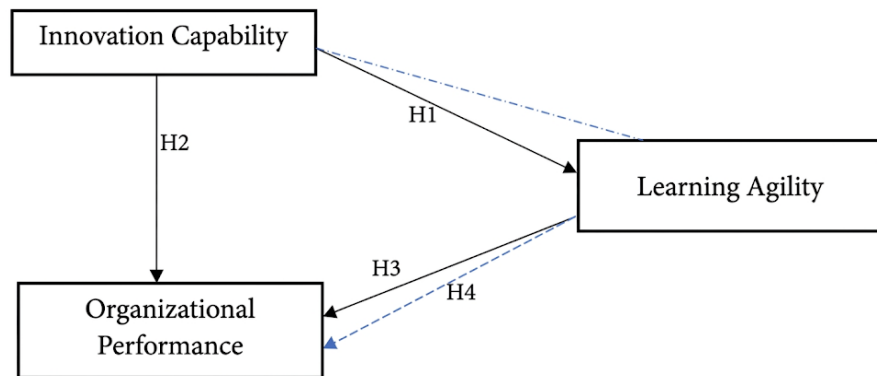


Figure 1. Conceptual Framework

Figure 1 shows a conceptual model depicting the relationship between innovation capability, learning agility, and organizational performance. Innovation capability has a direct effect on learning agility (H1) and organizational performance (H2), indicating that innovation capability drives organizational learning capabilities while improving performance. Furthermore, learning agility also has a direct effect on organizational performance (H3), meaning that organizations that are more adaptive and learn quickly tend to perform better. Furthermore, there is an indirect path (H4) indicating that learning agility acts as a mediating variable in the relationship between innovation capability and organizational performance, so that innovation capability can improve organizational performance both directly and through increased learning agility.

RESEARCH METHODS

This study employs a quantitative research design to examine the causal relationships between innovation capability, learning agility, and organizational performance among civil servants at the Religious Education and Training Center of the Indonesian Ministry of Religious Affairs. A quantitative approach was selected because it enables the systematic measurement and testing of causal relationships among variables and provides empirical evidence through statistical analysis. The population of the study comprised 780 civil servants distributed across 14 Religious Education and Training Centers throughout Indonesia. Proportional stratified random sampling was applied to ensure adequate representation from each region, resulting in a final sample of 307 respondents, which

satisfies the minimum recommendation of ten times the largest number of paths to a construct for Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis (Hair et al., 2019).

Data collection was conducted through a structured online questionnaire using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was developed based on standardized and validated scales previously applied in related studies. Preliminary testing, including content validity and reliability assessment, was conducted on a small sample to ensure clarity and consistency of the items, with all constructs achieving a Cronbach's alpha greater than 0.7. The main constructs included innovation capability, measured through dimensions of creativity, technology management, adaptation, organizational intelligence, leadership culture, and evaluation. Learning agility, comprising mental agility, people agility, change agility, result agility, self-awareness, feedback-reflection, digital flexibility, and team collaboration and organizational performance, is measured through dimensions of operational efficiency, organizational effectiveness, productivity, and overall performance (Kaplan & Norton, 1996; Raziq et al., 2024).

Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) via SmartPLS software. This approach is suitable for examining complex models with multiple latent variables and is appropriate for moderate sample sizes. The analysis was carried out in sequential stages, beginning with the outer model assessment to evaluate the reliability and validity of the instruments, followed by the inner model assessment to examine the hypothesized relationships and mediation effects. Bootstrapping with 5,000 subsamples was applied to estimate path coefficients, p-values, and the significance of direct and indirect effects (Sarstedt et al., 2021). Hypothesis testing was performed in a unidirectional manner, consistent with the theoretical framework, assuming positive relationships between constructs. All stages of the analysis, from data preparation and instrument validation to interpretation of results, were conducted systematically to ensure the robustness and validity of the findings.

RESULTS

This study involved 307 civil servants working in 14 Religious Education and Training Centers of the Indonesian Ministry of Religious Affairs. Table 1 shows that the majority of respondents held other functional positions (33.3%), followed by lecturers/facilitators (46.3%), administrators (14.7%), and structural positions (5.9%). The gender distribution was fairly balanced, with 50.5% male and 49.5% female. In terms of age, most respondents were in the 41-50 age group (30.3%) and 31-40 age group (28.7%), indicating that the employees involved in this study were generally in the productive phase of their careers. The level of education was dominated by master's degree (51.8%) and bachelor's degree (32.3%) graduates, indicating adequate academic qualifications to carry out professional duties at training institutions. The respondents' length of service varied, with the largest proportion in the 1-5 year range (42%) and less than 1 year (23%), indicating a fairly dynamic employee turnover in the Religious Education and Training Center environment.

Table 1. Distribution of Respondent

Category	Characteristics	Total	Percentage (%)
Position	Facilitator	142	46.3
	Structural	18	5.9
	Implementer	45	14.7
	Other Functional Positions	102	33.1
Gender	Male	155	50.5
	Female	152	49.5
Age	21 - 30 years	34	11
	31 - 40 years	88	28.7
	41 - 50 years	93	30.3
	51 - 60 years	88	28.7

Category	Characteristics	Total	Percentage (%)
Education Level	over 60 years	4	1.3
	Doctorate	39	12.7
	Master's Degree	159	51.8
	Bachelor's degree	99	32.3
	Diploma, High School or below	10	3.2
Length of Service	less than 1 year	73	23.8
	1–5 years	133	43.3
	6–10 years	77	25.1
	more than 10 years	24	7.8

The next step is to analyze the average score for each dimension of the main research variables to obtain an overview of respondents' perceptions of innovation capability, learning agility, and organizational performance.

Table 2. Average Score Data for Each Dimension

Variable	Dimension	Score
Innovation Capability	Creativity and Idea Generation	4.308
	Technology Management	4.202
	Adaptability	4.059
	Organizational Intelligence	3.922
	Leadership Culture	4.112
	Measurement and Evaluation	3.935
Learning Agility	Mental Agility	4.177
	Social Agility	4.249
	Change Agility	4.327
	Agility in Results	4.207
	Self-Awareness	4.388
	Feedback and reflection skills	4.261
	Digital Flexibility	4.298
Organizational Performance	Collaborating in Cross-Functional Teams	4.220
	Operational Efficiency	3.943
	Organizational Effectiveness	4.086
	Productivity	4.081
	Overall Performance	4.103
Total Average Score		4.170

Table 2 shows that the average score for the research variables reached 4.170, which is in the high category and indicates respondents' positive perceptions of organizational conditions. In the innovation capability variable, the creativity and idea generation dimensions obtained the highest scores (4.308), followed by technology management (4.202) and leadership culture (4.112), indicating that ASN at the Religious Education and Training Center has a good level of creativity and is supported by a leadership culture that is conducive to innovation. Meanwhile, the organizational intelligence dimension received the lowest score (3.922), indicating the need to strengthen organizational capacity in terms of collective learning and strategic adaptation. For the learning agility variable, the self-awareness dimension recorded the highest score (4.388), followed by change agility (4.327) and digital flexibility (4.298), reflecting that civil servants have strong self-awareness and good adaptability to change and technology. The dimension of social agility has a relatively lower score (4.249), indicating room for improvement in aspects of collaboration and interpersonal interaction. In the organizational performance variable, the organizational effectiveness dimension showed the highest score (4.086), followed by productivity (4.081) and overall performance (4.103), which illustrates that the Religious Education and Training Center is able to achieve its organizational goals effectively and productively. The operational efficiency dimension had the lowest score (3.943), indicating challenges in optimizing resource utilization and work processes that need further attention in efforts to improve organizational performance in a sustainable manner.

Table 3. Reliability and Convergent Validity Test Results

Variable	Indicators	Outer Loadings	Cronbach's Alpha	CR	AVE
Innovation Capability	IC1	0.813	0.920	0.937	0.714
	IC2	0.827			
	IC3	0.864			
	IC4	0.850			
	IC5	0.872			
	IC6	0.842			
Learning Agility	LA1	0.863	0.942	0.952	0.713
	LA2	0.858			
	LA3	0.897			
	LA4	0.860			
	LA5	0.825			
	LA6	0.865			
	LA7	0.770			
	LA8	0.810			
Organizational Performance	OP1	0.864	0.927	0.948	0.821
	OP2	0.935			
	OP3	0.900			
	OP4	0.923			

Table 3 presents the results of the reliability and convergent validity assessment for all research constructs. The outer loadings of all indicators exceed the minimum threshold of 0.70, indicating that each indicator strongly reflects its respective latent construct. Furthermore, Cronbach's Alpha values for innovation capability (0.920), learning agility (0.942), and organizational performance (0.927) are all above the recommended threshold of 0.70, confirming a high level of internal consistency reliability for the measurement instrument.

In addition, the Composite Reliability (CR) values for all constructs are above 0.70, while the Average Variance Extracted (AVE) values exceed 0.50. These results indicate that each construct satisfies the criteria for convergent validity, demonstrating that the constructs adequately explain the variance of their indicators. Therefore, it can be concluded that all variables in this study meet the required standards of reliability and convergent validity and are suitable for further analysis in the structural model.

Table 4. Fornell-Larcker Criterion Results

Variable	Innovation Capability	Learning Agility	Organizational Performance
Innovation Capability	0.845		
Learning Agility	0.571	0.844	
Organizational Performance	0.635	0.712	0.906

Table 4 presents the results of the discriminant validity assessment using the Fornell-Larcker criterion. The square root of the Average Variance Extracted (AVE) for each construct, namely innovation capability (0.845), learning agility (0.844), and organizational performance (0.906), is higher than the correlations between constructs. This indicates that each construct explains the variance of its own indicators better than it shares with other constructs. Therefore, it can be concluded that all variables in this study meet the criteria for discriminant validity and that no multicollinearity issues exist among the constructs.

Table 5. Heterotrait-Monotrait Ratio (HTMT)

Variable	Innovation Capability	Learning Agility
Learning Agility	0.610	
Organizational Performance	0.685	0.760

The results of the analysis in Table 5 show that all HTMT ratio values are well below the recommended threshold of 0.90, with the highest values being learning agility and organizational performance at 0.760, followed by innovation capability and organizational performance (0.685), and innovation capability and learning agility (0.610). All of these values consistently show that the constructs in this study are well discriminated and do not experience multicollinearity issues. Both methods of testing discriminant validity confirm that the measurement model has strong discriminant validity, each construct measures separate and independent aspects, and the model is ready for the structural equation modeling stage and testing of research hypotheses.

Table 6. Cross-Loading Values

Variable	Indicators	Innovation Capability	Learning Agility	Organizational Performance
Innovation Capability	IC1	0.813	0.552	0.504
	IC2	0.827	0.449	0.465
	IC3	0.864	0.508	0.564
	IC4	0.850	0.496	0.496
	IC5	0.872	0.430	0.603
	IC6	0.842	0.454	0.574
Organizational Performance	OP1	0.588	0.657	0.864
	OP2	0.579	0.645	0.935
	OP3	0.549	0.639	0.900
	OP4	0.582	0.636	0.923
Learning Agility	LA1	0.556	0.863	0.618
	LA2	0.499	0.858	0.642
	LA3	0.524	0.897	0.634
	LA4	0.475	0.860	0.574
	LA5	0.448	0.825	0.522
	LA6	0.477	0.865	0.618
	LA7	0.397	0.770	0.566
	LA8	0.465	0.810	0.621

Table 6 presents the cross-loading values used to assess discriminant validity among constructs. The results indicate that each indicator has the highest loading on its respective construct compared to other constructs. For instance, indicators IC1–IC6 load highest on innovation capability, LA1–LA8 on learning agility, and OP1–OP4 on organizational performance. This demonstrates that each indicator better represents its intended construct than other constructs. Therefore, it can be concluded that the measurement model satisfies the discriminant validity criterion based on cross-loadings, indicating that the constructs in this study are empirically distinct.

Figure 2 displays the flow of relationships between variables in this study holistically. It appears that innovation capability substantially increases learning agility, which in turn increases the contribution to organizational performance. The R-square values for each endogenous construct, namely 0.326 for learning agility and 0.584 for organizational performance, indicate that the model is able to explain a significant amount of variance in both main outcomes. The outer loading distribution on each indicator also shows high instrument validity and reliability, in line with SEM-PLS analysis rules, and ensuring that the empirical findings of the model are very robust to underpin practical recommendations in organizations.

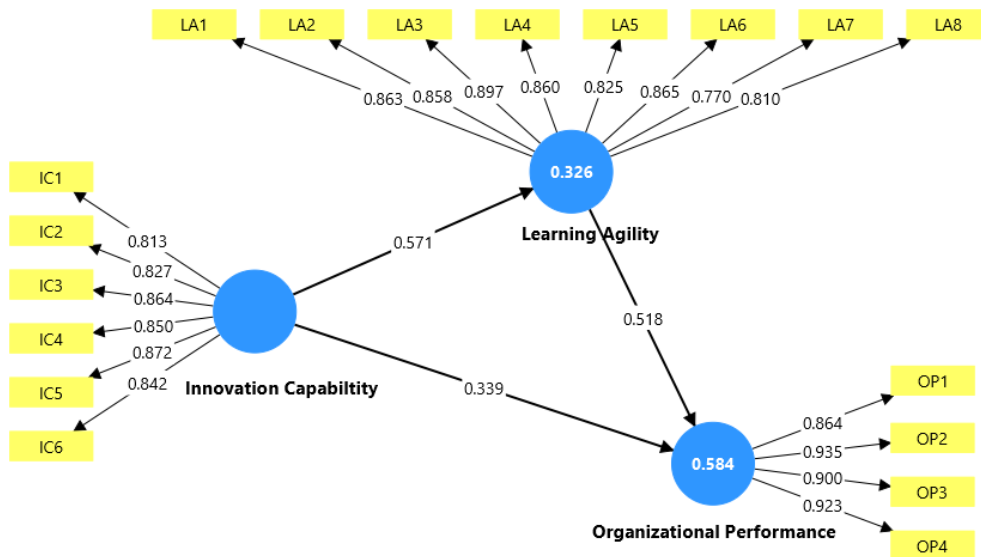


Figure 2. Structural Model Results

Table 7. Path Coefficient Results

Relationship	Original Sample	t-statistics	p-values	Description
Innovation Capability -> Learning Agility	0.571	8.388	0.000	Accepted
Innovation Capability -> Organizational Performance	0.339	6.233	0.000	Accepted
Learning Agility -> Organizational Performance	0.518	9.205	0.000	Accepted
Innovation Capability -> Learning Agility-> Organizational Performance	0.296	7.173	0.000	Accepted

Table 7 shows the results of hypothesis testing using the bootstrapping approach, which consistently shows that all main paths in the model have a positive and significant effect at a significance level of 0.001. Innovation capability is proven to have a strong direct effect on learning agility ($\beta = 0.571$; $t = 8.388$), as well as contributing directly ($\beta = 0.339$; $t = 6.233$) and indirectly ($\beta = 0.296$; $t = 7.173$) to organizational performance, with learning agility being a significant mediator. Furthermore, learning agility itself is the main predictor of organizational performance ($\beta = 0.518$; $t = 9.205$), with all findings meeting the criteria for accepted hypotheses.

DISCUSSION

The results of this study consistently confirm that innovation capability and learning agility contribute positively and significantly to organizational performance, supporting and expanding previous international findings in both the public and private sectors, including the public sector and the private sector (Chu & Kim, 2021). The finding that innovation capability directly and indirectly (through learning agility) improves organizational performance is in line with the study by Tripathi et al. (2024), which proves the mediating role of learning agility in a number of business sectors. Similarly, research in the public sector by Bradley (2020) and Natário and Couto (2022) shows that innovation capability is a major lever for innovation intensity and the effectiveness of external knowledge absorption in driving government service performance. This empirical validation is further strengthened by the results of your research model at the Ministry of Religious Education and Training Center of Religious Affairs, where the magnitude of the influence of innovation capability (both directly and through the mediation channel of learning agility) is in the moderate to high category, thus confirming the position of learning agility as a central transformation mechanism.

From a theoretical and practical perspective, this study also shows that strengthening digital flexibility and cross-functional collaboration are two dimensions of learning agility. International studies on digital transformation in the public sector recognize the role of leadership, continuous learning, and cross-functional practices in accelerating collaboration and increasing the agility and effectiveness of services (Williams & Nowack, 2022; Tripathi & Kalia, 2024). Agile models and enterprise architecture alignment have been proven to break bureaucratic deadlocks and support rapid responses to changing stakeholder needs (Sarasruch et al., 2023; Sharma, 2025). Recent evidence shows that digital flexibility (the ability to adapt to technology and digitalization processes) contributes to innovation in both government institutions and businesses (Cosa & Torelli, 2024). Cross-functional collaboration practices have been proven to accelerate decision-making, reduce bureaucracy, and increase the ROI of digital companies by 30–40% (Sanyaolu et al., 2022). Implementation challenges in the public sector remain real for example, hierarchical organizational structures and strict regulations are still major obstacles to agile adoption, despite evidence of its benefits in the private sector and interdisciplinary institutions.

The key benefits of learning agility and cross-functional collaboration have also been reported to increase adaptation speed and market growth by 30% in global companies that integrate cross-functional data and processes (Aghina et al., 2021). Agility enables cross-departmental teams to respond to change and overcome information silos (Li, 2022; Tripathi & Kalia, 2024). Studies of the manufacturing and service industries also confirm that digital flexibility, the ability to adopt technology solutions responsively, is key to competitive advantage and multidisciplinary collaboration to reduce errors and accelerate innovation developments (Kattel, 2022; Espina-Romero, 2025). Similar challenges are found in the public sector, where strengthening a progressive culture, openness, and changing leadership patterns and collaborative initiatives are key prerequisites for effective cross-functional innovation and learning (Malacina et al., 2022; Barrutia et al., 2022).

The main value added of this study is the confirmation of the role of the novel dimensions of learning agility, namely digital flexibility and cross-functional collaboration, which have not been widely explored in previous research. The dimension of digital flexibility, as found in global digital transformation studies, acts as an accelerator in the process of technological adaptation and the impact of innovation, while cross-functional collaboration has been proven to strengthen the process of knowledge transfer, comprehensive problem solving, and integrated data utilization for fast and accurate decision making. In the context of the Religious Education and Training Center, the main challenges in implementing these two aspects include limited digital infrastructure, gaps in civil servant competencies, and a bureaucratic culture that is still not very collaborative. International research also highlights the need for innovative training approaches and high-commitment leadership to foster systemic learning agility (Karakoy & Oncer, 2023). Therefore, the findings of this study not only enrich the literature on the influence of innovation capability and learning agility but also offer strategic insights for strengthening a digital agility-based institutional ecosystem and cross-functional collaboration as the foundation for future public performance.

CONCLUSION

This study finds that innovation capability and learning agility have positive and significant effects on organizational performance. Innovation capability not only enhances organizational performance directly but also indirectly through learning agility as a partial mediating variable. These findings confirm that learning agility functions as a transformation mechanism that bridges the utilization of innovation into optimal organizational performance. In addition, the dimensions of digital flexibility and cross-functional collaboration strengthen the organization's adaptive capacity in responding to the dynamics of digital transformation. The practical implications highlight the importance of strengthening human resource development strategies based on learning

agility, enhancing digital competencies, and fostering a collaborative culture across units to improve the performance of government training institutions.

However, this study has several limitations. The scope of the research is limited to the Religious Education and Training Center, which restricts the generalizability of the findings. Furthermore, the use of a cross-sectional design does not capture the dynamic nature of organizational behavior over time. Therefore, future research is recommended to expand the scope to other government institutions. Future studies are also encouraged to incorporate additional variables such as digital leadership, organizational culture, and technological readiness as potential factors that may strengthen the relationship between innovation capability, learning agility, and organizational performance.

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*Learning Agility
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2724
