

## **The Analysis of Adaptive Performance Drivers at Workplace Among Employees: Case Study at Regional Secretariat of West Java Provincial Government**

**Berlin Novanolo Gulo, Aurik Gustomo**

Institut Teknologi Bandung, Indonesia

Email: berlin\_novanolo@sbm-itb.ac.id, aurik@sbm-itb.ac.id

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### **Abstract**

Adaptive performance of employees is an important key in answering the challenges of an increasingly complex and dynamic bureaucracy. However, not all government organizations have been able to build employee adaptive performance optimally. This research was conducted to analyze what factors can influence adaptive performance at the organizational level. The goal is to find opportunities and provide strategic recommendations in improving the adaptive performance of the state civil apparatus at the Regional Secretariat of West Java Provincial Government. This research uses a quantitative approach with a survey method using a questionnaire as a data collection tool. Respondents totaled 260 active employees using complex probability sampling with stratified random sampling. Data was analyzed using multiple linear regression to see the influence of each variable, as well as Importance Performance Analysis (IPA) to map improvement priorities. The analysis was carried out with the help of the SPSS version 27.0 application. The results of this study show that four variables, namely perceived organizational support, workplace spirituality, job crafting, and learning organization, have a positive and significant effect on adaptive performance, while managerial empowerment does not show a significant effect. Among these variables, the learning organization exerts the greatest effect. The IPA analysis results also place the strategic leadership attribute of the learning organization variable as the top priority for improvement. For this reason, programs such as strategic learning leadership, integrating learning indicators into the performance appraisal system, and implementing structured coaching, mentoring, and counseling are needed.

**Keywords:** Adaptive Performance; Perceived Organizational Support; Workplace Spirituality; Managerial Empowerment; Job Crafting; Learning Organization

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### **INTRODUCTION**

In an effort to create a more professional, agile, and dynamic government, the Government of the Republic of Indonesia has implemented a bureaucratic simplification policy through a mechanism of simplifying the organizational structure, equalizing positions, and establishing a new working mechanism. The purpose of this reform is to transform the way government works, which was previously tiered or hierarchical, into a simpler, more flexible, changeable, and moveable work system to reduce procedural obstacles in decision-making and increase collaboration and synergy in achieving goals. ASN employees have begun to be required not to work in structural boxes but to focus on achieving organizational goals, so that employees are required to perform more optimally in accordance with their competence.

These efforts are made by the Government of the Republic of Indonesia to realize bureaucratic transformation in government as stated in Presidential Regulation Number 81 of 2010 concerning the Grand Design of Bureaucratic Reform 2010-2025 and Minister of Administrative

Reform and Bureaucratic Reform Regulation Number 3 of 2023 concerning the Road Map of Bureaucratic Reform 2020-2024. In addition, as a form of continuous commitment and as an acceleration of *ASN* transformation, the 7th president of the Republic of Indonesia, Mr. Joko Widodo, made a breakthrough or new thinking by launching the *ASN* Core Values *BerAKHLAK* on 27 July 2021, which was carried out nationally to uniform the basic values of *ASN* in Indonesia. The *ASN* Core Values *BerAKHLAK* is an acronym for Service oriented (*Berorientasi pelayanan*), Accountable (*Akuntabel*), Competent (*Kompeten*), Harmonious (*Harmonis*), Loyal (*Loyal*), Adaptive (*Adaptif*), and Collaborative (*Kolaboratif*). In the midst of various rapid changes that are occurring today, the presence of *ASN* Core Values as mentioned above is expected to be a force or inspiration for all *ASN* to grow and progress in line with the changes and developments that occur.

According to Schein et al. (2017), organizational culture affects all aspects of how the organization achieves its goals, interacts with the environment, and carries out internal operations. This culture shapes the patterns of behavior used to direct the organization's strategy, external relationships, and operations. In other words, culture becomes the foundation that determines how the organization functions, from strategic decision-making to employees' daily tasks.

In the context of bureaucratic reform, building *ASN* Core Values or *BerAKHLAK* work culture is the key to strengthening change management. The commitment of the leadership and all elements of the organization to encourage change can change the work system, mindset, and culture of *ASN* to be more adaptive, innovative, responsive, and have integrity, in accordance with the times and the needs of stakeholders. The internalization and strengthening of *ASN* Core Values *BerAKHLAK* is expected to change *ASN* behavior and increase public satisfaction with public services.

Furthermore, as part of the reform effort, the West Java Provincial Government has implemented a simplification of the organizational structure, especially at the Regional Secretariat, reducing the number of structural positions by moving Echelon III and IV Administrative Positions to functional positions, leaving few managerial positions that are critical for supervision and coordination.

**Table 1. Recapitulation of Organizational Structure Simplification at the Regional Secretariat of West Java Provincial Government**

Administrative Position	Prior Position	Simplification Position		Maintained
		Phase 1	Phase 2	
Administrator or Echelon III	27	0	22	5
The supervisor or Echelon IV	81	51	30	0
Total	108	51	52	5

Source: West Java Organizational Bureau (2022)

Based on information from the Organization Bureau of the Regional Secretariat of West Java Provincial Government, 103 out of 108 administrative positions within the Regional Secretariat of West Java Provincial Government at the *Echelon III* and *Echelon IV* levels have been transferred to functional positions. This simplification process is carried out by considering the similarity between the job description in the previous position and the new functional position, as well as the expertise, experience, and competence of employees. As a result of the simplification, by mid-June 2022, there were only five managerial positions left at the *Echelon III* level at the Regional Secretariat. Some *Echelon III* positions were retained due to the nature of the work requiring supervision as well as significant managerial roles in finance, general affairs, assets, and protocol.

This structural simplification aims to reduce bureaucratic red tape and increase organizational effectiveness in responding to rapid change and meeting the increasing demands of public services. Although many structural positions have been changed, coordination and reporting are still carried out hierarchically, indicating that the changes have not been fully effective in reducing bureaucracy. However, the main challenge in the transformation process is the change in work culture. The transformation process depends not only on structural changes but also on changing the mindset of employees in the organization.

Several studies have found that organizational change strategies without cultural change will likely lead to change failures. Cameron's research found that without cultural change, three-quarters of re-engineering, total quality management (*TQM*), strategic planning, and downsizing efforts have failed and created serious enough problems to threaten the survival of the organization. According to a survey by Rath and Strong of Fortune 500 companies, only 20% succeeded in achieving quality improvement targets, while more than 40% failed miserably. McKinsey's study of thirty quality programs showed that two-thirds of the companies failed. Ernst & Young also noted that of 584 companies in four industries (automotive, banks, computers, and healthcare) in the United States, Japan, Germany, and Canada, most failed to achieve their quality improvement targets. Some of these failures were due to neglect of organizational culture that inhibited other changes (Cameron & Kim S, 1997; Cameron & Quinn, 2011). Thus, to achieve the goals of bureaucratic transformation, changes in organizational structure alone are not enough; the Regional Secretariat of West Java Provincial Government needs to pay attention to organizational culture factors, in this case by optimizing the implementation of the *ASN Core Values BerAKHLAK* as an important step in the change process.

One of the important values in *BerAKHLAK* is adaptive. Along with the changes that occur so quickly, organizations are now faced with challenges that require them to adapt to remain competitive and relevant. In the changes that occur in organizations, of course, human resources are needed who are expected to have the ability to adapt in order to adjust to the changes that occur. According to Roy and Khastagir (2016), organizational efficiency is built on the concept of a human resource-based view, which calls for developing the ability to reconstruct, adapt, integrate, and reconfigure internal and external organizational competencies.

Dorsey et al. (2017) stated that failure to adapt can affect overall performance at every level of the position, not only on individuals, but also on teams and organizations. Therefore, Rodríguez-Cifuentes et al. (2020) revealed that adaptive performance is essential, which starts with each employee and can affect overall organizational performance. Thus, it is important for organizations to encourage and develop adaptive capabilities at the individual level to achieve better performance and improve overall organizational effectiveness.

In an effort to create a more professional, agile, and dynamic government, the Government of the Republic of Indonesia has implemented bureaucratic simplification policies, including organizational restructuring and the introduction of the *ASN Core Values BerAKHLAK*. These reforms aim to foster a culture of adaptability and innovation among civil servants. However, achieving these goals requires a deep understanding of the drivers of adaptive performance in the workplace. Previous studies have explored various factors influencing adaptive performance, yet gaps remain in understanding their collective impact in bureaucratic settings. For instance, Charbonnier-Voirin and Roussel (2012) emphasized the role of empowerment and learning culture in enhancing adaptive performance, but their study primarily focused on private sector organizations, leaving the public sector underrepresented. Similarly, Park et al. (2020) highlighted

the significance of perceived organizational support in adaptive performance but did not account for the unique cultural and structural challenges faced by government institutions.

This study addresses these gaps by examining the combined influence of perceived organizational support, workplace spirituality, managerial empowerment, job crafting, and learning organization on adaptive performance within the Regional Secretariat of West Java Provincial Government. By focusing on a bureaucratic context, this research provides insights tailored to public sector challenges, such as hierarchical rigidity and resistance to change. The findings aim to offer actionable strategies for enhancing adaptive performance, ultimately contributing to the success of bureaucratic reforms and improving public service delivery.

This study aims to analyze the factors that affect the adaptive performance of employees in the Regional Secretariat of West Java Province, focusing on organizational support, workplace spirituality, managerial empowerment, job crafting, and learning organization. The results of the research are expected to be the basis for organizations to design effective interventions in improving adaptive performance, while supporting the success of bureaucratic reform and improving the quality of public services.

### **RESEARCH METHODS**

This research uses a quantitative approach with a survey method, utilizing a questionnaire as the data collection tool. Respondents totaled 260 active employees, selected using complex probability sampling with *stratified random sampling*. Data were analyzed using multiple linear regression to assess the influence of each variable, as well as *Importance Performance Analysis (IPA)* to map improvement priorities. The analysis was conducted with the assistance of the SPSS version 27.0 application.

#### **Data Collection Method**

Two distinct types of data were collected for this study: primary data and secondary data. Primary data were gathered through surveys using questionnaires, while secondary data were derived from literature reviews, prior research studies, company-provided data, and other reliable sources accessed via the internet.

#### **Population and Sample**

According to Sekaran and Bougie (2016), population is an individual, event, or thing that the researcher wants to investigate. Meanwhile, according to Creswell (2009), population is a group of individuals who have the same characteristics. In this study, the population is active *ASN* at the Regional Secretariat of West Java Provincial Government.

The sample is part of the population, consisting of several selected members (Sekaran & Bougie, 2016). Population elements make up the sample. Determination of respondents in this study uses complex probability sampling with *stratified random sampling*, where the total population is divided into meaningful subgroups, and the current subjects are drawn proportionally according to the original size of the population (Sekaran & Bougie, 2016). The advantage of stratification is that the researcher can categorize (Sekaran & Bougie, 2016).

The total population at the Regional Secretariat was stratified by function into nine *Bureau*. There are 657 total employees at the Regional Secretariat; hence, the minimum sample size required with a degree of confidence of 95% and a 5% error rate, using the Slovin formula, is 248.56 (rounded up to 249) to fulfill the questionnaire. Respondents are active civil servants serving at the Regional Secretariat, comprising nine bureaus: *Biro Pemerintahan dan Otonomi*

*Daerah (PEMOTDA), Biro Hukum dan Hak Asasi Manusia (HUKHAM), Biro Kesejahteraan Rakyat (KESRA), Biro Perekonomian (EKO), Biro Badan Usaha Milik Daerah, Investasi dan Administrasi Pembangunan (BIA), Biro Pengadaan Barang dan Jasa (PBJ), Biro Organisasi (ORG), Biro Administrasi Pimpinan (ADPIM), and Biro Umum (UMUM).*

### Data Analysis Method

In this study, the data analysis method is used to process and analyze data collected from questionnaires, supporting the achievement of research objectives. The data analysis steps are carried out systematically to identify the relationship between the research variables, namely perceived organizational support, workplace spirituality, and learning organization on adaptive performance.

## RESULT AND DISCUSSION

### Research Analysis

#### Instrument Validity Test

The instrument validity test in this study was carried out with the help of the SPSS version 27.0 program, where the test was carried out by looking at the item-total correction value ( $r_{count}$ ) on each question item. The correlation technique used to test the validity of the statement items in this study is Pearson Product Moment. If the correlation coefficient value of the statement item being tested is greater than  $r_{critical}$  of 0.3, it can be concluded that the statement item is a valid construct. The results of the questionnaire validity test for the variables studied are presented in the following table.

**Table 1. Validity Test Results**

Variable	Item	$r_{count}$	$r_{critical}$	Information
Perceived Organizational Support	X1			
Respecting employee value	X1.1	0,779	0,3	Valid
	X1.2	0,746	0,3	Valid
Concern for employee welfare	X1.3	0,855	0,3	Valid
	X1.4	0,818	0,3	Valid
Respect for the existence of employees	X1.5	0,820	0,3	Valid
Appreciation of employee spirit	X1.6	0,876	0,3	Valid
Workplace Spirituality	X2			
Meaningful work	X2.1	0,833	0,3	Valid
	X2.2	0,812	0,3	Valid
	X2.3	0,779	0,3	Valid
Sense of community	X2.4	0,828	0,3	Valid
	X2.5	0,799	0,3	Valid
Alignment with organizational values	X2.6	0,781	0,3	Valid
Managerial Empowerment	X3			
Autonomy support	X3.1	0,903	0,3	Valid
	X3.2	0,831	0,3	Valid
Development support	X3.3	0,833	0,3	Valid
Job Crafting	X4			
Increasing structural job resources	X4.1	0,698	0,3	Valid

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Variable	Item	$r_{count}$	$r_{critical}$	Information
Decreasing hindering job demands	X4.2	0,819	0,3	Valid
	X4.3	0,734	0,3	Valid
	X4.4	0,816	0,3	Valid
Increasing social job resources	X4.5	0,816	0,3	Valid
	X4.6	0,785	0,3	Valid
Increasing challenging job demands	X4.7	0,650	0,3	Valid
<b>Learning Organization</b>		<b>X5</b>		
Continuous learning	X5.1	0,778	0,3	Valid
	X5.2	0,886	0,3	Valid
Inquiry and dialogue	X5.3	0,840	0,3	Valid
	X5.4	0,789	0,3	Valid
Team learning	X5.5	0,792	0,3	Valid
Embedded system	X5.6	0,891	0,3	Valid
Empowerment	X5.7	0,878	0,3	Valid
	X5.8	0,884	0,3	Valid
System connection	X5.9	0,874	0,3	Valid
	X5.10	0,852	0,3	Valid
Strategic leadership	X5.11	0,849	0,3	Valid
<b>Adaptive Performance</b>		<b>Y</b>		
Reactivity in the face of emergencies	Y1.1	0,879	0,3	Valid
Handling work stress	Y1.2	0,808	0,3	Valid
Creativity	Y1.3	0,837	0,3	Valid
Training effort	Y1.4	0,873	0,3	Valid
Interpersonal adaptability	Y1.5	0,848	0,3	Valid
Reactivity in the face of emergencies	Y1.6	0,824	0,3	Valid
	Y1.7	0,862	0,3	Valid

Source: Primary data processing using SPSS 27.0, 2025

Based on Table 1, the results of testing the validity of the instrument on the research variables can be seen. Based on these results, all statement items have a correlation coefficient greater than the  $r_{critical}$  of 0.3, so that these items are suitable for use as measuring instruments in research and can be used for further analysis.

### Instrument Reliability Test

The reliability test was carried out by testing the instrument once, then the results were analyzed using Cronbach's Alpha method. A questionnaire is declared reliable if the coefficient value exceeds 0.7 (Sekaran et al., 2016). A summary of the reliability test results can be seen in the following table:

**Table 2. Reliability Test Results**

Variable	Reliability Index	Critical Value	Information
Perceived Organizational Support (X1)	0,898	0,7	Reliable
Workplace Spirituality (X2)	0,888	0,7	Reliable

Managerial Empowerment (X3)	0,809	0,7	Reliable
Job Crafting (X4)	0,875	0,7	Reliable
Learning Organization (X5)	0,961	0,7	Reliable
Adaptive Performance (Y)	0,934	0,7	Reliable

Source: Output SPSS 27.0, 2025

Based on the analysis results in Table 2 Cronbach alpha value for perceived organizational support variable instrument is 0.898 with a total of 6 valid question items, Cronbach alpha value for workplace spirituality variable instrument is 0.888 with a total of 6 valid question items, Cronbach alpha value for managerial empowerment variable instrument is 0.875 with a total of 3 valid question items, Cronbach alpha value for job crafting variable instrument is 0.875 with a total of 7 valid question items. Furthermore, the learning organization variable instrument is 0.961 with 11 valid question items, while the Cronbach's alpha value for the adaptive performance variable instrument is 0.934 with 7 valid question items. Because the Cronbach's alpha value of all instruments is greater than 0.7, all research variable instruments are declared reliable. These results indicate that the statement items on the questionnaire are reliable for measuring the variables.

### Classical Assumption Test

Before the formation of the regression model, classical assumption testing is first carried out so that the model formed provides a BLUE (Best, Linear, Unbiased, Estimator) estimate. This assumption test consists of three tests, namely normality test, heteroscedasticity test, and multicollinearity test.

### Normality Test

Normality test is carried out to determine the residual distribution of the regression model. If the residuals are normally distributed, the model can be analyzed using regression analysis, but if the residuals are not normally distributed, the model cannot be analyzed using regression analysis. Normality test can be done statistically using the Kolmogorov Smirnov normality test, in this test the residuals from the regression results are declared normally distributed if the significance value of the test results exceeds 0.05. The following are the results of the Kolmogorov Smirnov normality test with the help of the SPSS version 27.0 program:

**Table 3. Normality Test Results**  
**One-Sample Kolmogorov-Smirnov Test**

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			260
Normal Parameters <sup>a,b</sup>	Mean		.0000000
	Std. Deviation		2.85521905
Most Extreme Differences	Absolute		.050
	Positive		.050
	Negative		-.048
Test Statistic			.050
Asymp. Sig. (2-tailed) <sup>c</sup>			.200 <sup>d</sup>
Monte Carlo Sig. (2-tailed) <sup>e</sup>	Sig.		.128
	99% Confidence Interval	Lower Bound	.119
		Upper Bound	.136

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Source: Data processing with SPSS 27.0, 2025

The normality test results in Table 3 show that the significance value of the Kolmogorov Smirnov normality test results is 0.200. Since the significance value obtained is greater than alpha ( $0.200 > 0.05$ ), it can be concluded that the regression residuals have a normal data distribution.

### Multicollinearity Test

The multicollinearity test aims to test whether the model found a correlation between independent variables. A good model should not have a correlation between the independent variables. By using the help of the SPSS version 27.0 program application, the VIF value output for each independent variable is obtained as follows.

**Table 4. Multicollinearity Test Results**  
**Coefficients<sup>a</sup>**

Model		Collinearity Statistics	
		Tolerance	VIF
1	Perceived Organizational Support (X1)	.432	2.315
	Workplace Spirituality (X2)	.274	3.656
	Managerial Empowerment (X3)	.345	2.899
	Job Crafting (X4)	.199	5.017
	Learning Organization (X5)	.230	4.345

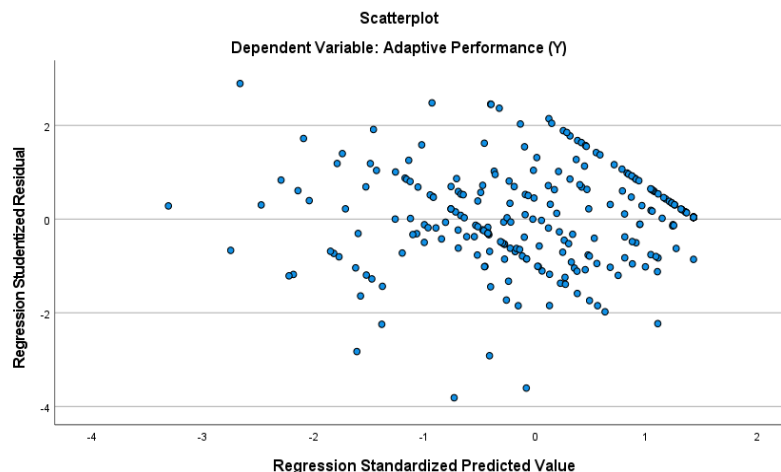
a. Dependent Variable: Adaptive Performance (Y)

Source: Data processing with SPSS 27.0, 2025

Based on Table IV.10, it is known that the VIF value of each independent variable is below 10, namely in the variable perceived organizational support (X1) = 2.315, workplace spirituality (X2) = 3.656, managerial empowerment (X3) = 2.899, job crafting (X4) = 5.017, and learning organization (X5) = 4.345. Based on these results, it can be concluded that there is no multicollinearity between the independent variables in the model.

### Heteroscedasticity Test

The heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from the residuals of one observation to another. The heteroscedasticity test can be done graphically through the dependent scatter plot graph - Zres which shows the distribution of points that spread above and below the value of 0 without forming a certain pattern.





**Figure 1. Scatter Plot Graph**

Source: Output SPSS 27.0, 2025

Based on Figure 1, the points spread randomly, not forming a pattern. And the points spread both above and below zero on the Y axis. It can be concluded that there is no heteroscedasticity in the regression model, so the regression model is suitable for further analysis.

Furthermore, based on the overall results of the classical assumption test, it can be concluded that all classical assumptions have been met in this regression model, so this regression model is suitable for testing the influence between variables in this research model.

### t-Test

In multiple linear regression analysis, the partial test (t-test) is used to test the partial effect of each independent variable on the dependent variable. The test hypothesis used in this test is as follows: H0: the independent variable no partial effect on the dependent variable Ha: the independent has a partial effect on the dependent variable.

**Table 5. Partial Hypothesis Testing Results (t-Test)**

Model	Coefficients <sup>a</sup>		Standardized Coefficients Beta	t	Sig.
	Unstandardized Coefficients B	Std. Error			
1 (Constant)	2.840	1.014		2.802	.005
Perceived Organizational Support (X1)	.240	.060	.205	3.995	.000
Workplace Spirituality (X2)	.219	.080	.176	2.733	.007
Managerial Empowerment (X3)	.080	.134	.035	.601	.548
Job Crafting (X4)	.179	.082	.166	2.193	.029
Learning Organization (X5)	.221	.045	.349	4.956	.000

a. Dependent Variable: Adaptive Performance (Y)

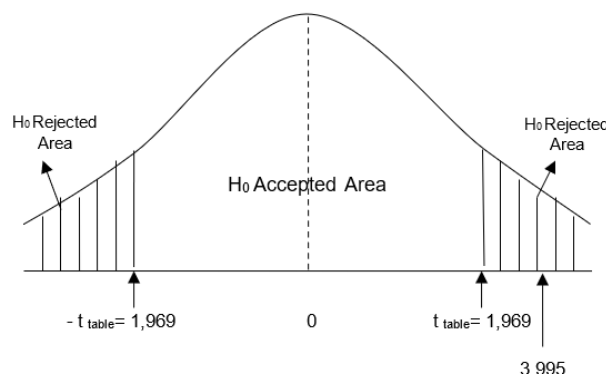
Source: Data processing with SPSS 27.0, 2025

Tabel 5 Partial Hypothesis Testing of Perceived Organizational Support Variables (X1)

H0: Perceived organizational support (X1) has no significant effect on adaptive performance (Y).

H1: Perceived organizational support (X1) has a significant effect on adaptive performance (Y).

A significant level ( $\alpha$ ) of 5%, and degrees of freedom ( $v$ ) =  $(n - (k + 1)) = 260 - (5 + 1) = 254$ , ttable of 1,969 is obtained.



**Figure 2. Partial Hypothesis Testing Curve of Perceived Organizational Support Variables**

Source: Output SPSS 27.0, 2025

From these calculations, tcount of perceived organizational support (X1) variable is 3,995 and ttable is 1,969. Because the value of tcount > ttable, then H0 is rejected and H1 is accepted,

meaning that perceived organizational support (X1) has a significant effect on adaptive performance (Y).

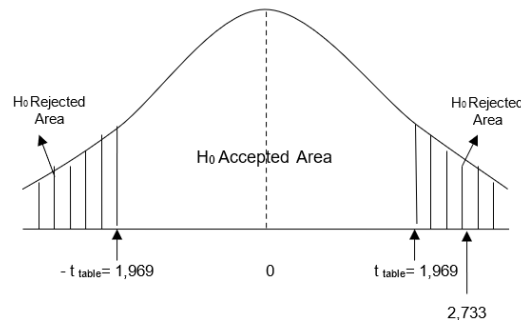
The results of this study are in line with several previous research results, such as the results of research (Park et al., 2020; Sweet et al., 2015; Višnjić, 2024) which also show the results that there is a significant effect between perceived organizational support and adaptive performance.

### **Partial Hypothesis Testing of Workplace Spirituality Variables (X2)**

H0: Workplace spirituality (X2) has no significant effect on adaptive performance (Y).

H1: Workplace spirituality (X2) has a significant effect on adaptive performance (Y).

A significant level ( $\alpha$ ) of 5%, and degrees of freedom ( $v$ ) =  $(n-(k+1)) = 260 - (5+1) = 254$ , ttable of 1,969 is obtained.



**Figure 3. Partial Hypothesis Testing Curve of Workplace Spirituality Variables**

Source: Output SPSS 27.0, 2025

From this calculations, tcount value of the workplace spirituality variable (X2) is 2.733 and ttable is 1,969. Because tcount > ttable, then H0 is rejected and H1 is accepted, meaning that workplace spirituality (X2) has a significant effect on adaptive performance (Y).

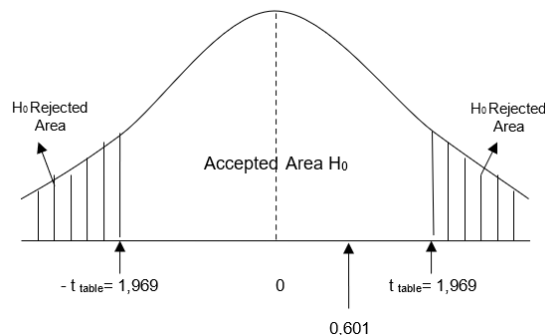
The results of this study are in line with the results of research (Putri, 2024; Rana et al., 2022) between workplace spirituality and adaptive performance there is a significant effect. This means that the inner life at work energizes employees to feel hopeful, feel a sense of purpose and joy at work, as well as a feeling of connection with coworkers and organizational values.

### **Partial Hypothesis Testing of Managerial Empowerment Variables (X3)**

H0: Managerial empowerment (X3) has no significant effect on adaptive performance (Y).

H1: Managerial empowerment (X3) has a significant effect on adaptive performance (Y).

A significant level ( $\alpha$ ) of 5%, and degrees of freedom ( $v$ ) =  $(n-(k+1)) = 260 - (5+1) = 254$ , ttable of 1,969 is obtained.



**Figure 4. Partial Hypothesis Testing Curve of Managerial Empowerment Variables**

Source: Output SPSS 27.0, 2025

From this calculation, tcount value of the managerial empowerment variable (X3) is 0.601 and ttable is 1,969. Because tcount < ttable, then H0 is accepted and H1 is rejected, meaning that managerial empowerment (X3) has no significant effect on adaptive performance (Y).

The results of this study differ from the results of research (Charbonnier-Voirin & El Akremi, 2011; Višnjić, 2024) which show a significant effect between managerial empowerment and adaptive performance. This difference may be influenced by organizational context, work culture, or the extent to which empowerment is felt by employees. In this case, the managerial empowerment approach may not have been implemented consistently or has not touched on the aspects that are felt directly by employees. This is a reminder that managerial empowerment needs to be carried out consistently so that its impact is felt in daily work practices.

#### Partial Hypothesis Testing of Job Crafting Variables (X4)

H0: Job crafting (X4) has no significant effect on adaptive performance (Y).

H1: Job crafting (X4) has a significant effect on adaptive performance (Y).

A significant level ( $\alpha$ ) of 5%, and degrees of freedom ( $v$ ) =  $(n-(k+1)) = 260 - (5+1) = 254$ , ttable of 1,969 is obtained.

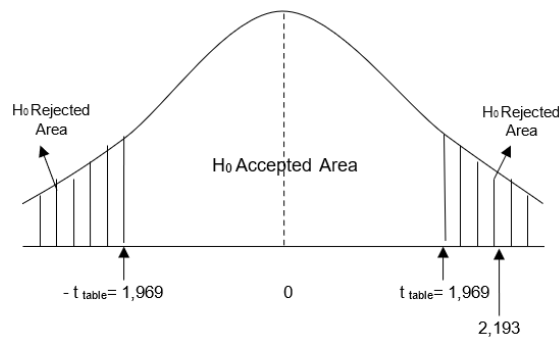


Figure 5. Partial Hypothesis Testing Curve of Job Crafting Variables

Source: Output SPSS 27.0, 2025

From this calculation, tcount value of the job crafting variable (X4) is 2.193 and ttable is 1,969. Because the value of tcount > ttable, then H0 is rejected and H1 is accepted, meaning that job crafting (X4) has a significant effect on adaptive performance (Y).

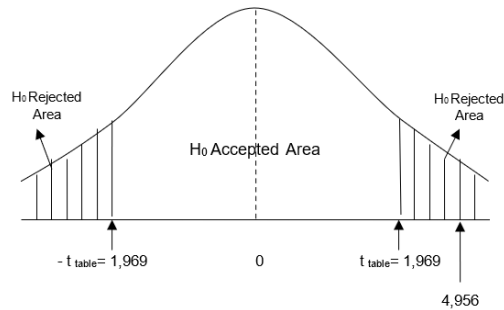
The results of this study are in line with the results of research (Ardita & Nugrohoseno, 2023; Diyah & Safitri, 2023) which also shows the results that there is a significant effect between job crafting and adaptive performance.

#### Partial Hypothesis Testing of Learning Organization Variables (X5)

H0: Learning organization (X5) has no positive effect on adaptive performance (Y).

H1: Learning Organization (X5) has a significant effect on adaptive performance (Y).

A significant level ( $\alpha$ ) of 5%, and degrees of freedom ( $v$ ) =  $(n-(k+1)) = 260 - (5+1) = 254$ , ttable of 1,969 is obtained.



**Figure 6. Partial Hypothesis Testing Curve of Learning Organization Variables**

Source: Output SPSS 27.0, 2025

From this calculation, tcount value of the learning organization variable (X5) is 4.956 and ttable is 1,969. Because the value of tcount > ttable, then H0 is rejected and H1 is accepted, meaning that learning organization (X5) has a significant effect on adaptive performance (Y).

The results of this study are in line with the results of research (Mustafa & Lleshi, 2024; Viterouli et al., 2024; Tae Young Han & Williams, 2008) between learning organization and adaptive performance.

### Coefficient of Determination (R<sup>2</sup>)

**Table 6. Coefficient of Determination Analysis**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843 <sup>a</sup>	.711	.705	2.88318

a. Predictors: (Constant), Learning Organization (X5), Perceived Organizational Support (X1), Managerial Empowerment (X3), Workplace Spirituality (X2), Job Crafting (X4)

b. Dependent Variable: Adaptive Performance (Y)

The regression analysis results in Table IV.14 show that the adjusted R<sup>2</sup> value of the regression model is 0.711. This indicates that 71.1% of the variance in adaptive performance can be explained collectively by the variables of perceived organizational support, workplace spirituality, managerial empowerment, job crafting, and learning organization. The remaining 28.9% variance in adaptive performance is influenced by other factors not included in this study.

To determine the percentage of influence of each variable on the variables of perceived organizational support (X1), workplace spirituality (X2), managerial empowerment (X3), job crafting (X4), and learning organization (X5) on adaptive performance (Y), Beta Coefficient × Zero-order formula is used, with the following results:

**Table 7. Beta × Zero-order Coefficient**

Model		Coefficients <sup>a</sup>	
		Standardized Coefficients Beta	Correlations Zero-order
1	Perceived Organizational Support (X1)	.205	.711
	Workplace Spirituality (X2)	.176	.751
	Managerial Empowerment (X3)	.035	.688
	Job Crafting (X4)	.166	.781
	Learning Organization (X5)	.349	.801

a. Dependent Variable: Adaptive Performance (Y)

1. Perceived Organizational Support (X1) = 0,205 x 0,711 = 14,6%
2. Workplace Spirituality (X2) = 0,176 x 0,751 = 13,2%
3. Managerial Empowerment (X3) = 0,035 x 0,688 = 2,4%

4. Job Crafting (X4)  $= 0,166 \times 0,781 = 13,0\%$   
 5. Learning Organization (X5)  $= 0,349 \times 0,801 = 28,0\%$   
 Source: Data processing with SPSS 27.0, 2025

Based on the results of the partial percentage calculation above, it can be seen that perceived organizational support (X1) has an effect of 14.6% on adaptive performance (Y), workplace spirituality (X2) has an effect of 13.2% on adaptive performance (Y), managerial empowerment (X3) has an effect of 2.4% on adaptive performance (Y), job crafting (X4) has an effect of 13.0% on adaptive performance (Y), and learning organization (X5) has an effect of 28.0% on adaptive performance (Y).

### Hypothesis Testing Results

Based on the analysis that has been done previously, the following is a summary of the results of hypothesis testing in this study:

**Table 8. Hypothesis Testing Results**

Hypothesis	Information
There is a significant effect of perceived organizational support with adaptive performance	Hypothesis Accepted
There is a significant effect of workplace spirituality on adaptive performance	Hypothesis Accepted
There is a significant effect of managerial empowerment on adaptive performance	Hypothesis Rejected
There is a significant effect of job crafting on adaptive performance	Hypothesis Accepted
There is a significant effect of learning organization on adaptive performance	Hypothesis Accepted

Source: Data processing, 2025

Table 8. shows the conclusion of this research analysis. Of the five hypotheses proposed, four were accepted, while one was rejected. These results show that organizational support, workplace spirituality, job crafting, and learning culture have a significant effect on employees' adaptive performance. This indicates the importance of a work environment that is supportive, meaningful, and provides space for employees to develop and adapt. Meanwhile, managerial empowerment has not been proven to have a significant impact. It may be because employees have not really felt this form of empowerment, or the approach has not been effective.

### Importance Performance Analysis Method

Importance Performance Analysis (IPA) based analysis to describe the level of conformity by comparing the value of current conditions with expectations, namely by knowing the gap between the level of importance and the level of performance of each variable. The results of the calculation in the form of an average score of the level of importance and performance level are as follows.

**Table 9. Average Importance and Performance Score**

Table 3: Average Importance and Performance Score				
No.	Attribute	Average Score		Conformity Level
		Performance	Importance	
Perceived Organizational Support				
1	Respecting employee value	3,93	4,43	88,73%
2	Concern for employee welfare	3,90	4,46	87,50%
3	Respect for the existence of employees	3,84	4,40	87,34%
4	Appreciation of employee spirit	3,99	4,49	88,78%
Workplace Spirituality				

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No.	Attribute	Average Score		Conformity Level
		Performance	Importance	
5	Meaningful work	4,24	4,50	94,27%
6	Sense of community	4,47	4,65	96,16%
7	Alignment with organizational values	4,28	4,50	95,13%
<b>Managerial Empowerment</b>				
8	Autonomy support	4,37	4,55	96,07%
9	Development support	4,17	4,59	90,78%
<b>Job Crafting</b>				
10	Increasing structural job resources	4,22	4,58	92,27%
11	Decreasing hindering job demands	4,20	4,57	91,91%
12	Increasing social job resources	4,19	4,57	91,67%
13	Increasing challenging job demands	3,88	4,09	95,06%
<b>Learning Organization</b>				
14	Continuous learning	4,32	4,60	93,89%
15	Inquiry and dialogue	4,15	4,49	92,38%
16	Team Learning	4,37	4,60	94,90%
17	Embedded system	4,18	4,57	91,51%
18	Empowerment	4,02	4,47	89,85%
19	System connection	4,17	4,47	93,25%
20	Strategic leadership	4,15	4,53	91,67%
<b>Adaptive Performance</b>				
21	Reactivity in the face of emergencies	4,18	4,52	92,59%
22	Handling work stress	4,19	4,53	92,49%
23	Creativity	4,18	4,50	92,83%
24	Training effort	4,33	4,58	94,38%
25	Interpersonal adaptability	4,37	4,61	94,82%
Average				92,41%

Source: Data processing with SPSS 27.0, 2025

From the measurement results in Table 9 there are 25 attributes assessed; the importance score is greater than the performance score. If observed further, the gap between the importance score and the performance score is all negative. as presented in the following table.

**Table 10. Gap between Importance and Performance Score**

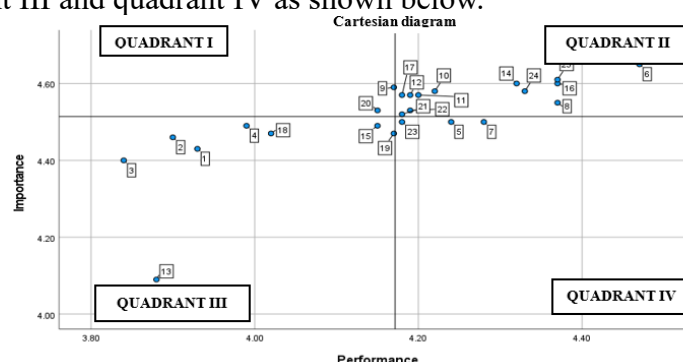
No.	Attribute	GAP
1	Respecting employee value	-0,50
2	Concern for employee welfare	-0,56
3	Respect for the existence of employees	-0,56
4	Appreciation of employee spirit	-0,50
5	Meaningful work	-0,26
6	Sense of community	-0,18
7	Alignment with organizational values	-0,22
8	Autonomy support	-0,18
9	Development support	-0,42

10	Increasing structural job resources	-0,35
11	Decreasing hindering job demands	-0,37
12	Increasing social job resources	-0,38
13	Increasing challenging job demands	-0,20
14	Continuous learning	-0,28
15	Inquiry and dialogue	-0,34
16	Team Learning	-0,23
17	Embedded system	-0,39
18	Empowerment	-0,45
19	System connection	-0,30
20	Strategic leadership	-0,38
21	Reactivity in the face of emergencies	-0,33
22	Handling work stress	-0,34
23	Creativity	-0,32
24	Training effort	-0,26
25	Interpersonal adaptability	-0,24

Source: Data processing with SPSS 27.0, 2025

Based on the concept of satisfaction as a function of importance and performance, it can be concluded that there are many aspects that still do not meet member expectations. This means that the perceived service quality is not as expected. Therefore, IPA analysis is carried out to determine the priority scale, namely identifying attributes that need to be immediately improved, maintained, ignored, or whose performance is excessive and less targeted.

The following analysis is to use the IPA graph where the importance and performance scores are mapped onto a graph which is divided into 4 (four) quadrants, namely quadrant I, quadrant II, quadrant III and quadrant IV as shown below.



**Figure 7. Importance Performance Scale Graph of each Attribute**

Source: Primary data analysis using Importance-Performance Analysis (IPA), processed with Microsoft Excel 365, 2025

Based on Figure 7, the results of mapping based on the priority scale with the IPA method are as follows:

#### 1. Quadrant I

Attributes included in quadrant I are those that are considered important by members, but their performance is low (top priority) so that they need to be improved immediately are:

- (9) Development support

(20) Strategic leadership

2. Quadrant II

Attributes included in quadrant II are attributes that are considered important by members, and their performance is good based on member perceptions, namely as follows:

- (6) Sense of community
- (8) Autonomy support
- (10) Increased structural job resources
- (11) Decreasing hindering job demands
- (12) Increasing social job resources
- (14) Continuous learning
- (16) Team learning
- (17) Embedded system
- (21) Reactivity in the face of emergencies
- (22) Handling work stress
- (24) Training effort
- (25) Interpersonal adaptability

3. Quadrant

Attributes included in quadrant III are attributes that are considered less or not important by members and their performance is also not good, namely as follows:

- (1) Respecting employee value
- (2) Concern for employee welfare
- (3) Respect for the existence of employees
- (4) Appreciation of employee spirit
- (13) Increasing challenging job demands
- (15) Inquiry and dialogue
- (18) Empowerment
- (19) System connection

Thus, these attributes can be ignored because they are considered less important by members.

4. Quadrant IV

Attributes included in quadrant IV are attributes that are considered less important by members, but their performance is excessive, namely as follows:

- (5) Meaningful work
- (7) Alignment with organizational values
- (23) Creativity

Thus, the three attributes are considered too excessive by members so that it is necessary to allocate resources to focus on the main priorities, namely quadrant I.

### **Discussion & Business Solution**

Based on the results of research and data analysis that has been carried out, the learning organization variable has the greatest significant effect with a percentage of influence of 28.0% on adaptive performance. In addition, based on the IPA results, the strategic leadership attribute should be the main focus of the Regional Secretariat of West Java Provincial Government because it is in the quadrant I.

Furthermore, the result of IPA method shows that the development support attribute of the managerial empowerment variable is in quadrant I, but the results of multiple linear regression



analysis show that this variable has a low contribution to adaptive performance. Therefore, although perception is important, this attribute has not been a high priority in efforts to improve to encourage adaptive performance improvement.

Strategic leadership has an important role in creating an environment that encourages adaptive and innovative learning (Ramadhani et al., 2025). According to Garvin et al. (2008) in a Harvard Business Review article, leaders think that making their organizations learn is simply a matter of articulating a clear vision, giving employees the right incentives, and providing lots of training. However, that assumption is not only mistaken, but furthermore organizations also need to learn more than ever as they face ever-increasing forces.

In the context of this study, strategic leadership shows the extent to which leaders think strategically about how to use learning to make changes and move the organization in a new direction (Marsick, 2013). Senge (1990) also revealed that the role of leadership in a learning organization is to facilitate the learning of others.

Garvin et al. (2008) also explained the three pillars that build a learning organization, one of which is leadership behaviour that reinforces learning. Organizational learning is strongly influenced by leaders' behaviour. Leaders should provide unequivocal support for learning initiatives, provide direct examples of the importance of learning, and offer incentives to encourage employees to continuously improve their skills. Under supportive and encouraging leadership, employees feel compelled to actively seek opportunities for learning and self-development.

To improve the practice of strategic leadership in a variable learning organization, the proposed business solutions are:

- 1) Strategic Learning Leadership (SLL) program to strengthen the capacity or competence of leaders.

In SLL principles, leaders who model, promote, and facilitate learning play an important role in developing leadership competencies in their organizations. Leadership development therefore involves managerial approaches such as mentoring, training, and providing opportunities for growth that enhance subordinates' capabilities and career advancement (Yukl & Gardner, 2020). When leaders are constantly eager to learn, they inspire their teams to do the same. Leaders who serve as role models facilitate individual, team, and organizational learning, which will improve leadership competencies (Rupčić, 2020; Xiao et al., 2024).

- 2) Integrate learning indicators into leaders' performance appraisal systems to promote a learning culture aligned with organizational goals.

These indicators could include, for example, the number of talented employees who are coached, trained or recommended for development programs, as well as feedback from the staff being led. In fact, organizations can also establish awards such as Learning Leader of the Year to recognize leaders who actively promote learning in their teams. In addition, Marquardt (2002) also stated that learning organizations have undergone a paradigm shift to bring in new forms of learning, one of which is performance-based learning that is linked to business goals or organizational goals.

- 3) Coaching, Mentoring, and Counseling (CMC) Program

CMC practices have become an effective tool in developing human resource potentials (Joo & Mclean, 2012). In addition, the CMC approach has also proven to be effective in preparing future leaders. Through CMC, aspiring leaders have the opportunity to develop the leadership skills needed to face the complex challenges of the future (Joo & Mclean, 2012).

Coaching, Mentoring, and Counseling (CMC) is also an increasingly used approach in Human Resource Management (HRM). Coaching is recognized as a short-term approach that

focuses on improving individual performance through structured and purposeful guidance (Sachdeva & Malhotra, 2014). On the other hand, mentoring emphasizes the medium-term relationship between mentor and mentee. Mentoring involves the transfer of knowledge, experience, and insight from a more experienced mentor to a learning and developing mentee (Renshaw, 2008). While counseling is part of the CMC approach that has a primary focus on the psychological and emotional well-being of employees. In the public sector, where job demands are often high and workloads are heavy, counselling is an important tool to maintain the mental and physical balance of employees (Nazifah, 2021).

## CONCLUSION

After the process of analysis and discussion, several conclusions can be drawn from the results of this study: *Perceived organizational support*, *workplace spirituality*, *job crafting*, and *learning organization* are proven to have a positive and significant effect on employee adaptive performance. Of the four variables, *learning organization* is the most dominant factor with an effect of 28.0%, confirming the importance of building a sustainable learning culture in the work environment. Furthermore, *perceived organizational support* contributed an influence of 14.6%, followed by *workplace spirituality* at 13.2%, and *job crafting* at 13.0%. Based on the mapping results using the *Importance Performance Analysis (IPA)* method displayed in Figure IV.19, the *strategic leadership* attribute is in quadrant I, which means it is considered important by respondents, but its performance is still low. Therefore, this attribute is a top priority that needs to be improved immediately. The Regional Secretariat of West Java Provincial Government requires the implementation of the *Strategic Learning Leadership (SSL)* Program to increase awareness and strengthen the capacity and competence of leaders in strategic thinking related to organizational learning. In addition, the integration of learning indicators into the performance appraisal system is also needed to encourage the creation of a sustainable learning culture. On the other hand, *Coaching, Mentoring, and Counseling (CMC)* programs are also needed to strengthen learning-oriented leadership practices, and to develop an adaptive and evolving mindset in the work environment.

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