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Analysis of Adaptability Level Towards Employees' Learning Agility in Dealing with New Technology with Gender as Moderation at PT. Marugo Rubber Indonesia

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Abstract

This study was conducted at PT Marugo Rubber Indonesia, an automotive manufacturing company based in Karawang, which is facing challenges in adapting to digital transformation, especially in implementing a digital-based inventory system. This change requires employees to have a high Adaptability and Learning Agility level. This study aims to analyze the effect of Adaptability on Learning Agility in dealing with new technology at PT Marugo Rubber Indonesia, with gender as a moderating variable and using a quantitative method with SmartPLS4 with the Structural Equation Modeling (SEM) tool. The sample used was 100 employees from a total population of 276 people. The results showed that Adaptability significantly affected Learning Agility (R^2 = 0.709), where cognitive flexibility and mental agility were the leading indicators. However, gender was not proven to moderate the relationship. The conclusion of this study confirms that the success of technology adaptation at PT Marugo Rubber Indonesia depends more on a work environment that supports employee learning and flexibility than on gender factors. Therefore, companies should develop training programs that improve employee readiness for technological change.

1. Introduction

In the Industrial Revolution 4.0 era, which is shifting towards 5.0, technology has become a significant force in the business world. This condition encourages companies to adopt technological innovations to improve efficiency and competitiveness. Changes in technology and lifestyle are proliferating every year, a phenomenon influenced by globalization (Fadli & Khalida, 2023).

The automotive industry in Indonesia has a vital role as one of the main contributors to the country's economic growth, so it is the focus of attention of companies in Indonesia (Faturrochman et al., 2024). One of the industrial sectors that has implemented a digital basis is PT Marugo Rubber Indonesia, established in 2011 in the KIIC Karawang Industrial Estate, a subsidiary of the Japanese Marugo Group. The company produces vibration parts and wrapping hoses for major customers such as Toyota, Daihatsu, Mitsubishi, and Suzuki. As a Japanese PMA, the company implements a typical Japanese organizational culture, complies with regulations, and has IATF 16949:2016, ISO 14001, and K3 standard certifications with 276 employees (PT Marugo, 2024).

Figure 1 *Employees of PT. Marugo Rubber FY 2018 – FY 2024 (*Source**:** *PT Marugo Rubber Indonesia, 2024)*

Figure 1 above shows employee data from 2018 to 2024. The number of employees increased yearly, although it fell in 2020 and 2021 due to the COVID-19 pandemic. The figure reflects growth, indicating that the company is developing gradually.

One of the technological adaptation steps PT Marugo Rubber Indonesia took is implementing a digital-based Inventory System to monitor and manage component inventory more effectively and efficiently. Previously, inventory management was carried out manually, was prone to errors, and was time-consuming in recording and calculating stock. With this digital system, the company can monitor inventory in real time, increase the speed and accuracy of the process, and reduce the risk of shortages or excess stock.

Rapid developments in artificial intelligence and automation technology have changed the way of working, making Adaptability and Learning Agility (the ability to learn quickly) essential factors in dealing with change. According to Risman (2024), Learning Agility is the primary determinant of individual success in adapting to new technologies. Employees with Learning Agility adapt faster and can face various challenges.

Employee adaptability is a key factor for success in dealing with change, where individuals need to continuously develop skills to remain relevant in an ever-changing work environment (Handayani et al., 2024). According to Wang et al. (2021), companies with high levels of employee adaptability achieve their transformation goals faster. Meanwhile, according to Tarafdar et al. in (Agustin et al. (2023)) it is emphasized that employees' ability to adapt to new technologies directly impacts the continuity of company operations and innovation.

Implementing new technologies, such as the Inventory System, poses challenges, especially regarding employee adaptation. Based on the results of interviews with the IT team of PT Marugo Rubber Indonesia, some employees have difficulty switching from manual systems to new digital systems due to a lack of understanding and technical skills. Fears of making mistakes or losing jobs due to automation also trigger resistance to change, hindering companies from achieving efficiency and increasing competitiveness.

Research conducted by Aprilia et al. (2024) at PT Excelitas Technologies Batam shows that Learning Agility positively impacts employee performance, especially in dynamic situations with the challenge of change. Research conducted by Jo & Hong (2022) found that Learning Agility significantly strengthens innovative behavior and employee engagement, which are essential for companies to grow and innovate. Research conducted by Putri & Suharti (2021) found that an organizational environment that supports learning can also increase employee Learning Agility, especially in helping them adapt to changing technology. Research conducted by Mrugalska (2021) examined organizational agility, including Learning Agility, which is crucial in preparing organizations and employees to adapt to new technologies in the Industry 4.0 era. Research conducted by Salsabila & Megawaty (2023) found that learning agility positively impacts employee performance, helping them adapt to changes and challenges in the work environment.

Based on the research gap, the novelty in this research is measuring employee adaptability to the use of new technology with gender moderation. This study aims to analyze employee adaptability to Learning Agility in dealing with new technology with gender as a moderation at PT Marugo Rubber Indonesia. In addition, this study also wants to see the extent to which learning agility affects employee performance.

This study aims to analyze the influence of employee adaptability on learning agility when implementing new technology at PT Marugo Rubber Indonesia. The study's primary focus is to evaluate Adaptability's role in

facilitating adaptation to technology and its relationship with Learning Agility and to develop strategic recommendations for developing human resources responsive to technological change.

2. Literature Review

2.1 Human Resource Management

According to Sinambela (2019), Human Resource Management (HRM) is a process that manages employee issues to achieve organizational goals. Edison et al. (2018) define HRM as developing employee performance to achieve organizational goals. Meanwhile, Afandi (2021) defines HRM as the art and science of managing relationships and workers' roles effectively to meet company and employee goals. Human Resource Management (HRM) can be concluded as a whole: HRM manages employee-related issues, improves employee performance, and manages labor relations efficiently.

2.2 Adaptability

Bednall (2021) adaptability is a person's ability to adapt quickly to changes in the work environment. Pertiwi (2024) defines Adaptability as managing tasks, transitions, and challenges in the work environment. Meanwhile, according to Rajagukguk et al. (2024), Adaptability is the ability to adapt to the environment through changes in form, function, or behavior that involve intellectual processes. Thus, Adaptability is a person's ability to adapt quickly to change, manage tasks, face transitions, and complete complex intellectual challenges and processes.

Bednall (2021) identified seven indicators and five main dimensions in employee adaptability, namely: 1) behavioral adaptability (openness to experience and problem-solving), 2) cognitive adaptability (cognitive flexibility and learning ability), 3) emotional Adaptability (emotional stability and resilience), 4) developmental Adaptability (learning ability and openness to experience), and 5) situational adaptability (situational awareness).

2.3 Learning Agility

According to Suseno (2023), learning agility is an individual's ability to solve problems quickly using experience, even with limited information. According to Azhar et al., Muchsini (2024) defines learning agility as the motivation and ability to learn and adapt to various opportunities in the workplace actively. Meanwhile, Theresia et al. (2023) explain that learning agility is developing effective behavior and quickly adjusting or replacing ideas based on experience. Thus, learning agility is a person's ability to adapt, solve problems, and create effective behavior based on experience, even in situations with limited information or without definite guidelines, and have the enthusiasm to continue learning, face challenges, and take advantage of opportunities.

According to Eichinger and Lombardo (in Khildani & Lestariningsih, (2021)) learning agility indicators are described into four main aspects, namely: people agility (the ability to socialize and recognize the potential of oneself and others), result agility (focus on achieving goals through experience), mental agility (the ability to think critically and see problems from new angles), and change agility (high curiosity and adaptation to change).

2.4 Gender

According to Assyfa (2020), gender is a concept related to roles, behaviors, and attributes formed by social and cultural norms that differ from biological sex. The World Health Organization (WHO) emphasizes that gender reflects traits and characteristics considered appropriate for men and women. For example, women are often associated with gentleness and motherhood, while men are usually associated with strength and rationality. Sri Sundari Sasongko (2009) put forward several gender theories, namely the nurture theory (socio-cultural roles), the nature theory (universal nature), and the equilibrium theory (partnership and harmony between men and women).

2.5 Framework

Adaptability is a person's ability to adapt quickly to change, manage tasks, deal with transitions, and complete complex intellectual challenges and processes. Adaptability is measured using Bednall, 2021 theory, 2021 consisting of five main dimensions, namely: behavioral Adaptability (openness to experience and problem-solving), 2) cognitive Adaptability (cognitive flexibility and learning ability), 3) emotional Adaptability (emotional stability and resilience), 4) developmental Adaptability (learning ability and openness to experience), and 5) situational adaptability (situational awareness). Learning Agility is a person's ability to

adapt, solve problems, and create effective behavior based on experience, even in situations with limited information or without definite guidelines, and has the enthusiasm to continue learning, facing challenges, and taking advantage of opportunities. According to Khildani and Lestariningsih (2021), Learning Agility can be measured through 4 indicators namely people agility (the ability to socialize and recognize the potential of oneself and others), result agility (focus on achieving goals through experience), mental agility (the ability to think critically and see problems from new angles), and change agility (high curiosity and adaptation to change).

The relationship between Adaptability and Learning Agility According to Bednall (2021), cognitive flexibility, emotional stability, and openness to new experiences in Adaptability support increased Learning Agility. Research by Jo & Hong (2022) states that Adaptability positively affects Learning Agility and contributes to employee innovative behavior. Adaptability and Learning Agility are moderated by gender, which can affect the strength of the Influence of Adaptability on Learning Agility.

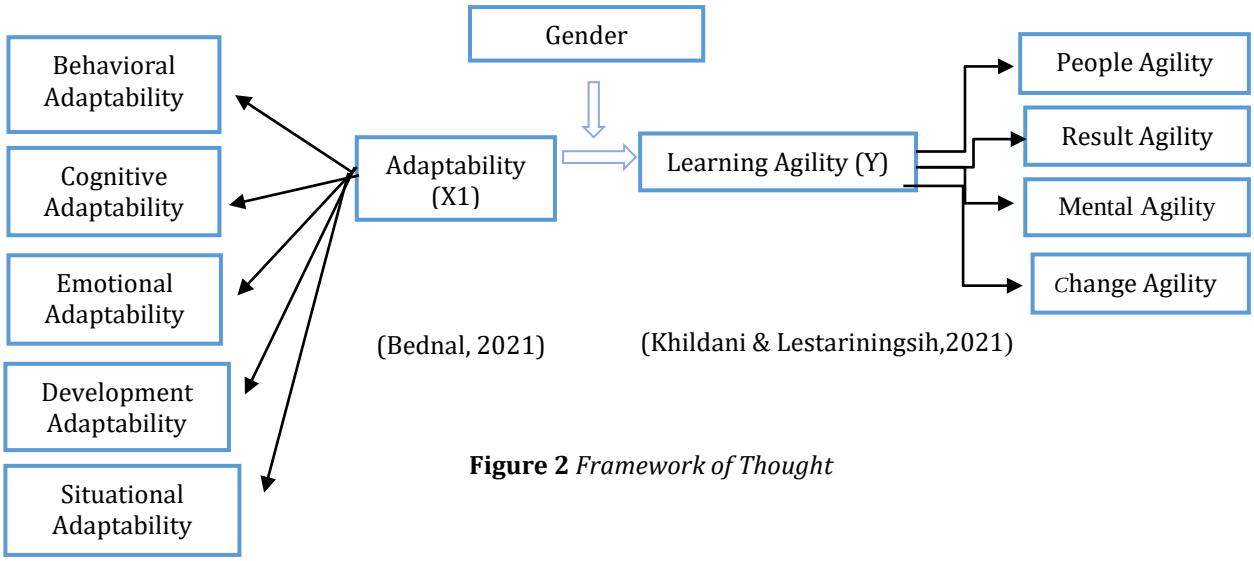

Figure 2 *Framework of Thought*

Hypothesis

H1 : Employee adaptability is suspected of influencing learning agility when dealing with new technology at PT Marugo Rubber Indonesia.

H2 : It is suspected that gender moderates the effect of Adaptability on Learning Agility at PT Marugo Rubber Indonesia.

3. Research Methods

This study uses quantitative description to test the influence of employee adaptability and learning agility variables on dealing with new technology at PT Marugo Rubber Indonesia. The study location was PT Marugo Rubber Indonesia, which has a population of all company employees totaling 276. Determination of sample size is based on the guidelines of Hair et al. (2014), which state that the sample size should be multiplied between 5 and 10 times the number of indicators. In this study, the researcher chose to multiply by 9, so the sample calculation was obtained = number of indicators x 9, which means the sample = 11 x 9 = 99 respondents, rounded up to 100 respondents.

3.1 Operational Table of Variables

Table 1 *Operational Variable Table*

Adaptability Variable (X1)		
Dimensions	**Indicator**	**Source**
Behavioral Adaptability	Openness to experience	(Bednall, 2021)
	Problem-solving skills	
Cognitive Adaptability	Cognitive flexibility	
	Learning ability	
Emotional Adaptability	Emotional stability	
	Resilience	
Developmental Adaptability	Learning ability	
	Openness to experience	
Situational Adaptability	Situational awareness	
	Risk awareness	

Learning Agility Variable (Y)	
Indicator	**Source**
Fleksibilitas kognitif	(Khildani & Lestariningsih, 2021)
Results Agility	
Mental Agility	
Change	

The data collection technique was done by distributing questionnaires online to respondents (employees). To measure the perception of respondents (employees), a Likert scale was used in this study; this scale has five levels of response, ranging from very low (1) to very high (5), which reflects the extent to which respondents assess a statement related to the Adaptability variable indicator (X1) and Learning Agility (Y).

Data analysis using Smart PLS 4 to test the causal relationship between latent variables. Moderation analysis will also be conducted to determine the variables that influence the relationship between independent and dependent variables. Testing includes convergent validity, average variance extracted, Cronbach's alpha, composite reliability, R-Square, effect size (f2), the goodness of fit model (Q2), and hypothesis testing with bootstrapping techniques.

4. Research Results and Discussion

4.1 Respondent Profile

Respondent profiles describe the characteristics of the research sample, including gender, age, length of service, and employment status.

Table 2 *Respondent Profile*

Characteristics	Sample	%	Characteristics	Sample	%
Gender			**Worker status**		
Male	73	73%	Permanent worker	48	48%
Female	27	27%	Casual workers	52	52%
Age			**Years of service**		
18 – 25 years	39	39%	1-3 years	53	53%
26 – 35 years	54	54%	4 – 6 years	19	19%
36 – 50 years	7	7%	7 – 10 years	20	20%
>50 years	0	0	More than 10 years	7	7%
			2 months road	1	1%
Education					
Vocational School/Senior High School	86	86%			
S1	12	12%			
S2	1	1%			
D3	1	1%			

Table 2 shows that the number of male employees is more significant than that of female employees. Regarding age, the 26–35 year old group dominates with 54%. Most employees are casual workers, as much as 52%. Regarding length of service, 53% of employees have 1–3 years of experience; the majority are new employees, while the other 20% have more extended experience. Most employees are educated at vocational school/high school, and only 14% are college graduates (D3, S1, S2).

4.2 Convergent Validity Test

According to Mashuri and Generous (2022), in Anggraini et al. (2024), convergent validity is measured by examining the loading factor value, where each indicator must have a minimum value of 0.70 to be considered valid.

Table 3 Output Loading Factors

Adaptability (X1)			***Learning Agility* (Y)**		
Indicator		**Outer loading**	**Indicator**		**Outer loading**
Cognitive flexibility	X1.1	0.714	People Agility	Y.1	0.755
	X1.2	0.718		Y.2	0.754
Emotional stability	X1.3	0.750		Y.3	0.747
	X1.4	0.733	Results Agility	Y.4	0.805
Learning ability	X1.5	0.764		Y.5	0.758
	X1.6	0.764		Y.6	0.832
Openness to experience	X1.7	0.760	Mental Agility	Y.7	0.802
	X1.8	0.751		Y.8	0.736
Problem-solving skills	X1.9	0.709	Change	Y.9	0.726
	X1.10	0.765		Y.10	0.811
Resilience	X1.11	0.756			
	X1.12	0.714			
Situational awareness	X1.13	0.706			
	X1.14	0.745			

Table 3 shows that all indicator values are > 0.70, which indicates that the measurement has met the convergent validity standards or the indicators above are declared valid and suitable for use in research.

4.3 Validity Test Average Variance Extracted, Cronbach's Alpha, Composite Reliability

Table 4 explains the research results of Average Variance Extracted, Cronbach's Alpha, and Composite Reliability

Table 4 *Average Variance Extracted, Cronbach's Alfa, Composite Reliability*

Variables	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Adaptability (X1)	0.936	0.937	0.944	0.547
Learning Agility *(Y)*	0.925	0.927	0.937	0.598

According to Solihin (2023), in Silitonga et al. (2024), the Average Variance Extracted (AVE) value of more than 0.5 indicates that the variable has discriminant validity. Based on Table 4, both variables in this study have an AVE value of more than 0.5, which suggests that these variables are reliable and have good accuracy. In addition, each construct must have a Cronbach's Alpha and Composite Reliability value above 0.7, and both variables meet these criteria. This shows that all question items in the construct are reliable.

4.4 Structural Model Test (R- Square)

The accuracy of the model was tested by R-square analysis. Ghozali and Latan in Anggraini et al. (2024) stated that a model with an R-square value of 0.75 indicates high strength, 0.50 indicates moderate strength, and 0.25 indicates low strength.

Table 5 *R-square Values*

Variables	R-square	R-square adjusted
Learning Agility (Y)	0.709	0.700

Table 5's r-square output shows that the Learning Agility variable obtained a value of 0.709, indicating that this model is classified as moderate. This means that the Adaptability variable influences 70.9% of the Learning Agility variable, while other factors affect the remaining 29.1%.

4.5 Effect Size (F2)

The f-square value (f2) shows the magnitude of the partial influence of each predictor variable on the endogenous variable. If the f-square value is ≥ 0.35, it has a significant impact. If the f-square value is 0.15, it has a medium influence. And if the f-square value is 0.02, it has a negligible influence (Mulyanto et al., 2023).

Table 6 *Effect Size Test Results (f2)*

Variables	f^2 Effect Size	Information
Adaptability (X1)	2.420	Big
Gender x Learning Agility (Y)	0.016	Small
Gender x Adaptability (X1)→ Learning Agility (Y)	0.006	Small

Table 6 shows that the (f^2) Effect Size value for variable X1 (Adaptability) is 2.420, indicating a sizeable partial effect on Learning Agility. Meanwhile, the (f^2) Effect Size value for the variable (Gender) is 0.016, indicating a small partial impact on the variable Learning Agility (Y). The f2 Effect Size value for the variable (Gender X adaptability (X1)) is 0.006, a small partial effect on Learning Agility

4.6 Goodness Of Fit Model (Q2)

Goodness of Fit testing on the structural model uses the predictive relevance value (Q2). If the Q-Square value exceeds 0 (zero), the model has a good predictive relevance value (Chika et al., 2024).

Table 7 *Q-Square Test Results*

Variables	Q^2 (=1-SSE/SSO)
Learning Agility (Y)	0.672

Table 7 shows the Q-Square value of 0.672, which means that this model can explain 67.2% of the diversity of research data. Meanwhile, the remaining 32.8% is influenced by factors outside the model used. Thus, it can be concluded that this research model has a pretty good goodness of fit.

4.7 Hypothesis Testing Results

Hypothesis testing was conducted using the SEM-PLS method with bootstrapping techniques processed through SmartPLS 4. This test aims to identify the direct influence between independent and dependent variables. The results of the analysis can be seen in Figure 3.

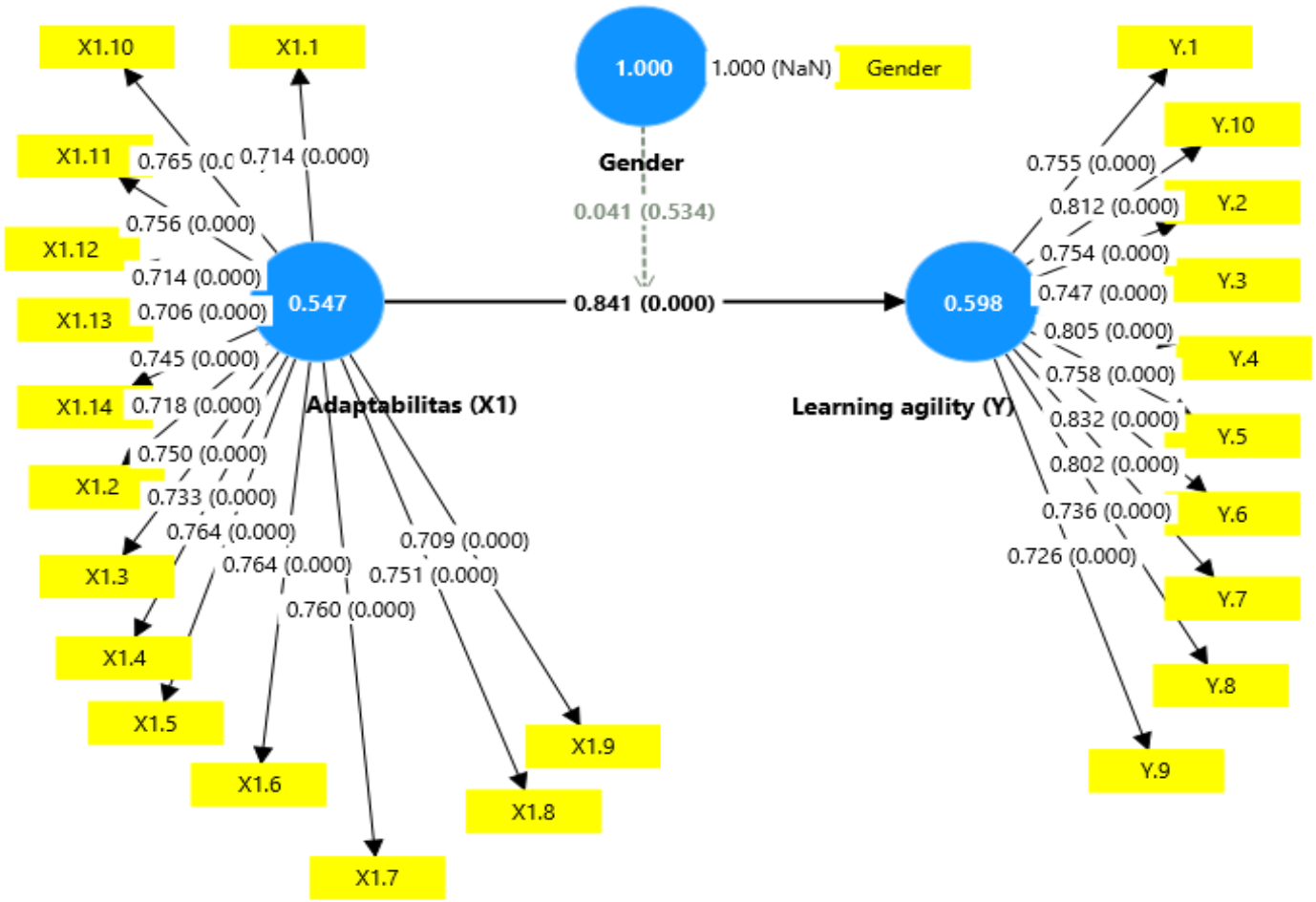

Figure 3 *PLS Bootstrapping Output Results*

A relationship is considered significant in a structural model if it meets specific criteria. The significance assessment is tested using the bootstrapping method by referring to the parameter coefficient values and t-statistics from the bootstrapping algorithm results. According to Yurindera (2022) and Anggraini et al. (2024), hypothesis testing in SEM-PLS involves evaluating t-statistics and probabilities, where the hypothesis is accepted if the t-statistic> 1.984 and the probability <0.05.

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Table 8 *Bootstrapping Hypothesis Testing Results*

Variables	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Adaptability (X1) → Learning agility (Y)	0.841	0.840	0.040	21.290	0.000
Gender x Adaptability (X1) → Learning agility (Y)	0.041	0.035	0.065	0.622	0.534

Table 8, the test results on Adaptability to Learning Agility, the original sample value obtained in this study is 0.841, with a t-statistic of 21.290 (greater than t-table1.98) while the significance value is 0.000 (less than 0.05). This shows that the first hypothesis (H1) is accepted, which means that the Adaptability variable (X1) with its indicators can be said to have a significant effect on the Learning Agility variable (Y) with its indicators. And gender does not moderate the impact of Adaptability (X1) on Learning Agility (Y), with the original sample value of 0.041 and t-statistic of 0.622 (less than t-table 1.96). The significance value is 0.534 (greater than 0.05). Therefore, the second hypothesis (H2) is rejected.

5. Discussion

5.1 The Effect Of Adaptability (X1) on Learning Agility (Y)

The analysis results show that employee Adaptability (X1) significantly influences Learning Agility (Y) in dealing with new technology at PT Marugo Rubber Indonesia. This influence has been proven strong, with an R-square value of 0.709. This means that 70.9% of the Learning Agility variable can be explained by employee Adaptability, while other factors influence 29.1%. The f-square value of 2.420 also shows a powerful influence of Adaptability on Learning Agility. In addition, this research model has a Q-square of 0.672, which means that the model can explain 67.2% of the data diversity in the Learning Agility variable, indicating good predictive ability.

The leading indicator of Adaptability is learning ability (loading factor 0.764); this finding is in line with Bednall (2021), who stated that cognitive flexibility, especially the ability of employees to learn new things, is the most dominant aspect in supporting Adaptability. Meanwhile, mental agility is the most significant indicator influencing the Learning Agility (Y) variable, with a loading factor value of 0.832. According to Khildani & Lestariningsih (2021), mental agility refers to the ability to think critically and see problems from new perspectives, which is very important in improving employees' ability to learn quickly in the face of technological change. This finding aligns with research by Putri & Suharti (2021) and Jo & Hong (2022), which states that employee Adaptability and the learning environment significantly improve the ability to learn quickly to adapt to technological change. In addition, Mrugalska (2021) emphasized that organizational agility, including learning agility, has a crucial role in helping organizations and employees adapt to technological developments in the Industry 4.0 era. Companies with high flexibility and an innovative culture are more successful in facing digital change. This finding is reinforced by Salsabila & Megawaty (2023), who stated that learning agility contributes positively to employee performance, allowing them to adapt quickly to change and more easily understand and apply new technologies. Therefore, developing Adaptability to improve learning agility in digital transformation is very important so that employees are better prepared to face technological changes and sustainably improve performance.

5.2 The Influence Of Gender In Moderating Adaptability (X) On Learning Agility (Y)

The results of the analysis show that gender does not moderate the influence of Adaptability (X1) on Learning Agility (Y). Thus, the hypothesis that gender moderates the influence of Adaptability (X1) on Learning Agility (Y) is not proven.

These findings indicate that companies implement policies that support equality, providing opportunities for male and female employees to develop Adaptability and Learning Agility equally. The main dimensions in these two concepts, such as learning ability and mental agility, are general and not influenced by gender. This is in line with the findings of Putri & Suharti (2021), which state that the factor that has a more significant influence on the success of Learning Agility is the learning environment, not personal characteristics such as gender. Research by Jo & Hong (2022) also supports the idea that learning agility encourages innovation regardless of gender. Meanwhile, Bednall (2021) emphasized that individual abilities influence cognitive

flexibility and learning ability in Adaptability. In addition, Mrugalska (2021) stressed that organizational agility, including Learning Agility, plays a vital role in dealing with technological change, where individual readiness and organizational support are more influential than gender factors. Research by Salsabila & Megawaty (2023) states that learning agility contributes positively to employee performance, helping them adapt quickly and adopt new technologies without gender differences.

6. Conclusion

The study shows that employee adaptability significantly affects learning agility when dealing with new technologies at PT Marugo Rubber Indonesia, primarily through learning ability, cognitive flexibility, and emotional stability. Gender does not moderate this relationship, so the development of Learning Agility can be applied evenly to all employees. A work environment that supports learning is critical to improve employee competence. With better Learning Agility, employees can think critically, innovatively, and responsively to technological changes.

7. Implications

The implications of this study are seen from the outer loading analysis. The indicator with the lowest value in the Adaptability variable (X1) is situational awareness (X1.13) with a value of 0.706, which is measured through the question "To what extent do you (Employees) pay attention to new technological changes that can affect the way of working or procedures in the workplace?". This value indicates that employee awareness of technological change is still low, so training is needed to improve their understanding and readiness. Meanwhile, in the Learning Agility variable (Y), the indicator with the lowest value is change agility (Y.9) with a value of 0.726, which is measured through the question "How good are you (employees) at dealing with sudden technological changes?". This value indicates that employees struggle to adapt to sudden changes, so companies must build a more flexible work culture and provide training to improve adaptation skills.

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Conflict of Interest

Authors declare that there is no conflict of interests regarding the publication of the paper.

Author Contribution

The authors confirm contribution to the paper as follows: **study conception and design**: E.U.R.,U.M.D.F.,E.R and G.P.; data collection: E.U.R., U.M.D.F., E.R and G.P.; **analysis and interpretation of results**: E.U.R., U.M.D.F., E.R and G.P.; **draft manuscript preparation**: E.U.R., U.M.D.F., E.R and G.P. All authors reviewed the results and approved the final version of the manuscript.

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