

**THE EFFECT OF MOTIVATIONAL MEDIATION ON THE INFLUENCE OF
LEARNING ORGANIZATIONS ON EMPLOYEE PERFORMANCE
IN THE VUCA ERA**

Alif Lukmanul Hakim¹, Redi Yana Kapisa², Metha Djuwita Supriatna³, Bahtiar Efendi⁴

¹Universitas Islam Indonesia, ²Sekolah Tinggi Ilmu Ekonomi Bina Muda Bandung, ³Politeknik STIA LAN Bandung, ⁴Universitas Sains Al-Qura'an Jawa Tengah di Wonosobo
Email: aliflukmanulhakim@uii.ac.id

Abstract: *This research is motivated by the importance of improving employee performance. This research aims to determine and analyze the mediating effect of motivation on the influence of learning organizations on employee performance in the VUCA era. This research method is a descriptive research method with a quantitative approach. The population in this study were employees of state-owned banks in Indonesia. The sample in this research was 100 employees with purpose sampling. The data collection technique is by distributing questionnaires using Google Form. The instruments used have been tested for validity and reliability. The collected data was analyzed using the classic assumption test and path test to see the influence and the Sobel test to see which variables were successful as mediators. The results of this research show that 1) Learning organizations influence Employee Performance in the Vuca Era and 2) Motivation mediates the influence of learning organizations on Employee Performance in the Vuca Era. The results of this research indicate that if companies want to improve employee performance, they must also improve organizational learning and employee motivation.*

Keywords: *Employee Performance, Learning Organization, Motivation, VUCA Era*

1. INTRODUCTION

Employee performance is the extent to which an individual meets or exceeds the expectations, duties, responsibilities, or goals set by their company or superior. This includes various aspects, such as productivity, quality of work, efficiency, creativity, teamwork, communication, and fulfillment of predetermined targets or goals (Hasibuan, JS, & Silvya, 2019). Employee performance assessments are usually carried out periodically, such as every year, to provide feedback to employees about their performance, as well as to assist companies in making decisions regarding promotions, incentives or career development. Performance evaluation can also be used as a tool to identify areas that require improvement or additional skill development (Saputra, AT, Bagia, IW, Yulianthini, 2016).

Employee performance is very important in the context of organizations and businesses. This has a significant impact on a company's success and sustainability. High performing employees tend to be more productive. They can complete tasks more quickly and efficiently, which in turn increases the company's output and contribution. Employees who perform well usually provide better quality work (Fortuna, 2020). They are more likely to meet the quality standards set by the company and avoid mistakes that could have a negative impact on the company's image and reputation. Employees who perform well tend to provide better service to customers. This can increase customer satisfaction and build sustainable customer loyalty. Therefore, it is important for companies to regularly evaluate, manage and improve employee

performance. This can be done through various methods, including performance appraisal, training and development, recognition of achievements, and a company culture that supports high performance (Kristanti, D., & Lestari, 2019).

Employee performance in the VUCA (Volatile, Uncertain, Complex, Ambiguous) era presents new challenges that require high levels of adaptation and flexibility. The VUCA era is characterized by rapid change, uncertainty, complexity and ambiguity in the business environment. To remain effective and develop in these conditions, employees must develop certain skills and attitudes (Azahari, H., Fantini, E., & Samsudin, 2021) . Employees must be ready to face rapid and frequent changes. They must have the ability to adapt to a constantly changing environment and not be overly affected by uncertainty. Employees need to always learn and develop new skills to keep up with developments in trends and technology. Continuous education and training is essential. In conditions of ambiguity, employees must be able to analyze information carefully, identify problems, and design effective solutions (Fajrandi, 2023).

The VUCA era emphasizes the importance of cooperation. Employees need to work together with people from different backgrounds, share knowledge, and collaborate to overcome complex challenges. Employee performance in the VUCA era is highly dependent on their ability to adapt, learn and collaborate in a changing environment. Employee education and development, as well as a company culture that supports change and innovation, are the keys to achieving successful performance in the VUCA era (Firmansyah, A., & Fahrani, 2019).

One of the factors that influences employee performance in the vuca era is the learning organization. a concept first introduced by Peter Senge in his famous book entitled " The Fifth Discipline " in 1990. This concept refers to a type of organization that has the ability to learn, adapt and change continuously. Learning organizations are recognized as having a competitive advantage because they are able to face changes in the business environment more effectively (Nurcahyo, SA, & Wikaningrum, 2020) . Learning organizations value the importance of learning as a continuous process. They encourage employees to always learn, improve skills, and share knowledge. Learning organizations encourage innovation and creative thinking. They provide incentives to employees to develop new ideas and create better solutions (Safitri, Setyanti, & Sudarsih, 2018).

Learning organizations have many significant interests and benefits, both for the organization itself and for the employees who work in it. Learning Organizations have a better ability to adapt to rapid and complex changes in the business environment. They can respond to market, technological and regulatory changes faster and more effectively. The ability to learn and innovate makes organizations more competitive (Setiaji, H., & Herminingsih, 2015) . They can produce better products and services, and even create new markets. Learning organizations also encourage employees to continue developing their skills and knowledge. This can result in increased productivity because more competent employees can work more efficiently (Wijonarko, B., Dewi, NDU, & Widnyani, 2022).

Overall, a learning organization is not just about individuals learning, but also about cultural and structural transformation within the organization to incorporate learning as an integral part of how the organization operates on a daily basis. This can create a significant

competitive advantage and enable organizations to develop in a dynamic and changing business environment (Anggriawan & Rusilowati, 2014).

Furthermore, apart from learning organization, a factor that is also thought to influence employee performance in the VUCA era is motivation. Work motivation is an internal or external drive that influences a person's level of energy, perseverance and desire in carrying out work or tasks at work. These are factors or stimuli that encourage individuals to work hard, achieve goals, and perform well (Adha, RN, Qomariah, N., & Hafidzi, 2019) . Work motivation is an important driver in achieving individual and organizational success. Good management must understand what motivates employees and create an environment that supports and maintains that motivation. When employees feel motivated, they have the potential to make extraordinary contributions and create a positive impact on the company's growth and success (Susanto, 2019).

Work motivation plays an important role in determining how effective, productive and dedicated a person is in the work environment. Work motivation varies from individual to individual and can change over time (Agusta, 2013) . Therefore, human resource management often must understand the factors that motivate each employee individually to create a motivating and productive work environment. Understanding good work motivation can help organizations achieve their goals more effectively and maintain employee satisfaction (Jufrizen, 2021).

Research on the Mediating Effect of Motivation on the Influence of Learning Organizations on Employee Performance in the VUCA Era has been carried out by several previous researchers including (Putri, 2020; Rumijati, 2020; Sumiarsih, 2017; Trang, 2012; Pentury, 2023; Nurcahyo, SA, & Wikaningrum , 2020). Based on the background of the problem and previous research, researchers are interested in conducting research on the Mediation Effect of Motivation on the Influence of Learning Organizations on Employee Performance in the VUCA Era. This research aims to 1) determine and analyze the influence of learning organizations on employee performance in the VUCA era and 2) determine and analyze the mediating effect of motivation on the influence of learning organizations on employee performance in the VUCA era. It is hoped that the findings of this research will contribute to providing understanding and importance of learning organizations , employee motivation and performance in the VUCA era for stakeholders .

2. METHOD

This research method is a descriptive research method with a quantitative approach. The population in this study were employees of state-owned banks in Indonesia. The sample in this research was 100 employees with purpose sampling . The data collection technique is by distributing questionnaires using Google Form. The research instrument used for the employee performance variable indicators refers to the five indicators from Robbins (2016), namely Work Quality, Quantity, Timeliness, Effectiveness, Independence. The learning organization variable indicators refer to five indicators from Sange (2006), namely Personal Mastery, Mental Models, Shared Vision, Team Learnig, and System Thinking. Furthermore, the indicator motivation variable refers to Mangkunegara's (2009) indicators, namely responsibility, work performance, opportunities for advancement, recognition of performance and challenging work. The instruments used have been tested for validity and reliability. The collected data was

analyzed using the classic assumption test and Path test to see the influence and the Sobel test to see which variables were successful as mediators.

3. RESULTS AND DISCUSSION

3.1. Results

Characteristics of Research Respondents

This research was carried out by distributing questionnaires in the form of a *Google form* to 100 employees of BUMN Banks in Indonesia spread across several regions. The details of the respondents for this study are as follows:

Characteristics of Respondents Based on Gender

Based on gender, the characteristics of the respondents in this study are presented in detail in Table 1 below:

Table 1. Characteristics of Respondents Based on Gender

Age	Amount	Percentage
Man	40	40
Woman	60	40
Amount	100	100

Source: Data Processing Results, 2023

Based on Table 1 above, it can be seen that the respondents in this study were dominated by women, namely 60 employees or 60%. Meanwhile, for those who are male, there are 40 employees or 40%.

Characteristics of Respondents Based on Age

Based on the age characteristics of the respondents in this study, they are presented in detail in Table 2 below:

Table 2. Characteristics of Respondents Based on Age

Age	Amount	Percentage
20 to 30 years old	40	40
31 to 40 years old	40	40
> 41 Years	20	20
Amount	100	100

Source: Data Processing Results, 2023

Based on Table 2 above, it can be seen that the majority of respondents are aged 20 to 40 years, namely 80 employees or 80%. Meanwhile, only 20 employees are > 41 years old or 20%.

Characteristics of Respondents Based on Workplace

Based on the workplace, the characteristics of the respondents in this study are presented in detail in Table 3 below:

Table 3. Characteristics of Respondents Based on Workplace

Workplace	Amount	Percentage
Bank BRI	40	40
Bank BNI	20	20

Mandiri Bank	20	20
BTN Bank	20	20
Amount	100	100

Source: Data Processing Results, 2023

Based on Table 3 above, it can be seen that the majority of respondents work at Bank BRI, namely 40 employees or 40%. Meanwhile, at Bank BNI, Bank Mandiri and Bank BTN each there are only 20 employees or only 20%.

Convergent Validity (Convergent Validity)

The measurement of convergent validity value can be seen from the correlation between the indicator scores and the variable scores. Indicators are considered valid if the factor loading value of each indicator is above 0.5 or shows all or variable dimension loadings have a loading value of >0.5 . In this study, a validation level of 0.75 was used with the aim of producing a better AVE.

Table 4. Outer Loading Values

Variable	Indicator	Payload	Information
<i>Learning Organization (X)</i>	X1.1	0.88	Valid
	X1.2	0.77	Valid
	X1.3	0.82	Valid
	X1.4	0.90	Valid
	X1.5	0.83	Valid
	X1.6	0.76	Valid
	X1.7	0.80	Valid
Motivation (Y)	Y1.1	0.89	Valid
	Y1.2	0.78	Valid
	Y1.3	0.78	Valid
	Y1.4	0.780	Valid
	Y1.5	0.80	Valid
	Y1.6	0.75	Valid
	Y1.7	0.88	Valid
Employee Performance (Z)	Z1.1	0.91	Valid
	Z1.2	0.84	Valid
	Z1.3	0.76	Valid
	Z1.4	0.89	Valid
	Z1.5	0.78	Valid
	Z1.6	0.80	Valid
	Z1.7	0.79	Valid
	Z1.8	0.74	Valid

Source: Data Processing Results, 2023

Composite Reliability

Measuring the reliability of a construct can be used in two ways, namely by looking at the Cronbach's Alpha and Composite Reliability values. A construct is said to be reliable if the composite reliability value is greater than 0.70 (Hair et.al., 2011).

Table 5. Cronbach's Alpha and Composite Reliability Values

Construct	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
<i>Learning Organization (X)</i>	0.872	0.850	0.550
Motivation (Y)	0.785	0.825	0.560
Employee Performance (Z)	0.825	0.875	0.580

Source: Data Processing Results, 2023

Path Coefficient

The assessment of the significance of the prediction model in structural model testing can be seen from the T-Statistic value between the independent variable and the dependent variable in the Path Coefficient table in Table 6 below:

Table 6. Path Coefficients (Mean, STDEV, t-Value)

Construct	Original Sample (O)	Sample Mean (M)	T Statistics (O/STDEV)	P (Value)
<i>Learning Organization (X)</i> => Employee Performance (Z)	0.450	0.480	3,750	0.002

Source: Data Processing Results, 2023

Based on Table 6 above, it can be seen that the original sample value of *the learning organization* on employee performance is 0.450 with P (Value) $0.002 < 0.05$ and the t-statistic value of *the learning organization* on employee performance is $3,750 > 1.69$. Thus it can be concluded that H1 is accepted so it can be said that *learning organization* has a positive effect on employee performance.

Coefficient of Determination (R-Square) R^2

Below is presented Table 7 of the results of estimating the coefficient of determination (R-Square) using SmartPLS:

Table 7. R Square

Construct	R Square	R Square Adjusted
Employee Performance (Z)	0.670	0.680

Source: Data Processing Results, 2023

Based on the results of Table 7 above, it can be concluded that the R Square value which simultaneously or simultaneously influences X and Y on Z is 0.70 with an *adjusted R Square value* of 0.680. It can be explained that all learning organization and motivation constructs together influence employee performance by 0.670 or 67%, and 33% can be explained by other constructs or variables that are not in this research.

Mediation Test

Testing the relationship between the independent variable directly and the dependent variable without the role of mediation, which must be significant based on the significance level (0.05) or <0.05 and the statistical t value > 1.69 , which can be seen in Table 8 below:

Table 8. Total Indirect Effect (Indirect Influence)

<i>Construct</i>	<i>Original Sample (O)</i>	<i>Sample Mean (M)</i>	<i>T Statistics (O/STDEV)</i>	<i>P (Value)</i>
<i>Learning Organization (X) => Employee Performance (Z)</i>	0.450	0.480	3.750	0.002

Source: Data Processing Results, 2023

Based on Table 8 above, it can be seen that *the learning organization* has an indirect influence on employee performance through motivation with a T-Statistic of 3.750 and P (Value) $0.002 < 0.05$. So it can be concluded that testing the relationship between the independent variable directly and the dependent variable without a mediating role has a positive and significant effect, which means it is fulfilled.

Meanwhile, to find out how far the motivation variable mediates the relationship between *learning organization* and employee performance, you can see Table 9 *specific indirect effects* below:

Table 9. Specific Indirect Effect

<i>Construct</i>	<i>Original Sample (O)</i>	<i>Sample Mean (M)</i>	<i>T Statistics (O/STDEV)</i>	<i>P (Value)</i>
<i>Learning Organization (X) => Motivation (Y) => Employee Performance (Z)</i>	0.350	0.360	2.600	0.002

Source: Data Processing Results, 2023

Based on Table 9 above, it can be seen that the relationship between *learning organization* and employee performance which is mediated by motivation is still significant with a T-statistic value of 2,600 and P (Value) $0.002 < 0.05$, this means that motivation plays a role as *partial mediation*. It is said to be *partial mediation* because it is assessed based on the standard VAF (*Variance Accounted For*) value, where if the VAF value ranges between 20-80% then the mediation role is called *partial mediation*.

3.2. Discussion

The Influence of Learning Organizations on Employee Performance

The results of this research show that learning organizations have an indirect influence on employee performance through motivation with a T-Statistic of 3.750 and P (Value) $0.002 < 0.05$. So it can be concluded that testing the relationship between learning organization directly and employee performance without a mediating role has a positive and significant effect, which

means it is fulfilled. Learning Organization is a concept that describes an organization that encourages and facilitates continuous learning for all its members. The influence of learning organizations on employee performance is very significant.

Learning organizations encourage employees to continue learning and developing their skills. This can increase their knowledge of their duties and help them become more competent in their jobs. Skilled and competent employees tend to be more productive. Learning organizations also encourage employees to be more flexible and adaptive in facing change. This is especially important in the ever-changing business environment. Employees who can adapt quickly to change tend to have better performance (Rumijati, 2020).

Learning organizations often encourage more open and effective communication between various levels and departments within the organization. This can improve collaboration between employees and facilitate better information exchange. When organizations provide opportunities for employees to develop themselves, it can help them plan and achieve their career goals. Employees who see a clear future in the organization tend to be more motivated to perform high (Marthunis, 2020).

The Mediating Effect of Motivation on the Influence of Learning Organization on Employee Performance

Based on the research results above, it can be seen that the relationship between learning organization and employee performance which is mediated by motivation is still significant with a T-statistic value of 2,600 and P (Value) $0.002 < 0.05$, this means that motivation plays a role as partial mediation. Learning organizations create an environment where employees are encouraged to learn, develop, and innovate. This includes providing training, continuous learning, and a culture that supports growth and development.

Learning organizations can increase employee motivation. When employees feel supported in their learning and personal development, this can increase their motivation to work harder, achieve goals, and perform better. Motivation here functions as a link between the learning organization and employee performance. Employee performance is the final result that the organization wants to achieve. This includes productivity, target achievement, work quality, and other positive contributions that employees can make to the organization (Purnamasari, 2019).

The results of this research support the results of previous research (Putri, 2020; Rumijati, 2020; Sumiarsih, 2017; Trang, 2012; Pentury, 2023; Nurcahyo, SA, & Wikaningrum, 2020) which stated that motivation is able to mediate the influence of learning organization on performance employee.

4. CONCLUSION

Based on the results and discussion of the Mediation Effect of Motivation on the Influence of Learning Organizations on Employee Performance in the Vuca Era, the author can draw conclusions, namely 1) Learning Organizations have an influence on Employee Performance in the Vuca Era and 2) Motivation mediates the influence of Learning Organization on Employee Performance in the Vuca Era. Based on the results, discussion and conclusions above, the author's recommendations are: 1) Companies should provide a good understanding of learning

organizations so that employees can improve performance, 2) Employees should increase motivation by creating a comfortable atmosphere for themselves and others, 3) for future researchers it would be better to add other variables which are also thought to influence employee performance and conduct research in other places.

REFERENCES

- Adha, R. N., Qomariah, N., & Hafidzi, A. H. (2019). Pengaruh motivasi kerja, lingkungan kerja, budaya kerja terhadap kinerja karyawan dinas sosial kabupaten Jember. *Jurnal Penelitian IPTEKS*, 4(1), 47-62.
- Agusta, L. (2013). Pengaruh pelatihan dan motivasi kerja terhadap kinerja karyawan CV Haragon Surabaya. *Agora*, 1(3), 1399-1408.
- Anggriawan, E., & Rusilowati, U. (2014). Pengaruh Organisasi Pembelajaran (Learning Organization) Terhadap Kinerja Karyawan (Pada PT. Bank Central Asia, Tbk., Area Kantor Cabang Utama Taman Dutamas). *Kreatif, Jurnal Ilmiah Prodi Manajemen Universitas pamulang*, 2(I), 43-63.
- Azahari, H., Fantini, E., & Samsudin, S. (2021, May). Pengaruh Gaya Kepemimpinan Terhadap Kinerja Karyawan pada Perusahaan Fintech Pendanaan Xyz di Era Vuca. In *Prosiding Seminar STIAMI* (Vol. 8, No. 2, pp. 115-123).
- Fajrandi, M. R. (2023). *Pengaruh Persepsi Penilaian Kinerja Karyawan Terhadap Perilaku Inovasi Kerja Karyawan Pada Era VUCA PT. Ecommerce* (Doctoral dissertation, Universitas Muhammadiyah Malang).
- Firmansyah, A., & Fahrani, N. S. (2019). Rencana Suksesi Pegawai Negeri Sipil di Era VUCA. *Civil Service Journal*, 13(2 Nov), 1-14.
- Fortuna, E. B. (2020). Pentingnya Kepemimpinan Spiritual terhadap Kinerja Karyawan. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(2), 14-18.
- Hasibuan, J. S., & Silvya, B. (2019, December). Pengaruh disiplin kerja dan motivasi terhadap kinerja karyawan. In *Prosiding Seminar Nasional USM* (Vol. 2, No. 1, pp. 134-147).
- Jufrizen, J. (2021). Pengaruh fasilitas kerja dan disiplin kerja terhadap kinerja karyawan melalui motivasi kerja. *Sains Manajemen: Jurnal Manajemen Unsera*, 7(1), 35-54.
- Kristanti, D., & Lestari, R. (2019). Pengaruh Disiplin Kerja Karyawan Dan Motivasi Terhadap Kinerja Karyawan Bagian Produksi (Studi di UD. Pratama Karya Kota Kediri). *Jurnal Nusantara Aplikasi Manajemen Bisnis*, 4(2), 107-116.
- Marthunis, M. (2020). Learning Organization Membangun Komunitas Pembelajar Di Sekolah: Pengalaman Sekolah Sukma Bangsa. *Sukma: Jurnal Pendidikan*, 4(2), 135-160.

- Nurchahyo, S. A., & Wikaningrum, T. (2020). Peran knowledge sharing, learning organization dan kapabilitas inovasi individual terhadap kinerja karyawan. *Jurnal Ekonomi Dan Bisnis*, 21(2), 84-96.
- Pentury, G. M. (2023). Knowledge Sharing Memediasi Pengaruh Modal Sosial Dan Learning Organization Terhadap Kinerja Karyawan PT. Telkom Ambon. *Management Studies and Entrepreneurship Journal (MSEJ)*, 4(3), 2694-2706.
- Purnamasari, S. U. L. F. I. (2019). Pengaruh learning organization (organisasi pembelajaran), kompetensi, dan motivasi terhadap kinerja karyawan pada BNI kantor cabang Tebet. *Pekobis: Jurnal Pendidikan, Ekonomi, Dan Bisnis*, 4(1), 65.
- Putri, S. A. (2020). *Pengaruh Learning Organization terhadap Kinerja Karyawan melalui Work Engagement pada Karyawan Bank Bukopin Jember* (Doctoral dissertation, Jurusan Manajemen Fakultas Ekonomi dan Bisnis Universitas Jember).
- Rumijati, A. (2020). Peran knowledge sharing dan motivasi pada pengaruh learning organization terhadap kinerja karyawan. *EKUITAS (Jurnal Ekonomi dan Keuangan)*, 4(2), 226-245.
- Safitri, C. L., Setyanti, S. W. L. H., & Sudarsih, S. (2018). Knowledge Sharing Sebagai Mediasi Pengaruh Learning Organization Terhadap Kinerja Karyawan.
- Saputra, A. T., Bagia, I. W., Yulianthini, N. N., & SE, M. (2016). Pengaruh kepuasan kerja dan loyalitas karyawan terhadap kinerja karyawan. *Jurnal Manajemen Indonesia*, 4(1).
- Setiaji, H., & Herminingsih, A. (2015). Pengaruh Adversity Quotient dan Learning Organization terhadap Kinerja Pegawai Pusdiklat Kemensetneg RI. *BISMA (Bisnis Dan Manajemen)*, 7(2), 73-80.
- Sumiarsih, I. (2017). Pengaruh Kepemimpinan Partisipatif dan Learning Organization Terhadap Kinerja Dengan Psychological Empowerment Sebagai Pemediasi Pada Guru IPA SMP Se-Provinsi Jawa Tengah dan DIY. *Jurnal Ekonomi, Bisnis, dan Akuntansi*, 19(4).
- Susanto, N. (2019). Pengaruh motivasi kerja, kepuasan kerja, dan disiplin kerja terhadap kinerja karyawan pada Divisi Penjualan PT Rembaka. *Agora*, 7(1).
- Trang, I. (2012). *Komitmen Organisasional sebagai Variabel Mediator Pengaruh Motivasi Kerja, Gaya Kepemimpinan dan Organisasi Pembelajaran terhadap Kinerja Karyawan (Studi pada PT. Pelabuhan Indonesia IV (Persero) Cabang* (Doctoral dissertation, Universitas Brawijaya).
- Wijonarko, B., Dewi, N. D. U., & Widnyani, I. A. P. S. (2022). Pengaruh Gaya Kepemimpinan, Motivasi, Learning Organization dan Perilaku Organisasi terhadap Kinerja Pegawai di Lingkungan Politeknik Transportasi Darat Bali. *Jurnal Keperawatan*, 14(2), 387-400.