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# Workforce Agility through Psychological Empowerment and Organizational Learning that Supports the Role of Logistics Company Supervisors and Forwarders

Tatag Herbayu Latukismo[1], Indrianawati Usman[2], Praptini Yulianti[3], Ilham[4]

*Abstract*

*Agile employees are resources who are able to handle unexpected and adaptive things in dynamically changing in an uncertain business environment and are proactively able to analyze problems and find solutions, interactive and able to read opportunities at the right time and conditions in a creative way , effective, and efficient. This study aims to examine the effect of psychological empowerment and organizational learning on workforce agility, and to examine the effect of psychological empowerment through organizational learning on workforce agility. The study, which took 68 employees at the supervisor level from four logistics companies and forwarders in an industrial area in Surabaya, distributed an instrument in the form of a Likert scale for data collection. The results of the analysis of hypothesis testing through path analysis shows psychological empowerment has a positive effect on workforce agility in supervisors in logistics and forwarder companies. The value of the coefficient of determination shows that psychological empowerment is able to contribute to the workforce agility of the supervisors. organizational learning has a positive effect on workforce agility in supervisors. psychological empowerment through organizational learning has an effect on workforce agility in supervisors in logistics and forwarder*

[1] Faculty of Economics and Business, Airlangga University, Indonesia Krisnadwipayana University, Indonesia, tatag.herbayu.latukismo-2019@feb.unair.ac.ido

[2] Faculty of Economics and Business, Airlangga University, Indonesia, indrianawati-u@feb.unair.ac.ido

[3] Faculty of Economics and Business, Airlangga University, Indonesia, praptini-y@feb.unair.ac.id

[4] Faculty of Economics and Business, Airlangga University, Indonesia Sunan Ampel State Islamic University, Ahmad Yani Street, Surabaya, Indonesia, ilham@uinsby.ac.id

Faculty of Economics and Business, Airlangga University, Indonesia, Ilham-2019@feb.unair.ac.id

*companies. Further research contribution are required on work agility.*
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## INTRODUCTION

The logistics digitalization system, especially in industrial areas, has been integrated with the international community through the use of logistics systems based on new technology, unlimited movement of commodities between countries, logistics infrastructure that does not fully support efficiency, the development of technology and information that is developing rapidly (Pathak and Srivastava 2020). In addition, regulations that often change and cannot be predicted from time to time add to the burden of unpreparedness of the logistics workforce and the increasing competitiveness of national logistics personnel (Kirono et al., 2019). The impact of the change process requires the logistics workforce to further increase the potential called agile in responding to all sudden and rapid changes (Aragón, 2014). Efforts by companies engaged in logistics to increase competitiveness and prepare workers who are always ready, able to adapt to various changes must be made, by improving various internal organizational factors by forming models to create agility workforce (Syahchari, et., al, 2021).

Muduli and Pandya (2018); Nadhira and Mangundjaya (2020); which examines aspects of employee psychological empowerment as an effort to increase employee agility. Psychological empowerment is an important concept that must be carried out by organizations when dealing with changes in the business environment. In forming workforce agility through a psychological approach, there has not been much research, research related to this has found that psychological empowerment is an important component for employees who facilitate workforce agility (Muduli, 2016). Psychological empowerment is defined as an individual's experience of intrinsic motivation based on cognition about himself in relation to his work role (Pratamasari, 2019).

Psychological empowerment is seen as being able to make the workforce more oriented to intrinsic abilities so that they are open to accepting failure, because they view failure as a natural thing, which is a learning process on the way to solutions and success (Paul et al., 2020). Regarding the learning process, organizational learning is a factor that facilitates workforce agility ( Tessarini et al,. 2021). This is in accordance with several previous studies which explain that organizational learning is the main antecedent of workforce agility ( Pham & Hoang, 2019; Tessarini et al,.2021,Susilo, & Aini, 2018).

Organizational learning is a method by which new knowledge is created and insights are gained through the experiences of people within a company (Aragón 2014). Organizations committed to learning will develop a workforce and managers to be able to manage and cope with change. By learning new things will increase the adaptability of the workforce and will face challenges with confidence.

The importance of workforce agility in the era of logistics and forwarder business development in the last decade, encourages researchers to explore antecedents that are considered relevant to creating, shaping and directing workforce agility capabilities in logistics workers, especially at the supervisor level. For this reason, this study aims to examine the effect of psychological empowerment and organizational learning on workforce agility and the effect of psychological empowerment through organizational learning on workforce agility on supervisors in logistics and forwarder companies.

## LITERATURE REVIEW

Workforce Agility

Agility is the ability to move quickly and easily (Sheppard and Young, 2006). The concept of agile describes the existence of human work actions and their actions are a variety of functions, which simultaneously make life valuable (Munteanu, et., al, 2020). Aside from the fact that workforce agility is critical in today's changing business climate, there is no precise theory or definition of workforce agility.( Junior 2021) Many aca-demics and scholars have described workforce agility as a skill or behavior needed by employees in a rapidly changing global economy. Kidd (1994) noted that worker agility includes two major components: the capacity of the work-force to react appropriately and promptly to changes and the strength of the workforce to consider threats as opportunities. Zhang and Sharifi(2000) explain that the agile work-force can overcome market turbulence by harnessing the advantages of these dynamic circumstances occurring in the corporate culture. Plonka (1997) noted that agile employees have a friendly approach toward learning, self- development, excellent troubleshooting, easy adaptation to changes, creative ideas, and a constant acceptance of new tasks.

W.F.A. was previously described from a behavioural point of view (Dyer 2003). Saeed, Khan (2007) defined agile individuals as proactive, adaptive, and resilient in their actions and decisions. Predicting difficulties associated with change is called proactive behaviour, starting actions that help address these issues. Adaptive behaviour relates to professional adaptability, which can manage numerous responsibilities in different teams concurrently. Resilient

conduct takes a favourable view of changes, new ideas, sophisticated technologies, broad-based thinking and acceptance, contradictions in beliefs and methods, stress management and abnormal situations

Functions include working, being work done on time, being literate, being healthy, being part of the community, being respected (Lail, et., al, 2021; Dehghani, Rostami, & Mashali, 2020). Agility is the ability to be creative and cope with unexpected changes to achieve goals in a dynamic business environment and balance flexibility and stability(Nadhira & Mangundjaya, 2020). In highly dynamic work environments, agility is a critical quality and skill of employees. According to Munteanu et al. (2020), agility is the capacity of employees to respond and adapt to changes for the organization's benefit in a timely and appropriate manner.

Agility in addition to "describes transformation and learning, it also provides an overview of adjustments that lead to adaptive abilities and social interaction. An organization will run well if there is a harmony. Business leaders can evaluate the efficacy of their workforce development strategies by having a solid understanding of the indicators for an agile workforce(Tamtam & Tourabi, 2020); Dehghani, Rostami, & Mashali, 2020;Evangelist-Roach, 2020; Pratamasari, 2019), includes: 1) For the inception and implementation of change innovation in an organization, proactivity is crucial; 2) adaptability promotes organizational learning and demonstrates propensity for change; 3) employee resilience that demonstrates functioning effectively under pressure (Saeed et al,. 2007) and describes resilience as a critical skill that empowers workers to handle and adjust to shifting conditions; 4) flexible, namely the ability to adapt to the challenges it receives in accordance with the needs of the company, in this case including adjusting to when working conditions are not ideal; and 5) speed in the form of the ability of workers to respond to changes in a short time as well as solving problems quickly and accurately to achieve work efficiency."

Psychological Empowerment

The evolution of the empowerment concept can be traced all the way back to: (1) Lewin's theory of participation and involvement among employees (Sumukadas and Sawhney (2004); (2) Herzberg's theory of job enrichment (Hopp and Van-Oyen 2004); (3) theory about job characteristics; (4) the theory of participative decision making; (5) theory about self-efficacy; (6) the theory of self-determination, and (7) the theory of job involvement (Hopp and Van-Oyen 2004). By giving up power and control, such as through delegation, decentralized decision-making, and employee participation, empowerment raises the workforce's sense of self-efficacy(Thomas & Velthouse 1990; (Hopp and Van-Oyen 2004, 2012; Muduli, & Pandya, 2018). Conger

(Muchlisin, 2019), explains that empowerment is a motivational process carried out by organizations to increase feelings of self-efficacy in workers in order to enable these workers to be able to complete their work more effectively and efficiently or achieve their goals successfully.

The concept of "psychology empowerment (psychological empowerment) has been introduced by several researchers, including (Muchlisin, 2019)describe psychological empowerment as a motivational concept of self-fulfillment, more precisely as an increase in intrinsic task motivation exhibited in a series of cognitions that reflect an individual's orientation to his work role.

The impact of psychological factors is prominent in determining sustainable employability (van Dam et al., 2017). Nevertheless, psychological factor psychological empowerment has shown a positive impact on employee behavior (Kundi et al., 2021; Pathak and Srivastava, 2020). Therefore, psychological empowerment is characterized by autonomy, knowledge, meaningfulness and employee strong determination toward managerial practices (Jena et al., 2018; Pathak and Srivastava, 2020). psychological empowerment of employees has gained academician and practitioner's attention (Grant et al., 2007; Guest, 2017; Van De Voorde et al., 2012). psychological empowerment has shown a strong willingness to complete work (Pathak and Srivastava, 2020; Salehi et al., 2020). Furthermore, according to(Muduli & Pandya, 2018) and psychological empowerment is the concept of increasing individual motivation at work through delegation of authority to the lowest level in an organization, so that competent decisions can be made. made."

Researchers on organizations have distinguished two perspectives on empowerment, namely "structural empowerment and psychological empowerment ( Muchlisin, 2019). Structural empowerment is defined as an access to organizational structure in the work environment through communication, support, information, and other resources that provide opportunities for workers to make decisions, help control resources within the organization, and grow and develop. in their work (Muchlisin, 2019). This perspective focuses on organizational structure and the division of authority, authority, and power between superiors and subordinates.

(Spreitzer 2008;Muduli & Pandya, 2018), "defines four indicators of psychological empowerment, namely: 1) meaning is the value of a goal or work goal, meaningfulles are assessed based on a person's personal standards or based on standards of needs; 2) (competence) refers to a person's belief in his or her capacity to successfully perform tasks with skill; 3) self-determination represents the degree to which a

person feels a sense of responsibility, a feeling of having a choice in initiating and regulating behavior; and 4) impact is defined as the extent to which a person can influence strategic, administrative or operational outcomes on work that can make a difference.

Organizational Learning

The OL defines as the organizational orientation to learn or as an organizational capability that facilitates the OL process (Garvin, 1993; Jerez Gomez et al., 2004; Chiva et al., 2007; Camps and Luna-Aroca, 2012). In this line, Garvin (1993) suggests that a ‘‘learning organization is an organization skilled in creating, acquiring and transferring knowledge and at modifying its behav- ior to reflect new knowledge and insights’’. Thus, the organizational learning capability can be defined as the organizational and managerial characteristics that facilitate the organizational learning process or allow an organization to learn (Chiva et al., 2007; Tohidi et al., 2012). From this perspective, the dimensions of the OL concept are its main facilitators (Chiva et al., 2007).

Organizational Learning according to Salarian, Baharmpour and Habibi,( 2015), "related organizational learning is described as an organizational activity that includes the acquisition of knowledge, sharing information, interpreting information, which has a conscious or unconscious influence on organizational culture. positive. This means that overall organizational learning is defined as a process and behavior so that it is considered a supporting entity. Camps & Luna-Aroca (2012), explains that an organization that is equipped at creating, acquiring, and transferring knowledge as well as changing behavior to reflect new knowledge is one that practices organizational learning. In addition to Camps & Luna-Aroca (2012) , suggesting organizational learning can be defined as an organizational and managerial characteristic that facilitates the learning process in an organization."

To make the organization survive, the organizational learning dimension needs to exist and is needed, because this dimension allows organizations to learn, develop, and innovate. According to (Alavi & Wahab , 2014;Pham and Hoang (2019); Karim and Rahman (2018); and Hanaysha (2016), "there are four indicators in organizational learning, namely: 1) shared vision which according to Senge (Hanaysha, 2016) to achieve organizational goals well, the organization must have a clear vision, with good vision communication it will be easier achieve organizational goals; 2) the commitment to learn.

A commitment to learning, or the extent to which organizational values can promote learning, is likely to foster a learning climate; 3) Open-mindedness is the willingness to critically evaluate the operational routines of the organization and to accept new ideas.

Companies must cope with rapidly changing technologies and volatile markets; 4) knowledge sharing, i.e. intra-organizational knowledge sharing refers to collective beliefs or behavioral routines related to the spread of learning among different units within an organization“Some experts argue that learning doesn't really happen unless an organization has an effective and efficient system for sharing and rechecking information. Intra-organizational knowledge sharing does not only refer to obtaining information from multiple sources. This includes systematic re-examination and structuring of information. Experiences and lessons should be shared across departments and stored in organizational memory.

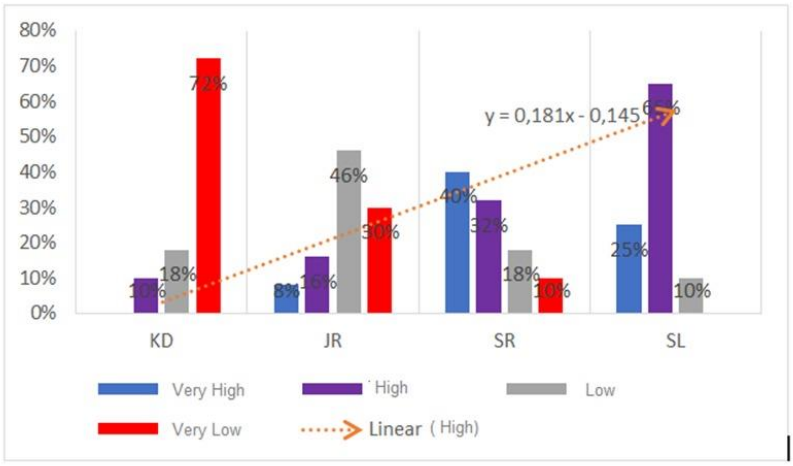
## RESEARCH METHOD

This study uses an explanatory quantitative approach, which takes a population of employees from 4 logistics and forwarder companies in an industrial area in Surabaya. The research sample was taken purposively, namely applying certain conditions, and in this case the selected employees were 68 supervisors with a minimum working period of 2 (two) years. The research instrument as data collection was arranged in a modified Likert scale model in 5 closed answer choices. The partial least squares (PLS) statistical program was used to perform path analysis on the data.

## RESULT AND DISCUSSION

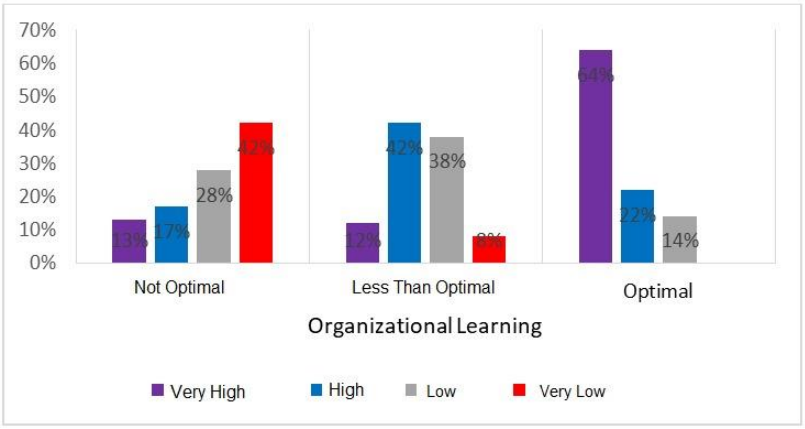
Through inferential analysis which categorizes the intensity of psychological empowerment with the level of workforce agility in supervisors, it can be seen from the following graphic.

**Figure 1. Graph of psychological empowerment intensity with workforce agility**




The value of the regression equation shows that workforce agility is constant at 0.198 in the degree of intensity of psychological empowerment. This means that the higher the intensity of psychological empowerment followed by supervisors, the higher the sorkforce agility. The graph also shows that most of the supervisors who have high workforce agility are supervisors who always (SL) have the opportunity to participate in psychological empowerment programs. On the other hand, supervisors who have low or very low workforce agility are supervisors who have low intensity (sometimes-KD) and rarely (JR). it can be said that the higher the intensity of psychological empowerment applied in the logistics and forwarder company environment, the greater the number of supervisors who have a high agility workforce.

**Figure 2. Graph of optimization of organizational learning with workforce agility**



The graph (Figure 2) shows that most logistics companies and forwarders that are not optimal in conditioning organizational learning have supervisors with very low workforce agility, and vice versa, logistics companies and formwarders that have optimally condition the company environment as organizational learning, most of their supervisors have relatively very high workforce agility.

Furthermore, the results of the analysis of the validity test using confirmatpoory factor analysis (CFA) obtained the loading factor and weight factor values as follows.

**Table 1. Construct Validity Test Results**

| Variable | Indikator | Loading | Weight |
|---|---|---|---|
| Psychological empowerment | X1.1 Meaningfulness | 0,617 | 0,830 |
| | X1.2 Competence | 0,906 | 0,668 |
| | X1.3 Self determination | 0,303 | 0,766 |
| | X1.4 Recognize the impact | 0,628 | 0,579 |
| Organizational learning | X2.1 Shared vision | 0,679 | 0,603 |
| | X2.2 Learning commitment | 0,611 | 0,608 |
| | X2.3 Open mind | 0,311 | 0,591 |
| | X2.4 Sharing knowledge | 0,610 | 0,712 |
| Workforce agility | Y.1 Proactive | 0,442 | 0,794 |
| | Y.2 Adaptive | 0,701 | 0,754 |
| | Y.3 Self resilience | 0,468 | 0,789 |
| | Y.4 Flexibility | 0,411 | 0,905 |
| | Y.5 Working speed | 0,770 | 0,796 |

This value shows the correlation between the indicator and the construct. An indicator with a low loading value indicates that the indicator does not work on the measurement model. the expected loading value is > 0.7 (Al Ghozali, 2018), however, the cross loading value is a form of data improvement so that each indicator is not dropped as in the weight factor column. Al Ghozali (2018), explains that this value is another measure of discriminant validity. The expected value is that each indicator has a higher loading for the measured construct compared to the loading value for the other constructs. Furthermore, Al Ghozali (2018) explains that the weight value is not significant or has a loading value > 0.5 then the indicator can still be maintained, but if the weight value is not significant and the loading factor value is < 0.5, then the indicator can be removed from the model with theoretical support requirements. which exists. In the weight factor column it is also known that the indicators X1.2, X2.1, X2.2, X2.3 and X2.4 can still be included in the analysis process because they have a value > 0.5.

The results of the reliability test analysis of Cronbach's alpha and AVE (Average Variance Extracted) obtained the following results.

**Table 2. Reliability Test Results**

| Variabel | | Nilai Alpha | Nilai AVE |
|---|---|---|---|
| **X1** | Psychologycal empowerment | 0,827 | 0,631 |
| **X2** | Organizational learning | 0,697 | 0,796 |
| **Y** | Workforce agility | 0,792 | 0,534 |

The amount of variance that can be captured by the construct in relation to the variance brought on by measurement errors is evaluated using the AVE value. According to Al Ghozali (2018), a variable can be said to be reliable when it has a greater AVE value (AVE > 0.5). so that it can be said that the instrument on each variable used in this study is classified as reliable.

For PLS regression, path analysis is used to find two sets of weights denoted by w and c in order to create a linear combination in the X and Y columns so that this linear combination has the maximum covariance. Specifically, a vector pair is what is aim.

The feasibility of the path analysis through the PLS can be seen as follows.

a. Inner Model Evaluation. The values of R2 and F2 are estimated for the path relationships in the structural model which should be evaluated in the perspective of the strength and significance of the relationship. the coefficient of determination of 0.339 indicates that simultaneously psychological empowerment and organizational learning contribute to workforce agility by 33.9%, meaning that the contribution given by the three independent variables is not strong enough. Then the value of 0.570 illustrates that psychological empowerment and organizational learning together contribute to workforce agility by 57%, which is classified as not strong enough or moderate.

b. Path Analysis Coefficient Model Estimation. To validate the overall structural model, Goodness of Fit (GoF) is used. The GoF index is a single measure to validate the combined performance of the measurement model and the structural model. This GoF value is obtained from the square root of the average communalities index multiplied by the average R2 value of the model.

**Table 3. Goodnes of Fit Test Results**

| | Workforce agility (Y) |
|---|---|
| X1 Psychological empowerment | 0,348 |
| X2 Organizational learning | 0,335 |

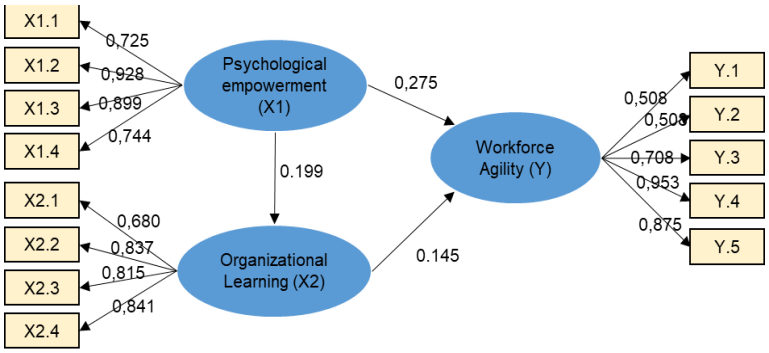
Table 3 provides an illustration of the intercorrelation of the path model relationship, the value of X1 to Y (0.348) which means that workforce agility has a strong linearity of the relationship model to Psychological empowerment. Then X2 to Y is 0.335 which means Organizational learning has a linearity model of the relationship to workforce agility which is quite strong. Thus, it can be said that the relationship model in the path analysis construct that explains the influence of Psychological empowerment and Organizational learning on workforce agility has a linearity model that is classified as meeting the feasibility model fit test.

**Table 4. Model Estimation Results**

| | Saturated | Estimated |
|---|---|---|
| SRMR | 0,18 | 0,18 |
| d_ULS | 5,98 | 5,98 |
| d_G | 0,85 | 1,07 |
| Chi-Square | 472,10 | 545,96 |
| NFI | 0,74 | 0,70 |

The standardized root mean square residual (SRMR) value is the square root of the difference between the residuals of the sample covariance matrix and the hypothesized covariance model. The value for the SRMR ranges from 0 – 1, with the fit model having a value of less than 0.05 (SRMR > 0.05). The normed-fit index (NFI) value assesses the model by comparing the value of 2 from the model with 2 from the null model. The value for this statistic ranges between 0 – 1. Bentler and Bonnet (Al Ghozali, 2018) recommend a value greater than 0.90 which indicates a good match. The index value can be said to be less sensitive to sample size, model specification errors, and parameter estimates in the structural model construct. However, considering the number of sampling is classified as limited, then according to Al Ghozali (2018), that researchers can still test hypotheses but must be careful with statistical values that range from 0 to 1 with the number of samples which if possible can be increased to increase the value.

**Figure 3. Evaluation of the Formative Model**



The figure can explain that Partial Least Square can analyze simultaneously constructs formed with reflexive indicators and formative indicators and this is not possible in the Structural Equation Model (SEM) because there will be an unidentified model. GoF values range from 0 to 1, with values being interpreted.: 0.1 (small GoF), 0.25 (moderate GoF), and 0.36 (large GoF). NFI value > model estimate (0.699), and SRMR value < model estimate (0.184), which explains that the variance of the analysis model has been met or Fit.

The results of hypothesis testing through path analysis measured using partial regression in the SMART PLS program can be seen from the following summary table.

**Table 5. Hypothesis Test Results**

| Model | score r | score $R^2$ | score t | Sig. | Information |
|---|---|---|---|---|---|
| X1 → Y | 0,564 | 0,318 | 2,616 | 0,014 | Received |
| X2 → Y | 0,525 | 0,276 | 2,266 | 0,026 | Received |
| X1 → X2 → Y | 0,513 | 0,263 | 2,553 | 0,015 | Received |

The results of the analysis of the hypothesis test can be explained as follows.

a. The value of X1 to Y is 2.616 with a significance of 0.014 (p <0.05), which means that there is a significant effect. The value of the coefficient of determination of 0.318 indicates that psychological empowerment provides an effective contribution of 31.8% to workforce agility supervisors in logistics and forwarder companies in Surabaya..

b. b. The value of X2 to Y is 2.266 with a significance of 0.026 (p <0.05), which means that there is a significant effect. It can be said that the hypothesis that organizational learning has a positive effect on workforce agility supervisors in logistics and forwarder companies is proven. The coefficient of determination of 0.276 indicates that organizational learning provides an effective contribution of 27.6% to workforce agility supervisors in logistics and forwarder companies in Surabaya.

c. The value of X1 to Y through X2 is obtained by 2.553 with a significance of 0.015 (p<0.05), which means that there is a positive and significant effect. This proves that the hypothesis that psychological empowerment has a positive effect through organizational learning has an effect on workforce agility supervisors in logistics and forwarder companies. The coefficient of determination of 0.263 indicates that psychological empowerment mediated by organizational learning provides an effective contribution of 26.3% to workforce agility supervisors in logistics and forwarder companies in Surabaya.

## DISCUSSION

The influence of psychological empowerment on workforce agility

The proof of the hypothesis about the effect of psychological empowerment on workforce agility illustrates that workforce agility is a form of competence of supervisors in logistics companies in responding to any dynamics or changes swiftly. The acceptance of hypotheses and supporting data about the agility of supervisors in logistics companies and forwarders in the industrial environment in Surabaya provides an overview of the direction of organizational components on competence by seeing an opportunity when facing challenges in the work environment by optimizing organizational resources (Alavi & Wahab , 2014). The importance of "positive workforce agility for employees because it has a role in behavior that is more flexible, adaptive, and responsive in viewing a cycle of change that occurs in the organization (Hosseini et al., 2013)."

Workforce agility can also be explained from self-determination theory which states that employees who feel empowered by the company will increase their motivation to optimize proactive, adaptive, and resilient behavior, even allowing them to create various innovations (Muduli & Pandya, 2018). Self-determination theory is related to "psychological empowerment, namely the extent to which individuals feel empowered by the organization. Individuals with high psychological empowerment will contribute to agility at work." (Rahi 2021), "developed a construct on psychological empowerment, namely individual cognitive empowerment that can encourage responses to individual involvement behavior in an organization. Manifestations of cognitive empowerment describe an individual's orientation towards the role they have in an organization including meaning, competence, self-determination, and impact. Psychological empowerment is seen as effective to increase the internal drive possessed by individuals to be actively involved in a change. Therefore, through this, individuals will be more proactive, adaptive, and resilient in dealing with any changes in their environment.

The importance of psychological empowerment also determines the response given by individuals to changes that occur in their environment. Individuals with high psychological empowerment will increase individual intentions to optimize their performance in order to achieve organizational goals and objectives (Muduli, 2016). In addition, "psychological empowerment also helps individuals in creating quality working relationships that support change in an organization. Thus, through this, individuals can face every change with proactive, adaptive, and resilient behavior."

The effect of organizational learning on workforce agility

According to research by Putri and Mangundjaya (2020), a strong organizational learning environment will be more crisis-resistant. Organizational learning has been shown to depend on factors like desire, discipline, decision-making, and alignment (Wetzel & Tint, 2019; Lail, et., al, 2021). According to Qi and Chau (2018), organizational learning is a crucial performance indicator for assessing the effectiveness of the organization as a whole and is able to support the development of the intellectual capital needed to ensure the continuity and growth of the business.

Learning organization is one of the strategies for organizations to study the dynamics of their business environment and encourage each of its workforce to collaborate with fellow co-workers and people in their environment to achieve common goals (Zhu, Krikke, & Caniëls, 2018; Karim & Rahman, 2018; Ambarwati, Fitriasari, & Arifiani, 2020). Organizational learning has a mutually influencing relationship with collaborative culture and knowledge sharing (Nugroho, 2018), and agile is a soft skill found to have a very positive correlation with organizational learning (Munteanu, et., al, 2020).

Honeycutt (Putri & Mangundjaya, 2020) "explains that the intellectual capital of the assets under management is treated by the discipline of knowledge management. Because knowledge assets—rather than just physical assets—are an organization's primary competitive advantage in the present and the future, knowledge management basically stems from this idea. In general, organizational learning-based knowledge management is a method or approach to managing knowledge in organizations to create value, boost competitive advantage, and develop a workforce that is agile in completing work assignments.

The effect of psychological empowerment on workforce agility through organizational learning

As the results of the analysis of hypothesis testing that have been stated, it is known that psychological empowerment has an effect on organizational learning and has an impact on increasing workforce agility. It can be said that psychological empowerment has a continuous impact, in addition to increasing organizational learning, but also on workforce agility for supervisors who work in logistics and forwarder companies. It can also be said that organizational learning intervenes in psychological empowerment, which is in accordance with research presented by Pathak and Srivastava (2020), which states that psychological empowerment has a direct impact on workforce agility or indirectly, such as the work environment. Research reported by Evangelist-Roach, (2020), which explains that "workforce agility has a close relationship with the learning process of employees in the organizational environment, and how management empowers its employees."

Every organization has an organizational cycle that does not move stably but moves dynamically through various challenges (Chaturvedi, 2020). The challenges faced by organizations need to obtain a responsive response from every component in it, including employees, technology, and change itself. An organization is said to be agile if every component in it is able to move flexibly, adaptively, and innovatively. This is because every challenge can affect the goals and objectives of the organization that leads to change in a more advanced and competitive direction (Hansen & Jensen, 2020). Therefore, organizations need to have a set of capabilities that can be used to deal with any existing dynamics."

Psychological empowerment is one of the factors behind the behavior related to "the ability to adapt quickly and proactively to uncertain changes in an organization, namely workforce agility. Workforce agility is an individual's ability to respond agilely to a change, in this case responding quickly and precisely to changes. Agility will direct organizational components to the ability to see an opportunity when facing challenges that exist in the organizational environment to optimize organizational resources (Harsch & Festing, 2020)."

The importance of workforce agility for a supervisor in a logistics and forwarder company has an impact on the quality of the relationship between people and change. This relationship "includes the ability in the process of adaptation, decision making, and innovation of individuals to produce quality services and have high competitiveness Pathak and Srivastava(2020). Meanwhile, research conducted by Ren et al., (Wetzel & Tint, 2019) revealed that the importance of agility for companies will contribute to the quality of relationships built at work, appropriate decisions and innovations, integration and flexibility of the company, and the formation of good cooperation. proactive. Zhang & Sharifi's research (Kasim et al, 2018) reveals that agility directs all components within an organization to have capabilities and competencies quickly and adaptively to respond to changes, uncertainties, and work environment conditions that are unreachable and difficult to predict.

## CONCLUSION

Based on the results of the analysis and discussion presented, it can be concluded that psychological empowerment has a positive effect on workforce agility for supervisors in logistics and forwarder companies. This is supported by the coefficient of determination which shows that psychological empowerment is able to contribute 31.8% to workforce agility supervisors in logistics and forwarder companies in Surabaya. It is also known that organizational learning has a positive effect on workforce agility, which is supported by the value of the coefficient of

determination which shows organizational learning is able to contribute 27.6% to workforce agility supervisors in logistics and forwarder companies.

The results of the analysis of hypothesis testing also prove that psychological empowerment through organizational learning has an effect on workforce agility for supervisors in logistics and forwarder companies. This is supported by the coefficient of determination which indicates that psychological empowerment mediated by organizational learning is able to contribute 26.3% to workforce agility supervisors in logistics and forwarder companies in Surabaya.

With regard to the contribution of psychological empowerment that is greater than organizational learning in influencing workforce agility, it is recommended that logistics companies increase their efforts to create organizational learning through the process of technology transfer to supervisors by managers or supervisors who are considered to have more competence. For further researchers who have the same interest in studying similar themes, it is recommended to place the environmental condition variable or organizational culture as a moderating variable.

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