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Strategic Agility and Employee Education and Training: The Moderating Role of Locus of Control

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ABSTRACT

Organizations are increasingly challenged by continuous environmental changes, making strategic agility an essential capability for sustaining organizational performance. Employee education and training programs often fail to achieve their intended objectives due to ineffective implementation and inappropriate training methods, resulting in inefficient use of organizational resources. Previous studies, including those by Diego and Almodófar, have identified strategic agility as a research topic that remains highly relevant. This study aims to examine: (1) the effect of strategic agility on employee education and training, and (2) the moderating role of Locus of Control in the relationship between strategic agility and employee education and training at PDAM Way Rilau, Lampung Province. A quantitative research design was employed. The population consisted of all employees of PDAM Way Rilau, Bandar Lampung. A sample of 72 respondents was selected using the Slovin formula. Data were collected through questionnaires and interviews and analyzed using SmartPLS 3. The results indicate that strategic agility has a positive and significant effect on employee education and training. Furthermore, Locus of Control significantly moderates and strengthens the relationship between strategic agility and employee education and training at PDAM Way Rilau, Bandar Lampung.

Keywords: Strategic Agility, Employee Education and Training, Locus of Control.

JEL Code: E44, F31, F37, G15

I. Introduction

Organizations are increasingly exposed to continuous and unpredictable environmental changes. Technological advancement, innovation, changing industry trends, and intensifying market competition have substantially increased the complexity of contemporary business environments. Consequently, organizations require human resources that are not only resilient and flexible but also agile in responding to rapidly changing conditions. Excessive reliance on predetermined plans may improve organizational resilience but does not necessarily generate the agility required to address uncertainty and emerging challenges (Bushuyeva et al., 2019). Therefore, organizations need more adaptive approaches to management to maintain their performance and competitiveness. In turbulent and highly competitive environments, the ability to adapt to change has become a strategic priority for organizational survival and sustainable growth. One important organizational capability in this context is strategic agility, which enables organizations to recognize environmental changes, respond to emerging opportunities, and adjust their strategic direction

accordingly (Al Taweel & Al-Hawary, 2021). Strategic agility allows organizations to avoid becoming trapped in rigid strategies and business models that are no longer appropriate for changing market conditions. It reflects an organization's capacity to rapidly realign its strategic direction in response to changing needs, opportunities, and competitive pressures while maintaining its long-term objectives. Several organizational capacities and characteristics contribute to the development of strategic agility (Papla et al., 2022). The reference list confirms that Al Taweel and Al-Hawary's study was published in 2021 and Papla et al.'s study in 2022.

Strategic agility has received increasing scholarly attention, particularly as organizations have faced greater environmental turbulence and uncertainty. de Diego and Almodóvar (2022) demonstrated through bibliometric analysis that strategic agility research has evolved considerably over the past 25 years. Early studies primarily associated strategic agility with information technology and information systems, while subsequent research expanded toward business productivity, collaboration, lean management, decision-making, cloud computing, and competitive advantage. During the 2018–2021 period, strategic agility was particularly associated with competitive advantage, multinational enterprises, innovation, cloud computing, and education. This development indicates that strategic agility has become increasingly relevant not only to organizational strategy but also to human resource development. Strategic agility enables organizations to rapidly exploit environmental changes and transform them into opportunities for competitive advantage. Arokodare and Asikhia (2020) emphasize that strategic agility contributes to superior organizational performance by enabling organizations to anticipate and respond effectively to environmental developments. Accordingly, examining strategic agility in relation to employee development is relevant in increasingly dynamic organizational environments.

Within human resource management, Employee Education and Training represents an important mechanism for developing employees' knowledge, skills, competencies, attitudes, and professional capabilities. Education and training enable employees to improve their ability to perform current responsibilities and prepare themselves for greater responsibilities in the future. Training is generally directed toward developing skills and expertise related to specific tasks, while education has a broader role in developing knowledge and employees' capacity to utilize available resources effectively. Setiawan and Asmuni (2020) emphasize the importance of education and training in supporting employee performance. Despite its importance, Employee Education and Training does not always achieve its intended objectives. Education and training programs may fail to address organizational, job-related, and individual needs, resulting in limited contributions to employee performance and career development. Organizations may also incur substantial costs when inappropriate training methods are selected or programs are poorly implemented (Setiawan & Asmuni, 2020). Consequently, organizations need to ensure that their employee development programs are responsive to changing organizational requirements and actual employee competency needs.

The characteristics of Industry 4.0 have further increased the need for organizations to develop agility in responding to technological, organizational, and workforce changes. Organizational agility involves not only responding to environmental changes but also identifying and capitalizing on emerging opportunities to maintain long-term organizational sustainability (Siagian, 2021). In this context, integrating strategic agility with employee education and training becomes increasingly important because organizations require employees who can continuously adapt their competencies to evolving demands. Previous studies have reported different findings regarding the effects of strategic agility. Research discussed in the manuscript indicates that organizational agility may positively contribute to organizational and business performance. However, Munawar et al. (2022) found that strategic agility did not directly improve SME performance in Bandung, indicating that its effects may depend on other organizational or individual mechanisms. The reference list identifies the study by Munawar et al. as published in 2022. These inconsistent findings provide an empirical basis for examining a moderating factor that may strengthen or weaken the effect of strategic agility.

Accordingly, this study introduces Locus of Control as a moderating variable. Locus of Control describes individuals' beliefs regarding the extent to which events and outcomes are influenced by their own actions or by external circumstances. Individuals with an internal locus of control tend to believe that success primarily results from their abilities and effort, whereas individuals with an external locus of control tend to attribute outcomes to factors such as fate, luck, circumstances, or other people. The empirical context of this study is PDAM Way Rilau, Bandar Lampung. Based on the preliminary survey and interviews conducted by the researchers, several challenges were identified in the implementation of Employee Education and Training, including limited budget availability, insufficient employee competence, inadequate employee readiness, and employee discipline. These conditions indicate that the effectiveness of employee development remains an important organizational issue. The condition is further illustrated by the employee performance evaluation presented in Table 1.

Table 1. Employee Performance Evaluation Results of PDAM Way Rilau, Bandar Lampung, 2023

No.	Performance Indicator	Average Score (2023)	Category (2023)
1	Service Orientation	82.5	B
2	Responsibility	83.0	B
3	Commitment	74.8	C
4	Discipline	75.0*	C
5	Teamwork	80.3	B
	Overall Average	78.42	C

Source: PDAM Way Rilau (2024).

As shown in Table 1, service orientation, responsibility, and teamwork were classified in Category B, indicating relatively favorable performance in these dimensions. However, commitment and discipline received scores of 74.8 and 75.0, respectively, and were classified in Category C. The overall average employee performance score was 78.42, which was also classified in Category C. These findings indicate that although several aspects of employee performance are relatively satisfactory, improvement is still required, particularly in employee commitment and discipline. The preliminary interview also identified employee discipline as one of the challenges affecting the implementation of education and training programs at PDAM Way Rilau. Therefore, strengthening employee competencies through appropriate education and training remains important. At the same time, strategic agility is expected to enable the organization and its employees to anticipate and respond effectively to internal and external environmental changes. Higher strategic agility may therefore contribute to more adaptive and effective Employee Education and Training programs.

However, the effectiveness of this relationship may also depend on individual psychological characteristics. Employees with a stronger internal Locus of Control may be more willing to take responsibility for learning, respond proactively to change, and utilize education and training opportunities to improve their competencies. Thus, Locus of Control is expected to influence the strength of the relationship between Strategic Agility and Employee Education and Training. Based on the theoretical, empirical, and contextual issues described above, this study examines the effect of Strategic Agility on Employee Education and Training and the moderating role of Locus of Control in the relationship between Strategic Agility and Employee Education and Training among employees of PDAM Way Rilau, Bandar Lampung.

II. Literature Review and Hypothesis Development

2.1. Dynamic Capabilities Theory

Dynamic Capabilities Theory (DCT) provides the theoretical foundation for understanding how organizations adapt to rapidly changing environments. The theory emphasizes an organization's ability to integrate, develop, and reconfigure its internal and external capabilities in response to environmental change.

From this perspective, organizational success does not depend solely on the resources currently possessed by an organization, but also on its ability to continuously renew and reorganize those resources in accordance with emerging conditions. Dynamic capabilities are particularly relevant in turbulent business environments because organizations must be able to identify changes, respond to threats, and capitalize on new opportunities. Arokodare (2020) argues that the relationship between strategic agility and organizational performance is strongly influenced by environmental conditions, indicating that organizations require adaptive capabilities to maintain their competitiveness. Similarly, Arokodare and Asikhia (2020) emphasize that strategic agility enables organizations to anticipate environmental developments through strategic foresight and to respond more effectively to changing business conditions. The corresponding sources are included in the manuscript's reference list.

Within the context of human resource management, DCT is relevant because organizational adaptation requires employees whose knowledge, skills, and competencies can be continuously developed. Organizations therefore need not only strategic capabilities but also human resource development mechanisms that allow employees to adjust to changing organizational demands. Employee education and training can serve as one such mechanism by strengthening employees' competencies and enabling them to respond more effectively to organizational change. In this study, DCT provides the basis for explaining why Strategic Agility is expected to influence Employee Education and Training. Organizations with higher levels of strategic agility should be better able to identify changing competency requirements and adjust employee development programs accordingly. At the same time, individual psychological characteristics may determine how employees respond to these organizational capabilities.

2.2. Strategic Agility

Strategic Agility refers to an organization's ability to recognize environmental changes and rapidly adjust its strategic direction in response to emerging opportunities and threats. Strategic agility enables organizations to remain flexible without losing sight of their long-term objectives. In highly dynamic environments, this capability is particularly important because strategies that were previously successful may become ineffective when organizations fail to adapt to technological developments, competitive pressures, and changing market conditions. Al Taweel and Al-Hawary (2021) explain that strategic agility contributes to organizational performance by enabling organizations to respond more effectively to environmental changes and by supporting innovation capabilities. Strategic agility therefore represents more than simply reacting to change; it involves recognizing opportunities and transforming organizational resources and capabilities so that the organization can maintain its competitive position. Their study is listed in the manuscript as examining strategic agility, innovation capability, and organizational performance.

Papla et al. (2022) similarly position strategic agility as an important capability, particularly for organizations operating in uncertain and competitive environments. In addition, de Diego and Almodóvar (2022) demonstrate that strategic agility has developed into an increasingly important area of research, with applications across information technology, innovation, competitive advantage, multinational enterprises, cloud computing, and education. These developments indicate that strategic agility is increasingly relevant to human resource management and employee development. Strategic agility may also be reflected in an organization's capacity to recognize strategic priorities, respond rapidly to changes, mobilize organizational resources, and develop coordinated actions. In the context of employee development, these capabilities are expected to enable organizations to identify emerging competency requirements and design education and training programs that are more responsive to organizational needs.

2.3. Employee Education and Training

Employee Education and Training is an important component of human resource development because it provides employees with opportunities to enhance their knowledge, skills, competencies, and

professional capabilities. Employee education and training is intended not only to improve employees' ability to perform current tasks but also to prepare them to respond to changes in job requirements and assume greater responsibilities. Setiawan and Asmuni (2020) demonstrate that education and training are closely related to employee performance. Effective training can strengthen employees' knowledge and practical skills, thereby supporting the achievement of organizational objectives. Likewise, the manuscript's reference list includes research by Annisa (2018) examining the implementation of education and training in relation to employee performance. These studies reinforce the importance of employee education and training as an organizational investment in human resource development.

However, the effectiveness of education and training depends on the extent to which the program corresponds to employees' actual needs and organizational objectives. Training that does not address relevant competency gaps may generate substantial organizational costs without producing optimal improvements in employee capability. The original manuscript likewise emphasizes that inappropriate training methods and ineffective implementation may reduce the contribution of education and training to employee development. In a dynamic organizational environment, education and training should therefore be adaptive rather than static. Organizations need to continuously identify changes in employee competency requirements and adjust training content, implementation methods, and development priorities accordingly. From this perspective, strategic agility may contribute to improving Employee Education and Training by enabling organizations to recognize changing development needs and respond to them more rapidly.

2.4. Locus of Control

Locus of Control is a psychological construct that reflects individuals' beliefs regarding the extent to which the outcomes they experience are determined by their own actions or by external factors. Individuals with an internal Locus of Control tend to believe that outcomes are largely influenced by their own effort, ability, and decisions. In contrast, individuals with an external Locus of Control are more likely to attribute outcomes to factors outside their personal control, such as luck, fate, circumstances, or the influence of other people. The manuscript positions Locus of Control as an individual characteristic that may influence employees' responses to organizational conditions. Umam (n.d.) specifically examines Locus of Control as a moderating variable, while Herlianti (2021) and Sundari (2014) also address the construct in individual behavioral contexts. These sources are included in the manuscript's bibliography.

The importance of Locus of Control in the context of employee development lies in differences in how individuals respond to learning opportunities and organizational change. Employees with a stronger internal Locus of Control may be more likely to believe that improving their knowledge and competencies depends on their own effort and active participation. Consequently, they may respond more positively to organizational initiatives such as employee education and training. This construct is particularly relevant to the relationship between Strategic Agility and Employee Education and Training because organizational agility alone may not produce the same response among all employees. The influence of strategic organizational capabilities on employee development may vary according to how individuals perceive their personal ability to influence outcomes. Therefore, Locus of Control is positioned as a moderating variable in this study.

2.5. Strategic Agility and Employee Education and Training

Strategic Agility enables organizations to recognize environmental developments, respond rapidly to changes, and adapt organizational resources to emerging requirements. In the context of human resource development, such capabilities may help organizations identify changing employee competencies and develop education and training programs that are more aligned with current organizational needs. Previous studies provide evidence that agility is associated with positive organizational outcomes. Ni'Am et al. (2021) found that agile leadership is positively associated with employee and organizational performance. The

manuscript also refers to their discussion of agile working practices, indicating that agile leadership and work methods can improve organizational performance when supported by an appropriate organizational framework.

Napitupulu and Bintan (2023) also include strategic agility as an important organizational capability in relation to market orientation, learning orientation, strategic planning, customer relationships, and innovation. In addition, Nugroho (2020) examines strategic agility in relation to SME performance and organizational effectiveness. Together, these studies suggest that higher organizational agility can support the organizational processes required to improve employee and organizational outcomes. Nevertheless, empirical findings are not entirely consistent. Munawar et al. (2022) found that Strategic Agility did not directly improve SME performance in Bandung, suggesting that the impact of strategic agility may depend on other organizational mechanisms. This inconsistency indicates that the influence of Strategic Agility may differ depending on the outcome examined and the organizational context. In the present study, Strategic Agility is expected to facilitate Employee Education and Training by improving the organization's ability to recognize competency needs, respond rapidly to changes, and align development programs with organizational priorities. Employees working in a strategically agile environment are therefore expected to have greater opportunities to participate in relevant and adaptive education and training programs.

Accordingly, the first hypothesis is formulated as follows:

H1: Strategic Agility has a positive and significant effect on Employee Education and Training.

2.6. The Moderating Role of Locus of Control

Although Strategic Agility is expected to enhance Employee Education and Training, its influence may vary depending on employees' psychological characteristics. Locus of Control may determine how employees interpret organizational changes, learning opportunities, and their own responsibility for competency development. Employees with a stronger internal Locus of Control tend to perceive their achievements as being influenced by their own effort and ability. Such employees may therefore be more proactive in responding to strategic changes, participating in training programs, and applying newly acquired knowledge and skills. Conversely, employees who predominantly possess an external Locus of Control may be more likely to perceive outcomes as being determined by circumstances outside their control, potentially reducing their proactive response to organizational development initiatives.

Empirical support for the moderating role of Locus of Control is provided by Wiriani et al. (2019), who examined Locus of Control in the relationship between training and performance in rural banks. Their study demonstrated that the interaction between training and Locus of Control had a significant effect on employee performance. The original manuscript similarly uses this finding as the principal empirical justification for positioning Locus of Control as a moderator. Based on this reasoning, Locus of Control is expected to influence the strength of the relationship between Strategic Agility and Employee Education and Training. When employees possess a stronger internal Locus of Control, the positive influence of Strategic Agility on employee development is expected to become stronger because employees are more likely to actively respond to organizational changes and development opportunities.

Accordingly, the second hypothesis is formulated as follows:

H2: Locus of Control moderates the relationship between Strategic Agility and Employee Education and Training.

2.7. Conceptual Framework

Based on the theoretical arguments and hypotheses above, **Strategic Agility** is positioned as the independent variable, **Employee Education and Training** as the dependent variable, and **Locus of Control**

as the moderating variable. The conceptual model therefore proposes a direct relationship between Strategic Agility and Employee Education and Training, with Locus of Control moderating this relationship. This is consistent with the conceptual framework presented on page 6 of the original manuscript.

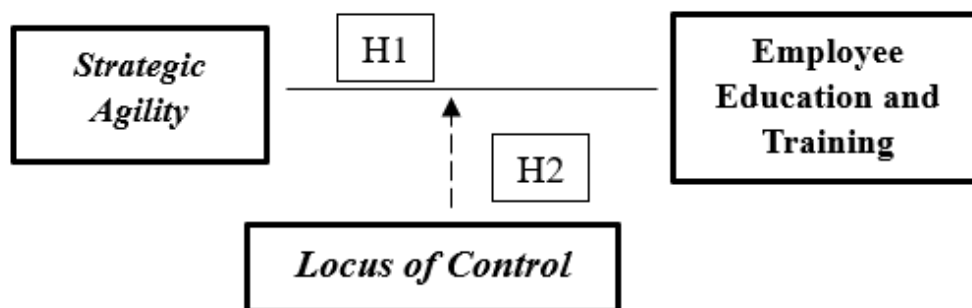


Figure 1. Conceptual Framework

III. Research Method

3.1. Research Design

This study employed a quantitative research design to examine the relationship among Strategic Agility, Employee Education and Training, and Locus of Control. The quantitative approach was selected because the study involved numerical data and statistical analysis to test the proposed hypotheses and determine the relationships among the research variables. The study was conducted at PDAM Way Rilau, Bandar Lampung, Lampung Province, from September to November 2024. The research focused on employees who had participated in Employee Education and Training programs.

3.2. Research Variables

This study involved three categories of variables: an independent variable, a dependent variable, and a moderating variable.

- a. The independent variable was Strategic Agility (X), which represents the organizational capability expected to influence Employee Education and Training.
- b. The dependent variable was Employee Education and Training (Y), which represents the outcome examined in relation to Strategic Agility.
- c. The moderating variable was Locus of Control (Z). In this study, Locus of Control was positioned as a variable that may strengthen or weaken the relationship between Strategic Agility and Employee Education and Training.

Thus, the relationships examined in this study consisted of the direct effect of Strategic Agility on Employee Education and Training and the moderating effect of Locus of Control on this relationship.

3.3. Population and Sample

The population of this study consisted of **261 employees of PDAM Way Rilau, Lampung Province**. The sample consisted of **72 employees** who had previously participated in Employee Education and Training programs. The respondents were selected using **purposive sampling**, in which participants were selected based on characteristics relevant to the objectives of the study. Accordingly, previous participation in

Employee Education and Training served as the principal criterion for respondent selection. The use of this criterion ensured that the respondents had direct experience with the Employee Education and Training activities examined in the study.

3.4. Data Collection Techniques

Data were collected primarily through questionnaires, supported by interviews as a complementary data collection technique. The questionnaire was used to obtain quantitative data concerning the variables investigated in the study, namely Strategic Agility, Employee Education and Training, and Locus of Control. Questionnaires were considered appropriate because they enabled the researchers to systematically collect responses from employees regarding the variables being measured. The interviews were conducted to complement the questionnaire data, provide additional contextual information, and support a more comprehensive understanding of the research problem.

3.5. Data Analysis

The quantitative data were analyzed using SmartPLS 3, as stated in the study abstract. The analysis was designed to evaluate the direct relationship between Strategic Agility and Employee Education and Training and to examine the moderating role of Locus of Control. The manuscript states that the data collected through questionnaires and interviews were analyzed using SmartPLS 3. Hypothesis testing was based on the t-statistic and p-value. A relationship was considered statistically significant when the t-statistic exceeded the critical value of 1.96 and the p-value met the specified significance criterion. The moderating effect was assessed through the interaction between Strategic Agility and Locus of Control in predicting Employee Education and Training.

Accordingly, the structural relationships examined were:

H1: Strategic Agility → Employee Education and Training

H2: Strategic Agility × Locus of Control → Employee Education and Training

IV. Result and Discussion

4.1. Analysis Results

Hypothesis testing was conducted to examine the effect of Strategic Agility on Employee Education and Training and the moderating role of Locus of Control in this relationship. The analysis was based on the path coefficient, t-statistic, and p-value generated through SmartPLS 3. The results of the hypothesis testing are presented in Table 2.

Table 2. Total Effects

Hypothesis	Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-Statistic	p-Value
H1	Strategic Agility → Employee Education and Training	0.228	0.242	0.114	1.990	0.047
	Locus of Control → Employee Education and Training	0.644	0.242	0.079	8.132	0.000

H2	Locus of Control × Strategic Agility → Employee Education and Training	0.194	0.166	0.099	1.963	0.050
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Source: SmartPLS 3 output, processed by the researchers.

The statistical results reported in the original manuscript are reproduced in Table 2.

a. Effect of Strategic Agility on Employee Education and Training

The first hypothesis examined the effect of Strategic Agility on Employee Education and Training. The results show an original sample coefficient of 0.228, indicating a positive relationship between the two variables. The t -statistic of 1.990 is greater than the critical value of 1.96, while the p -value of 0.047 is below 0.05. Thus, Strategic Agility has a positive and statistically significant effect on Employee Education and Training. Therefore, H1 is supported. The positive coefficient indicates that an increase in Strategic Agility is associated with an improvement in Employee Education and Training. In practical terms, greater organizational ability to recognize changes, respond rapidly to emerging conditions, and align strategic priorities is associated with more effective employee development activities.

b. The Moderating Role of Locus of Control

The second hypothesis examined whether Locus of Control moderates the relationship between Strategic Agility and Employee Education and Training. The interaction between Locus of Control and Strategic Agility produced an original sample coefficient of 0.194, with a t -statistic of 1.963 and a p -value of 0.050. The positive interaction coefficient indicates that Locus of Control strengthens the positive relationship between Strategic Agility and Employee Education and Training. Based on the interpretation adopted in the original manuscript, H2 is supported. In addition, Locus of Control shows a direct positive relationship with Employee Education and Training, with an original sample coefficient of 0.644, a t -statistic of 8.132, and a p -value of 0.000. This result indicates that Locus of Control is also directly associated with Employee Education and Training, although the principal focus of H2 is its interaction with Strategic Agility.

4.2. Discussion

a. Strategic Agility and Employee Education and Training

The results demonstrate that Strategic Agility has a positive and significant effect on Employee Education and Training, as indicated by the path coefficient of 0.228, $t = 1.990$, and $p = 0.047$. This finding suggests that greater Strategic Agility is associated with better implementation of Employee Education and Training at PDAM Way Rilau, Bandar Lampung. Strategic Agility enables an organization to identify environmental changes, respond rapidly to emerging demands, and adjust its strategies accordingly. In the context of human resource development, such agility can help organizations identify changes in employee competency requirements and adjust education and training programs to meet those requirements. Therefore, education and training are more likely to remain relevant when organizational decisions regarding employee development are aligned with changing strategic conditions.

At PDAM Way Rilau, this relationship can be understood through aspects such as strategic sensitivity, clarity of vision, shared responsibility, and rapid response. The original study identifies these characteristics as relevant to employees' ability to support education and training activities. Employees and organizational units that are more sensitive to changes in their working environment may be better able to recognize competency gaps and respond through appropriate development activities. The findings are consistent with Ni'Am et al. (2021), who found that agile leadership and agile working approaches are positively associated with employee and organizational performance. The study indicates that agility in leadership and working methods can contribute to improved organizational outcomes when supported by an appropriate organizational framework. The corresponding study by Ni'Am et al. is listed in the manuscript's references as research examining agile leadership, motivation, performance, and job satisfaction.

The finding is also consistent with the literature cited through Nugroho (2020), which positions Strategic Agility as an important organizational capability related to organizational effectiveness and competitive performance. In this regard, organizations with higher Strategic Agility are more capable of adapting their resources and organizational processes to changing conditions. Employee Education and Training constitutes one of these adaptive processes because employees' competencies need to evolve alongside organizational requirements. From the perspective of Dynamic Capabilities Theory, this finding supports the idea that organizations must continuously develop and reconfigure their capabilities to respond to environmental changes. Strategic Agility provides the capacity to recognize and respond to change, while Employee Education and Training contributes to the development of human resources needed to implement such responses. Thus, the positive relationship found in this study indicates that organizational agility and employee development can function as complementary capabilities in responding to a dynamic environment. Consequently, Strategic Agility should not be viewed solely as an organizational-level strategic capability. Its benefits may also extend to human resource development by enabling organizations to develop training priorities that are more responsive to changes in technology, work requirements, and organizational objectives.

c. The Moderating Role of Locus of Control

The moderation analysis indicates that Locus of Control positively moderates the relationship between Strategic Agility and Employee Education and Training. The interaction coefficient of 0.194 indicates a positive moderating effect, while the reported *t*-statistic of 1.963 and *p*-value of 0.050 form the statistical basis used by the original manuscript to support H2. This finding suggests that the relationship between Strategic Agility and Employee Education and Training is influenced not only by organizational capabilities but also by individual psychological characteristics. Locus of Control concerns individuals' beliefs about the extent to which outcomes are influenced by their own efforts and actions or by external circumstances. The manuscript therefore positions this construct as an individual factor that may affect employees' responses to organizational changes and development opportunities.

Employees with a stronger internal Locus of Control may be more likely to take personal responsibility for improving their knowledge and competencies. When an organization demonstrates Strategic Agility by responding rapidly to environmental changes and providing relevant development opportunities, such employees may be more proactive in participating in education and training programs and applying the knowledge and skills acquired from those programs. Conversely, employees with a stronger external orientation may be less likely to perceive employee development outcomes as being under their personal control. Accordingly, differences in Locus of Control can affect how employees respond to organizational agility and utilize education and training opportunities. This explains why Locus of Control may strengthen or weaken the relationship between Strategic Agility and Employee Education and Training.

The result is consistent with Wiriani et al. (2019), who examined the moderating effect of Locus of Control on the relationship between training and employee performance in rural banks. Their findings showed that the interaction between training and Locus of Control had a significant effect on employee performance. The study is also explicitly included in the manuscript's reference list. The result further supports the integration of organizational and individual perspectives in human resource management. Strategic Agility represents an organizational capability to respond to changes, whereas Locus of Control represents an individual psychological characteristic influencing how employees interpret and respond to those changes. Employee development outcomes may therefore become stronger when organizational capabilities are supported by individual characteristics that encourage initiative, responsibility, and active participation in learning.

In the context of PDAM Way Rilau, this finding implies that improving Employee Education and Training should not rely solely on designing appropriate training programs. The organization should also consider employees' readiness and psychological orientation toward learning and change. Strengthening employees' sense of personal responsibility for competency development may help organizations obtain

greater benefits from strategically designed education and training programs. Overall, the findings demonstrate that Strategic Agility contributes positively to Employee Education and Training and that Locus of Control strengthens this relationship. These results emphasize that effective human resource development involves both organizational adaptability and individual psychological characteristics.

V. Conclusion

This study examined the effect of Strategic Agility on Employee Education and Training and the moderating role of Locus of Control among employees of PDAM Way Rilau, Bandar Lampung. The results show that Strategic Agility has a positive and significant effect on Employee Education and Training, with an original sample coefficient of 0.228, a *t*-statistic of 1.990, and a *p*-value of 0.047. These findings indicate that greater Strategic Agility is associated with more effective employee education and training, thereby supporting H1.

The findings also indicate that Locus of Control positively moderates the relationship between Strategic Agility and Employee Education and Training, with an interaction coefficient of 0.194, a *t*-statistic of 1.963, and a *p*-value of 0.050. Based on the decision criterion adopted in the study, H2 is supported. This result suggests that the positive influence of Strategic Agility on Employee Education and Training becomes stronger when employees possess a greater sense of control and personal responsibility in responding to organizational change and development opportunities. Overall, the study demonstrates that effective employee development is influenced by both organizational adaptability and individual psychological characteristics. Therefore, PDAM Way Rilau should strengthen employees' strategic sensitivity, clarity of vision, shared responsibility, and rapid responsiveness when designing and implementing education and training programs, while also considering employees' Locus of Control. Future studies are encouraged to examine additional factors such as organizational culture, leadership style, employee engagement, and organizational learning, and to involve larger samples and different organizational contexts to improve the generalizability of the findings.

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