

The Role of Learning Agility in Work Innovation Through The Mediating Role of Digital Leadership and Self-Efficacy Among Village Officials in Cikeusik District

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Abstract

Digital transformation in village government requires officials to be able to adapt and innovate. However, the implementation of digitalization has not been fully accompanied by increased innovation in the work of officials. This study aims to analyze the influence learning agility towards work innovation through mediation digital leadership and self-efficacy on village officials in Cikeusik District, Pandeglang Regency. The method used was a quantitative approach. The research subjects were 169 village officials in Cikeusik District. The entire population was sampled using a saturated sampling technique. Data were collected through questionnaires and analyzed using a quantitative approach. Structural Equation Modeling-Partial Least Squares (SEM-PLS) to test validity, reliability, and direct and indirect influences between variables. The results of the study indicate that learning agility has a positive effect on work innovation, both directly and indirectly through digital leadership and self-efficacy. Furthermore, digital leadership and self-efficacy were also shown to have a direct positive effect on work innovation. These findings indicate that these two variables act as mediators in strengthening the influence of learning agility on work innovation. Therefore, all hypotheses proposed in this study are accepted. This study concludes that learning agility is a crucial factor in driving work innovation among village officials. The ability to continuously learn and adapt to change has been shown to not only have a direct impact but also strengthen officials' leadership skills in technology utilization and increase their confidence in their abilities. These conditions ultimately contribute to the development of work innovations that support digital transformation and improve the quality of public services.

Kata Kunci: *learning agility, digital leadership, self-efficacy, work innovation, village officials..*

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INTRODUCTION

Digital transformation has become a strategic agenda for national development in an effort to realize more effective, efficient, transparent, and responsive governance to the needs of the community (Jahan et al., 2026). The development of information and communication technology has not only changed the way the public obtains services but also shifted the paradigm of government administration from a conventional administrative system to a digital-based government system. This change requires all government agencies to be able to integrate digital technology into work processes, decision-making, data management, and

public services to be able to meet the increasingly dynamic demands of society (Kucharska & Kucharski, 2026).

The Indonesian government's commitment to digital transformation is reflected in various national policies, one of which is the implementation of the Electronic-Based Government System (SPBE), as stipulated in Presidential Regulation Number 95 of 2018. SPBE is not only directed at the digitization of documents or the use of government applications, but also aims to build integrated, accountable governance, and oriented towards improving the quality of public services. Through this policy, the government encourages each agency to develop simpler work processes, utilize data as a basis for decision-making, and enhance inter-agency collaboration through the use of digital technology (Virnandes et al., 2024).

Digital transformation is then reinforced through various national agendas, including the 2021–2024 Indonesia Digital Roadmap and the National Medium-Term Development Plan (RPJMN), which places digitalization of the government sector as one of the national development priorities. These policy directions demonstrate that the success of digital transformation is determined not only by the availability of technological infrastructure, but also by the ability of government organizations and officials to utilize technology to improve governance effectiveness, the quality of public services, and create innovation in government administration (Kucharska & Kucharski, 2026). Although various policies have encouraged the acceleration of digital transformation, its implementation in various government agencies still faces several challenges (Wahyuningtyas et al., 2026).

These findings demonstrate that the success of digital transformation cannot be defined solely as the success of providing applications, networks, or technological infrastructure. Digital transformation will only impact service quality if government officials are able to adopt change, utilize technology optimally, and integrate digital systems into daily work processes. Therefore, the quality of human resources is a strategic factor determining the success of digital transformation in the public sector (Arshad et al., 2026).

The Central Statistics Agency (BPS) noted that the percentage of Indonesia's population aged five years and above who accessed the internet increased from 69.21% in 2023 to 72.78% in 2024. This 3.57 percentage point increase indicates that people are increasingly accustomed to using digital technology in various activities, including obtaining information, communicating, transacting, and accessing public services (Sa et al., 2026). Kondisi ini turut meningkatkan ekspektasi masyarakat terhadap penyelenggaraan. This condition also increases public expectations for the provision of public services that are faster, more accessible, transparent, and responsive. Therefore, government officials, including village officials, are no longer sufficient to only have administrative skills, but are also required to be able to utilize digital technology effectively and adapt to changing community needs (Cubillas-para et al., 2026).

The increased implementation of SPBE does not automatically reflect the development of innovation in civil servant work. The digitalization that has been implemented is still primarily oriented towards the use of applications, electronic administration, and the provision of digital services, while changes in mindset, the ability to generate new ideas, and the development of more innovative work methods do not necessarily develop in line with the application of technology. In other words, the success of digital transformation does not necessarily translate into success in creating innovation in civil servant work (Aversa et al., 2026).

In practice, technology utilization in government remains largely focused on digitizing administrative tasks, such as document management, data recording, and information delivery (Tripp & Sambamurthy, 2026). This utilization has not yet been fully directed toward creating new, more effective ways of working, improving the quality of public services, or generating innovative solutions to various problems faced by the public.

This situation indicates that digital transformation has not been fully accompanied by a transformation in the mindset and work behavior of civil servants (Wu et al., 2026).

Research on work innovation has experienced significant developments in the past two decades (Virnandes et al., 2024). In the early stages, work innovation was primarily explained through organizational factors, such as organizational culture, organizational climate, leadership style, job satisfaction, and work motivation (Burtscher & Piano, 2025). This approach positions the organization as the primary factor influencing an individual's ability to generate new ideas and improve work processes (Kucharska & Kucharski, 2026). As work environments become increasingly dynamic, researchers' attention has shifted to individual characteristics as a factor that contributes to the success of work innovation (Jahan et al., 2026).

However, most previous research has examined the influence of digital leadership, self-efficacy, and learning agility separately or placed them in different relationship models. Research integrating learning agility as a key factor shaping digital leadership and self-efficacy, which then impacts work innovation, remains relatively limited, particularly in the context of public sector organizations at the village government level. Yet, the characteristics of village governments facing accelerated digitalization and the demands of public services require an approach capable of explaining how individual capabilities develop to produce work innovation.

The novelty of this research lies in the development of a conceptual model that positions learning agility as a primary factor in shaping village officials' work innovation through digital leadership, with self-efficacy as a mediating variable. Unlike most previous studies, which primarily position learning agility as a mediating variable or a variable influenced by organizational and leadership factors, this study views learning and adaptability as fundamental competencies that drive the development of other skills needed by village officials in facing digital transformation.

Based on the background and phenomena that have been discussed, the problem formulation in this research includes: (1) Is there a significant positive influence? Learning Agility on Work Innovation in Village Apparatus in Cikeusik District. (2) Is there a significant positive influence? Learning Agility to Digital Leadership at the Village Apparatus in Cikeusik District. (3) Is there a significant positive influence? Learning Agility to Self-efficacy at the Village Apparatus in Cikeusik District. (4) Is there a significant positive influence? Digital leadership towards work innovation in Village Apparatus in Cikeusik District. (5) Is there a significant positive influence? Self-Efficacy on Work Innovation in Village Apparatus in Cikeusik District. (6) Is there a significant positive indirect effect? Learning Agility towards Work Innovation with digital leadership as an Intervening Variable on Village Apparatus in Cikeusik District. (7) Is there a significant positive indirect effect? learning Agility towards Work Innovation with Self-efficacy as an Intervening Variable on Village Apparatus in Cikeusik District.

METHODOLOGY

Study Design

The type of research used in this study is quantitative research with a descriptive causality method which functions to describe or provide an overview of the object being studied through data or samples that have been collected as they are, without conducting analysis and making general conclusions.

Population and Sample

In this study, the population was all Village officials in Cikeusik District, Pandeglang Regency, Banten Province, totaling 169 Village officials. The sampling technique in this study used saturated sampling, namely a sampling determination technique by making all members of the population as research samples, namely 169 respondents.

Data Collection technique

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The data collection method used in this research is a library research study includes reading and studying literature, reports or scientific journal articles, lecture notes and agendas or library files, all of which are directly related to the problem being researched and field research studies include questionnaires, The questionnaire was analyzed using a Likert Scale with a range of 1 to 5.

Data analysis technique

The data analysis techniques in this study are divided into two, namely descriptive data analysis and inferential analysis, namely statistical analysis using SmartPLS.

Result and Discussion

The results of the inferential test using SEM PLS were first tested using the outer model analysis using the PLS Algorithm module to test the validity and reliability of each indicator item used to measure each variable. The validity test was conducted using three parameters, namely convergent validity, Average Variance Extracted (AVE) and discriminant validity. Meanwhile, the reliability test is measured using 2 parameters, namely composite reliability (CR) and Cronbach's Alpha. The results can be seen in Figure 1 and Table 1.

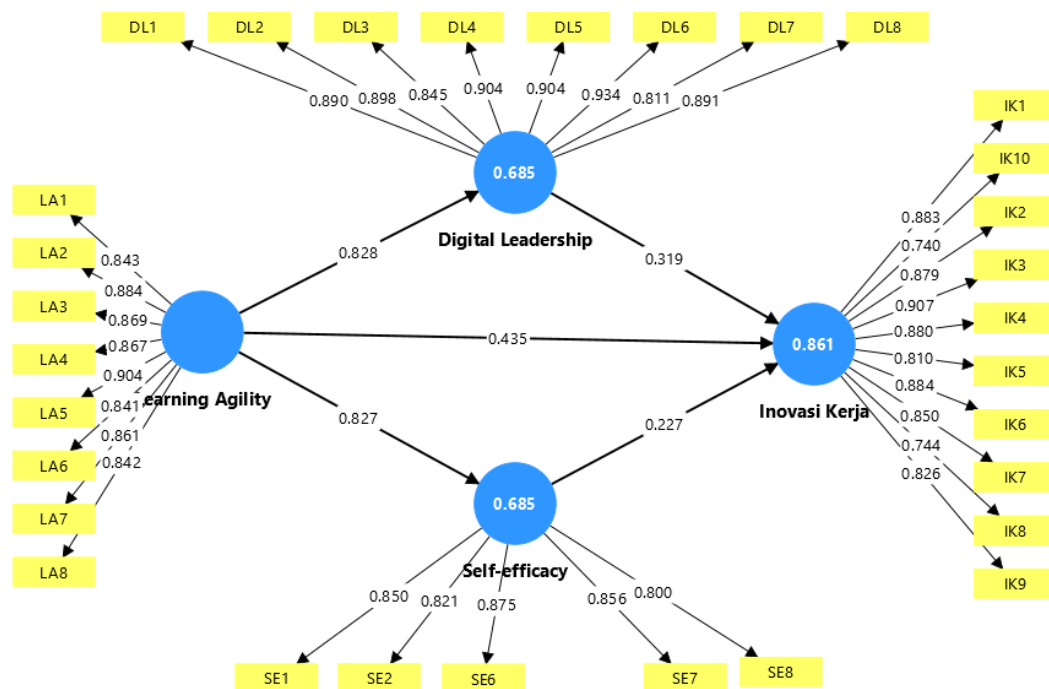


Figure 1 Hasil Outer Model Analisis (PLS Algorithm)

Table 1 Test Result Average Variance Extracted (AVE), composite reliability (CR) dan Cronbach's Alpha

variable	Average Variance Extracted (AVE)	Composite reliability (rho_c)	Cronbach's alpha
Digital Leadership	0.784	0.967	0.960
Work innovation	0.709	0.960	0.954
Learning Agility	0.747	0.959	0.951
Self-efficacy	0.707	0.923	0.896

Source: *SEM PLS data processing results (2026)*

Based on Figure 1 and Table 1 test results outer analysis from the three parameters that have been carried out, all of them are valid and reliable, so the SEM PLS test can be continued to inner analysis because all indicators are capable of measuring their respective Latin variables. Next, a hypothesis test is conducted to determine the significance of the relationship between each variable, both directly and indirectly, and this will be explained in Table 2.

Table 2 Results of Hypothesis test

	Original sampling (O)	mean (M)	Standard deviation (STDEV)	T statistic (O/STDEV)	P values
H1: Learning Agility -> work innovation	0.435	0.439	0.060	7.296	0.000
H2: Learning Agility -> Digital Leadership	0.828	0.815	0.061	13.673	0.000
H3: Learning Agility -> Self-efficacy	0.827	0.816	0.059	13.995	0.000
H4: Digital Leadership -> work innovation	0.319	0.318	0.070	4.523	0.000
H5: Self-efficacy -> work innovation	0.227	0.220	0.059	3.838	0.000
H6: Learning Agility -> Digital Leadership -> work innovation	0.264	0.260	0.062	4.266	0.000
H7: Learning Agility -> Self-efficacy -> Inovasi Kerja	0.188	0.180	0.051	3.676	0.000

Source: *SEM PLS data processing results (2026)*

The results of the significance test (hypothesis) analysis presented in Tables 2 a model that empirically demonstrates the seven estimated inter-variable influences. The results of the full model analysis show that all variables have a significant influence, thus confirming the hypothesis developed in this study.

H1: There is a significant influence of learning agility on work innovation of village employees in Cikeusik District, Pandeglang Regency.

Based on Table 4.18, the results of the hypothesis test above, it can be explained that learning agility has a significant effect on work innovation with a t-statistic value of $7.296 > 1.96$ and a p-value of $0.000 < 0.05$. Thus, the first hypothesis is accepted, meaning that learning agility is proven to have a positive and significant effect on work innovation.

Thus, the first hypothesis was accepted. This finding suggests that the greater the ability of village officials to learn from experience, adapt to change, and develop new knowledge, the greater their tendency to innovate in the workplace. This influence demonstrates that learning agility is not simply an individual's ability to learn, but rather a crucial asset that fosters creative thinking, the courage to try new approaches, and the ability to improve existing work processes (Fan & Yang, 2026).

These findings are highly relevant when linked to the current reality of village governance. In recent years, village governments have faced rapid changes, ranging from the digitalization of government administration, the implementation of various public service applications, regulatory adjustments, and increasing public demands for faster, more transparent, and more accessible services. In such situations, village officials cannot simply rely on their existing work experience (Aha et al., 2026). They are required to continuously learn new systems, understand technological developments, and adapt their work methods to the changing needs of the community. Employees with high learning agility will more easily embrace these changes as opportunities for development, rather than as a burden. This situation then encourages the birth of work innovations, whether in the form of simplifying service procedures, utilizing digital media for communication with the public, or creating more effective and efficient work mechanisms (Ly & Ly, 2026).

In the context of Cikeusik District, these findings also illustrate that innovation in village services does not always depend on the availability of sophisticated technology or the size of the village government's budget. Instead, innovation is largely determined by the quality of its human resources (Agag et al., 2026). Officials with a strong willingness to learn tend to be more responsive to policy changes, able to find solutions when faced with limited facilities, and willing to try new ways to improve the quality of service to the public. In other words, the ability to learn is the starting point for innovation. Employees who continue to learn will gain broader insights, making it easier to identify problems in the field and find alternative solutions (Kouroupaki & Mamakou, 2026).

Theoretically, the results of this study align with the Learning Agility Theory developed by Lombardo and Eichinger (2000). This theory explains that individuals with learning agility are able to learn from experience and then use that learning to address new, previously unseen situations (Bermúdez-edo et al., 2026). This ability differentiates individuals who merely possess knowledge from those who are able to transform that knowledge into concrete actions. In an organizational context, this process is reflected in the emergence of innovative behavior, as employees do not simply repeat old work methods but are able to develop more effective approaches in accordance with the demands of changing work environments. Thus, the results of this study reinforce the view that learning agility is an important foundation for building organizational innovation (García-morales, 2026).

Furthermore, these findings align with Janssen's (2000) theory of Innovative Work Behavior (Humdan, 2026). According to this theory, work innovation begins with an individual's ability to recognize opportunities for improvement, generate new ideas, and implement these ideas in work activities. All of these stages require a continuous learning process. Therefore, individuals with high learning agility will be better prepared to navigate each stage of innovation because they are open to new experiences, willing to self-evaluate, and willing to try different solutions (Ahmad et al., 2026).

The results of this study are also consistent with various previous studies that found that learning agility positively contributes to workplace innovation (Mollah et al., 2026). Most previous studies concluded that individuals who are able to learn quickly tend to be more creative, more adaptable to change, and more willing to generate new ideas within organizations. Therefore, these results further strengthen the empirical evidence that learning agility is a key determinant of innovative behavior in the workplace (Jahanbakhsh, 2026).

Nevertheless, this research has a contribution that distinguishes it from previous research. Most previous studies were conducted in the private sector, manufacturing companies, service industries, or organizations with a relatively high level of digitalization. Meanwhile, this research was conducted on village government officials, a public organization with distinct characteristics. Village governments operate within a more formal bureaucratic system, face limited resources, and must provide direct services to the public amidst constantly evolving regulatory demands. In these circumstances, learning agility becomes even more crucial because village officials are required to adapt to change without always being supported by adequate facilities (Berger et al., 2026).

Another unique aspect of this research lies in the context of Cikeusik District, Pandeglang Regency, which still faces the challenges of digital transformation and capacity building for village officials. Therefore, the results of this study indicate that the success of work innovation at the village government level is not solely determined by technology investment or organizational policies, but is strongly influenced by the individual's readiness to continuously learn, adapt, and develop themselves. This finding provides a new perspective that capacity building for village officials should not only focus on technical training but also be directed towards fostering a culture of learning (*learning culture*) that can encourage the birth of sustainable innovation. Thus, this research not only strengthens existing theory but also expands its application to the context of village governance in Indonesia, which has until now been relatively rarely studied (Akbar et al., 2026).

H2: There is a significant influence of learning agility on the digital leadership of village employees in Cikeusik District, Pandeglang Regency.

Furthermore, it can be explained that learning agility has a significant effect on digital leadership with a t-statistic value of $13.673 > 1.96$ and a p-value of $0.000 < 0.05$. Thus, the second hypothesis is accepted, meaning that learning agility is proven to have a positive and significant effect on digital leadership.

The large statistical value indicates that the relationship between the two variables is not only statistically significant, but also illustrates that the ability of village officials to learn, adapt, and respond to change is a very determining factor in forming digital leadership in the village government environment.

These findings provide insight that digital leadership isn't born solely from a person's mastery of information technology. Instead, digital leadership begins with a mindset that is open to change. Civil servants with high learning agility tend not to feel threatened when faced with new work systems, digital service applications, or regulatory changes that require the use of technology. Instead, they view change as an opportunity to improve service quality. This attitude is the foundation for digital leadership: the ability to utilize technology to direct work, build collaboration, solve problems, and foster a more adaptive work environment (Cochrane et al., 2026).

This phenomenon is clearly evident in the current state of village governance. The government's ongoing push for digital transformation programs, such as the digitization of village administration, the use of population service applications, information system-based village financial management, and the use of digital media as a means of communication with the public, have transformed the way village officials work. This situation demands that village officials continually update their knowledge and skills. In practice, officials still struggle to keep up with technological developments due to their familiarity with conventional work procedures. However, there are also employees who quickly learn new applications, assist colleagues who encounter difficulties, and are able to initiate the use of technology to improve service delivery. These differences are not solely influenced by technical computer skills but also by the individual's readiness to continue learning. In other words, the ability to learn is the starting point for the development of digital leadership (Petri & Vikas, 2026).

In the context of Cikeusik District, the geographical conditions and characteristics of village government also present unique challenges in the digitalization process. Village officials are not only required to understand the use of technology but also to be able to adapt its application to the conditions of a community with varying levels of digital literacy. Therefore, the digital leadership required is not merely the ability to operate digital systems, but also the ability to direct organizational change, build collaboration between employees, and ensure that technology truly benefits public services. The findings of this study indicate that these abilities are more easily developed in employees with high learning agility because they are more flexible in dealing with change and more quickly develop new competencies according to organizational needs (Mohsin et al., 2026).

From a theoretical perspective, the results of this study align with the concept of Learning Agility proposed by Lombardo and Eichinger (2000). This theory explains that individuals with high learning agility are able to utilize experience as a source of learning, then apply it when facing new challenges. One of the greatest challenges facing organizations today is digital transformation. Therefore, learning ability is a key asset for individuals to develop into leaders relevant to changing times. The results of this study demonstrate that learning ability not only results in increased individual competence but also develops leadership capacity appropriate to the digital era (Ijasan et al., 2026).

These findings also support Avolio, Kahai, and Dodge's (2001) view of digital leadership, which states that leadership in the digital era is no longer solely determined by formal authority or the ability to manage subordinates, but also by the ability to utilize technology to create collaboration, accelerate decision-making, and manage organizational change. In this context, learning agility is a crucial characteristic that enables leaders and staff to adapt to rapidly evolving technology (Luo & Yao, 2026).

When compared to previous research, the results of this study have several interesting differences. Most previous studies examined the relationship between learning agility and digital leadership in private companies, business organizations, or sectors with naturally high levels of technology adoption. The focus of these studies was generally directed at improving company competitiveness or leadership effectiveness in modern organizations. Meanwhile, this study broadens the scope of the study to village governments, public organizations with bureaucratic characteristics, limited resources, and demands for public services that differ from those of the business sector (Setiyowati et al., 2026).

Another difference lies in the position of learning agility as a factor underlying the formation of digital leadership. Many previous studies have emphasized the importance of digital competency (*digital competence*), digital literacy, or technological readiness as prerequisites for digital leadership. This research presents a different perspective: before civil servants can lead digital transformation, they must first be prepared to learn, adapt, and embrace change. This means that technology is merely a tool, while learning ability is the foundation that enables optimal use of that technology (Suarez, 2026).

Thus, the findings of this study provide both empirical and practical contributions, demonstrating that developing digital leadership among village officials cannot be achieved solely through application training or the provision of technological infrastructure. These efforts need to be balanced with human resource development strategies that foster a culture of learning, openness to change, and the ability to adapt continuously. As learning agility becomes a characteristic of village officials, digital leadership will develop more naturally and sustainably, enabling the transformation of public services at the village level to be more effective and deliver tangible benefits to the community (Islam & Amin, 2026).

H3: There is a significant influence of learning agility on the self-efficacy of village employees in Cikeusik District, Pandeglang Regency.

Next, it can be explained that learning agility has a significant effect on self-efficacy with a t-statistic value of $13.995 > 1.96$ and a p-value of $0.000 < 0.05$. Thus, the third hypothesis is accepted, meaning that learning agility is proven to have a positive and significant effect on self-efficacy.

These findings indicate that village officials' ability to learn quickly, adapt to change, and learn from each experience significantly contributes to increasing their confidence in their own abilities. In other words, the higher the learning agility of employees, the greater their confidence in facing various job demands and changes occurring within the organizational environment (Wulida et al., 2026).

These findings provide insight that work confidence doesn't emerge suddenly or is solely influenced by length of service. Self-efficacy develops through a continuous learning process. When someone becomes accustomed to facing new situations, trying different ways of working, and successfully resolving challenges, they develop confidence in their ability to overcome future challenges. Conversely, employees who tend to avoid new experiences or are reluctant to learn things outside their routine are more likely to feel doubtful when faced with change. Therefore, learning agility is an important foundation for building self-efficacy, as the ability to learn provides successful experiences that strengthen an individual's confidence in their own competence (Mousabbbeh et al., 2026).

This phenomenon is highly relevant to the current situation of village officials. Village governments face increasingly complex dynamics, ranging from regulatory changes, increased demands for accountability, the digitalization of government administration, and public expectations for faster and more transparent services. In such situations, village officials often have to learn new applications, adapt work procedures, and resolve various issues never before encountered. Employees with high learning agility tend to be better prepared for these changes because they view challenges as opportunities to improve their skills. This experience of successfully adapting then strengthens their confidence in their ability to complete subsequent tasks. Conversely, those with low learning agility often perceive change as a burden, which can reduce their confidence in their work (Diniz et al., 2026).

This situation can also be linked to the reality in Cikeusik District, Pandeglang Regency. As a region continuously striving to improve the quality of village governance, officials are required to have the ability to follow various new policies related to public services and digital transformation. Not all employees have the same educational background, experience, or technological skills. However, this research shows that the most determining factor is not these differences, but rather a willingness to continue learning. Officials who actively seek new knowledge, are unafraid to try different work systems, and are open to input will more easily build confidence in their ability to carry out their duties optimally. This means that self-efficacy grows through the ongoing learning process in daily work (Davis et al., 2026).

Theoretically, the results of this study are very much in line with the Social Cognitive Theory developed by Albert Bandura (1997). Bandura explains that self-efficacy is formed through four main sources, namely the experience of success (*mastery experience*), the experience of observing the success of others, social persuasion, and the individual's psychological state. Of these four sources, successful experiences are the most powerful factor in shaping self-efficacy. Learning agility allows individuals to gain more successful experiences because they dare to try new things, learn from mistakes, and are able to adapt to change. Each success in overcoming a challenge will strengthen their belief that they are capable of facing greater challenges in the future. Thus, the results of this study strengthen Bandura's theory that confidence in one's abilities is built through real learning experiences (Acquaye, 2026).

Furthermore, these findings align with Lombardo and Eichinger's (2000) concept of Learning Agility, which emphasizes that individuals with strong learning abilities will more

quickly develop new competencies when faced with unprecedented situations. This learning process not only improves knowledge and skills but also builds self-confidence as individuals become more confident in their ability to solve complex problems. This demonstrates that learning agility has broader benefits than simply improving technical competency; it also contributes to the psychological aspects that support employee performance.

When compared with previous research, the results of this study reinforce various findings that suggest learning agility is an important predictor of self-efficacy development. However, there are differences in context that add value to this research. Most previous research was conducted in the private sector, education, or business organizations, which have relatively advanced learning cultures and technological support. This study, however, focused on village government officials, who work in a bureaucratic environment with distinct characteristics, challenges, and limitations.

Another distinctive contribution of this research is its placement within the context of village government transformation. This research shows that improving village officials' self-efficacy is not solely dependent on work experience or formal training, but is strongly influenced by the individual's ability to continuously learn and adapt to change. This finding provides a new perspective: capacity building for village officials should not only be directed at improving technical competency but also at fostering a culture of continuous learning. When learning agility is successfully instilled as a characteristic of village officials, self-confidence in facing work challenges will naturally develop, making employees better prepared for change, more courageous in taking initiatives, and more confident in providing quality services to the community.

H4: There is a significant influence of digital leadership on the work innovation of village employees in Cikeusik District, Pandeglang Regency.

Furthermore, it can be explained that digital leadership has a significant effect on work innovation with a t-statistic value of $4.523 > 1.96$ and a p-value of $0.000 < 0.05$. Thus, the fourth hypothesis is accepted, meaning that digital leadership is proven to have a positive and significant effect on work innovation.

These findings indicate that the better the implementation of digital leadership within village government, the higher the employee's ability to generate work innovation. In other words, digital leadership serves not only as a means of managing technology but also as a driver for creating a work environment that is more open to change, collaborative, and supportive of new ideas.

The significance of these findings is that work innovation in public organizations does not always arise solely from individual abilities. A digitally driven work environment provides space for employees to learn, discuss, utilize technology, and experiment with more effective ways of working. When leaders are able to direct the use of technology as a tool to simplify work, accelerate communication, and support decision-making, employees will be more motivated to find new solutions to various public service issues. Conversely, if leadership remains oriented towards conventional work patterns and provides little space for the use of technology, opportunities for innovation are limited because employees tend to maintain existing routines.

These findings are highly relevant to the current situation in village governments facing accelerated digital transformation. Various government policies encourage villages to utilize technology for administrative management, public services, village financial management, and information dissemination to residents. However, the mere presence of technology does not automatically produce meaningful change without leadership capable of guiding its utilization. In practice, some organizations still have digital systems in place, but employees continue to work manually due to a lack of encouragement, direction, or role models from their leaders. Conversely, when leaders actively use technology, set examples in

application utilization, open up digital communication spaces, and support new ideas from employees, a culture of innovation will grow more naturally.

This situation can also be linked to the reality of village governance in Cikeusik District. Village officials are currently faced with demands for increasingly fast, transparent, and responsive service delivery. The public no longer judges service quality solely on the end result, but also on the speed of the process, ease of access to information, and the ability of officials to provide solutions. In this situation, digital leadership becomes a crucial factor because leaders are not only tasked with overseeing work but also building a work culture that adapts to technological developments. When leaders are able to encourage the use of service applications, utilize digital media for coordination, and give employees the trust to develop new ideas, work innovation will be more easily developed. This innovation can take the form of simplifying service procedures, utilizing social media as a means of public communication, digitizing village archives, or developing more efficient service mechanisms tailored to community needs.

From a theoretical perspective, the results of this study align with the concept of Digital Leadership proposed by Avolio, Kahai, and Dodge (2001). This theory explains that leadership in the digital era is not only related to the ability to use technology, but also the ability to influence individuals and organizations to utilize technology to achieve shared goals. A digital leader acts as an agent of change (*change agent*) capable of building an adaptive, collaborative, and innovative organizational culture. Therefore, the better the quality of digital leadership, the greater the organization's opportunity to generate innovation in work processes and public services. The results of this study demonstrate that this concept also applies to village government organizations.

Furthermore, these findings support Janssen's (2000) theory of Innovative Work Behavior, which explains that innovative behavior develops when individuals receive support from the work environment, including leadership support. Leaders who provide opportunities for employees to express ideas, experiment, and utilize technology will create a work climate conducive to innovation. Therefore, these research findings reinforce the view that leadership is an organizational factor that plays a crucial role in shaping employee innovative behavior.

Compared with previous research, this study's results reinforce various findings that suggest digital leadership has a positive contribution to workplace innovation. However, there are several aspects that differentiate this study. Most previous research was conducted in private companies, technology-based organizations, and educational institutions, which generally have relatively robust digital infrastructure. In this context, digital leadership is often viewed as a strategy to increase organizational competitiveness or accelerate business transformation.

Meanwhile, this study presents a different context: village government, characterized by bureaucracy, limited resources, and uneven levels of digital readiness. Therefore, the results of this study indicate that the influence of digital leadership on work innovation remains strong even though organizations operate in environments with various constraints. These findings expand the empirical evidence that digital leadership is not only relevant for modern organizations or technology-based companies but is also a crucial factor in improving the quality of public services at the village government level.

Another distinctive contribution is that this study views digital leadership not merely as the ability to operate technology, but as a leader's ability to build a work culture that supports learning, collaboration, and the courage to embrace change. This perspective provides insight into the importance of technology investment without adaptive leadership. Conversely, leadership that motivates employees to utilize technology creatively will be more effective in creating sustainable innovation. Therefore, this study implies that strengthening digital leadership among village officials needs to be directed not only at improving digital competency but also at developing the ability to lead change so that work

innovation can grow consistently and have a tangible impact on improving the quality of public services.

H5: There is a significant influence of self-efficacy on work innovation of village employees in Cikeusik District, Pandeglang Regency.

Furthermore, it can be explained that self-efficacy has a significant effect on work innovation with a t-statistic value of $3.838 > 1.96$ and a p-value of $0.000 < 0.05$, thus the fifth hypothesis is accepted, meaning that self-efficacy is proven to have a positive and significant effect on work innovation.

These findings indicate that the higher an employee's confidence in their own abilities, the greater their tendency to innovate in their work. While the effect isn't as strong as learning agility, these results still confirm that confidence in one's abilities is a crucial prerequisite for innovative behavior in village government.

These findings suggest that innovation is influenced not only by intellectual ability or technological mastery, but also by individual psychological aspects. Employees who are confident in their abilities tend to be more willing to take initiative, are more resilient when faced with obstacles, and have the courage to try different ways of working. Conversely, employees with low self-efficacy are generally more cautious in making decisions, are reluctant to propose new ideas, and prefer to stick to work methods they consider safe for fear of making mistakes. As a result, the opportunity for innovation is reduced, even if these employees actually possess adequate knowledge and skills.

This phenomenon is highly relevant to the conditions of village government bureaucracy. In the practice of public service delivery, village officials are often faced with various situations that require quick decisions, independent problem-solving, and the ability to adapt services to the evolving needs of the community. Employees often have to deal with changing regulations, the use of new administrative applications, or increasingly diverse community requests. In such situations, employees with high self-efficacy tend to view challenges as part of their responsibilities that can be met. They don't hesitate to learn new systems, seek additional information, discuss issues with colleagues, and even propose improvements to service procedures if they feel they are ineffective. Conversely, employees who lack confidence in their abilities tend to wait for direction, avoid new responsibilities, or simply carry out their work according to habit, limiting the opportunity for innovation.

In the context of village officials in Cikeusik District, the results of this study indicate that the success of service innovation is significantly influenced by their confidence in their own capabilities. Village officials are the spearhead of public services, interacting directly with the community. They are expected to provide services quickly, accurately, and in line with government policy developments. To meet these demands, employees must not only understand administrative procedures but also have the courage to take the initiative when facing challenges in the field. For example, when encountering obstacles in using a digital administration system, employees with high self-efficacy will seek solutions through independent learning, discussions with colleagues, or consultations with relevant parties. This proactive attitude ultimately drives innovation in the service process.

From a theoretical perspective, the results of this study align closely with the Social Cognitive Theory proposed by Albert Bandura (1997). Bandura explains that self-efficacy is an individual's belief in their ability to organize and execute the actions necessary to achieve a specific goal. Individuals with high self-efficacy will set more challenging goals, demonstrate greater persistence when facing obstacles, and have greater resilience to failure. These characteristics are essential for the emergence of innovative behavior because the innovation process inherently involves uncertainty, risk, and the possibility of failure. Therefore, individuals who are confident in their abilities will be more confident in proposing new ideas and implementing them in their work.

This finding also aligns with Janssen's (2000) theory of Innovative Work Behavior, which states that work innovation is a process involving the creation, promotion, and implementation of new ideas. Each stage requires the courage to act and confidence in one's own abilities. Employees with high self-efficacy not only find it easier to generate ideas but also believe that those ideas are worth pursuing until they can be implemented within the organization. Thus, self-efficacy is a psychological factor that strengthens the innovation process from the initial stages to implementation.

Compared with previous research, this study's results reinforce numerous studies that have found self-efficacy to be a key determinant of work innovation. However, this research has added value because it was conducted in a village government environment, rather than in private companies or business organizations, which have traditionally been the subject of research. The characteristics of public organizations, particularly village governments, differ because innovation often faces bureaucratic procedures, limited resources, and demands for regulatory compliance. In such circumstances, employee self-confidence becomes even more crucial because the courage to make improvements must remain within the bounds of applicable regulations.

Furthermore, this study also shows that innovation in the work of village officials is influenced not only by organizational or technological factors, but also by individual psychological readiness. Many previous studies have focused on the role of leadership, organizational culture, or digital competency as drivers of innovation. This study demonstrates that behind these factors lies an equally important internal aspect: employee confidence in their own abilities. This means that public service transformation requires not only a strong system, but also officials who believe in their ability to adapt, overcome challenges, and create improvements in their work.

Thus, this study provides an empirical contribution that demonstrates that improving innovation in village officials' work requires a more comprehensive approach. Organizations need not simply provide technology or formulate innovation policies; they also need to create a work environment that strengthens employee self-efficacy. Opportunities for training, trust in completing tasks, appreciation for success, and support during failures are some steps that can strengthen employee self-confidence. When self-efficacy grows, employees will be more willing to take initiatives, be more prepared for change, and be more motivated to produce innovations that have a real impact on improving the quality of public services.

H6: There is a significant indirect influence of learning agility on work innovation through digital leadership of village employees in Cikeusik District, Pandeglang Regency.

The results of Table 4.19 of the analysis of the sixth hypothesis, which is an indirect influence, show that learning agility has a significant effect on work innovation through digital leadership with a t-statistic of $4.266 > 1.96$ and a p-value of $0.000 < 0.05$, thus the sixth hypothesis is accepted. This means that digital leadership significantly mediates learning agility on work innovation.

This finding holds deeper meaning than a direct impact, as it demonstrates that employee learning abilities not only directly drive innovation but also pre-emptively shape digital leadership, which then serves as a bridge to increased workplace innovation. In other words, learning agility generates stronger innovation when realized through the ability to lead technology-based change.

These findings indicate that learning ability alone does not automatically generate innovation if it is not accompanied by the ability to direct change within an organization. Employees who learn quickly may find it easier to understand new technologies, procedures, or regulations. However, this knowledge will have a greater impact when translated into concrete actions through digital leadership, such as initiating the use of technology in the

workplace, encouraging colleagues to utilize digital systems, building more effective collaboration, and creating more adaptive work methods. Thus, digital leadership becomes a mechanism that connects individual learning abilities with the creation of work innovations that can benefit the organization.

This phenomenon is highly relevant to the current state of village governance. The digital transformation taking place across various government sectors has shifted public service delivery patterns from an administrative system to a more technology-based one. Village governments are required to be able to manage various service applications, village information systems, digital-based financial administration, and even disseminate information to the public through electronic media. In such situations, officials with high learning agility are generally quicker to master these changes. However, if this ability stops at the individual level, its benefits will be limited. Conversely, when officials are able to guide their colleagues, serve as role models in the use of technology, and encourage the consistent implementation of digital systems, the individual learning process develops into digital leadership, ultimately giving rise to innovation in public service.

This situation can also be seen in the context of village employees in Cikeusik District. Village officials face challenges related not only to limited infrastructure but also to differences in digital skills among employees. In such situations, employees with high learning agility are often the first to understand how to use new applications, learn about regulatory changes, or find solutions to emerging obstacles. However, service innovation only truly develops when these skills are accompanied by a willingness to mentor colleagues, build technology-based coordination, and encourage a more open work environment to embrace change. This explains why digital leadership proved to be a significant mediating variable in this study. This means that learning agility will have a greater impact on innovation if it develops into the ability to lead digital transformation in the workplace.

Theoretically, these findings align closely with Lombardo and Eichinger's (2000) Learning Agility Theory, which explains that individuals with high learning agility are not only able to acquire new knowledge but also able to apply their learning to face unprecedented challenges. In an organizational context, this application does not stop at improving individual competency but also develops into the ability to direct organizational change. The results of this study demonstrate that this process occurs through digital leadership. Thus, this research broadens the understanding that the benefits of learning agility are not only personal but also impact an individual's ability to lead change, which then results in innovation.

These findings also support the Digital Leadership theory proposed by Avolio, Kahai, and Dodge (2001). According to this theory, leaders in the digital era act as agents of change, capable of leveraging technology to improve organizational effectiveness, strengthen collaboration, and drive innovation. The results of this study indicate that these capabilities do not emerge in isolation but develop from individuals who possess a high level of learning readiness and adaptability. In other words, learning agility is the foundation that forms digital leadership, while digital leadership serves as a mechanism that accelerates the birth of work innovation.

On the other hand, the results of this study can also be explained through Janssen's (2000) concept of Innovative Work Behavior, which emphasizes that innovation relies not only on individual creativity but also requires environmental support and leadership for new ideas to be implemented. Digital leadership provides this environment through the use of technology, more open communication, and a work culture that supports learning. Therefore, it is not surprising that the influence of learning agility on innovation is stronger when it is implemented through digital leadership.

Compared with previous research, this study's findings offer a significant contribution. Most previous studies examined the direct relationship between learning

agility and work innovation or digital leadership and work innovation separately. This study offers a more comprehensive perspective by demonstrating that digital leadership serves as a mechanism explaining how learning agility can translate into work innovation. Thus, this study not only answers whether learning agility influences innovation but also explains the process by which this influence occurs.

Furthermore, most previous research has been conducted in private companies, business organizations, or the technology sector, which have relatively high levels of digitalization. This research was conducted in a village government environment, characterized by bureaucracy, limited resources, and varying levels of digital readiness. Therefore, the results of this study provide empirical evidence that digital leadership mediation mechanisms remain valid in public organizations at the village level. These findings broaden the scope of digital leadership theory, which has been primarily tested in the business sector, to become relevant in the context of village governance.

Another distinctive contribution of this research is that it demonstrates that the success of public service innovation is not solely determined by technological sophistication or an individual's ability to learn. The most crucial factor is the ability of village officials to transform their learning outcomes into leadership that can motivate others toward change. Therefore, village official development should not only focus on improving technical competency through training but also focus on fostering a learning culture that fosters digital leadership. When officials possess a strong learning ability and are able to direct the use of technology in their work environment, public service innovation will develop more rapidly, sustainably, and provide more tangible benefits to the community.

H7: There is a significant influence of learning agility on work innovation through self-efficacy of village employees in Cikeusik District, Pandeglang Regency.

The seventh hypothesis, which is an indirect influence, shows that learning agility significantly influences work innovation through self-efficacy, with a t-statistic of $3.676 > 1.96$ and a p-value of $0.000 < 0.05$. Therefore, the seventh hypothesis is accepted. This means that self-efficacy significantly mediates learning agility towards work innovation.

These findings provide insight into how self-efficacy acts as a psychological mechanism that bridges the influence of learning agility on work innovation. This means that a strong learning ability not only enriches employees' knowledge and skills but also increases their confidence in their own abilities. This self-confidence then encourages employees to take initiative, try new approaches, and generate innovation in their work.

These results indicate that the process of developing work innovation is not a simple one. Learning agility does enable employees to grasp change more quickly, but this ability won't necessarily translate directly into innovation if employees lack confidence in their ability to implement the idea or change. Many individuals possess strong learning abilities but choose to continue working in the same way due to fear of making mistakes or failure. Conversely, when the learning process successfully increases self-efficacy, employees will be more confident in applying their knowledge to concrete actions. Thus, self-efficacy serves as a bridge that transforms learning abilities into innovative behavior.

This phenomenon closely parallels the current situation of village officials. Village governments are facing changes across nearly every aspect of service, from the implementation of digital administration systems and app-based financial management to increasing demands for transparency and accountability. These changes require officials to continuously learn to keep pace with policy and technological developments. However, in practice, not all employees who have received training or understand new systems immediately apply them to their work. Some remain hesitant to try, fearing administrative errors or worrying about not being able to operate the system effectively. This situation demonstrates that knowledge alone is not enough, as the courage to implement knowledge is strongly influenced by confidence in one's own abilities.

This reality can also be found in the village government environment in Cikeusik District. Village officials are required to provide increasingly fast, accurate, and digital-based services, while each employee's ability to deal with change varies. Employees with high learning agility are typically quicker to grasp new applications, updated service procedures, and evolving government policies. However, what differentiates innovative employees from others is their level of self-efficacy. Employees who are confident in their abilities are more likely to propose improvements to service procedures, maximize technology utilization, and seek solutions when facing obstacles in the field. Conversely, employees who still doubt their abilities tend to wait for direction, avoid risks, and are more comfortable with existing routines. Therefore, this study shows that self-efficacy is a factor that transforms potential into concrete action.

These findings align with the Social Cognitive Theory proposed by Albert Bandura (1997). Bandura explains that a person's behavior is influenced not only by their abilities but also by their belief in those abilities. Individuals with high self-efficacy are more likely to set challenging goals, persevere when facing obstacles, and resist giving up easily when they fail. These characteristics are essential for generating innovation, as every innovation process always involves uncertainty and risk. The results of this study reinforce Bandura's theory by demonstrating that learning experiences gained through learning agility can increase self-efficacy, which in turn encourages work innovation.

Furthermore, the results of this study also support Lombardo and Eichinger's (2000) Learning Agility Theory. This theory explains that individuals with learning agility are able to utilize experience as a learning tool to face new challenges. This study expands the understanding of this theory by showing that the benefits of learning agility extend beyond improving competence and building self-confidence, which ultimately drives innovative behavior. Thus, self-efficacy is a crucial pathway explaining how learning agility can lead to work innovation.

From an innovation perspective, these findings are also consistent with the concept of Innovative Work Behavior proposed by Janssen (2000). According to Janssen, innovation is a series of processes that begin with idea generation, promotion, and implementation in the workplace. All of these stages require individuals to be confident in their abilities. Employees may be capable of generating good ideas, but without confidence, those ideas often go uncommunicated or implemented. Therefore, self-efficacy is a factor that enables the knowledge gained from learning to be truly realized in the form of innovation.

Compared to previous research, this study offers several distinct contributions. Most previous studies have only examined the direct relationship between learning agility and work innovation or the relationship between self-efficacy and work innovation separately. This study demonstrates that self-efficacy is not simply a stand-alone variable but rather serves as a mechanism explaining how learning agility can translate into work innovation. Thus, this study provides a more in-depth explanation of the innovation process, not just proving the relationship between variables.

Another difference lies in the research context. Most previous research was conducted in the private sector, technology companies, and business organizations with competitive cultures and relatively well-established human resource development systems. This research focused on village government officials, who work in a bureaucratic environment with more formal procedures, limited resources, and constantly evolving public service demands. In this context, psychological aspects such as self-efficacy become increasingly important because officials often have to navigate change with less-than-optimal support facilities.

These findings provide important practical contributions to the development of village officials. To date, employee capacity building has focused primarily on technical training and competency enhancement. However, this study demonstrates that training success is determined not only by increased knowledge but also by the extent to which the

training enhances employees' confidence in their own abilities. Therefore, human resource development within village government needs to be designed not only to enhance learning agility but also to strengthen self-efficacy by providing successful experiences, mentoring, constructive feedback, and opportunities for employees to take initiative in completing tasks. With this approach, the learning capabilities of officials will not remain limited to knowledge but will instead develop into innovations capable of sustainably improving the quality of public services.

CONCLUSION

This study concludes that learning agility is a crucial factor in driving work innovation among village officials. The ability to continuously learn and adapt to change has been shown to not only have a direct impact but also strengthen officials' leadership skills in technology utilization and increase their confidence in their abilities. These conditions ultimately contribute to the development of work innovations that support digital transformation and improve the quality of public services.

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