

## THE EFFECT OF SKILL AGILITY ON TEACHERS' PERFORMANCE IN PUBLIC JUNIOR HIGH SCHOOLS IN SRAGI DISTRICT, PEKALONGAN REGENCY

Khelly Novi Susanti<sup>1a\*</sup>, Ghufron Abdullah<sup>2b</sup>, and Qristin Violinda<sup>3c</sup>

<sup>123</sup>Manajemen Pendidikan, Pascasarjana, Universitas Persatuan Guru Republik Indonesia, Jl. Lingga Raya No.6, Dr. Cipto, Semarang, Jawa Tengah, Semarang, 50125

<sup>a</sup> [khellysusanti@gmail.com](mailto:khellysusanti@gmail.com)

<sup>b</sup> [ghufronabdullah@upgris.ac.id](mailto:ghufronabdullah@upgris.ac.id)

<sup>c</sup> [qristinviolinda@upgris.ac.id](mailto:qristinviolinda@upgris.ac.id)

(\*) Corresponding Author:

[khellysusanti@gmail.com](mailto:khellysusanti@gmail.com)

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### ABSTRACT

This study aims to analyze the effect of skill agility on teachers' performance in public junior high schools in Sragi District, Pekalongan Regency. The study employed a quantitative approach with a descriptive correlational design. The population consisted of 173 teachers, with a sample of 121 respondents determined using the Isaac and Michael formula and proportional random sampling technique. Data were collected through a five-point Likert scale questionnaire that had been tested for validity and reliability. Data analysis was conducted using simple linear regression after fulfilling prerequisite tests, including normality, homogeneity, and linearity. The results indicate that skill agility has a positive and significant effect on teachers' performance ( $p < 0.05$ ), with a contribution of 73.7%. This finding suggests that teachers' ability to learn quickly, think flexibly, and adapt to change is a key factor in enhancing professional performance. The cognitive agility dimension was identified as the most dominant indicator in shaping skill agility. This study implies that efforts to improve teachers' performance should focus on developing individual adaptive capabilities as a key competency in responding to the dynamic nature of education.

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### INTRODUCTIONS

Education is a fundamental pillar in the development of high-quality human resources. In the context of formal education, teachers play a strategic role as the primary actors in the learning process, making teachers' performance a key determinant of educational success. Teachers' performance reflects their ability to plan, implement, and evaluate instruction professionally, as well as to contribute to the achievement of educational goals. Numerous studies have demonstrated that teachers' performance is significantly associated with the quality of instruction and students' academic achievement (Yulianingsih & Sobandi, 2017; Lismeida & Meilani, 2017).

However, teachers' performance remains varied and has not yet reached optimal levels across educational institutions. This condition is influenced by both internal and external factors, such as motivation, job satisfaction, and professional competence (Sintadewi & Putra, 2021; Zahroh, 2017). More recent studies highlight that teachers' performance is closely related to their ability to adapt to the dynamic educational environment. Teachers who demonstrate higher adaptability tend to exhibit greater instructional effectiveness and are more capable of enhancing student engagement (Collie et al., 2020). In addition, readiness to cope with technology-driven educational transformation has become a crucial factor in determining teachers' performance (König et al., 2020).

The transformation of the educational landscape, characterized by rapid technological advancement and the implementation of the Merdeka Curriculum, requires teachers to possess strong adaptive capacities. In this context, the concept of skill agility (learning agility) has become increasingly relevant. Skill agility refers to an individual's ability to learn quickly, adapt flexibly, and transfer and apply new knowledge across different situations (De Meuse et al., 2010). Individuals with high levels of skill agility are more capable of dealing with uncertainty, adapting to change, and achieving higher levels of performance.

Recent international research has linked skill agility to individuals' readiness to cope with digital transformation and the dynamics of modern organizations. Learning agility has been shown to play a significant role in enhancing adaptive performance and readiness to respond to changing work environments (Ghosh & Muduli, 2021). Furthermore, skill agility contributes to increased employability and individuals' capacity to face future challenges (Van der Heijden et al., 2020).

In the educational context, teachers with high levels of skill agility are more likely to innovate, integrate technology into teaching practices, and adjust instructional methods to meet diverse student needs. Recent studies also indicate that teachers' learning agility positively influences instructional effectiveness and readiness to cope with changes in the educational system (Mahmutoğlu et al., 2024). Thus, skill agility can be understood as teachers' capacity for continuous learning, flexible adaptation, and the effective application of new skills in response to educational dynamics.

Despite its importance, empirical research examining the effect of skill agility on teachers' performance in Indonesia remains limited. Most existing studies have focused on conventional variables such as motivation, work discipline, and professional competence, while the role of agility as an individual adaptive capacity has received relatively little attention. Moreover, research on skill agility has predominantly been conducted in business organizations or higher education contexts, resulting in limited empirical evidence in secondary education, particularly in regional areas such as Sragi District, Pekalongan Regency.

This condition indicates a research gap that necessitates more specific empirical investigation. Therefore, this study aims to analyze the effect of skill agility on teachers' performance in public junior high schools in Sragi District, Pekalongan Regency. This study is expected to contribute theoretically to the development of educational management literature, particularly regarding the role of individual adaptive capacity in enhancing teachers' performance, as well as to provide practical implications for policy development aimed at improving teacher quality based on skill agility.

## **METHOD**

This study employed a quantitative approach with a non-experimental descriptive correlational design. The quantitative approach was selected because the study aims to examine the effect between variables objectively, measurably, and systematically through statistical analysis (Sugiyono, 2020; Creswell, 2021). The correlational design was used as the study did not involve any treatment or intervention, but rather examined relationships that naturally occur in the field.

The study was conducted among teachers of public junior high schools in Sragi District, Pekalongan Regency, covering five schools: SMP Negeri 1 Sragi, SMP Negeri 2 Sragi, SMP Negeri 3 Sragi, SMP Negeri 4 Sragi, and SMP Negeri 5 Sragi. The population consisted of 173 teachers. The sample size was determined using the Isaac and Michael formula with a 5% margin of error, resulting in 121 respondents. The sampling technique used was proportional

random sampling, which involves selecting samples randomly while considering the proportion of population members in each school (Sugiyono, 2020; Arikunto, 2021).

The variables in this study consisted of one independent variable, namely skill agility (X), and one dependent variable, namely teachers' performance (Y). Teachers' performance was measured through the dimensions of lesson planning, instructional implementation, learning evaluation, professional development, and work responsibility. Meanwhile, skill agility was measured through the dimensions of cognitive agility, behavioral agility, and emotional agility. The selection of variable indicators was based on educational management concepts and teacher competency development, emphasizing the importance of adaptability and sustainable professional performance.

Data were collected using a structured questionnaire with a five-point Likert scale, ranging from strongly agree to strongly disagree. The research instrument was tested for validity and reliability. Validity testing was conducted using the product-moment correlation, with items considered valid if the calculated correlation coefficient (r-value) exceeded the critical value (r-table = 0.361). Items that did not meet the criteria were removed. Reliability testing was conducted using Cronbach's Alpha, with a threshold of  $\alpha > 0.70$ . The results indicated that all variables demonstrated very high reliability ( $\alpha > 0.90$ ), confirming that the instrument was suitable for use (Ghozali, 2020).

Prior to data analysis, prerequisite tests were conducted, including tests of normality, homogeneity, and linearity. Normality was assessed using the Kolmogorov-Smirnov test with a significance criterion of  $p > 0.05$ . Linearity was tested using the test for linearity with a deviation from linearity criterion of  $p > 0.05$ . Homogeneity testing was conducted to ensure that the variance across groups was homogeneous. These steps were undertaken to ensure that the data met the assumptions of parametric statistical analysis, allowing for valid interpretation of the results (Ghozali, 2020).

Data analysis was performed using simple linear regression to examine the effect of skill agility on teachers' performance. The regression model used was:  $Y = a + bX$ . Hypothesis testing was conducted at a significance level of 0.05. The hypothesis was accepted if the significance value was less than 0.05, indicating a significant effect of skill agility on teachers' performance.

## RESULT AND DISCUSSION

### Result

The descriptive analysis indicates that the total number of respondents was 121 teachers, with complete data and no missing values. The mean score of teachers' performance was 193.93, while the mean score of skill agility was 98.45. These mean values suggest that both variables fall within the moderate to high category; however, there is still considerable variation among respondents, as indicated by the relatively large standard deviations.

The frequency distribution shows that teachers' performance is still dominated by low to moderately high categories, indicating that performance levels are not evenly distributed. A similar pattern is observed for skill agility, which also demonstrates a relatively wide distribution across respondents. The descriptive statistics of the research variables are presented in Table 1.

**Table 1.** Descriptive Statistics of Research Variables

Variable	N	Mean	Std. Deviation	Minimum	Maximum
Teachers' Performance (Y)	121	193.93	56.14	71	314
Skill Agility (X)	121	98.45	31.36	35	161

Source: Processed primary data (2024)

### Construct Validity Test

The results of construct validity testing using Principal Component Analysis (PCA) indicate that all dimensions of the variables have extraction values above 0.50, confirming their validity. For teachers' performance, the learning evaluation dimension shows the highest contribution, with an extraction value of 0.886, indicating that this aspect is the most dominant in shaping performance. Meanwhile, all dimensions of skill agility show high extraction values

(>0.91), with cognitive agility emerging as the most dominant dimension. These findings indicate that the measurement constructs used in this study are valid and appropriate for further analysis.

#### **Assumption Testing**

The normality test using Kolmogorov-Smirnov shows a significance value of 0.200 (>0.05), indicating that the data are normally distributed. The linearity test indicates that the relationship between skill agility and teachers' performance meets the linearity assumption, with a deviation from linearity significance value of 0.940 (>0.05). The homogeneity test shows significance values greater than 0.05, indicating that the variance of the data is homogeneous.

Thus, all assumptions for parametric analysis have been satisfied, allowing the analysis to proceed to hypothesis testing.

#### **Hypothesis Testing**

Hypothesis testing was conducted using simple linear regression to examine the effect of skill agility on teachers' performance. The results indicate that skill agility has a very strong relationship with teachers' performance, with a correlation coefficient of 0.858 ( $p < 0.05$ ). The regression analysis shows a coefficient value of 1.537 with a significance level of 0.000 ( $< 0.05$ ), indicating that skill agility has a positive and significant effect on teachers' performance.

The coefficient of determination ( $R^2$ ) is 0.737, indicating that skill agility contributes 73.7% to the variance in teachers' performance, while the remaining 26.3% is influenced by other factors outside the study.

The regression model is formulated as:  $Y = a + bX$ ,  $Y = 18.467 + 1.537X$

These findings indicate that an increase in skill agility is associated with an increase in teachers' performance. The positive regression coefficient suggests that higher levels of skill agility lead to improved performance outcomes.

The substantial contribution of skill agility (73.7%) indicates that teachers' ability to learn quickly, adapt to change, and apply new skills is a key factor in enhancing performance. This suggests that teachers with higher levels of agility are better equipped to cope with change, develop instructional innovations, and improve overall work effectiveness.

Therefore, skill agility can be identified as an important determinant in improving teachers' performance, particularly in responding to the continuously evolving educational environment.

#### **Discussion**

The findings of this study indicate that skill agility has a positive and significant effect on teachers' performance. This result confirms that teachers' ability to learn quickly, adapt to change, and apply new knowledge is a key factor in enhancing professional performance. In a dynamic educational context, skill agility is not merely an additional capability but a core competency that determines teachers' work effectiveness.

Theoretically, these findings are consistent with the concept of learning agility proposed by De Meuse et al. (2010), which suggests that individuals with higher levels of agility are better equipped to *להתמודד* new situations and achieve optimal performance. In the educational context, this capability is reflected in teachers' flexibility in adjusting instructional strategies, integrating technology, and responding to diverse student needs.

The findings are also consistent with previous studies indicating that learning agility significantly influences individual performance, including in the teaching profession (Rini, 2023; Asari, 2022; Wahjusaputri & Fadilah, 2022). At the international level, learning agility has been shown to contribute to increased work engagement, professional identity, and readiness to cope with organizational changes (Ghosh & Muduli, 2021; Van der Heijden et al., 2020). This demonstrates that skill agility plays a strategic role in improving performance across various contexts, including education.

The dominance of the cognitive agility dimension in this study indicates that flexible thinking, understanding new situations, and making rapid decisions are the primary factors in enhancing teachers' performance. Teachers with strong cognitive adaptability are better able to manage the complexity of teaching, including adapting to curriculum changes and meeting the demands of digital transformation in education.

In addition, the dimensions of behavioral agility and emotional agility also make important contributions to teachers' performance. Behavioral agility enables teachers to modify their actions and strategies flexibly, while

emotional agility helps them manage work-related stress and maintain emotional stability in classroom dynamics. The integration of these three dimensions strengthens teachers' ability to perform their roles effectively and professionally.

The high coefficient of determination ( $R^2 = 0.737$ ) indicates that skill agility contributes substantially to the variance in teachers' performance. However, this finding should be interpreted with caution. The high contribution may be influenced by the use of self-report instruments, which may introduce response bias. Furthermore, the potential conceptual overlap between skill agility and related constructs, such as professional adaptability, should also be considered in interpreting the results.

From a contextual perspective, these findings suggest that improving teachers' performance in the era of educational transformation requires not only the enhancement of technical competencies but also the development of individual adaptive capacity. Therefore, the development of skill agility should be integrated into teacher quality improvement strategies through educational policies and continuous professional development programs.

In conclusion, this study confirms that skill agility is a key determinant in improving teachers' performance. The ability to learn, adapt, and respond flexibly to change is essential in addressing the challenges of modern education.

## CONCLUSION

Based on the findings of this study, it can be concluded that skill agility has a positive and significant effect on teachers' performance in public junior high schools in Sragi District, Pekalongan Regency. This finding indicates that teachers' ability to learn quickly, think flexibly, and adapt to change plays a crucial role in enhancing professional performance.

Skill agility contributes substantially to the variation in teachers' performance, suggesting that higher levels of agility lead to more optimal performance outcomes. This capability enables teachers to respond effectively to dynamic learning environments, manage curriculum changes, and develop instructional innovations more efficiently.

The findings of this study imply that efforts to improve teachers' performance should focus on strengthening skill agility as a key individual competency. Therefore, strategies for improving teacher quality should not only emphasize technical competence but also prioritize adaptive capacity, cognitive flexibility, and readiness for change. In conclusion, improving the quality of education requires greater attention to the development of teachers' skill agility as a foundation for achieving professional, adaptive, and sustainable performance.

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