

LEADERSHIP CAPABILITIES AND ORGANIZATIONAL CULTURE ON THE AGILITY OF LOW-COST PRIVATE SCHOOL AND ISTIQAMAH AS A MEDIATING VARIABLE

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Abstract

Low-cost private high school become key support in ensuring the fulfilment 12-year compulsory education stated by Indonesian Education Law. With only 40 percent of the total population able to attend public schools, the government as well as the private sector needs to accommodate affordable private schools to meet the need of high schools in Jakarta. Low cost private schools become essential in providing the gap between the need of schools from the total population of students and the availability of the public school. Unfortunately low cost private school facing a suffer from a lack of new students because they are already “lost in the competition” with other school due to incapability to adapt to current condition. This quality includes the capability of the low cost private schools to adapt with technology and change. Another finding is that low-cost private schools struggling in managing the funding and management. This research conduct in 133 low cost private high school in Jakarta in which all of them are Islamic low cost private high school. The finding of this study is that school principal leadership capabilities and school culture are positively affect school agility with Istiqamah as mediated variable.

Keywords : Leadership Capabilities, Organisational Culture, Istiqamah, Organisational Agility

Introduction

This study is concerned with the challenges encountered by low cost private schools in Jakarta. The purpose of this quantitative study is to identify how resilient leadership capabilities and organizational culture influence organizational agility. According to Indonesia Constitution Law or Undang-Undang Republik Indonesia 1945 have stated that it is the right of every Indonesian citizen to gain education (UUD 1945 article 31 paragraph 1) and every citizen is obliged to attend basic education and the government is obliged to pay for it (UUD 1945 article 31 paragraph 2) (Lubis et al., 2019).

This commitment is further aligned with Indonesia National Education System Law in the year 2003 (UU Sisdiknas). The government committed to implement the 12 year compulsory education from elementary school to high school. According to article 20 UU Sisdiknas of 2003 it is obligated for the government to provide service and facilities, the government is also responsible of ensuring equal distribution of education quality without discrimination (Saputra, 2018).

The education budget has been increased since the introduction of UU Sisdiknas in 2003. According to the calculations, the 20% mark will be reached in 2009. The entire APBN in central, 20% of provincial APBD, and 20% in APBD County town are used in the computation and technical specifics of the 20% national education budget (Saputra, 2018). The challenge is ensuring

the allocation of the budget can reach all citizens and cover all the aspects of the educational system (Saputra, 2018).

Even with 20 percent of the state funding budget, the government has limited capability in providing public schools, particularly high schools. By providing possibilities for students who were unable to attend in public schools, private schools have extended access to basic education. (Stern & Smith, 2016). The role of private schools, particularly the low cost private high schools has provided key support in providing education for low income households.

According to Imam Parikesit the head of Consultative Board of Private Education (BMPS), the Profiling schools of private education consist of 10 percent of high cost private schools, nearly 30 percent are middle cost private schools and 60 percent of the private schools are low cost private schools. This data has displayed that low-cost private schools become crucial in providing the gap (Fitriana Monica Sari, 2021)

Unfortunately according to (Barakat et al., 2014) the quality of Indonesian low cost private schools are far from the public schools. This quality includes the capability of the low cost private schools to adapt with technology and change.

Private schools suffer from a lack of new students because they are already “lost in the competition” with favourite schools that also require a high tuition fee. These schools “failed” in becoming the so-called favourite school (Martono et al., 2020) Competition in gaining new students encourages schools to utilize different strategies in order to label themselves as their favourite school. This strategy requires high capital therefore it drives schools to increase the tuition fee. In other word the competition seems to legalize high cost educational system (Martono et al., 2020)

In order to survive in such volatile environments, low cost private schools must develop capabilities to detect environmental changes early and to offer accurate responses to them, gaining new opportunities and competitive advantages to exploit. In this context, the concept of organizational agility (OA) appears as one of the key issues that are attracting the attention of researchers and practitioners.

Literature Review

Previous research has demonstrated that leadership capability has both direct and indirect effect on organizational agility (Scott et al., 2008) (Baharin et al., 2021) (Bell & Hofmeyr, 2021) whilst another researcher namely (Stamm, 2009) Argue that leadership capability does not show any impact on organizational agility (Zheng et al., 2019) This chapter will also explain the two main theories of leadership and organizational agility. Organizational culture as an independent variable are supported by past and recent research (Cameron & Quinn, 1999) (Felipe et al., 2017) (Khalid et al., 2020a) . Istiqamah a new variable will also be exposed as a mediating variable highlighting how religious value is aligning with organizational value (Abbas Ali, 2010) (Ozkan, 2020) (Al-Shamali et al., 2021).

The previous studies have repeatedly identified how unsure learning and teaching leaders are about what they might best do to lead in such a context and ensure that essential change takes hold sustainably and consistently in daily practice. It argued that effective leaders should work with,

learn from and respond to changing circumstances (Scott et al., 2008). In order to become effective leaders, ones are required to mix both the competency and capability perspectives on leadership. It emphasizes that possessing a high level of skill and knowledge about how school operates or what makes for a productive approach to learning and teaching is necessary but is not sufficient for effective leadership in higher education.

Organization Culture definition is built on shared assumption (Nikpour, 2017) It's a pattern of belief, values and norm to overcome challenges effectively based on experience and historical events. In other word organizational culture is a representation of collective values, beliefs and principles from the members of the organization.

The work of Abbas 1988 on Islamic work ethic provides evidence that religious value positively and significantly influences economic achievement in the Arab state. The work of Abbas 1988 has become the main reference for many scholar in developing the relation between Islamic work ethic in both economic and management field (B. Javed et al., 2017) (Hamzah, Basri, et al., 2021) (Jufrizen, 2018).

According to Abbas 1988 one of the dimensions that important in Islamic work ethic is Istiqamah. Definition of Istiqamah according to Al Quran Surah Al Fusilat (41) verses 30-31 Surely, those who have declared: "Our Lord is Allah", then remained steadfast, on them the angels will descend, saying, "Do not fear, and do not grieve; and be happy with the good news of the Jannah (Paradise) that you had been promised. We have been your friends in the worldly life, and (will remain as such) in the Hereafter. And for you here is whatever your souls desire, and for you here is whatever you call for.

Research Gap

Evaluating and determining the need for strong intervention for schools that are "failing" in competition is the key object in Turnaround Leadership. Leaders' capabilities play a significant role in leading the change management in school. Leaders need to build a strategy in developing capacity building and consistently improve the low performing school (Fullan, 2002). This research lays a prominent foundation in giving empirical evidence that leadership capabilities can have a positive impact on sustainability and in this case organizational agility. When implemented in higher education in Australia, leadership capabilities also give positive impact in organizational change (Scott et al., 2008).

On the contrary, other findings demonstrated that leadership capabilities framework still have major limitations, it is argued that the framework seems theoretical and not practical (Stamm, 2009). Another criticism about the framework is that the framework could be modified and it is suggested to explore the analysis outside higher education (Ghasemy et al., 2016). Recent studies supporting leadership capabilities have positive impact to organizational agility range in different field namely health sciences institute (Chavan, 2019) secondary school in Kenya (Muthoni & Awuor, 2019) higher education in Makerere University (Kabugo, 2019) middle school in Guangdong China (Hung et al., 2022).

Another research gap is identified within the leadership capabilities construct. It is argued that intrapersonal capabilities variables namely self-efficacy are not reflected in supporting the

performance therefore it does not have positive correlation to organizational agility (Santos & Garcia, 2020).

Table 1 Research Position

Author	Title	Research Finding	Identified Research Gap[U3]
Leadership Capabilities			
Geoff Scott, Hamish Coates & Michelle Anderson (2008)	Academic Leadership Capabilities for Australian Higher Education	The study has validated empirically that leadership capability give positive impact to organizational change	The research focuses on higher education, it allows opportunity for further research in schools
Michael Fullan (2005)	Turnaround Leadership	Turnaround leadership concerns the kind of leadership needed for turning around a persistently low-performing school to one that is performing acceptably as measured by student achievement	It must be driven by an explicit commitment to moral purpose, including raising the bar and closing the gap of student learning. This research argue that leadership capabilities drives sustainability
Liesa Stamm (2009)	Turnaround Leadership for Higher Education	Personal Capabilities: self-regulation, decisiveness, and commitment Interpersonal Capabilities: influencing and emphasizing Cognitive Capabilities: diagnoses, strategy, and flexibility and responsiveness.	The leadership capabilities framework is theoretical and somewhat ironic because the key recommendation is for practical reasoning. Fullan and Scott do not differentiate institutions by mission, size, range of programs, or public or private status
Majid Ghasemy, Sufean Hussin, Megat Ahmad Kamaluddin Megat Daud (2016)	Academic leadership capability framework: a comparison of its compatibility and applicability in Australia, New Zealand, and Malaysia	This analysis revealed interesting similarities and differences among academic leaders within the three countries which can be used as a base for further policy making, and characterizing effective leadership in higher education	The framework could be modified and upgraded according to cultural context. The study suggested to explore the analysis outside higher education on capabilities, competencies, and performance in different countries
Kalidas Dattatraya Chavan (2019)	Perceived Notions of Academic Leaders about Leadership Capabilities for effective performance of Health Sciences Institutes	The academic leaders of the health sciences institutes have better understanding about the leadership capabilities required for effective performance of health sciences institutions	This study argued that leadership capabilities is the key drivers for effective performance

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David Kabugo (2019)	Acquiring Digital Education Leadership Capabilities through Heutagogy: A Case of C-DELTA Implementation at Makerere University	Results of the study showed that the proposed platform enabled a heutagogical approach by allowing educators to self-direct and determine their learning path and by enabling them to take an active rather than passive role in acquiring Digital Educational Learning skills	Self-determined learning (heutagogy) has a lot of potential, which remains under researched and underexploited
Xie Hui, Poonpilas Asavisanu (2020)	The Development Of A Professional Learning Community Model For Enhancing The Instructional Leadership Capabilities Of Middle School Teachers In Maoming, Guangdong Province Of China	The main purpose of this study was to develop a model of Professional Learning Community for enhancing instructional capabilities of school teachers	There is a gap between the desirable and current instructional leadership capabilities of teachers, principals' support was insufficient, and the professional learning communities were not working as well as expected
Juharyanto Ibrahim Bafadal, Imron Arifin, Bagus Rahmad Saputra, Maulana Amirul Adha (2020)	The use of conventional communication technology as an effective principal leadership strategy in strengthening the role of multi-stakeholder forum for school quality improvement	The success of the principal is influenced by the principal's leadership capability and skill in utilizing conventional communication technology in the form of direct face-to-face communication; the school principal's capability and skill in utilizing conventional face-to-face communication technology can increase community participation to jointly advance school quality	Limited study regarding the leadership capabilities skills in school setting particularly in remote areas in which the element of local wisdom and community involvement are high
Kim Edward S. Santos & Merlina C. Garcia (2020)	Perceptions of Neust Instructors, Deans and Directors toward Leadership Capabilities	Academic deans/directors have high regard among themselves to be outstanding in their leadership capabilities. This implies that they were confident enough in their leadership capabilities	Self-efficacy concept was not reflected in their performance which led the instructors to give them low ratings
Wang'ang'a, Jane Muthoni & Emmanuel Awuor (2019)	The Role of Strategic Leadership on Academic Performance of Secondary Schools in Kenya: A Case Study of Nakuru County	This study established that stakeholder management is a significantly predictor of academic performance of secondary schools	Discipline levels management, resources mobilization and strategy execution were not significant predictors of academic performance of secondary schools
Organization Culture			

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Felipe, Roldan & Rodrigues (2017)	Impact of Organizational Culture Values on Organizational Agility	The result finding stresses the positive influence that adhocracy, clan and hierarchy culture exert on Organizational culture	The adhocracy culture, due to its lack of bureaucratization and complexity, enables the organization to be flexible and to rapidly reconfigure resources and processes
Carvahlo et al (2017)	Operational excellence, organizational culture and agility: the missing link?	This research emphasizes the literature review and positive relationship between operational excellence organizational culture and organizational agility	Leadership as a part of key essential element of organization that drives the organization
Commitment to Moral Purpose (Istiqamah)			
Fullan (2005)	Leading in a culture of change	This research highlights the need of leaders to understand the change process. Moral purpose without an understanding of change will lead to moral martyrdom	Leaders who combine a commitment to moral purpose with a healthy respect for the complexities of the change process not only will be more successful but also will unearth deeper moral purpose
Bezzina an Tuana (2011)	From awareness to action: Some thoughts on engaging moral purpose in educational leadership	This research argue that leaders need a sense of their own role as an influential player in this domain (moral potency) reflected in their sense of a capacity to act in ways that make a difference; their ownership of, and commitment to moral purpose	This research demonstrated leaders capability have an impact to organizational change with the help of commitment to moral purpose
Wijayanti et al (2019)	Teachers' empowerment, self-regulation and being istiqomah as key features of job performance	This research introduces a new construct namely Istiqamah as a key driver in determining job performance. This means the values of Istiqamah are applied in the human management setting.	Istiqamah as a mediator never been use particularly in educational setting
Organization Agility			
Bethuel Sibongiseni Ngcamu (2020)	Transformation through the lens of leadership capabilities in South African universities	This study ascertains university leaders' knowledgeability of factors and their understanding of change initiatives could drive and achieve universities' transformation agenda. The leadership traits, cognitive abilities, and qualities	The results suggest that the university leaders understand their institutional transformation agendas although the freedom of speech and open debates are

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		can also influence transforming universities	not promoted and that leaders are not good listeners
Sharifi & Zhang (2001)	Agile manufacturing in practice Application of a methodology	For practitioners, the proposed methodology provides a basis for assessing their business situations and a guideline for recognizing missing capabilities and building up strategic policies in pursuit of agile manufacturing	Research regarding organizational agility in the manufacturing industry has provided opportunity in exploration for the other field
Yusuf et.al. (1999)	Agile manufacturing: The drivers, concepts and attributes	This research lays a solid foundation in organizational agility.	The organizational agility limited only in manufacturing company
Gupta & Bharadwaj (2013)	Agility in business school education through richness and reach: a conceptual model	The authors' conceptual model consists of three sub-paradigms derived from the theories. The three dimensions together enable this study to understand and propose a new model for business schools, which would have the objective of producing more graduates with entrepreneurial agility	More research is needed to assess the effectiveness of various teaching and learning techniques. Multivariate analysis would be helpful in determining the multitude of effects on learning that can occur within a business school environment
Ozgenel & Yazici (2021)	Learning Agility of School Administrators: An Empirical Investigation	Higher levels of learning agility in school principals contribute to their knowledge and skills and support them to be successful and effective managers and leaders	According to the findings, it was determined that school principals interact with more people than deputy principals, are open to innovations willing to change, and have high problem-solving skills. On the other hand, there was no significant difference in managing turmoil and uncertainty and discovering themselves according to their job status
Eghbal et al (2014)	Organizational agility in public and private schools	In achieving Better Organizational agility, quality of educational and fundamental services should be increased and the reduction of costs, internal satisfaction of the students should be considered in the face of rapid changes in the education system and training time associated with changes in the education system	In the case of speed and flexibility no significant difference in average was found

Joiner (2019)	Leadership Agility for Organizational Agility	Research on levels of agility in the 'leadership culture' shows that companies with Achiever /Catalyst leadership cultures outperform those with Expert/ Achiever cultures and create greater value for their stakeholders	Only about 10 percent of current managers have the ability to operate reliably as Catalyst leaders, the level that is most effective in a turbulent business environment
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Research Method

The data collection will include 133 low cost private high school principals in Jakarta covering 5 area of Jakarta Utara, Jakarta Selatan, Jakarta Timur, Jakarta Barat and Jakarta Pusat. This is the total population of the low cost private school in Jakarta. Unit analysis for this study is school, therefore school leaders will be invited to participate in this research namely: School Principal, School Vice Principal, School Coordinator. Data from three school leaders will be averaged to avoid bias and validate the representation of the unit analysis. The use of variable Istiqamah in this study resulted in choosing only low cost private schools that have Istiqamah value in their vision and mission.

The participants of the study are leaders of private schools who are aware of the needs of adapting and adjusting to sudden change. The questionnaires will be delivered through google form with introductory and explanation.

Preliminary study

Initial study took place in two low cost private high school in Koja Jakarta Utara. The reason in choosing Koja as a preliminary study refer to previous research from Center for Indonesian Policy. This research argue that among all areas in Jakarta, Koja have more private schools than public school and more than 60% of the private school are low cost private school (Wikaningtyas, 2017) Two schools for this preliminary studies are SMA Al Khairiyah and SMA Al Muhajirin. The interview are taken with school principal. This align with the study of (Barakat & EPPI-Centre, 2014) that stated the best representation in managing the low cost private school is in the school leaders.

Al Khairiyah principal male, 38 years and have been in the position for more than 5 years stated that he is involve in all of the school activities “I always involved in all of the school activities and ensure all the plan are well executed”.

The needs of shifting into more agile and adaptive school have been in discussion within the school management as well as the schools’ foundation’s leaders. “We need to act immediately if we do not want to loose students” said Al Khairiyah principal. “The threats are real, the popularity of public school is mounting and private school are in fight to search for the students, wo do not lose hope because we always know that our part is crucial but we need to take action”. The elaboration of his statement is in accordance with the study conducted by(Özdemir, 2023). The relationship

between school agility rely on the ability of the leaders in the urgency to identify threats and formulating an innovative action.

He is the second generation of the school owner, he took the role wholeheartedly and equip himself for the role “I took master degree in Education in preparation for the role of principal in this school”. He also added that he is eager to learn new things and innovate “I really like to learn new technology and implement it in my school”. He determined to focus on the job and perform well as headmaster “In life we need to focus to what we are doing”.

He weighed more on his spiritual belief in reflecting his achievement. He stated “What more important in doing our job is value, how Islamic value of Istiqomah. This statement aligning with the woks from (Haron et al., 2020)that Istiqomah means a consistent mindset and resilient in performing strong professionalism and morally upright.

He realizes in managing low-cost private high school there are more complex problems such as convincing the students that the school is as good or even better than the public school “In this area (Koja district) low-cost private school are very important, with the level of the social economical demographic we (low-cost private high school) are the backbone of the education. If we could not keep up with the innovation, we will lose the students not only to public schools but more sadly to dropouts”. Innovative and adaptability to the new digital and technological era are inevitable “We have to shift early and learn fast to be able to exist”

The pandemic indeed forced the school to adapt and encourages innovation harder. With consistency and Istiqomah Al Khairiyah manages to maintain all 10 classes are full of students and keep all the extracurricular running during the pandemic.

He believe that innovation will save the school from the bigger loss “We need to implement new things, to innovate”. The list of innovation in order to adapt and stay relevant with IT and technological environment are namely: The school introduces multimedia-based students development, Implementation of online learning with school counsellor as a learning companion, Istiqomah in the implementation and this include memorising Al Quran verses and lastly Digital-based management system.

The characteristic from low cost private highschool is that 90% of the financing are from the government. They used BOS (Bantuan Operasional Sekolah) in which Indonesian government provide to support school operation (budget from APBN). They also receive BOP (Biaya Operasional Pendidikan) from the state government. They also have students who receive KJP (Kartu Jakarta Pintar). All the government financing enables the school to promote innovation and drive the school culture as an innovative culture.

The result of the of the second interview strengthen the data from the first interview. The school leader of Al Muhajirin, Male, 45 years old. He started the innovation journey from SMA Al Muhajirin started when he began in the position of school principal, he encountered challenges of low admission from a new student in his school. On top of that he also identified that there is a mismanagement in financing the school programs.

Throughout the interview the principal expressed confidence and sense of achievement in explaining the school journey. He explained that the religious value is the critical component in

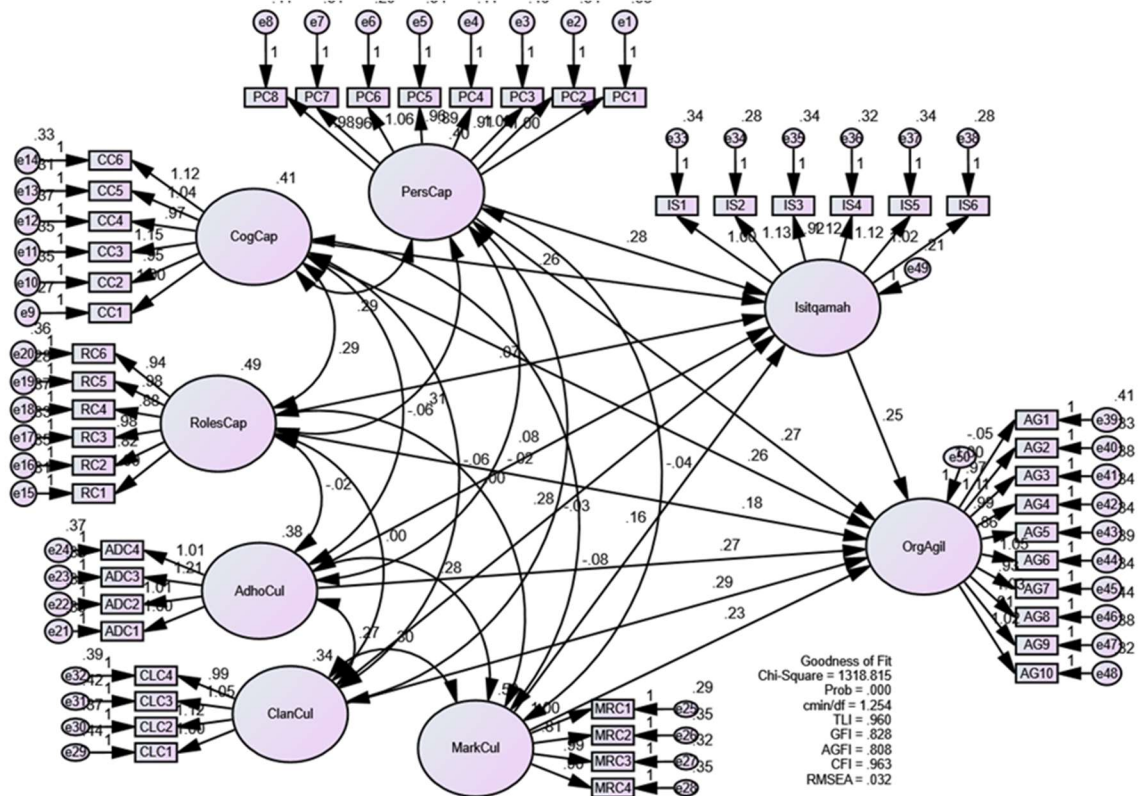
driving the change in the school “For me the approach should start with religious approach. The duty we have here should go beyond completing task, rather it should be a part of a mission we live in this world”. He also shed tears when explaining about the managing financial operation. He stated that this is a mandate. “This (managing finance including from government fund) is a heavy mandate, therefore we need to be really focus and careful”. This statement aligned with the characteristic of the unit analysis of school leader that portraying leadership capabilities using Istiqomah as a work ethic to create change in the organization (Amaliasita, 2023)

With the resource and support from government, parents, school owner and foundation he believe that even low cost private school can strive to excellence. “There are no reason we are equal with the public school, in our school we have multimedia room and broadcasting room for the students. We now have school tv channel and we intended to upgraded next year”. Optimism also clearly shown during the interview.

In summary, the preliminary study supported the previous research (Amaliasita, 2023; Kamaluddin et al., 2010; Nasution & Rafiki, 2020a) and provide a strong foundation to conduct quantitative research.

Result and Discussion

Figure 1 research model testing using amos 27



Hypothesis Testing

The relationship between the construct can be extracted from the path analysis test. If the PValues are greater than 0.05, the hypothesis is rejected. If the PValue are below 0.05 then the hypothesis is accepted. Below are the presented result of the Hypothesis testing as follows:

Table 2 Hypothesis result

Hypothesis	Estimate	C.R	PValue	Summary
H1 : Personal capabilities have a positive impact on Istiqamah	0.277	2.649	0.008	Accepted
H2: Cognitive capabilities have a positive impact on Istiqamah	0.256	2.632	0.008	Accepted
H3: Role specific capabilities have a positive impact on Istiqamah	0.066	0.802	0.422	Rejected
H4: Adhocracy culture has a positive impact on Istiqamah	0.083	0.751	0.455	Rejected
H5: Clan culture has a positive impact on Istiqamah	0.283	1.950	0.051	Rejected
H6: Market culture has a positive impact on Istiqamah	0.155	1.681	0.093	Rejected
H7: Personal capabilities have a positive impact on Organizational Agility	0.266	8.447	0.000	Accepted
H8: Cognitive capabilities have a positive impact on Organizational Agility	0.255	8.886	0.000	Accepted
H9: Role specific capabilities have a positive impact on Organizational Agility	0.180	8.118	0.000	Accepted
H10: Adhocracy culture has a	0.266	8.323	0.000	Accepted

positive impact on Organizational Agility				
H11: Clan culture has a positive impact on Organizational Agility	0.287	6.758	0.000	Accepted
H12: Market culture has a positive impact on Organizational Agility	0.255	8.618	0.000	Accepted
H13: Leadership capabilities and Organizational Culture have a positive impact on Organizational Agility mediated by Istiqamah	0.247	9.318	0.000	Accepted

Table 3 Istiqamah Research Model Hypothesis Testing: Coefficient

Model	Unstandardized B	Coefficient Std. Error	Standardized Coefficient Beta	t	Sig.
(constant)	-.324	.360		-.899	.369
PC	0.260	0.077	0.244	3.366	0.001
CC	0.218	0.070	0.218	3.116	0.002
RC	0.114	0.068	0.113	1.622	0.096
CLC	0.203	0.070	0.198	1.648	0.064
ADC	0.116	0.065	0.118	1.633	0.076
MRC	0.169	0.064	0.171	1.623	0.069

Table 4 Ttest and Ttable comparison

Model	t test	t table	Summary
PC	3.366	1.6510	The null hypothesis was rejected, alternative hypothesis was accepted
CC	3.116	1.6510	The null hypothesis was rejected, alternative hypothesis was accepted
RC	1.622	1.6510	The null hypothesis was accepted, alternative hypothesis was rejected
CLC	1.648	1.6510	The null hypothesis was accepted, alternative hypothesis was rejected

ADC	1.633	1.6510	The null hypothesis was accepted, alternative hypothesis was rejected
MRC	1.623	1.6510	The null hypothesis was accepted, alternative hypothesis was rejected

To conduct a hypothesis testing based on the provided table and research hypotheses, the regression weights, standard errors (S.E.), critical ratios (C.R.), and p-values in the table need to be analyzed. The aim of the testing is to identify whether the regression weights for each predictor variable in the Istiqamah and Organizational Agility models are statistically significant, supporting or rejecting the research hypotheses.

Personal capabilities' impact on Istiqamah

Based on the table above, it is resulted that Regression Weight Estimate for Personal capabilities is 0.277 and the P-value for PersCap: 0.008 (significant at the 0.05 level). The p-value for Personal capabilities is less than 0.01, indicating a statistically significant relationship. Therefore, we can support H1, which suggests that personal capabilities have a positive impact on Istiqamah. This result is in accordance with previous research whereas personal capabilities and Islamic work ethic namely Istiqamah is proven to be positive and significant (Ahmad, 2021). The result also aligns with the study that stated personal capabilities impact positively and significantly to Islamic work ethics (Istiqamah) (Nurfaizi, & Muafi, 2022; Udin et al., 2022).

Cognitive capabilities' impact on Istiqamah

Based on the table above, it is resulted that Regression Weight Estimate for Cognitive capabilities is 0.256 and the P-value for PersCap: 0.008 (significant at the 0.05 level). The p-value for Personal capabilities is less than 0.05, indicating a statistically significant relationship. Therefore, we can support H1, which suggests that Cognitive capabilities have a positive impact on Istiqamah. This study is in accordance with the research conducted by (Syariati, 2022) which found that cognitive capabilities have positive and significant impact on Islamic work ethics namely Istiqamah. This also in line with the findings that the higher cognitive capabilities in a school leader then the higher the Istiqamah work ethics in integrated Islamic school (Shaikh & Alam Kazmi, 2022)

Role specific capabilities' impact on Istiqamah

Based on the table above, it is resulted that Regression Weight Estimate for Role Specific capabilities is 0.06 and the P-value for PersCap: 0.422 (significant at the 0.05 level). The p-value for RolesCap is greater than 0.05, indicating no statistically significant relationship. Therefore, we fail to support H3, which suggests that role-specific capabilities have a positive impact on Istiqamah. This result is not aligning with the study conducted by (AFLAH et al., 2021; S. Javed et al., 2020) in which both agree respectively that role specific capabilities have positive and significant effect on Istiqamah.

Adhocracy culture's impact on Istiqamah

Based on the table above, it is resulted that Regression Weight Estimate for AdhoCul: 0.083 and the P-value for AdhoCul: 0.453 (not significant at the 0.05 level). The p-value for AdhoCul is greater than 0.05, indicating no statistically significant relationship. Therefore, we fail to support H4, which suggests that adhocracy culture has a positive impact on Istiqamah. The result of this

study is not in accordance with the previous research. Whereas in previous study adhocracy culture have positive and significant impact with Istiqamah (Candra et al., 2022; Chupradit et al., 2022)

Clan culture’s impact on Istiqamah

Based on the table above, it is resulted that Regression Weight Estimate for ClanCul: 0.283 and P-value for ClanCul: 0.051 (not significant at the 0.05 level). The p-value for ClanCul is slightly greater than 0.05, indicating no statistically significant relationship, but it's close to the threshold. Therefore, we may consider the result inconclusive for H5, which suggests that clan culture has a positive impact on Istiqamah. The result is relatively different with the study conduct by that suggest clan culture have positive and significant impact with Istiqamah (Alshurideh & Obeidat, 2021; Hamzah, Student, et al., 2021; Shafira Arifiani & Sudiro Nur Khusniyah Indrawati, 2020)

Market culture’s impact on Istiqamah

Based on the table above, it is resulted that Regression Weight Estimate for MarkCul: 0.155 and P-value for MarkCul: 0.093 (not significant at the 0.05 level). The p-value for MarkCul is greater than 0.05, indicating no statistically significant relationship. Therefore, we fail to support H6, which suggests that market culture has a positive impact on Istiqamah. The previous research indicating that market culture have a positive and significant effect on Istiqamah (Nasution & Rafiki, 2020b; Udin et al., 2022b) therefore this result is not align with the previous result.

Table 5 Organizational Agility Research Model Hypothesis Testing :

Coefficient

Model	Unstandardized B	Coefficient Std. Error	Standardized Coefficient Beta	t	Sig.
(constant)	-2.343	0.067		-35.041	0.000
PC	0.239	0.015	0.238	16.294	0.000
CC	0.221	0.013	0.235	16.686	0.000
CLC	0.214	0.013	0.223	16.146	0.000
ADC	0.236	0.012	0.255	19.463	0.000
MRC	0.225	0.012	0.243	18.637	0.000
IS	0.254	0.012	0.270	21.451	0.000
RC	0.192	0.013	0.202	15.082	0.000

Table 4 Ttest and Ttable comparison

Model	t test	t table	Summary
PC	16.294	1.6510	The null hypothesis was rejected, alternative hypothesis was accepted
CC	16.686	1.6510	The null hypothesis was rejected, alternative hypothesis was accepted
CLC	16.146	1.6510	The null hypothesis was rejected, alternative hypothesis was accepted
ADC	19.463	1.6510	The null hypothesis was rejected, alternative hypothesis was accepted
MRC	18.637	1.6510	The null hypothesis was rejected, alternative hypothesis was accepted

IS	21.451	1.6510	The null hypothesis was rejected, alternative hypothesis was accepted
RC	15.082	1.6510	The null hypothesis was rejected, alternative hypothesis was accepted

Personal capabilities' impact on Organizational Agility

Based on the table above, it is resulted that Regression Weight Estimate for PersCap: 0.266 and P-value for PersCap: < 0.01 (significant at the 0.05 level). The p-value for PersCap is less than 0.05, indicating a statistically significant relationship. Therefore, we can support H7, which suggests that personal capabilities have a positive impact on Organizational Agility. This result is in accordance with the previous research that suggest personal capabilities have positive and significant effect on organizational agility (Arsawan et al., 2022; Giri Goswami, 2022)

Cognitive capabilities' impact on Organizational Agility

Based on the table above, it is resulted that Regression Weight Estimate for CogCap: 0.255 and P-value for CogCap: < 0.01 (significant at the 0.05 level). The p-value for CogCap is less than 0.05, indicating a statistically significant relationship. Therefore, we can support H8, which suggests that cognitive capabilities have a positive impact on Organizational Agility. This result is in accordance with the previous research that suggest cognitive capabilities have positive and significant effect on organizational agility (Akkaya, 2020; Fawzy & Saad, 2023)

Role specific capabilities' impact on Organizational Agility

Based on the table above, it is resulted that Regression Weight Estimate for RolesCap: 0.180 and P-value for RolesCap: < 0.01 (significant at the 0.05 level). The p-value for RolesCap is less than 0.05, indicating a statistically significant relationship. Therefore, we can support H9, which suggests that role-specific capabilities have a positive impact on Organizational Agility. This result is in accordance with the previous research that suggest role specific capabilities have positive and significant effect on organizational agility (Akkaya, 2020; Surya Wanasida et al., n.d.)

Adhocracy culture's impact on Organizational Agility

Based on the table above, it is resulted that Regression Weight Estimate for AdhoCul: 0.266 and P-value for AdhoCul: < 0.01 (significant at the 0.05 level). The p-value for AdhoCul is less than 0.05, indicating a statistically significant relationship. Therefore, we can support H10, which suggests that adhocracy culture has a positive impact on Organizational Agility. This result is in accordance with the previous research that suggest adhocracy culture have positive and significant effect on organizational agility (Hussain et al., n.d.; Li et al., 2023)

Clan culture's impact on Organizational Agility

Based on the table above, it is resulted that Regression Weight Estimate for ClanCul: 0.287 and P-value for ClanCul: < 0.01 (significant at the 0.05 level). The p-value for ClanCul is less than 0.01, indicating a statistically significant relationship. Therefore, we can support H11, which suggests that clan culture has a positive impact on Organizational Agility. This result is in accordance with the previous research that suggest clan culture have positive and significant effect on organizational agility (Arifin & Purwanti, 2023; Carvalho et al., 2023)

Market culture's impact on Organizational Agility

Based on the table above, it is resulted that Regression Weight Estimate for MarkCul: 0.225 and P-value for MarkCul: < 0.01 (significant at the 0.05 level). The p-value for MarkCul is less than 0.01, indicating a statistically significant relationship. Therefore, we can support H12, which suggests that market culture has a positive impact on Organizational Agility. This result is in accordance with the previous research that suggest market culture have positive and significant effect on organizational agility (BATUK ÜNLÜ & ÇALIŞKAN, 2022; Jayampathi et al., 2022; Khalid et al., 2020b)

Leadership capabilities' and Organizational Culture's impact on Organizational Agility mediated by Istiqamah

is a more complex hypothesis that involves mediation analysis, which requires additional information about the specific methods and data. The table alone does not provide sufficient information to directly test this hypothesis.

This result is not supported the previous result whereas leadership capabilities have positive and significant impact on organizational agility with Istiqamah as mediating variable (Ali et al., 2021). The previous study also suggest that culture with istiqamah as mediating variable have positive and significant effect on organizational agility (Ibrahim & Idris, 2023)

In summary, the regression weights and p-values support several of the research hypotheses (H1, H2, H7, H8, H9, H10, H11, H12) based on the statistical significance criteria you provided ($p < 0.05$). However, some hypotheses (H3, H4, H5, H6) do not receive support from the provided data. Hypothesis H13, which involves mediation analysis (Leadership capabilities and Organizational Culture have a positive impact on Organizational Agility mediated by Istiqamah), cannot be directly tested based on the provided table. This hypothesis would require specific mediation analysis techniques, and the necessary information about how the mediation is modelled.

Discussion

The implications and policy recommendations based on the findings of the hypotheses testing depend on the specific context and goals of the organization or system under study. However, we can provide some general guidance on potential implications and policies that might be considered based on the significant findings:

1. Invest in Developing Personal and Cognitive Capabilities: Since both personal capabilities and cognitive capabilities have been found to have a significant positive impact on both Istiqamah and Organizational Agility, organizations may consider investing in training and development programs that enhance these capabilities in their employees. This could involve workshops, education, and skill-building initiatives that focus on personal and cognitive skills.
2. Strengthen Role-Specific Capabilities: While the results for role-specific capabilities (RolesCap) did not show a significant impact on Istiqamah, it is essential to investigate further. If specific roles are crucial for the organization's overall effectiveness, further analysis should be conducted to understand the factors influencing this relationship. It is essential to ensure that employees have the necessary skills and knowledge to excel in their designated roles.
3. Consider the Role of Organizational Culture: The findings suggest that Clan culture, Adhocracy culture, and Market culture may not have a significant direct impact on Istiqamah. However, it's

important to consider that culture plays a crucial role in shaping organizational behavior and values. While the direct impact may not be significant, the cultural aspects might have indirect effects or interactions with other factors. Organizations should carefully assess the alignment between their culture and their desired outcomes, including Istiqamah and Organizational Agility.

4. Leverage Istiqamah for Enhanced Organizational Agility: The finding that Istiqamah mediates the relationship between leadership capabilities, organizational culture, and organizational agility suggests an important pathway. Organizations should focus on fostering Istiqamah as a key component of their strategy for improving organizational agility. This may involve creating an environment that encourages consistency, steadfastness, and resilience in pursuing goals.

5. Continuous Evaluation and Iteration: The results of this study provide a snapshot based on the available data. However, organizations should continually monitor and evaluate the effectiveness of their initiatives, strategies, and policies. If specific interventions are implemented based on these findings, it is crucial to assess their impact regularly and make necessary adjustments.

6. Enhance Data Collection and Analysis: The findings also highlight areas where data might be limited or where significance levels are close to the threshold. Organizations should consider collecting more detailed and diverse data to gain a deeper understanding of the relationships between variables. Additional research or analysis could provide a clearer picture of the factors that drive Istiqamah and Organizational Agility.

The specific policies and actions will depend on the organization's unique circumstances, goals, and industry context. It is essential to engage with relevant stakeholders, including leadership, employees, and subject matter experts, to develop and implement effective policies based on these findings.

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