LEARNING AGILITY AND INCLUSIVE LEADERSHIP ON INNOVATIVE WORK BEHAVIOR: THE MEDIATING ROLE OF WORK ENGAGEMENT AND JOB AUTONOMY IN PLATFORM-BASED COMPANIES

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Abstract

Platform-based companies in Indonesia face significant challenges due to globalization, technological advancements, and the VUCA era, making innovation crucial for sustaining growth and organizational sustainability. This study aims to examine the impact of Learning Agility and Inclusive Leadership on Innovative Work Behavior (IWB), with the mediating roles of Work Engagement and Job Autonomy. The research employs a quantitative confirmatory approach with a cross-sectional design. Data was collected through a 44-item questionnaire from a sample of 255 employees of platform-based companies, selected using purposive sampling. Data analysis was conducted using Covariance-Based Structural Equation Modeling (CB-SEM) with LISREL 8.8. The results indicate that Learning Agility, Work Engagement, and Job Autonomy have a direct effect on IWB, while Inclusive Leadership does not directly influence IWB. Work Engagement and Job Autonomy play a significant mediating role. These findings provide practical insights for platform-based companies to consider Learning Agility and Inclusive Leadership in enhancing Work Engagement and Job Autonomy, ultimately fostering Innovative Work Behavior.

Keywords: Innovative Work Behavior, Learning Agility, Inclusive Leadership, Work Engagement, Job Autonomy

INTRODUCTION

The industry is currently undergoing rapid changes accompanied by increasingly intense competition compared to previous periods. Globalization and technological advancements have driven industrial transformations, including a skills revolution, flexible work arrangements, and job digitalization (Jebali & Meschitti, 2021; Tripathi, Srivastava, & Sankaran, 2020). Furthermore, the world is navigating the VUCA era (volatility, uncertainty, complexity, ambiguity), making business environments more dynamic, unpredictable, and complex (Gagné et al., 2022). Economic uncertainty and risks in the global market are rising, while companies' ability to make accurate market projections is declining (Alblooshi, Shamsuzzaman, & Haridy, 2020). In this context, conventional business approaches are deemed inadequate for maintaining competitiveness amidst uncertainties, necessitating more flexible adaptation and innovation (Kang & Liu, 2024).

Innovation is a key factor in supporting business growth and sustainability (Kutieshat & Farmanesh, 2022). In recent years, the accelerated pace of change in the global business environment has compelled organizations to enhance their innovation performance to address challenges such as economic uncertainty and shifts in the business landscape, while also leveraging opportunities arising from technological advancements (Ahmed et al., 2022). In Indonesia, innovation plays a crucial role in driving the growth of the digital economy. According to the e-Conomy SEA 2024 report by Google, Temasek, and Bain & Company (2024), Indonesia's digital economy is projected to reach a gross merchandise value (GMV) of $90 billion in 2024, marking a 13% increase from the previous year.

Despite the rapid growth of Indonesia's digital sector, platform-based companies, which serve as the primary drivers of the digital economy, face significant challenges, including rapid technological changes, intense competition, and the risk of imitation (Şimşek et al., 2022). These companies are required to adapt and innovate to maintain their competitive advantage in an ever-evolving market (Park et al., 2022). However, many platform-based companies are struggling, with some being forced to shut down operations or implement large-scale layoffs due to global market pressures (Maryoto, 2023; Respati & Sukmana, 2023).

In this context, employees' innovative work behavior becomes a critical element for the success of organizational innovation. Innovative work behavior encompasses the processes of generating, introducing, and implementing new concepts that bring benefits to an organization (Akram et al., 2018). This behavior not only enhances individual productivity but also supports overall organizational performance in competitive business environments (De Meuse, 2019; Lee & Song, 2020). Factors influencing innovative work behavior include individual characteristics such as learning agility, creative self-efficacy and work engagement, as well as organizational factors such as inclusive leadership, job autonomy, knowledge sharing, and HR practice (Jo & Hong, 2022; Shakil et al., 2023; De Spiegelaere et al., 2016; Akram et al., 2020; Munir & Beh, 2020; Jebali & Meschitti, 2021).

Learning agility facilitates employees in adapting to novel situations and generating innovative ideas by fostering a continuous commitment to learning and development (De Meuse, 2019). Likewise, inclusive leadership cultivates a work environment that values employee participation, encourages the exchange of innovative ideas, and supports their implementation (Carmeli et al., 2010; Shakil et al., 2023). Additional organizational factors, such as job autonomy and work engagement, are critical in promoting innovative behavior by granting employees the autonomy and motivation to devise and execute creative solutions in their tasks (Kwon & Kim, 2020; Afsar et al., 2020).

Previous studies have demonstrated that learning agility and inclusive leadership significantly influence innovative work behavior, either directly or through mediators such as work engagement and job autonomy (Jo & Hong, 2022; Shakil et al., 2023; Umrani et al., 2024). However, comprehensive research examining these relationships with dual mediation effects remains limited, particularly within platform-based companies in Indonesia. Therefore, this study aims to investigate the impact of learning agility and inclusive leadership on innovative work behavior, with work engagement and job autonomy serving as mediating factors, in the context of platform-based companies in Indonesia.

REVIEW OF LITERATURE

Social Exchange Theory

Social Exchange Theory (SET) posits that interactions between two parties should involve reciprocal dependence, which contributes to positive work relationships (Meira & Hancer, 2021). SET suggests that strong social relationships, such as professional, friendship, and organizational group connections, are crucial for fostering positive work behaviors (Nachmias et al., 2022). The fundamental principle of SET is reciprocity, which facilitates psychological contracts and mutual obligations between the involved parties (Gospel, 2016). In an organizational context, when an organization values employees' contributions, they respond with behaviors that support organizational goals (Meira & Hancer, 2021). SET further explains that trust-based relationships between leaders and followers enhance employees' intrinsic motivation and their engagement in work (Yasin et al., 2023). Inclusive leaders who provide support, motivation, and recognition can stimulate innovative work behaviors in employees (Umrani et al., 2024).

Self-Determination Theory

Self-Determination Theory (SDT) focuses on the types of motivation that drive behavior, proposing a continuum of motivation ranging from external control to autonomy, spanning from a motivation to intrinsic motivation (Gagné & Deci, 2005). SDT emphasizes that fulfilling three basic psychological needs—competence, autonomy, and relatedness—is essential for motivation and individual well-being (Ryan & Deci, 2022). More autonomous forms of motivation, such as intrinsic motivation, are positively correlated with job satisfaction, organizational commitment, performance, and proactive behavior (Broeck et al., 2021). SDT also explains the relationship between job autonomy and innovative work behavior, where granting autonomy to employees fosters their engagement and creativity, subsequently contributing to innovative work behaviors (De Spiegelaere et al., 2014; Kwon & Kim, 2020).

Learning Agility

Learning agility is defined as an individual's willingness or ability to acquire new competencies to succeed in new, challenging, and different situations (De Meuse, 2019; Lombardo & Eichinger, 2000). Lee & Song (2022) conceptualize learning agility as the

capacity to assimilate new behavioral patterns, modify attitudes, exhibit competencies, and extract lessons from experiences, ultimately demonstrating successful performance in novel and unfamiliar environments. Learning agility reflects the ability to swiftly apply acquired knowledge in unprecedented situations, underpinned by one's aptitude and readiness to learn from past experiences. Learning agility is crucial in talent management and leadership, as well as for employees across various roles, to support individual performance and facilitate organizational change (Lee & Song, 2022). Factors influencing learning agility include individual characteristics such as cognitive ability, cognitive flexibility, and motivation to learn, alongside environmental factors such as leadership style and organizational culture (Lawlor-Morrison, 2023). Learning agility has been shown to enhance performance and innovation and is associated with higher job satisfaction and reduced turnover intentions (Kim & Kim, 2021; Tripathi et al., 2020).

Inclusive Leadership

Inclusive leadership is a leadership approach characterized by availability, openness, and accessibility in interactions between leaders and their followers, as well as building a sense of teamwork, fairness, and equality within the group (Carmeli et al., 2010; Shakil et al., 2023). Inclusive leaders value diversity and encourage team members' contributions by fostering an environment that is open to feedback and participation. This includes leadership behavior that are transparent, approachable, and proactive in listening to and involving team members in decision-making processes (Randel et al., 2018; Guo et al., 2023). Compared to other leadership styles, inclusive leadership places greater emphasis on individuals by both supporting and facilitating a sense of belonging and demonstrating appreciation for uniqueness to promote diverse contributions and capabilities (Guo et al., 2023). Inclusive leadership plays a significant role in fostering commitment, innovation, and positive workplace behaviors (Korkmaz et al., 2022; Yasin et al., 2023).

Work Engagement

Work engagement is a positive mental state characterized by vigor, dedication, and absorption, where employees experience high energy and deep involvement in their work. Engaged employees perceive work as an exciting challenge, contrasting with those who experience burnout (Schaufeli et al., 2006; Bakker et al., 2008). This engagement is

associated with enhanced performance, satisfaction, and organizational commitment, contributing to positive outcomes at both individual and organizational levels (Kahn, 1990; Kim & Koo, 2017). Research differentiates work engagement from employee engagement and work engagement, with work engagement focusing specifically on involvement in work activities and its direct relationship with innovative workplace behaviors (Shuck et al., 2017; Kwon & Kim, 2020).

Job Autonomy

Job autonomy is conceptualized as the degree to which individuals have the freedom to choose how to perform their tasks (Hackman & Oldham, 1975) It has also been defined as the capacity of employees to fulfill their jobs, make decisions, and formulate ways to achieve objectives (Breaugh, 1985). When jobs are designed to provide employees with adequate autonomy, they are more likely to feel a greater sense of responsibility for resolving work-related issues and to perceive that they can effectively manage their work (Akhtar & Ali, 2023). Job autonomy is positively associated with performance, job satisfaction, and innovation, but it can also pose a risk of burnout or stress if not managed effectively, particularly in high-demand jobs (Dysvik & Kuvaas, 2011; Kubicek et al., 2017).

Innovative Work Behavior

Innovative work behavior encompasses employee actions aimed at generating, promoting, and implementing novel ideas within the workplace, team, or organization to enhance job performance (Janssen, 2000). According to Yuan & Woodman (2010), this behavior includes the stages of developing, adopting, and executing new ideas related to products, technologies, and work processes. It consists of three key phases: idea generation, idea promotion, and idea implementation (Janssen, 2000). During the idea conception phase, employees confronted with work-related challenges endeavor to explore novel and alternative approaches to problem-solving and to enhance existing processes or products. The idea generation phase denotes the beginning and suggestion of ideas that initiate the growth of innovation. Subsequently, in the idea promotion phase, employees must promote newly developed ideas, processes, and products to potential stakeholders. Finally, in the idea implementation stage, employees are tasked with producing prototypes of the new processes and ensuring their integration into workplace routines (Kör et al., 2021; Muchiri et al., 2020).

In general, innovative behavior contributes to improvements in productivity, task performance, service innovation, and organizational growth (Bawuro et al., 2019).

RESEARCH METHOD

This study used a confirmatory quantitative design with a survey method to examine the impact of learning agility and inclusive leadership on innovative work behavior, mediated by employee engagement and job autonomy, among employees in platform-based companies in Indonesia. A cross-sectional design was employed with data collected at a single point in time using purposive sampling. The sample criteria encompassed active employees of digital-based companies in Indonesia, with a minimum tenure of six months, preferably in staff positions without supervisory responsibilities. The minimum sample size of 249 was determined using G*Power statistical software, employing linear multiple regression analysis with t-tests, ensuring adequate statistical power (1-β err prob) of 0.80, significance level (α err prob) of 0.05, and medium effect size f^2 of 0.025 (Cohen, 1988). Data was collected via a Google Form distributed to employees in platform-based companies across Indonesia.

This study received responses from 255 employees of platform-based companies in Indonesia. After undergoing data screening and cleaning, the final sample analyzed consisted of 255 respondents. Based on gender, the number of female respondents (132 individuals, 51.76%) slightly exceeded that of male respondents (123 individuals, 48.24%). In terms of educational background, the majority of respondents held a Bachelor's degree (S1) or Diploma IV (228 individuals, 89.40%), followed by Master's degree holders (S2) with 14 individuals (5.50%). Regarding work experience, the majority of respondents had 1–2 years of experience (161 individuals, 63.14%), while a smaller proportion had less than one year of experience (32 individuals, 13%). Based on the company sector, most respondents came from e-commerce (95 individuals, 37.25%), followed by Online Travel Agency (28 individuals, 10.98%) and Ride-hailing (27 individuals, 10.59%), reflecting the dominance of these sectors in Indonesia's platform industry.

Data Collection Method

The measurement scales selected for this study were commonly used and had acceptable validity and reliability. Meanwhile, in order to ensure to ensure the scales'

relevance in the local context, each item was translated into Bahasa Indonesia using a two-way translation method, followed by a readability test to confirm that respondents would comprehend the items clearly and that they aligned well with the study's context. A seven-point Likert scale was applied to each measure, with response options ranging from "1 = strongly disagree" to "7 = strongly agree", except for UWES-9. A pilot study was conducted prior to the main data collection to ensure the questionnaire's reliability and validity.

Learning agility was measured using a 9-item scale (Bedford, 2011), with a sample item is, "I am curious and eager to explore things in depth". The reliability value was 0.670 (Jo & Hong, 2022). Inclusive leadership was measured using a 9-item scale (Carmeli et al., 2010; Shakil et al., 2023), evaluating three dimensions: availability, openness, and accessibility. The sample item is, "My direct supervisor is always available for consultation on various issues" and the reliability value was 0.958 (Shakil et al., 2023). Work engagement was measured using Utrecht Work Engagement Scale with 9-item scale (Schaufeli et al., 2006), evaluating three dimensions: vigor, dedication, and absorption. A sample item included, "At my work, I feel bursting with energy." Reliability value was 0.850 (Schaufeli et al., 2006). Job autonomy was measured using an 8-item scale derived from the Nova-Weba survey (Schouteten and Benders, 2004; Shakil et al., 2023). A sample item is, "In my job, I am allowed to make decisions based on my personal views". The reliability value was 0.961 (Shakil et al., 2023). Innovative work behavior was measured using a 9-item scale (Janssen, 2000; Shakil et al., 2023). The sample item is "I am capable of developing new ideas for complex problems." The reliability value was 0.940 (Shakil et al., 2023).

Covariance-Based Structural Equation Modeling (CB-SEM) was used for hypothesis testing with LISREL 8.80 software. The analysis comprised both measurement and structural models. The measurement model was assessed through Confirmatory Factor Analysis (CFA) for construct validation, emphasizing convergent validity evaluated through three key parameters: factor loading ≥ 0.5, Average Variance Extracted (AVE) ≥ 0.5, and Construct Reliability (CR) ≥ 0.70 (Hair et al., 2019). The structural model was then employed to examine causal relationships between latent constructs. Structural model testing assessed model fit, path coefficients, and the coefficient of determination (R^2). A one-tailed hypothesis test was applied, with relationships between variables considered significant if the t-value

was ≥ 1.645 or ≤ −1.645. Finally, mediation analysis was conducted using the Sobel test to evaluate the significance of indirect effects within the model.

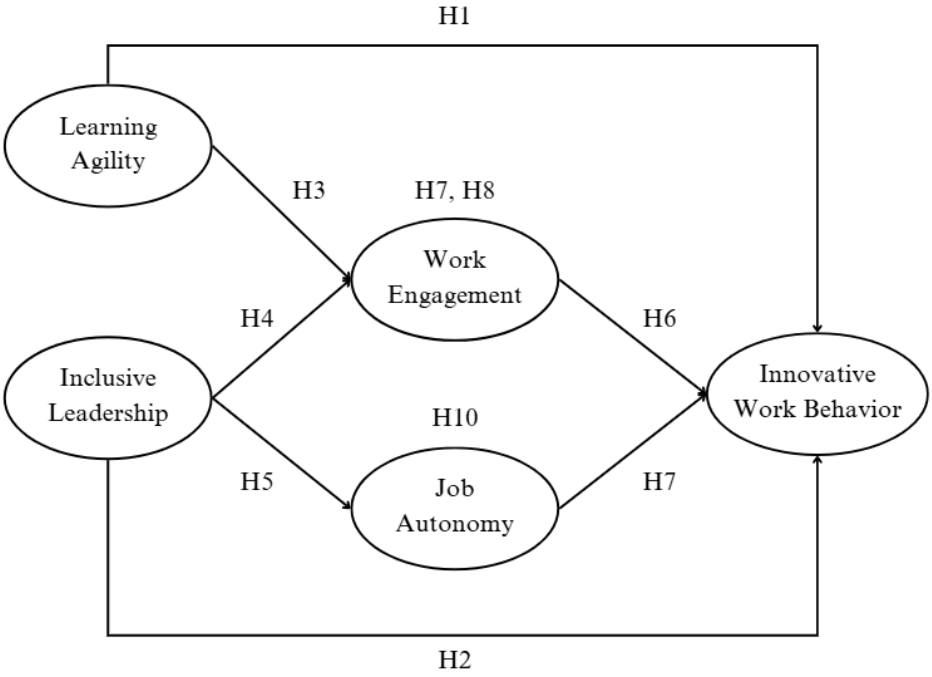

Figure 1
Conceptual Model of Research

RESULTS AND DISCUSSION

Measurement Model

The measurement model for each variable in this study was evaluated through a series of analyses, including model fit, validity, and construct reliability tests. The analyses were conducted using LISREL version 8.80. Model fit assessment involved examining absolute fit indices, incremental fit indices, and parsimony fit indices. According to Hair et al. (2019), a model is deemed adequate if it satisfies at least three out of four goodness-of-fit indices, with at least one index from the incremental fit category and another from the absolute fit category. This evaluation is crucial to ensure the model accurately represents the observed data.

Table 1
Results of The Measurement Model

Constructs	Dimensions	Items	First Order			Second Order		
			Loadings	CR	AVE	Loadings	CR	AVE

Learning Agility	Unidimensional	LA01	0,71	0,872	0,432	-	-	-
		LA02	0,62					
		LA03	0,66					
		LA04	0,58					
		LA05	0,64					
		LA06	0,67					
		LA07	0,70					
		LA08	0,71					
		LA09	0,62					
Inclusive Leadership	Availability	AV01	0,80	0,859	0,605	0,87	0,938	0,834
		AV02	0,82					
		AV03	0,82					
		AV04	0,66					
	Openness	OP01	0,82	0,879	0,708	0,94		
		OP02	0,87					
		OP03	0,84					
	Accessibility	AC01	0,85	0,628	0,715	0,93		
		AC02	0,84					
Work Engagement	Vigor	VI01	0,85	0,829	0,707	1,02	0,983	0,980
		VI02	0,78					
		VI03	0,73					
	Dedication	DE01	0,72	0,744	0648	0,98		
		DE02	0,66					
		DE03	0,73					
	Absoption	AB01	0,71	0,760	0,572	0,96		
		AB02	0,71					
		AB03	0,73					
Job Autonomy	Unidimensional	JA01	0,78	0,905	0,549	-	-	-
		JA02	0,83					
		JA03	0,70					
		JA04	0,75					
		JA05	0,50					
		JA06	0,76					
		JA07	0,79					
		JA08	0,76					
Innovative Work Behavior	Unidimensional	IWB01	0,78	0,904	0,514	-	-	-
		IWB02	0,69					
		IWB03	0,69					
		IWB04	0,51					
		IWB05	0,76					
		IWB06	0,63					
		IWB07	0,76					
		IWB08	0,78					
		IWB09	0,79					

Source: Author (2024)

The factor analysis results show that all indicators have factor loadings above the minimum threshold of 0.50, indicating adequate convergent validity (Hair et al., 2019). For

the Learning Agility construct, factor loadings range from 0.58 to 0.71, while Inclusive Leadership, which comprises three dimensions (Availability, Openness, and Accessibility), has factor loadings ≥ 0.66, demonstrating strong contributions of the indicators to the construct. For Work Engagement, the three dimensions (Vigor, Dedication, and Absorption) show factor loadings between 0.66 and 0.85, with AVE values exceeding 0.50 for all dimensions. Regarding Job Autonomy, factor loadings range from 0.50 to 0.83, with item JA05 having the lowest value (0.50) but still meeting the minimum validity criteria. Innovative Work Behavior exhibits factor loadings between 0.51 and 0.79, with indicators consistently reflecting the main construct. Overall, these results indicate adequate reliability and validity for all measured constructs.

The analysis results show that most dimensions and variables in the first-order model have good CR values, ranging from 0.628 to 0.905, with the Accessibility dimension of the Inclusive Leadership variable having a CR of 0.6, which is still considered acceptable. In the second-order model, the CR values for Inclusive Leadership and Work Engagement are excellent, at 0.938 and 0.983, indicating satisfactory internal consistency. The AVE calculations show that most dimensions and variables have AVE values ranging from 0.432 to 0.715, with Learning Agility still considered valid despite a slightly lower AVE. In the second-order model, the AVE values for Inclusive Leadership and Work Engagement are excellent, at 0.834 and 0.980, supporting the model's convergent validity.

Structural Model

The structural model tested in this study includes all relevant variables and the relationships between them, aligned with the established conceptual framework. For multidimensional variables, indicator scores for each dimension were first converted into latent scores representing those dimensions.

Table 2
Results of The Structural Model Fit

Goodness of Fit Index	Cut-off Value	Test Result	Interpretation
Absolute Fit Indices			
GFI	Good fit: ≥ 0,90 Marginal fit: ≥ 0,80	0,80	Marginal fit
RMSEA	Good fit: ≤ 0,08 Close fit: < 0,05	0,072	Good fit

SRMR	≤ 0,05	0,094	Poor fit
Normed Chi-Square	x^2 : df ≤ 3 : 1	2,325	Good fit
Incremental Fit Indices			
NFI	Good fit: ≥ 0,90 Marginal fit: ≥ 0,80	0,95	Good fit
NNFI	Good fit: ≥ 0,90 Marginal fit: ≥ 0,80	0,97	Good fit
IFI	Good fit: ≥ 0,90 Marginal fit: ≥ 0,80	0,97	Good fit
CFI	Good fit: ≥ 0,90 Marginal fit: ≥ 0,80	0,94	Good fit
RFI	Good fit: ≥ 0,90 Marginal fit: ≥ 0,80	0,94	Good fit
Parsimony Fit Indices			
AGFI	≥ 0,90	0,76	Poor fit
PNFI	≥ 0,50	0,83	*Good fit*

Source: Author (2024)

After re-specification, the structural model shows that most absolute fit indices meet the criteria for a good fit, with RMSEA and normed chi-squared falling into the good fit category, while GFI is in the marginal fit category. Incremental fit indices and parsimony fit indices also indicate a good fit, although AGFI falls into the poor fit category. Referring to Hair et al. (2019), the model meets the fit criteria as three out of four indices demonstrate good results. Therefore, it can be concluded that the revised structural model has an adequate fit with the observed data.

Analysis of Causal Relationships between Latent Variables

Hypothesis testing was based on the t-values obtained from the analysis. For one-tailed tests, the relationship between variables is considered significant if the t-value is ≥ 1.645 or ≤ −1.645 at a 95% confidence level (Hair et al., 2019). The following are the results of the hypothesis analysis testing causal relationships between latent variables in the research model.

Table 3
Results of Direct Relationship Hypothesis Analysis

H	Relationships	B	SE	t-value	Decisions
1	Learning agility → Innovative work behavior	0,28	0,08	3,68	Supported

2	Inclusive Leadership → Innovative work behavior	-0,03	0,07	-0,42	Not Supported
3	Learning agility → Work Engagement	0,51	0,07	7,41	Supported
4	Inclusive Leadership → Work Engagement	0,2	0,06	3,16	Supported
5	Inclusive Leadership → Job Autonomy	0,58	0,07	8,33	Supported
6	Work engagement → Innovative work behavior	0,33	0,07	4,93	Supported
7	Job autonomy → Innovative work behavior	0,35	0,07	5,16	Supported

Source: Author (2024)

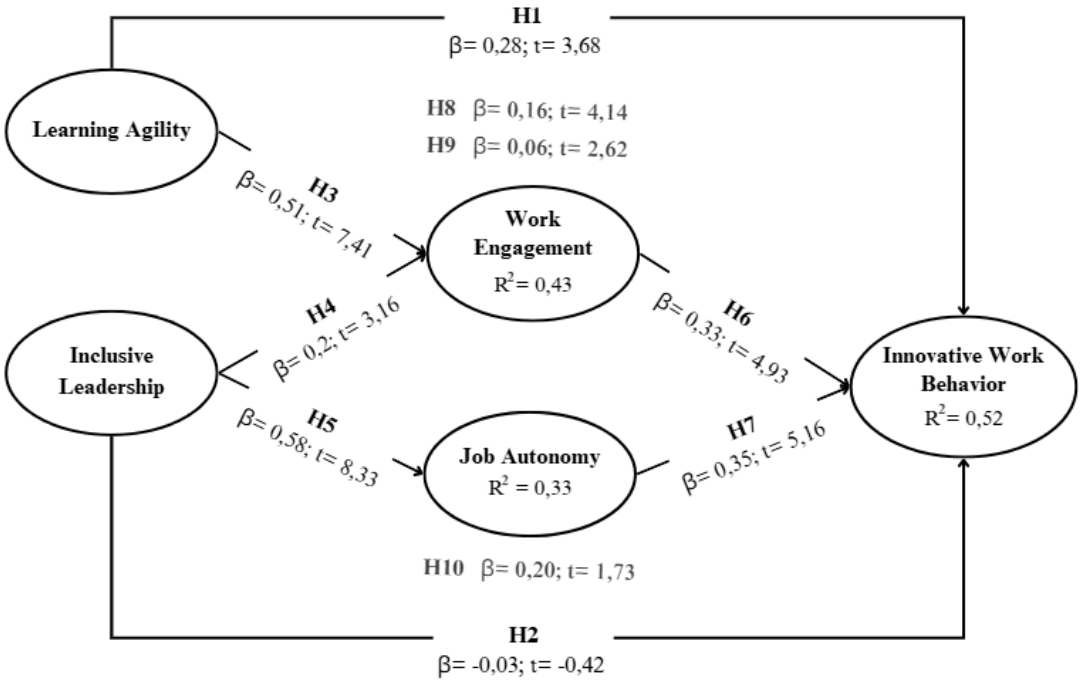

Figure 2
Structural Model Path Diagram
Source: Author (2024)

The results of the causal relationship analysis support most of the research hypotheses. The findings ($\beta = 0.28$, $t = 3.68$, $p < 0.05$) indicate that learning agility is positively related to innovative work behavior, supporting H1. However, the relationship between inclusive leadership and innovative work behavior was not statistically significant ($\beta = -0.03$, $t = -0.42$, $p > 0.05$), thus H2 is not supported. The analysis also shows that learning

agility has a positive relationship with work engagement (β = 0.51, t = 7.41, p < 0.05), supporting H3. Similarly, inclusive leadership is positively associated with work engagement (β = 0.20, t = 3.16, p < 0.05) and job autonomy (β = 0.58, t = 8.33, p < 0.05), supporting H4 and H5, respectively. Furthermore, both work engagement (β = 0.33, t = 4.93, p < 0.05) and job autonomy (β = 0.35, t = 5.16, p < 0.05) are positively related to innovative work behavior, supporting H6 and H7.

Table 4
Results of Mediation Analysis

H	Path	Direct effect	Indirect effect	Total effect	Sobel test statistic	Conclusion
8	LA → WE → IWB	0,28	0,168	0,448	4,141***	Partial mediation
9	IL → WE → IWB	-0,03	0,066	0,036	2,620**	Full mediation
10	IL → JA → IWB	-0,03	0,203	0,173	4,436***	Full mediation

Description: LA (Learning agility), IL (Inclusive Leadership), WE (Work Engagement), JA (Job Autonomy), IWB (Innovative work behavior)
*p-value < 0.05; ** < 0.001; *** < 0.0001
Source: Author (2024)

In Hypothesis 8, work engagement acts as a partial mediator in the relationship between learning agility and innovative work behavior. The results indicate a significant indirect effect (Sobel test statistic = 4.141), while the direct effect of learning agility on innovative work behavior remains significant (t-value = 3.68), suggesting partial mediation. In Hypotheses 9 and 10, work engagement (WE) and job autonomy (JA) serve as full mediators because the direct effect of inclusive leadership (IL) on innovative work behavior is not significant (t-value = -0.42). Job autonomy proves to be a more effective mediator than WE, as the indirect effect through JA is greater. These findings suggest that IL influences innovative work behavior more effectively by enhancing job autonomy, which provides freedom in decision-making and boosts creativity, whereas the effect of WE on innovative work behavior is smaller.

The coefficient of determination (R^2) in the structural model indicates the extent to which dependent variables can be explained simultaneously by independent variables. R^2 values range between 0 and 1, with higher values indicating stronger explanatory power. Work engagement is explained by learning agility and inclusive leadership by 43% (R^2 = 0.43), while job autonomy is explained by inclusive leadership by 33% (R^2 = 0.33), with 67% of the variation explained by other factors. Innovative work behavior is explained by learning agility, inclusive leadership, work engagement, and job autonomy by 52% (R^2 = 0.52), while 48% of the variation is attributed to other factors.

Discussion

This study aims to understand the influence of learning agility, inclusive leadership, work engagement, and job autonomy on innovative work behavior in platform-based companies. It also identifies the role of work engagement and job autonomy in mediating the relationship between learning agility and inclusive leadership with innovative work behavior. Platform-based companies are closely linked to innovation, as this sector heavily relies on the ability to adapt to rapid changes. In this context, the ability to innovate becomes a key factor determining success, while also supporting the growth and sustainability of platform-based companies amid the ever-changing dynamics of the global market (Kutieshat & Farmanesh, 2022).

Employees' innovative behavior, reflected in their ability to transform innovative ideas into practical solutions and motivate key individuals in the company to generate innovation, arises when they possess high curiosity, actively seek deeper information, remain open to new ideas, adapt easily to changes in the work environment, and actively pursue new challenges and experiences. This demonstrates that learning agility can be a key factor in enhancing innovative behavior in the workplace. Learning agility is highly associated with employees' ability to handle complex problems and adapt to various situations, which are essential components of creativity and innovation (Jo & Hong, 2022). These findings support previous studies that state learning agility significantly influences innovative work behavior (Jo & Hong, 2022; Putri & Suharti, 2021; Riswan et al., 2021) and organizational innovation (Tripathi & Dhir, 2023).

The study also highlights a gap in the implementation of learning agility in platform-based companies, where employees lack motivation to seek new challenges, potentially reducing the level of innovative work behavior.

Moreover, effective leadership plays a crucial role in driving innovation within organizations by providing support, facilitating open communication, and supplying the necessary resources to foster the innovation process (Alblooshi, Shamsuzzaman & Haridy, 2020). Regarding inclusive leadership, this study finds that inclusive leadership does not directly influence innovative work behavior, aligning with the findings of Umrani et al. (2024). Meanwhile, previous studies examining mediation effects in the relationship between inclusive leadership and innovative work behavior through variables such as perceived organizational support (POS) (Hüseyin, 2019), psychological safety (Javed et al., 2019), job autonomy (Shakil et al., 2023), dan job crafting (Guo et al., 2023) generally found that inclusive leadership has a significant direct relationship with innovative work behavior.

Furthermore, Li dan Luo (2021) emphasized that the direct impact of inclusive leadership on innovative work behavior can vary across organizational hierarchy levels and work contexts. This suggests that the direct effect of inclusive leadership may be obscured by the complex dynamics within platform-based companies. Although leaders may be open to new ideas, they might not provide clear guidance or the necessary platform to transform these ideas into practical solutions, rendering the effect of inclusive leadership on innovative work behavior inconclusive.

On the other hand, this study reveals that inclusive leadership can influence innovative work behavior through work engagement and job autonomy. Inclusive leaders generally create a work environment that encourages active participation and rewards employees' individual contributions. Studies by Cenkci et al. (2020), Bao et al. (2021), and Umrani et al. (2024) indicate that inclusive leadership styles significantly relate to employees' level of work engagement, consistent with the findings of this study. Randel et al. (2018) and Shakil et al. (2023) stated that inclusive leaders can inspire employees to actively engage in their work as inclusive leadership reflects behaviors that simultaneously meet employees' needs to be recognized as unique individuals and feel accepted as part of the organization. Additionally, inclusive leaders provide psychological support to employees, helping them

cope with job demands and persist through challenging situations, thereby enhancing engagement (Bao et al., 2022).

Moreover, this study reveals that work engagement influences innovative work behavior. This result is supported by previous studies that have proven that work engagement positively impacts innovative work behavior (Agarwal et al., 2012; Jo & Hong, 2022; Koroglu & Ozmen, 2022; Umrani et al., 2024). Consistent with prior findings, when employees are intrinsically motivated because they find their work enjoyable and challenging, they are more likely to be driven to generate new ideas in their jobs (Koroglu & Ozmen, 2022). High employee engagement not only encourages them to complete their tasks but also motivates them to contribute to innovation and creativity within the organization (Rao, 2016).

This study demonstrates that the characteristics of inclusive leadership—being open to employees' new ideas and accessible for discussing work-related issues or difficulties—can contribute to increasing job autonomy in platform-based companies. Job autonomy, resulting from this leadership style, relates to the autonomy in decision-making regarding approaches or methods used to complete their tasks. These findings align with Fang et al (2019) who found that inclusive leaders facilitate employee autonomy by providing opportunities for employees to self-direct their work, including deciding methods or approaches to task completion. Inclusive leaders allow employees the freedom to make their own choices, avoid excessive control, and value their perspectives (Sedlářík et al, 2024). This enables employees to feel more empowered and accountable for their work. Furthermore, Randel et al. (2018) support these findings by stating that inclusive leadership is vital in enhancing employees' autonomy and self-motivation in the workplace.

Based on this study, innovative work behavior is also influenced by job characteristics such as job autonomy. These findings are supported by previous studies stating that job autonomy significantly impacts innovative work behavior (De Spiegelaere et al., 2014; Shakil et al., 2023; Siregar et al., 2022; Suhandiah et al., 2023). Employees tend to be more innovative when they have freedom and autonomy in completing their tasks, allowing them to develop and implement new ideas practically (Shakil et al., 2023). Self-Determination Theory (SDT) also explains that employees with freedom and control over

their work are more likely to feel intrinsically motivated, which in turn encourages them to exhibit innovative behavior (Kwon & Kim, 2020).

Additionally, this study finds that learning agility and inclusive leadership can drive innovative work behavior through work engagement and job autonomy. When employees exhibit learning agility and are supported by inclusive leadership, they are more likely to be engaged and have the freedom to execute their tasks, ultimately triggering creativity and innovation. Previous research supports these findings by showing that work engagement and job autonomy play critical roles in linking inclusive leadership and learning agility with the implementation of innovative behavior in the workplace (Agarwal et al., 2012; Jo & Hong, 2022; Koroglu & Ozmen, 2022; Kwon & Kim, 2020; Muchiri et al., 2020; Shakil et al., 2023; Umrani et al., 2024). Finally, this study identifies that the most effective pathway to enhancing innovative work behavior is through inclusive leadership that provides autonomy to employees in platform-based companies.

CONCLUSION

The study results show that learning agility, work engagement, and job autonomy have a significant positive influence on innovative work behavior. However, inclusive leadership does not show a significant influence on innovative work behavior. Additionally, there is a significant positive influence of learning agility and inclusive leadership on work engagement. Inclusive leadership also has a significant positive influence on job autonomy. Furthermore, work engagement acts as a partial mediator of the effect of learning agility on innovative work behavior and fully mediates the impact of inclusive leadership on innovative work behavior. On the other hand, job autonomy fully mediates the impact of inclusive leadership on innovative work behavior. Overall, work engagement and job autonomy play an important role as mediators in the relationship between these variables and innovative work behavior.

This research provides practical implications for platform-based companies to enhance employees' innovative work behavior. Enhancing learning agility through training that focuses on adaptive learning can be prioritized, as this ability significantly drives innovation. Additionally, the development of inclusive leadership can be achieved through

leadership training emphasizing openness, accessibility, and appreciation for diversity. Companies can also increase work engagement and job autonomy by creating a supportive work environment, granting decision-making autonomy, and providing opportunities for collaboration and constructive feedback.

This study has limitations concerning the context of platform-based company employees in Indonesia, limiting the generalization of results to other sectors or countries. Future research is recommended to expand the sample scope to include various industrial sectors or regions to enhance external validity. Additionally, the cross-sectional approach in this study limits the understanding of causal relationships between variables. Future studies could adopt a longitudinal design to capture temporal dynamics and explore additional factors such as organizational culture or psychological safety to enrich insights into innovative work behavior.

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