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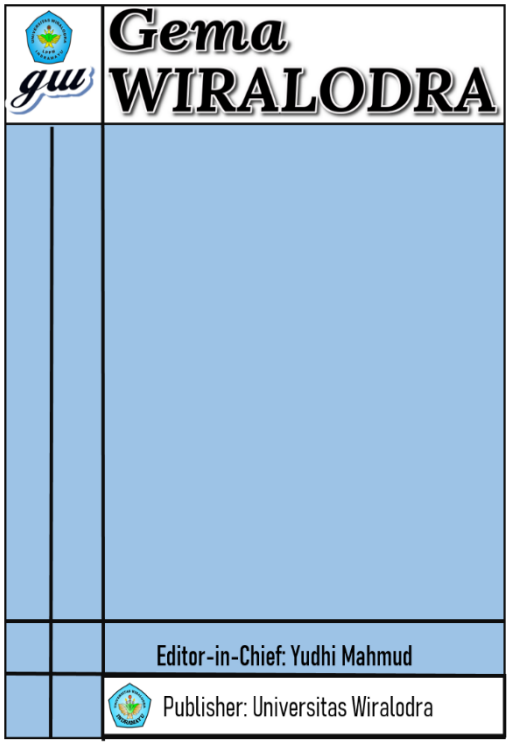

The Effect of Organizational Commitment and Learning Agility on Employee Retention in The RCC Production I section of PT Pertamina Patra Niaga RU Balongan

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The Effect of Organizational Commitment and Learning Agility on Employee Retention in The RCC Production I section of PT Pertamina Patra Niaga RU Balongan

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Abstract
This research investigates how Organizational Commitment and Learning Agility affect Employee Retention, examined individually and jointly. A quantitative design was adopted, and regression analysis was run on responses from 82 employees working in the RCC Production I section of PT Pertamina Patra Niaga RU VI Balongan. The findings show that Organizational Commitment exerts a positive and significant influence on Employee Retention and accounts for 44.5% of its variance, while Learning Agility likewise exerts a positive and significant influence and accounts for 38.9%. When entered together, the two variables significantly and positively influence Employee Retention, jointly explaining 69.7% of the variance; the other 30.3% is attributable to factors not covered here. Between the two predictors, Organizational Commitment carries the greatest weight. The results imply that companies can raise retention by building employees' organizational commitment and, at the same time, cultivating learning agility so that staff adjust more readily to change and are more inclined to stay.

Keywords: Organizational Commitment, Learning Agility, Employee Retention

1. Introduction

Organizational performance rests on the competence of the people who run its operations, which makes human resources a strategic asset. Whenever skilled employees depart, the organization bears greater costs for recruiting and training, loses productivity, and sees team morale fall. Keeping staff is particularly difficult in oil and gas refining, because heavy job demands, rigorous occupational safety rules, and ongoing pressure to hit production targets make competence and adaptability indispensable. Two factors are considered capable of anchoring employees in this kind of setting: organizational commitment, which captures how strongly employees feel attached and devoted to the company, and learning agility, which refers to how quickly a person can learn and adjust to changing work demands.

De Vos and Meganck (2009) argue that employee retention is shaped by several factors, namely organizational commitment, learning opportunities (learning agility) and development, job satisfaction, organizational support, and career development prospects. From this perspective, retention is more attainable where both organizational commitment and learning agility are in place. The two factors matter especially for the RCC Production I section of PT Pertamina Patra Niaga RU VI Balongan, whose employee turnover has varied considerably. Figure 1 presents the turnover rate of the section for 2021 to 2025.

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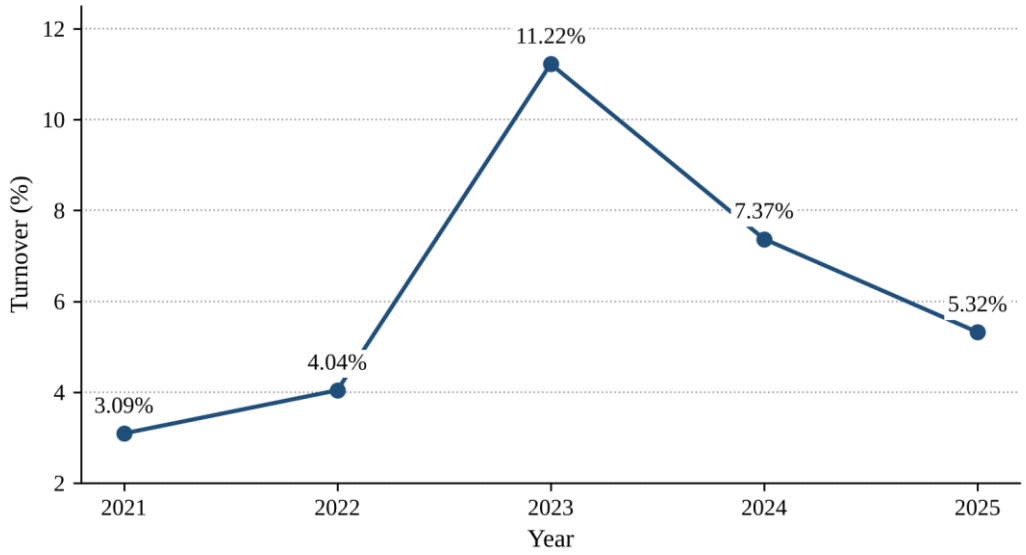
Figure 1
Turnover rate of employees in the RCC Production I section, 2021–2025



Source: RCC Production I, PT Pertamina Patra Niaga RU VI Balongan

Turnover is closely tied to retention, so the turnover figures reveal how pressing the issue is for this section. Turnover remained fairly low in 2021 and 2022, at 3.09% and 4.04%, respectively. It then jumped to 11.22% in 2023, nearly 2.8 times the 2022 level, signaling that the section had difficulty holding on to its staff that year. Turnover subsequently declined to 7.37% in 2024 and 5.32% in 2025; even so, the 2025 figure is roughly 1.7 times that of 2021, meaning retention has yet to recover to its former level. Since a refinery production section relies on employees' competence and compliance with safety requirements, every resignation represents lost experience as well as the need to recruit and train a successor. Retention thus continues to be a matter requiring serious attention, and the section needs empirical evidence about which factors can reinforce it. By testing how organizational commitment and learning agility influence employee retention, this study supplies that evidence to help the section design suitable retention strategies.

Theoretical Review

Employee Retention

Employee retention denotes the efforts an organization makes to keep its employees with the company for the long run. Dessler (2020) describes it as the set of policies and practices that an organization applies to persuade employees to remain instead of moving elsewhere. Armstrong (2020) frames it as a strategy for holding on to valuable staff through initiatives such as career development, rewards, and a supportive working environment. Viewed from the employee side, retention is the wish to stay and work in an organization for an extended period out of loyalty and attachment to it (Putra & Surya, 2020). Mathis and Jackson (2011) define it as the organization's capacity to prevent competent, high-potential employees from leaving. Taken together, these definitions indicate that retention stems from both organizational policies and programs and employees' own loyalty and attachment, and that it ultimately lowers turnover.

Putra and Surya (2020) measure employee retention using four indicators: (1) desire to keep working, i.e., employees wish to continue their employment with the company; (2) lack of interest in other jobs, i.e., employees have no intention of searching for work elsewhere; (3)

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long-term work plans, i.e., employees intend to remain for a prolonged period; and (4) choosing to stay with the company, i.e., employees prefer to remain even when opportunities exist elsewhere.

Organizational Commitment

Organizational commitment is an attitude expressing how attached employees are to their organization and how much they wish to remain part of it. Putra and Surya (2020) define it as the degree of loyalty and involvement employees show toward the organization, visible in their wish to continue working and to help realize organizational goals. It has also been portrayed as a psychological state that characterizes the bond between employees and the organization and shapes their decision to stay (Kurniawan & Wibowo, 2021); as employees' readiness to support the organization and strive to preserve their membership in it (Pratama & Sriathi, 2022); as the extent of emotional attachment, sense of belonging, and loyalty felt toward the organization (Rahmawati & Hadi, 2021); and as loyalty expressed through the wish to remain in the organization and work toward its goals (Saputra & Dewi, 2023). Overall, organizational commitment manifests in loyalty, involvement, emotional attachment, and a sense of belonging, all of which make employees less inclined to leave.

Al-Jabari and Ghazzawi (2019) propose five indicators of organizational commitment: (1) sense of belonging to the company, where employees regard themselves as part of it; (2) pride in working for the company, where employees feel happy and proud about their workplace; (3) concern for the company's progress, where employees think about and care for the company's development; (4) willingness to work beyond what is asked, where employees are ready to help and give additional effort; and (5) responsibility for work and its results, where employees feel accountable for the company's success.

Learning Agility

Putra and Dewi (2022) describe learning agility as employees' capacity to draw lessons from work experience, adjust to change, and use new knowledge to improve performance in the organization. Wibowo (2021) sees it as an individual's ability to keep learning, build competencies, and handle the different challenges met at work. Burke and Smith (2019) characterize it as the ability to adapt rapidly, grasp unfamiliar situations, and develop skills and knowledge that improve performance, while Murphy (2021) describes it as the ability to learn from experience, adjust to change, and willingly put learning to effective use in new situations. Common to these definitions is the idea that learning agility equips employees to adapt swiftly as circumstances shift and to convert learning into stronger performance.

Murphy (2021) lists five indicators of learning agility: (1) quickly grasping new things, i.e., employees learn and understand new situations rapidly; (2) working well with and learning from others, i.e., employees welcome input and can adjust to different people; (3) adapting easily to change, i.e., employees are flexible and do not find change difficult; (4) applying what has been learned, i.e., employees use new knowledge to finish their tasks; and (5) learning from experience, i.e., employees take lessons from experience to perform better in future.

Previous Studies

Earlier research on how organizational commitment and learning agility (or closely related constructs) affect employee retention offers useful reference points for the present study. Four such studies are summarized in Table 1.

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e – ISSN: 2622 – 1969

Table 1
Overview of earlier studies on employee retention

Study	Independent variables	Partial effect on employee retention	F test	R^2
Putra & Dewi (2022)	Organizational commitment; learning agility	Organizational commitment: β = 0.421 (p < 0.05); learning agility: β = 0.377 (p < 0.05)	F = 30.12 (p < 0.001)	0.58
Saputra & Dewi (2023)	Organizational commitment; adaptability	Organizational commitment: β = 0.412 (p < 0.05); adaptability: β = 0.368 (p < 0.05)	F = 28.45 (p < 0.001)	0.56
Pratama & Putri (2022)	Organizational commitment; employee agility	Organizational commitment: t = 4.215 (p = 0.001); employee agility: t = 3.876 (p = 0.002)	F = 32.17 (p < 0.001)	0.61
Kurniawan et al. (2021)	Organizational commitment; learning ability	Organizational commitment: β = 0.395 (p < 0.05); learning ability: β = 0.342 (p < 0.05)	F = 25.63 (p < 0.001)	0.52

Note. Figures follow the original studies, apart from p = 0.000, which is written as p < 0.001.

Taken together, the studies find that organizational commitment and learning agility, or constructs akin to it, positively and significantly affect employee retention, both individually and jointly. Employees who feel attached to the organization and can learn and adapt are inclined to stay longer, which gives the present research a firm foundation.

Research Objective and Hypotheses

The earlier studies tested these relationships in other contexts. The current study instead looks at a specific operational setting, the RCC Production I section of PT Pertamina Patra Niaga RU VI Balongan, whose employee turnover has varied considerably in recent years. Its aim is therefore to investigate how organizational commitment and learning agility influence employee retention, individually and jointly. Three hypotheses are proposed: (H1) organizational commitment positively and significantly affects employee retention; (H2) learning agility positively and significantly affects employee retention; and (H3) organizational commitment and learning agility together positively and significantly affect employee retention.

2. Methods

Research Design

A quantitative approach using descriptive and associative methods was adopted in this study. Quantitative research is rooted in positivism, targets defined populations or samples, gathers data with research instruments, and analyzes the data numerically or statistically to test hypotheses set in advance. Descriptive statistics portray the object of study using sample or population data as they stand, without producing conclusions meant to hold generally, whereas the associative method seeks to establish the relationship between two or more variables (Sugiyono, 2019). Here, the descriptive method served to depict the phenomena and relationships examined, and the associative method served to establish how the variables relate within the tested sample.

Research Object and Participants

The study focuses on how organizational commitment and learning agility influence employee retention. Its subjects are the employees of the RCC Production I section at PT Pertamina Patra Niaga Refinery Unit VI Balongan.

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p – ISSN: 1693 – 7945
e – ISSN: 2622 – 1969
Orginal Article

Data Collection

The data came from field research in which the researchers visited the site directly and gathered the needed information through three techniques. Observation entailed watching the objects and problems present in the field first-hand. Interviews entailed face-to-face conversations with company employees. The questionnaire comprised questions or statements that respondents were asked to answer, a technique that works efficiently when the researcher knows exactly which variables to measure. Every statement was rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Scoring and Categorization

Answers were scored on the five-point scale above and then totaled per indicator and per variable. A single respondent can score at most 50 on Organizational Commitment (X_1) and on Learning Agility (X_2) (10 statements × 5), and at most 40 on Employee Retention (Y) (8 statements × 5). With 82 respondents, the lowest and highest attainable total scores are 820 and 4,100 for X_1 and X_2, and 656 and 3,280 for Y.

Two separate classifications are applied. The response category reflects how respondents answered the statements (from strongly disagree to strongly agree), while the variable level reflects how high the variable stands (from very low to very high). Each splits the possible range into five equal classes. For total scores, the class width equals (maximum score − minimum score) ÷ 5, giving 656 for X_1 and X_2 and 524.8 for Y. The percentage score, obtained as total score ÷ maximum score × 100%, is grouped into five classes of 16 percentage points each, beginning at the lowest possible percentage of 20%. Since both classifications divide the same scale into five equal classes, they match one to one, as Table 2 shows: a total score in the Agree interval also falls in the High interval of the variable.

Table 2
Score intervals for response categories and variable levels

No	Response category	Score interval, X_1 and X_2	Score interval, Y	Percentage interval	Variable level
1	Strongly disagree	820–1,476	656–1,180	20.00–36.00%	Very low
2	Disagree	1,477–2,132	1,181–1,705	36.01–52.00%	Low
3	Neutral	2,133–2,788	1,706–2,230	52.01–68.00%	Moderate
4	Agree	2,789–3,444	2,231–2,755	68.01–84.00%	High
5	Strongly agree	3,445–4,100	2,756–3,280	84.01–100.00%	Very high

Note. Intervals are based on 82 respondents. X_1 = Organizational Commitment; X_2 = Learning Agility; Y = Employee Retention. Class widths are 656 (X_1, X_2), 524.8 (Y), and 16% (percentage).

Data Analysis

SPSS version 26 was used to process the data. The analysis steps were: descriptive analysis of respondents' scores for each indicator and variable; classical assumption testing (the Kolmogorov–Smirnov normality test and the Normal P-P plot of regression standardized residuals); Pearson correlation analysis; simple and multiple linear regression; t tests for the partial effects and an F test for the simultaneous effect; and the coefficient of determination (R^2). A significance level of $\alpha = 0.05$ applied to every test. Where SPSS shows a probability value of 0.000, it is reported as $p < 0.001$, since a probability cannot equal exactly zero.

The following decision rules were used. Residuals were judged normally distributed when the Asymp. Sig. (2-tailed) of the Kolmogorov–Smirnov test exceeded 0.05 and the points of the Normal P-P plot stayed near the diagonal line. The strength of the Pearson correlation (r) and

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p – ISSN: 1693 – 7945
e – ISSN: 2622 – 1969
Orginal Article

the multiple correlation (R) was interpreted according to Sugiyono (2019): 0.00–0.199 very low, 0.20–0.399 low, 0.40–0.599 moderate, 0.60–0.799 strong, and 0.80–1.000 very strong.

For the t test, the null hypothesis (H_0: the regression coefficient is zero) was rejected and the alternative hypothesis accepted when the significance value fell below 0.05 or the calculated t exceeded the critical t, provided the coefficient was positive. The two-tailed critical t (α = 0.05) was obtained from the t distribution with df = n − k − 1, where k denotes the number of predictors in the model. For the simple regressions (k = 1), df = 80 and the critical t equals 1.99006.

For the F test, H_0 (the predictors have no simultaneous effect) was rejected when the significance value was below 0.05 or the calculated F surpassed the critical F, determined with df_1 = k and df_2 = n − k − 1. Here df_1 = 2 and df_2 = 79, which gives a critical F of about 3.11.

The coefficient of determination (R^2) indicates what share of the variance in Employee Retention the predictor or predictors account for, with the remainder ($1 - R^2$) attributed to factors outside the model. Adjusted R^2 is reported as well to reflect the number of predictors. Dominance among the predictors in the multiple regression was assessed by comparing standardized beta coefficients (β), where a larger absolute value signals a more dominant predictor.

3. Results and Discussion

Descriptive Analysis

Descriptive analysis was carried out to give an overview of the data on each variable: Organizational Commitment (X_1), Learning Agility (X_2), and Employee Retention (Y). Answers on every indicator were summed, yielding a picture of each research variable (Tables 3–5), and each total was then assigned to a response category and a variable level based on the intervals in Table 2.

Table 3
Total scores on the Organizational Commitment variable (X_1)

No	Indicator	Total score
1	Sense of belonging to the company	589
2	Pride in working for the company	639
3	Concern for the company's progress	585
4	Willingness to work beyond what is asked	556
5	Responsibility for work and its results	567
	Total	**2,936**

Source: Questionnaire results.

According to Table 3, employees of PT Pertamina Patra Niaga RU VI Balongan obtained a total Organizational Commitment score of 2,936. Using the intervals in Table 2, this total lies in the Agree response category (2,789–3,444), so respondents on the whole agreed with the organizational commitment statements. The percentage score, (2,936 ÷ 4,100) × 100% = 71.6%, puts the variable at the High level (68.01–84.00%).

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e – ISSN: 2622 – 1969

Table 4
Total scores on the Learning Agility variable (X_2)

No	Indicator	Total score
1	Quick to grasp new things	605
2	Works well with and learns from others	639
3	Adapts easily to change	591
4	Able to apply what has been learned	619
5	Learns from experience	630
	Total	**3,084**

Source: Questionnaire results.

Table 4 reports a total Learning Agility score of 3,084, which lies in the Agree response category (2,789–3,444); respondents therefore generally agreed with the learning agility statements. The percentage score, (3,084 ÷ 4,100) × 100% = 75.2%, puts the variable at the High level (68.01–84.00%).

Table 5
Total scores on the Employee Retention variable (Y)

No	Indicator	Total score
1	Desire to keep working	605
2	Not interested in seeking other jobs	605
3	Plans to work for a long time	608
4	Chooses to stay with the organization	599
	Total	**2,417**

Source: Questionnaire results.

As Table 5 indicates, the total Employee Retention score is 2,417, within the Agree response category (2,231–2,755), so respondents generally agreed with the employee retention statements. The percentage score, (2,417 ÷ 3,280) × 100% = 73.7%, places the variable at the High level (68.01–84.00%).

Classical Assumption Test

Residual normality was checked using the Kolmogorov–Smirnov test, under which a significance value under 0.05 means the data are not normally distributed and a value over 0.05 means they are. Table 6 reports an Asymp. Sig. (2-tailed) of 0.200, above the 0.05 threshold. By this criterion, the data can be regarded as normally distributed.

Table 6
One-sample Kolmogorov–Smirnov test

Parameter	Unstandardized residual
N	82
Normal parameters[a,b]: mean	0.0000000
Normal parameters[a,b]: standard deviation	1.39796507
Most extreme differences: absolute	0.068
Most extreme differences: positive	0.060
Most extreme differences: negative	−0.068
Test statistic	0.068
Asymp. Sig. (2-tailed)	0.200[c,d]

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Note. [a] Test distribution is normal. [b] Calculated from data. [c] Lilliefors significance correction. [d] This is a lower bound of the true significance.

The Normal P-P plot of the regression standardized residuals (Figure 2) supports this result. Most points cluster near the diagonal line and track its direction, showing that the residuals are approximately normal. The regression model therefore meets the normality assumption and can be analyzed further.

Figure 2
Normal P-P plot of the standardized regression residuals



Source: SPSS version 26 output.

Correlation Analysis

Simple Correlation

Table 7 presents the Pearson correlation results. Organizational Commitment and Employee Retention correlate at 0.667 ($p < 0.001$), a strong positive relationship. Learning Agility and Employee Retention correlate at 0.624 ($p < 0.001$), which is likewise a strong positive relationship.

Table 7
Simple correlation analysis results

Relationship	Pearson correlation (r)	Sig. (2-tailed)	N	Interpretation
Organizational commitment – Employee retention	0.667**	< 0.001	82	Strong, positive
Learning agility – Employee retention	0.624**	< 0.001	82	Strong, positive

Note. ** Significant correlation at the 0.01 level (2-tailed). Source: SPSS version 26 output.

Multiple Correlation

Jointly, Organizational Commitment and Learning Agility correlate with Employee Retention at R = 0.835 (Table 11), with an R^2 change of 0.697 and an F change of 90.757 (df_1

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e – ISSN: 2622 – 1969

= 2, df_2 = 79, Sig. F change < 0.001). This points to a very strong positive relationship between the two predictors combined and Employee Retention.

Regression Analysis

Simple Linear Regression

Table 8 displays the simple regression results. Organizational Commitment has a regression coefficient (B) of 0.412 with p < 0.001. As this p value is below 0.05, Organizational Commitment significantly affects Employee Retention, and the positive coefficient shows that the direction is positive: whenever Organizational Commitment rises, Employee Retention rises too. Equation (1) gives the simple regression model, in which Y is Employee Retention and X_1 is Organizational Commitment. With a constant of 15.526 and a coefficient of 0.412, each one-unit gain in Organizational Commitment increases Employee Retention by 0.412 units.

$$Y = 15.526 + 0.412X_1 \quad (1)$$

Learning Agility has a regression coefficient (B) of 0.385 with p < 0.001. Since this p value is under 0.05, Learning Agility positively and significantly affects Employee Retention. Equation (2) gives the simple regression model, where X_2 is Learning Agility. With a constant of 15.595 and a coefficient of 0.385, each one-unit gain in Learning Agility increases Employee Retention by 0.385 units.

$$Y = 15.595 + 0.385X_2 \quad (2)$$

Table 8
Simple linear regression results

Predictor	B	Std. error	β	t	Sig.	Tolerance	VIF
Model 1: Organizational commitment → Employee retention							
(Constant)	15.526	1.806	–	8.595	< 0.001	–	–
Organizational commitment	0.412	0.051	0.667	8.006	< 0.001	1.000	1.000
Model 2: Learning agility → Employee retention							
(Constant)	15.595	2.016	–	7.737	< 0.001	–	–
Learning agility	0.385	0.054	0.624	7.135	< 0.001	1.000	1.000

Note. Dependent variable: Employee retention. Source: SPSS version 26 output.

Multiple Linear Regression

The multiple linear regression results appear in Table 9. Equation (3) gives the resulting model, in which Y stands for Employee Retention, X_1 for Organizational Commitment, and X_2 for Learning Agility.

$$Y = 5.964 + 0.349X_1 + 0.316X_2 \quad (3)$$

Table 9
Multiple linear regression results

Variable	B	Std. error	β	t	Sig.
(Constant)	5.964	1.788	–	3.335	0.001
Organizational commitment (X_1)	0.349	0.039	0.566	8.956	< 0.001
Learning agility (X_2)	0.316	0.039	0.512	8.102	< 0.001

Note. Dependent variable: Employee retention (Y). Source: SPSS version 26 output.

A constant of 5.964 means that Employee Retention is predicted at 5.964 when both Organizational Commitment and Learning Agility equal zero. Organizational Commitment

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e – ISSN: 2622 – 1969

(X_1) carries a coefficient of 0.349 with $p < 0.001$ (under 0.05), so it positively and significantly affects Employee Retention, with every one-unit increase adding 0.349 to it. Learning Agility (X_2) likewise has a positive and significant effect, with a coefficient of 0.316 and $p < 0.001$ (under 0.05); each one-unit increase adds 0.316 to Employee Retention. The standardized betas show that Organizational Commitment ($\beta = 0.566$) outweighs Learning Agility ($\beta = 0.512$). Both variables thus contribute significantly to Employee Retention, and Organizational Commitment is the more dominant.

Hypothesis Testing

The t Test

According to the t test (Tables 8 and 9), Organizational Commitment yields a calculated t of 8.006 and a significance value of $p < 0.001$. With 82 respondents and a single predictor in the simple regression, $df = n - k - 1 = 82 - 1 - 1 = 80$, and the critical t at the 5% significance level ($\alpha = 0.05$) is 1.99006. The calculated t (8.006) exceeds the critical t (1.99006) and the significance value ($p < 0.001$) is below 0.05, so H_0 is rejected and H_1 is accepted. Organizational Commitment thus positively and significantly affects Employee Retention: stronger commitment among employees goes with a higher level of retention.

Learning Agility produces a calculated t of 7.135 with a significance value of $p < 0.001$. At $df = 80$ and $\alpha = 0.05$, the critical t is 1.99006. The calculated t (7.135) is larger than the critical t (1.99006), and the significance value ($p < 0.001$) is under 0.05, so H_0 is rejected and H_2 is accepted; Learning Agility positively and significantly affects Employee Retention. Both predictors also stay significant in the multiple regression model (Table 9), with $t = 8.956$ ($p < 0.001$) for Organizational Commitment and $t = 8.102$ ($p < 0.001$) for Learning Agility, against a critical t of roughly 1.990 at $df = 79$.

The F Test

The ANOVA results in Table 10 contain the F (simultaneous) test, which yields a calculated F of 90.757 with a significance value of $p < 0.001$. Under the decision rule, the independent variables have a significant simultaneous effect when the significance value is below 0.05 or the calculated F is larger than the critical F. With $df_1 = k = 2$ and $df_2 = n - k - 1 = 82 - 2 - 1 = 79$, the critical F at $\alpha = 0.05$ is approximately 3.11. The calculated F (90.757) surpasses the critical F (3.11), and the significance value ($p < 0.001$) is under 0.05, so H_0 is rejected and H_3 is accepted; Organizational Commitment and Learning Agility together significantly affect Employee Retention, and the regression model is feasible.

Table 10
F test (ANOVA) results

Source	Sum of squares	df	Mean square	F	Sig.
Regression	363.713	2	181.857	90.757	< 0.001
Residual	158.299	79	2.004		
Total	522.012	81			

Note. Dependent variable: Employee retention (Y). Predictors: (constant), learning agility (X_2), organizational commitment (X_1). Source: SPSS version 26 output.

Coefficient of Determination

The coefficients of determination are listed in Table 11. Organizational Commitment has an R^2 of 0.445, so it accounts for 44.5% of Employee Retention, and the other 55.5% stems from factors this study did not examine. Learning Agility has an R^2 of 0.389, accounting for 38.9% of Employee Retention, with the remaining 61.1% attributable to variables beyond this

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p – ISSN: 1693 – 7945
e – ISSN: 2622 – 1969

study. Combined, Organizational Commitment and Learning Agility reach an R^2 of 0.697, jointly accounting for 69.7% of Employee Retention, while the other 30.3% is driven by variables outside the scope of this study.

Table 11
Determination coefficients

Predictors	R	R^2	Adjusted R^2	Std. error of the estimate
Organizational commitment (X_1)	0.667	0.445	0.438	1.903
Learning agility (X_2)	0.624	0.389	0.381	1.997
Organizational commitment (X_1) and learning agility (X_2)	0.835	0.697	0.689	1.416

Note. Dependent variable: Employee retention (Y). Source: SPSS version 26 output.

Discussion

Organizational Commitment and Employee Retention

Organizational Commitment is found to exert a positive and significant influence on Employee Retention: employees with stronger organizational commitment are more likely to remain with the organization. The variable accounts for 44.5% of the variance in Employee Retention. This agrees with Hom et al. (2023), who argue that strong organizational commitment deepens employees' psychological attachment and so motivates them to stay. It also matches the earlier studies in Table 1, each of which reported a positive and significant effect of organizational commitment on employee retention (Kurniawan et al., 2021; Pratama & Putri, 2022; Putra & Dewi, 2022; Saputra & Dewi, 2023).

Learning Agility and Employee Retention

Learning Agility also shows a positive and significant influence on Employee Retention. Employees who learn and adapt readily are inclined to want to continue working in the organization, and Learning Agility contributes 38.9% to Employee Retention. Sari and Lestari (2022) and Pratama et al. (2023) reach a similar conclusion, identifying learning agility as an important factor in strengthening employee retention. In a refinery production environment marked by heavy job demands, safety requirements, and production-target pressure, as outlined in the Introduction, employees who adjust quickly to shifting demands may find it easier to stay in their positions.

Joint Influence of Organizational Commitment and Learning Agility on Employee Retention

Taken together, Organizational Commitment and Learning Agility positively and significantly influence Employee Retention, contributing 69.7%. This share is somewhat above the 52%–61% of explained variance reported in the earlier studies in Table 1. Of the two variables, Organizational Commitment is the stronger influence. The findings back Hom et al. (2023), who hold that employee retention is shaped by a mix of organizational and individual factors: organizational commitment builds employees' loyalty, learning agility raises their capacity to adapt, and the two jointly encourage employees to stay.

4. Conclusion

The results show that Organizational Commitment and Learning Agility positively and significantly influence Employee Retention, individually and jointly. Considered alone, Organizational Commitment is strongly, positively, and significantly related to Employee Retention: the stronger employees' organizational commitment, the more likely they are to stay, and the variable explains 44.5% of the variance in Employee Retention.

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Learning Agility is likewise strongly, positively, and significantly related to Employee Retention. Employees who are better able to learn, adapt, and handle change are more inclined to remain in the organization, and this variable contributes 38.9% of the variance in Employee Retention.

Jointly, the two variables positively and significantly influence Employee Retention and explain 69.7% of its variance, leaving 30.3% to factors beyond this study. The standardized beta coefficients also show Organizational Commitment to be the stronger of the two. Retention can therefore be improved by reinforcing employees' commitment and, at the same time, developing their learning agility, so that they adapt more readily to change and are more willing to stay. Future studies might examine other factors named in the literature that this study left out, such as job satisfaction, organizational support, and career development opportunities (De Vos & Meganck, 2009). Because the data were drawn from one section of a single refinery unit, the findings should be generalized carefully, and later studies could cover other sections or units.

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