

ANALYSIS OF LEARNING AGILITY IN THE PERFORMANCE OF ACHIEVEMENT TEACHERS IN YOGYAKARTA

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Abstract

This study aims to analyze learning agility in the performance of outstanding teachers in Yogyakarta from the aspects of people agility, mental agility, change agility, and result agility. The method used is descriptive with a qualitative approach. The sampling technique used was purposive sampling with the following criteria: 1) teacher; 2) aged 27-55 years; 3) have achievements; 4) still active in teaching activities. The sample used is a typical case sample, where the special research subjects are outstanding teachers at SMU Negeri 8 Yogyakarta. Collecting data using structured interviews, then

described and identified into several themes. The results showed that outstanding teachers had high learning agility at work. They perform maximum work performance, can take lessons from work experience, and respond to changes with full awareness and enthusiasm for learning to improve skills, knowledge, and self-competence. Social support and goal orientation are needed in building learning agility in teachers to develop. Learning agility plays an important role in improving the quality of teacher performance, so that, the education quality and the learning spirit can continue to be improved and becomes an inspiration for the young generation.

Keywords: *Teacher, Work Performance, Learning Agility, Achievement*

Abstrak

Penelitian ini bertujuan menganalisis learning agility dalam kinerja pada guru berprestasi di Yogyakarta ditinjau dari aspek people agility, mental agility, change agility, dan result agility. Metode yang digunakan adalah deskriptif dengan pendekatan kualitatif. Teknik sampling yang digunakan adalah purposive sampling dengan kriteria: 1) guru; 2) berusia 27-55 tahun; 3) memiliki prestasi; 4) masih aktif dalam kegiatan mengajar. Sampel yang juga diterapkan adalah sampel kasus tipikal, dimana subjek penelitian khusus kepada guru yang berprestasi di SMU Negeri 8 Yogyakarta. Data dikumpulkan melalui wawancara terstruktur, kemudian dideskripsikan dan diidentifikasi untuk

mendapat tema-tema dalam penelitian. Hasil penelitian menunjukkan bahwa guru berprestasi di Yogyakarta memiliki learning agility yang tinggi dalam bekerja. Guru-guru berprestasi menampilkan performa kerja yang maksimal, mampu mengambil pelajaran dari pengalaman dalam bekerja, serta menyikapi perubahan yang ada dengan penuh kesadaran dan semangat belajar untuk meningkatkan skill, pengetahuan, dan kompetensi diri. Diperlukan adanya dukungan sosial dan goal orientation dalam membangun learning agility pada guru. Learning agility berperan penting dalam meningkatkan mutu kinerja guru agar kualitas pendidikan dan semangat pembelajaran dapat terus ditingkatkan sehingga menjadi inspirasi bagi generasi muda selanjutnya.

Kata Kunci: *Guru, Kinerja, Learning Agility, Prestasi*

Introduction

Education in the country is of low quality (Khoiriyah et al., 2018). Indonesia is in the final rank for the quality of its education based on the international level educational assessment institute The Learning Curve Pearson 2014 (Sinambela, 2017). The World Bank has stated that the quality of education in Indonesia is still low in 2018, even though the reach of education has been

expanded and has increased significantly (Fauzie, 2018). Based on the publication of data by the World Economic Forum, namely the Global Human Capital Report 2017, Indonesia's ranking in the education sector is still in 65th position out of 130 countries. Indonesia ranks right after Vietnam, and is significantly below other ASEAN member countries, such as in 11th position, namely Singapore, 33rd position is Malaysia, 40th place is occupied by Thailand, then 50th place is occupied by the Philippines (Khuzaini, 2019). This condition certainly needs to be realized by the Indonesian people to continue to be persistent in advancing the quality of education in Indonesia. The quality of education that is increasingly advanced will be increasingly able to bring the nation to progress in various fields so that it is able to compete in the global arena.

The advancement of the nation is certainly very much supported by the quality of education which is increasing with the main key being teachers who have good competence. The success of students today is largely determined by the function of the teacher after determining the final evaluation of learning nationally,

not through the National Examination (Arifa & Prayitno, 2019). Teachers can strive for a quality learning process by conditioning a comfortable learning environment and attracting students' interest, one of which is through the facilities and infrastructure that are used optimally, and obstacles and barrier factors are minimized as best as possible (Bali & Holilah, 2021). The teacher is also an example for students in addition to their function in teaching and education. Teachers with sufficient competence can creatively provide effective challenges so that students' enthusiasm for learning can be grown. Research by Faizah et al. It is stated that humans need to mature through education, this is because the determinants of the quality of behaviour and attitudes in individuals in the bad or good category begin with how the quality of education is the quality of previous education (Faizah et al., 2019). Thus, the level of human quality in the future can increase and experience developed through the quality of educators and students who continue to develop.

In supporting the improvement of teacher performance, competence and achievement, it is necessary to have learning agility. Learning agility is defined as determination and the capacity to take lessons from what has been experienced before to be implemented through additional challenges in the next responsibility role (DeMeuse, 2017). The experience becomes the main determinant in a person in the process of his own development, which is determined further by one's ability to take lessons from the experience that has been obtained. At present, almost all people in the world are expected to be able to move forward and strive for renewal and still be able to show maximum performance in various conditions and challenges (Rozi et al., 2020). Gravett and Caldwell also argue that learning agility is linked to an individual's adaptive capacity and a willingness to cope with new situations later in life (Gravett & Caldwell, 2016). The increasing need for organizations expects individual abilities to adapt as quickly as possible (Zamroni et al., 2020). Such performance mechanisms are able to support individuals so that they can survive and grow optimally

in the changing times that are getting faster from time to time. This condition is because agile learners form a learning environment through a mechanism by which learning opportunities can be generated (Burke, 2018). Understanding this condition, then the quality of workers' competitive ability needs to be improved. Changes and advances in skills and knowledge need to be made for workers if the capacity of skills and skills at this time is far behind market needs (Rezasyah et al., 2018). The learning agility competency is proven as an indicator of the ability to work at the top level and continuous success (DeMeuse et al., 2011).

Learning agility has four aspects: *first, People Agility*. How do individuals know their own strengths and weaknesses in-depth, take lessons based on what has been experienced, invite the surrounding environment in an effort to advance themselves, and are resilient in facing stress in the midst of change. *Second, Mental Agility*. How a problem is seen by someone through a different discourse than before and is still able to produce works even though it is in complexity, ambiguity, and can convey thoughts

and views towards other individuals. *Third, Change Agility*. It is a form of individual curiosity, likes to look for new ideas, is active in experimenting through various kinds of trial cases, and participates in skills development activities. *Fourth, Result Agility*. How can someone be able to produce optimal work results even though they are in difficult situations, motivate other individuals in the surrounding environment to show original performance other than usual, and be able to show their own existence when having expectations with other individuals, by building trust credibly (DeMeuse, 2017).

Educators with learning agility abilities will be able to have optimal performance in their performance to advance the quality of education. This is because educators with learning agility in their performance will appear more independent, creative, create something new, proactive, quickly take the knowledge through old situations and improve further conditions through various solutions offered, mastery of sustainable technological developments, and are willing to seek input so that always towards progress and the spirit of getting different

opportunities. Howard found in his research that when someone has optimal learning agility skills, it has been shown to have high performance at work (Howard, 2017). This study has been proven in their research, namely the work performance of pre-service educators, which proves that learning agility has a function to be a significant determining factor in the work performance of pre-service educators (Howard, 2017). High performance can be shown by the achievement in work. Optimal workability can be demonstrated through the presence of achievements in performance. Thus, learning agility can eventually spur educators to make more achievements because of the urge to be better than before, looking for different challenges, and obtaining new achievements even in situations full of challenges that are various, and are different at any time.

The low quality of education is indicated by the existence of influencing factors in the current phenomenon, which is indicated by the lack of desire to produce new work achievements, the lack of competency adjustments with technological developments, so it

appears that the creativity and renewal made by teachers during the learning process are not optimized (Wibowo, 2015). The low willingness to progress has resulted in a lack of educators in their participation through outstanding teacher competitions, where this condition is shown in the unachieved overall school that sends outstanding teachers on this occasion (Baharun et al., 2020). This fact shows that there is distrust in educators so that they prefer to do routine teaching rather than encourage enthusiasm in increasing self-competence (Romani, 2012). Indonesia in teacher quality is still at the 14th level out of 14 developing countries at the international level according to data from UNESCO (Yunus, 2018). This phenomenon becomes an empirical problematic gap between the fact that learning agility in educators has not fully grown as desired by all parties so that it continues to develop to advance education in the country.

Research related to learning agility continues to develop, but there are no studies related to learning agility among outstanding teachers in Yogyakarta. This study

aims to dig deeper related to learning agility in the performance of outstanding teachers in Yogyakarta in terms of the aspects of people agility, mental agility, change agility, and result agility. This research, researchers hope that it can be a discourse and encouragement for educators to foster learning agility in an era that continues to change in progress and developments in the present in various fields, then educators will be able to continue to build self-quality in performance in educational institutions for the advancement of educational quality in Indonesia.

Method

The method used in this research is a qualitative approach. The use of qualitative descriptive methods is intended so that data can be obtained from phenomena in the field in a deep, comprehensive, and meaningful way so that the objectives of the research can be obtained. Sampling using purposive sampling through criteria, namely: 1) teacher; 2) aged 27-55 years; 3) have achievements; 4) still work as a teacher. The sample that

was also applied was the typical case sample, where the research subject was specifically for outstanding teachers at SMU Negeri 8 Yogyakarta.

The researcher carried out the licensing process before the research was carried out at the school and provided an informed consent sheet to respondents who were willing to be interviewed at SMU N 8 Yogyakarta. The number of subjects who met the criteria and were willing to be interviewed were five teachers, namely the initials of the subject's names: D, A, T, J, and S. Data were collected through structured interviews. Sugiyono said that the interview is an activity of exchanging information and ideas between 2 individuals which is carried out by asking and answering activities, so that a certain meaning is obtained, and it can be used as a summary (Sugiyono, 2017). The data obtained in this study are then analyzed, described, and strengthened by several theoretical studies that are relevant to the results of research based on aspects of learning agility, which include aspects: people agility, mental agility, change agility, and result agility, then the themes are obtained. the theme of each aspect of learning

agility.

Results and Discussion

The findings and the acquisition of learning agility analysis for outstanding teachers through their performance in Yogyakarta are described below.

Aspects of People Agility

Ability to Know Your Strengths and Weaknesses

The findings from the analysis of this study can be shown that subject T has the advantage of working fast, if in the mood, it will work thoroughly without limits, and is good at socializing. The weakness of subject T is that it tends to be sensitive, not sure about himself, not being able to control his emotions well. Subject J has the advantage of being able to produce rational thoughts when facing problems in learning according to the teaching material he is working on, namely mathematics. Weaknesses in subjects J and D are less enthusiastic and do not have confidence in themselves to improve their qualifications. Subject S has the advantage of being able to

do anything idealistically, as well as trying to be proficient during work activities. The drawback, namely the inability to adjust the duration of activity moments in a balanced manner because of the demands of being idealistic.

This fact illustrates that the five subjects have the capability to understand themselves, to be aware of their weaknesses and strengths in their respective personalities. This is also explained by De Meuse et al. that individuals with learning agility have self-awareness, so that someone is able to know themselves, recognize the weaknesses and strengths that are hidden in their personal internals (DeMeuse et al., 2011).

Skills to Gain Knowledge through Experience

Subject D explores knowledge through experience when going to an outstanding teacher competition, where subject D has to meet deadlines in producing portfolios and papers, where at that moment the subject is also actively participating in the task force in assessing school accreditation, so subject D takes lessons so that able to share opportunities and thoughts so that everything can take place in balance. The influence on the next activity of

subject D through past difficulties is being able to document letters or certificates of involvement in each activity, and having the awareness to have to start writing a scientific paper so that if there is a sudden order to write, you can immediately be ready to run it without feeling stressed. Subject A learned lessons from the previous incident until he won two championships at the national level when he was still an honorary teacher, where his income at that time was still very limited. This experience motivates subject A to be persistent in working. Subject T is an independent woman and a single parent with two children. Subject T is accustomed to being responsible for choices in the realities of his life as well as trying his best to survive, also being able to continue his Masters' studies until completion even with his limitations. Subject J took lessons from the diversity of students' thinking in which he taught when describing a problem in a subject matter, so that he was able to end up on one thing in common. Subject J realized that the characteristics of students with diversity must be accommodated and given space for students to be able to increase their potential. Subject S

examines knowledge from the moment when students were chosen as their favourite teacher and while working as therapy several times. Based on this experience, subject S always tries to maintain the trust entrusted by students to him.

Teachers have the capability to take lessons from experience, both personally in performance and when studying with students, and then use them in designing different strategies more proficiently at the opportunity to carry out their next assignment. This reality shows the existence of learning agility in educators in the form of the ability and willingness to be able to seriously examine through experience while carrying out tasks when previously taken, and then apply the knowledge gained from that experience to carry out actual and challenging work tasks more optimally (DeMeuse & Feng, 2015).

Tough in the Crack of Change

Subject D responded to changes when there was a system of technology and education by realizing that he had to get used to and continue to practice in order to keep up with current educational developments. An

example is that currently, subject D is studying by following Information Technology (IT) training courses to increase his knowledge during IT lessons. Subject A realized when the transition was indeed a natural one. Subject A responded to this through active efforts to adapt and learn. Subject T follows changes with the motivation to gain knowledge, then tries to apply it to his work routine. Subject J realizes that as much as possible to adapt with the transformation that is happening now, renewing his abilities. Subject S realized that the teacher should be prepared for various transitions. According to subject S, the government has made efforts to improve learning, and subject S believes that changes must have been considered by experts with their competence and have thought about changes for educational advancement, especially in the era of globalization and the current millennium era.

The five subjects have an understanding of the continuous transition that occurs, especially in the education system where the central government has made good arrangements, as well as the development of technology and information. This situation was accepted

by the subject as a logical effort and it was realized that as much as possible it was faced through proactive efforts to adapt, explore knowledge, and renew insights and knowledge, as well as existing skills in individuals. The knowledge that is learned is then applied to work so that self-competence increases better. This phenomenon is in accordance with what De Meuse & Feng stated where when the situation changes, a person with the capacity to learn agility, their behaviour will be able to adapt according to the developing situation (DeMeuse & Feng, 2015). This is because a transition process requires knowledge as well as flexibility when trying to learn new ways of dealing with problems that are difficult to predict as well as taking advantage of them in new opportunities (Bali & Ruzifah, 2021). Then, DeMeuse also describes the awareness of changes in environmental conditions called environmental mindfulness, which is the level when individuals fully observe their external environment, pay attention to changes in working methods and requirements in the role of modern institutions, and

approach environmental change through actions without judgment on the spot (DeMeuse, 2017).

Treating the Social Environment Constructively

For someone who is confused about the changes that have occurred, subject D tries to help as much as possible and moves to invite his colleagues to participate in training or seek answers from the experts. Subject A strives to be enlightened. Subject T tries to foster understanding in his colleagues regarding change as something that is certain to happen and invites them to participate in change by examining knowledge of environmental conditions and people around him. Subject J engages his friends in exchanging ideas and finding other people to discuss and find solutions in following changes in the education system. Subject S also invited his friends to a discussion and exchange ideas.

It appears that all subjects try to be able to help colleagues in their work environment when facing the difficulties of the transition period in the current education system through understanding the changes that are happening, inviting them to seek information and

insights from experts, and discussing how to solve problems collectively. The same for the difficulties experienced. This reality supports research by Aliyyah & Idham that there is a positive and significant correlation between learning agility abilities and collaborative action on performance among workers, where the higher the learning agility ability among workers, the stronger the collaborative behaviour in their work area (Aliyyah & Idham, 2020).

Social Support and Collaboration are Required to Foster Learning Agility

A slightly different experience is found in an educator who has self-strength in the form of a good spirit of work and seeks to build an active situation and liven up the atmosphere at every opportunity, but the subject considers himself in a condition less able to convey arguments to others, which often causes the subject to find he is less liked because he is considered to disturb his comfort zone. Then sometimes teachers find social conditions less supportive, and even seem to feel competitive if they excel. This condition actually has an

impact on improving the quality of teachers so that they can grow, as in a study by Jatmika & Puspitasari which examined learning agility among the millennial generation workforce in Jakarta stated that comparing to the previous generation, the millennial generation has a consistent determination and is also stronger in learning. However, if the millennial generation is not given adequate opportunities to gain knowledge, to develop, then this situation will cause obstacles to the development of the aspects of people agility (Jatmika & Puspitasari, 2019). The collaboration together in social activities can significantly actualize talent and performance among the millennial generation, especially on targets that have benefits (Parsons & Maccallum, 2019). This condition shows the importance of providing support to teachers so that they can continuously be active in expressing ideas and work progressively so that teachers have confidence in themselves so that they can always build self-quality and performance.

Aspects of Mental Agility

Ability to Face Problems or Difficulties

When encountering problems or difficulties, subject D overcomes difficulties in lessons by asking friends who master the material, as well as gaining knowledge via the internet and attending training. Subject A tries to solve the problem through patient efforts and unravels the threads of the problem so as to find a solution. After that, subject A tried to solve the problem accompanied by *tawakal*. Subject T when having difficulty trying to calm down first then explore possible solutions, on each problem faced, then exchanged ideas with colleagues and family. Subject J tries to find solutions to problems from various sources, which can be in the form of books, print or electronic media, professional friends, or other sources. Subject S endeavours in finding a way to a problem independently, looking for solutions through reading by reading from various means and social media, asking experts, and praying.

All subjects try to face difficulties through seeking knowledge and discourse from reading or discussing with colleagues and family in order to get understanding and a discourse on the way out of the problems at hand. As Burke stated that in order for learning through new events to be achieved, one should be able to manage the conditions that occur more effectively, creating a situation where an atmosphere of learning can be built (Burke, 2018). Subjects A, T, and S tried to deal with problems with a patient heart condition followed by surrendering to Allah through offered prayers. Calmness plays a significant role when controlling a situation that is considered difficult. Mitchinson & Morris explained that in order to create an individual with learning agility, one of the ways is performance, which is trying to understand the problems that confront and keep a calm heart when facing stressful and challenging conditions at work (Mitchinson & Morris, 2014).

Taking Time to Develop Yourself

Responding to stagnant conditions, subject D just followed the direction of the road and tried to learn

persistently and strive to gain knowledge and skills so that competence can be improved. Subject A endeavours to play a proactive role to create good stability. Subject T felt boredom when the routine became monotonous, so it required a different variety of challenges. Subject J when stagnant tries to find breakthroughs through new scientific domains, but is still related to the main field of study, namely mathematics education. In fact, subject S has never felt stagnant, because as a teacher, subject S feels that he really needs more time in carrying out his role as a teacher as well as a housewife to be balanced and able to adapt to any changes.

The five subjects try to take advantage of every opportunity to progress themselves, are proactive, and want to find new experiences so that competence can be improved. Burke stated that someone with strong learning agility will show enthusiasm for knowledge, proactively looking for challenges, new experiences and suggestions from the surrounding environment (Burke, 2018). Even subject S thought that he had never had a stagnant time because the dynamics of work and work in his place of

residence had made his life filled with many activities, so that subject S tried to be able to maintain a balance of personal roles as a mother and mandate in work, to always adjust to changes. This condition is because individuals with a growth mindset have significant intelligence where hard work and education can shape and develop themselves for the better (Meuse, 2019). Jatmika also added that employees who are in the era of today's technology transition need to hone their learning agility skills so that they can adjust to the transformation that is taking place (Jatmika, 2020).

Able to Overcome Ambiguity and Complexity of Work Situations

Subject D will always be calm and say a prayer in complex situations, so that everything can be resolved. Subjects A, J, and S move to solve the complexity of the work in stages according to which one is the main one then find a solution so that the problem is immediately resolved. Subjects T and J try to keep dividing their time equally between work and personal roles in the family. If faced with a confusing mandate, the five subjects as much

as possible try to get clarity to the related point and exchange ideas with someone who is competent. Subjects D and A rush to find and provide solutions so that the given task can be made clearer to do. Subject S requires clarity in planning for good performance.

This phenomenon shows how all subjects move proactively in dealing with the complexity of work through the action of finding solutions, dividing priority scales, and arranging time-related to priority mandates that should be handled in stages from the more important ones. Amato & Molokhia explained that agile students are able to quickly and accurately analyze problems, synthesize information, and rationally accept complex situations (Amato & Molokhia, 2016). Regarding situations with ambiguity at work, the five subjects tried to remain calm, actively asked related parties, then tried to propose ideas as alternative solutions in work so that they gradually became clear, then further planning could be carried out and work responsibilities were able to be resolved properly. Subject D strives to always be patient in responding to conditions that are sometimes difficult to

understand. Kim et al. describe where learning agility that appears in a person's person enables that person to adapt and create new values when he or she faces a confusing reality (Kim et al., 2018). Individuals with this characteristic will survive even when the results are ambiguous, consistent to calm down when faced with challenging tasks until the results are able to work optimally even in situations that are not similar to before (Bali & Musrifah, 2020).

Ability to Overcome Obstacles While Achieving

When trying to achieve achievement in performance, the five subjects encountered various obstacles, among others, subject D encountered obstacles in the form of a guaranteed requirement to be able to gain achievement, which was trying to have the ability or competence which increased from yesterday for the progress of learning as a teacher; where the challenge is the subject T feels lazy to read when going to write; Subject J realizes that personally, he has a limited capacity because of an ordinary human being, and perfection belongs only to Allah Swt.; subject S has difficulty in time

management. Efforts to be able to overcome these obstacles include: subject D dares to always learn regardless of the results; A persistent subject trying to achieve its goals according to ability; subject T encourages personal intention to be worthy as an example for his children; subject J always prays for guidance from Allah Swt.; subject S tries to overcome obstacles when trying to achieve through performance planning.

Every subject has obstacles and challenges in achieving achievement, however, all subjects still display their maximum efforts to consistently study, try, pray, then study the knowledge of each event in an effort to achieve achievement and always innovate to produce works. This fact is consistent with Bedford's research which found that learning agility is highly correlated with work performance and the potential for progress, where as a person advances in any career, each person should be able to take knowledge of the events experienced (Bedford, 2011). For example, progress through entrepreneurship can be realized through mechanisms that encourage individuals to change, develop or

transition. As subject T tries to face problems to achieve by remembering his goal to be a role model worthy of being emulated by his children. De Rue et al. said that learning agility can be maximized when individuals hold teaching goals and goal orientation can prove optimal work output at the same time (De Rue et al., 2012).

Aspects of Change Agility

Seek to Develop Skill and Knowledge

The effort to develop skills and knowledge in carrying out performance was manifested by subject A through a lot of searching for discourse and discussing with someone who better understands something that he is learning. During this pandemic situation, subject A underwent a lot of training and webinars. Subject T strives to keep learning, read articles and books, and takes part in the training. Subject J always updates knowledge through actively exploring the development of knowledge through various media, as well as friends and other sources. Subject S is always proactive in organizational activities, including as the secretary of the English MGMP of

Yogyakarta City and the PGRI board, the Yogyakarta Special Region (DIY) curriculum development team, experienced DIY Provincial Instructors sent by the directorate for partnerships with educators in East Lampung, as well as attending training or seminars related to educational discourse.

The five subjects have a persistent and earnest effort to improve their skills and knowledge through concrete actions, namely, actively studying with students, colleagues, and independently, exploring knowledge through various scientific means and articles, as well as attending courses, training, and seminar. Subject S enriches his knowledge by participating in various activities of educational organizations so that he can gain insight through various experiences and relationships. These efforts are described in Burke et al. that individuals with high levels of learning agility tend to be persistent in seeking information gathering, it is defined how individuals continue to improve their areas of expertise by attending courses, training and conferences, seeking additional education, and becoming members of

professional organizations (Burke et al., 2016). Subject D tries to learn with students, for example when he just finds out how to use google classroom, subject D immediately puts this knowledge into practice in the realization of creating a google classroom account. This action supports the study of Kim et al. that perceptions and attitudes towards digital technology are mediated by the existence of learning agility, namely the capacity to persistently seek knowledge and insights and the willingness to implement the knowledge gained (Kim et al., 2018).

Motivation in Achievement

Subjects who are outstanding teachers have various motivations in realizing achievements in their performance, including a subject who intends to measure one's own ability through the path of achievement, moves as a qualified and professional teacher, also hopes to be able to activate the spirit of self-improvement through the inspiration for the achievements that have been achieved in generations younger. The motivation of the senior lecturers explained that learning agility can differ according to the level of seniority and age, as in research

from Ozgenel & Yazici on school administrators in Istanbul, Turkey where administrators with seniority and older age have higher learning agility than administrators with seniority and age younger ones (Ozegenel & Yazici, 2021).

Subjects D, T, and S strive to excel by always learning by finding as much information as possible in that field from various sources anywhere, anytime, and with anyone. Subjects A and S try to excel by doing their best and carrying out their duties professionally. Subject J prepares himself in the field where he wants to achieve the best possible achievement. Subject T and S are always excited to produce work, want to try new things and move on. The five teachers strive for achievement by always getting used to learning as much as possible from various sources, constantly preparing themselves and trying new things, and trying to show maximum work performance. This fact is similar to research conducted by Saputra, et al. that learning culture directly affects learning agility, where the development of an organizational learning culture must be directed to build

learning agility which in turn will help strengthen employee involvement in work (Saputra et al., 2018). De Meuse & Feng also mentioned that the potential that grows in a person cannot be fully detected from the results of the work shown previously, but wants each person to be able to create a new different work (DeMeuse & Feng, 2015).

Aspects of Result Agility

Work Results When Full of Pressure

The result agility aspect is indicated by how one's performance is achieved during stressful situations and displays a capable performance in front of other individuals. Subject D builds his self-image by holding the job mandate as well as possible, such as reaching the final point of his work according to a predetermined time even though he has to do the task at his place of residence when under deadline pressure. Subject A tries to carry out the work mandate when under pressure and is consistent on a priority scale and finds his work results more satisfying among his colleagues. Subject T felt tense while working

under pressure and felt that his achievement was not optimal. Subject J tries to be relaxed when faced with stressors in performance and tries to solve them optimally. Subject S overcomes work pressure through a SWOT analysis step and a priority scale, then considers and analyzes all the results of the arrangement of steps that have been carried out previously.

When the work situation is filled with pressure, the teachers complete the work, including always totality when carrying out their work assignments and arranging the stages of implementation according to priorities so that satisfying and optimal work results are realized. Subject A believes that the results of his work are still better even under stressful conditions. Subject S analyzes and plans mature steps in responding to the demands of his work. Delivered by De Meuse, individuals with high learning agility will be able to get performance achievements even in difficult situations. A person with learning agility will constantly try to experiment through various activities and increase his/her capacity to be able to perform the best in different activities. Often times,

stressful situations can be managed as a valuable experience that most knowledge for them (DeMeuse, 2017).

Ability to Create a Good Self Performance

Subjects D and T strive to maintain self-credibility by acting appropriately, maintaining communication and behaviour so as not to make mistakes, and improving self-character. Subjects A, T, and J try to convince the surrounding environment with good work results in accordance with applicable rules and procedures. Subject S displays the competencies and skills that exist in him by always being open to improvements provided by the surrounding environment.

The five subjects strive for the realization of a sense of trust from the surrounding environment through the manifestation of personality, attitudes, behaviour, and performance at work proficiently. Some teachers also try to display their personal abilities and maintain communication by accepting every suggestion and criticism from their social environment. Individuals with learning agility will continue to look for new challenges,

proactively seek feedback through their environment to grow and move forward (Rahman et al., 2019). Receiving criticism from the social environment will support the identification of lessons on an incident on duty, where these conditions are difficult to obtain if avoided and the individual is allowed to run and understand his own experience (DeMeuse, 2017).

Conclusion

Research related to learning agility in the performance of outstanding teachers in Yogyakarta shows that outstanding teachers have high learning agility in the aspects of: people agility, mental agility, change agility, and result agility. Outstanding teachers can show optimal work performance and are always aware of their weaknesses and strengths, are able to take lessons through an event experienced while carrying out their work, then use them in their next job, and are able to respond to any transformation that occurs consciously and remain enthusiastically enriching themselves with various science in order to increase his skills, knowledge, and competence.

Outstanding teachers are aware of their diverse social realities so they want to participate in inviting their colleagues in constructive activities so that all have a spirit of learning and personal enrichment through proactively seeking knowledge and knowledge in various available media facilities. Outstanding teachers display good self-capacity to survive when faced with stressors and job complexities, persistently work optimally, implement good strategies, and achieve maximum work achievement according to targets and quality of work.

In addition, there is also a need for support from the work community to foster learning agility in teachers in order to create encouragement to learn about life experiences and the processes therein, a willingness to go forward, and to develop in the current era of changing times. Goal orientation is also needed so that the consistency and resilience of teachers to overcome obstacles when they want to work forward and achieve can be overcome, then reliable in achieving optimal work results in line with the set targets. Learning agility plays a significant role in advancing the quality of teacher work

so that the effect is that the quality of education can continue to be improved with the spirit of learning, professional performance and original work that develops into inspiration for the next young generation.

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