



ISSN: 2617-6548

URL: www.ijirss.com



Diversity and inclusion: A strong foundation for learning agility and culture fit in enhancing a successful employee experience through performance recognition

Yunus Handoko^{1*}, Mohammad Zainuddin², Mohammad Bukhori³, Ike Kusdyah Rachmawati⁴

^{1,2,3,4}*Institut Teknologi dan Bisnis Asia Malang, Indonesia.*

Corresponding author: Yunus Handoko (Email: ike.kusdyah@asia.ac.id)

Abstract

This study examines the role of Diversity and Inclusion (DI) in supporting Learning Agility (LA) and Culture Fit (CF), as well as their influence on Employee Experience (EE) and Performance Recognition (PR) within organizations in Malang. The research gap lies in the limited number of empirical studies on the implementation of DI in local contexts, while most of the existing literature predominantly focuses on large corporations. Accordingly, this study is expected to provide practical contributions for organizations in fostering an inclusive work culture, enhancing the quality of human resources, and promoting both employee performance and satisfaction. The findings of the study reveal several key relationships among the examined variables. First, Culture Fit is found to have a significant influence on Performance Recognition. Second, Diversity and Inclusion significantly influence Culture Fit, while also exerting a positive effect on Employee Experience and Performance Recognition. Furthermore, Employee Experience demonstrates a significant effect on Performance Recognition. Third, Learning Agility is shown to influence both Culture Fit and Employee Experience, although it does not directly affect Performance Recognition. However, the analysis also uncovers several indirect effects: Diversity and Inclusion influence Performance Recognition through Culture Fit, Learning Agility influences Performance Recognition through Culture Fit, Diversity and Inclusion influence Performance Recognition through Employee Experience, and Learning Agility influences Performance Recognition through Employee Experience. Overall, this research makes a substantial contribution to the advancement of human resource management theory and practice, particularly in relation to the implementation of Diversity and Inclusion and the development of Learning Agility within organizations. By integrating these elements, this study emphasizes the importance of a comprehensive approach to achieving organizational goals more efficiently while remaining responsive to the needs and expectations of individuals in the workplace.

Keywords: Diversity & inclusion, Culture_fit, Employee-experience, Learning_agility, Performance_recognition.

DOI: 10.53894/ijirss.v9i3.11340

Funding: This study received no specific financial support.

History: Received: 23 December 2025 / **Revised:** 12 February 2026 / **Accepted:** 17 February 2026 / **Published:** 10 March 2026

Copyright: © 2026 by the authors. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Acknowledgments: We wish to extend our sincere gratitude to the Ministry of Higher Education, Science, and Technology (Kemdiktisaintek) for their invaluable support of our research activities. We also acknowledge the LP2M Institut Teknologi dan Bisnis Asia Malang for their continued assistance in facilitating our research and service endeavors. Furthermore, we are deeply appreciative of all individuals and respondents who contributed to this initiative.

Publisher: Innovative Research Publishing

1. Introduction

In recent years, Malang has undergone significant transformation in human resource development, with many companies beginning to recognize the importance of Diversity & Inclusion (DI) as a key element in creating a productive and innovative work environment. This diversity includes differences in race, gender, age, educational background, and ways of thinking. This supports the goal of creating an inclusive and adaptive work culture, which is expected to encourage creativity and innovation in the workplace.

Research shows that diverse teams tend to be more creative and capable of producing innovative solutions. However, challenges in implementing DI still exist, especially in Malang, where many organizations do not yet fully understand how to create an inclusive culture that supports Learning Agility (LA) and Culture Fit (CF). Learning agility is becoming increasingly important in this era of rapid change, while cultural fit affects employee satisfaction and performance. This is in line with the goal of improving the quality of human resources in the region. The gap in this research lies in the lack of understanding and application of effective

DI practices in the local context. Many studies focus more on large companies, while practices in cities such as Malang are still limited.

The novelty of this research lies in the development of an integrated framework. First, the introduction of the concepts of Diversity & Inclusion and Employee Experience creates synergy between organizational culture and employee experience. Second, the emphasis on Learning Agility demonstrates innovation in improving adaptability in a dynamic work environment. Third, the development of Performance Recognition focuses on measuring and rewarding performance, ensuring that employee contributions are recognized. By combining these elements, this research offers a comprehensive approach to achieving organizational goals more efficiently and responsively to individual needs.

This research gap lies in the lack of empirical data linking DI, LA, CF, EE, and PR in the context of organizations in Malang. Although there are many theories and concepts that support the importance of DI, its implementation in the field often falls short of expectations. Previous studies tend to ignore local and specific contexts, thus failing to provide practical guidance for organizations that wish to implement DI effectively. In addition, many organizations still doubt the long-term benefits of investing in DI, which results in resistance to organizational cultural change.

The urgency of this research lies in the need to understand how DI can improve Culture Fit and Employee Experience (EE) in Malang. By identifying the relationship between DI, Learning Agility, Culture Fit, and Performance Recognition (PR), this study aims to help organizations create a more inclusive, productive, and employee-success-oriented work environment. Previous research shows that diversity in teams can improve organizational performance by bringing different perspectives. Organizations that implement good inclusion practices can increase employee engagement, demonstrating that DI is not only a moral issue, but also a smart business strategy.

Through this study, the author seeks to explore how DI can serve as a strong foundation for creating a work environment that supports Learning Agility and Culture Fit, as well as improving Employee Experience through effective performance recognition. Thus, the formulation of the problem in this study focuses on the relationship between DI, CF, EE, and PR. This study is expected to provide useful insights for organizations in Malang in implementing DI effectively, as well as its impact on employee performance and satisfaction, so as to create a better work environment for all parties. This study is also expected to fill existing research gaps and make a significant contribution to the development of HR strategies at the local level.

2. Literature Review

2.1. Theoretical Framework

Diversity & Inclusion (D&I): A concept that emphasizes differences among individuals in an organization, including race, gender, age, and educational background. This practice aims to create a work environment that values diversity and ensures that all employees feel accepted, thereby enhancing creativity, innovation, and organizational performance (1)(21).

Learning Agility (LA): An individual's ability to learn from experience and adapt quickly is known as adaptive learning. This includes curiosity to explore new things, flexibility in the face of change, reflection to improve performance, and problem-solving skills to find innovative solutions. All of these aspects are important in developing individual capabilities (22)(23).

Culture Fit (CF) is a concept that refers to the compatibility between an individual's values, beliefs, and behavior with the organizational culture in the workplace. In the context of recruitment and human resource management, culture fit is important to ensure that new employees not only have the necessary skills, but can also adapt and contribute to the work environment (24)(25).

Employee Experience (EE): A concept that encompasses an employee's entire journey and interactions with an organization, from application to resignation. Each stage shapes the employee's perception of the company. This experience includes important elements such as the work environment, organizational culture, and onboarding process. A positive and inclusive environment increases productivity, while a collaborative culture makes employees feel valued and engaged (26)(27).

Performance Recognition (PR): The process by which organizations reward employees who demonstrate good performance. The goal is to recognize effort and results, increase motivation, and employee engagement. Forms of recognition can include verbal praise, positive feedback, or formal rewards such as bonuses and certificates, creating a positive work culture (16)(28)

2.2. Conceptual Framework

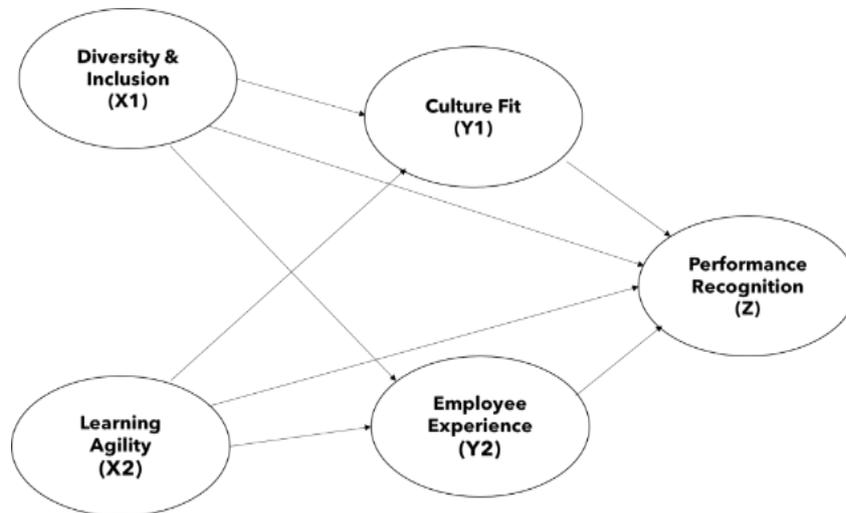


Figure 1.
Conceptual Framework.

3. Research Methodology

3.1. Research Design

This study uses a quantitative approach, which is a type of research that emphasizes numerical analysis. The type of research used is explanatory research. This study focuses on the study of human resources and the work environment, specifically how Diversity & Inclusion, Learning Agility, Culture Fit, and Performance Recognition are implemented for workers in Malang. This study was conducted in Malang, East Java.

3.2. Research Variables

The variables in this study are classified as follows: (X1) Diversity & Inclusion, (X2) Learning Agility, (Y1) Culture Fit, (Y2) Employee Experience, and (M) Performance Recognition.

3.3. Operational Definitions of Variables

The operational definitions of this study are presented in the following table:

Table 1.
Operational Definitions of Research Variables.

Variable Diversity & Inclusion (DI)		
Indicator	No	Statement
Diversity in Recruitment	1	I feel that the company makes sufficient efforts to recruit employees from diverse backgrounds.
	2	I see that our team consists of individuals with diverse experiences and perspectives.
Inclusive Environment	3	I feel comfortable sharing my ideas and opinions at work.
	4	I feel that my contributions are valued, regardless of my background.
Development Opportunities	5	I feel that I have equal access to training and development opportunities within the company.
	6	I believe that the company supports my career growth, regardless of my background.
Engagement and Participation	7	I feel encouraged to participate in activities that support diversity and inclusion.
	8	I see that the company is active in creating programs that involve all employees.
<i>Learning Agility (LA) Variable</i>		
Indicators	No	Statement
Curiosity	1	I always want to learn new things to improve my skills.
	2	I feel motivated to explore new ideas in my work.
Flexibility	3	I can quickly adapt to changes in the workplace.
	4	I feel comfortable changing my approach when faced with new challenges.
Self-Reflection	5	I regularly reflect on my experiences to learn from my mistakes and successes.
	6	I believe that self-reflection helps me in my personal and professional development.
<i>Culture Fit (CF) Variable</i>		
Indicators	No	Statement
Value Alignment	1	I feel that my personal values align with the company's values.
	2	I believe that the company culture supports the principles I hold dear.
Engagement in Culture	3	I actively participate in activities that reflect the company culture.
	4	I feel engaged and connected with my colleagues through the organizational culture.
Open Communication	5	I feel comfortable sharing my opinions and ideas at work.
	6	I believe that the company encourages honest and open communication.
Team Support	7	I feel supported by my team in achieving our common goals.
	8	I believe that my coworkers help and support each other.
Fit with the Work Environment	9	I feel comfortable with the work environment at the company.
	10	I believe that the work environment at this company suits my work style.
<i>Employee Experience (EE) Variable</i>		
Indicator	No	Statement
Onboarding Process	1	I feel that the onboarding process I went through helped me adapt well to the company.
	2	I received sufficient support during my transition into the organization.
Employee Welfare	3	I feel that the company cares about my physical and mental well-being.
	4	I have access to resources that support my health and well-being.
Career Development	5	I feel that the company provides sufficient opportunities for my career development.
	6	I believe that I have a clear path for professional growth within this company.
Engagement and Communication	7	I feel involved in decisions that affect my work.
	8	I believe that communication in this company is open and transparent.
<i>Performance Recognition (PR) Variable</i>		
Indicators	No	Statement
Formal Recognition	1	I feel valued when the company gives me formal recognition for my achievements.
	2	I believe that the recognition given by the company reflects my contributions.
Informal Recognition	3	I feel happy when my coworkers or superiors praise me for my hard work.
	4	I appreciate the positive feedback I receive from my team.
Involvement in the Recognition Process	5	I feel involved in the performance recognition process at the company.
	6	I believe that all employees have the same opportunity to be recognized for their contributions.
Frequency of Recognition	7	I feel that recognition for my performance is given consistently.
	8	I believe that the company routinely recognizes employee achievements.
	9	I feel more motivated to work hard when my performance is recognized.
Impact of Recognition on Motivation	10	I believe that the recognition I receive increases my commitment to the company.

3.4. Data Types and Sources

The type of data used in this study is quantitative data, which is expressed in the form of calculable numbers (32). Primary data was obtained from information collected based on respondents' answers through questionnaires (33)(34). Meanwhile, secondary data is data that has been collected by other parties and published for public use. Thus, this study utilizes both types of data to support a more comprehensive analysis.

3.5. Population and Sample

The research population in this activity is: 1) Employees in an organization: This includes individuals from various backgrounds, races, genders, ages, and abilities who work in a particular company or institution. 2) Managers and leaders: Those involved in decision-making related to diversity and inclusion policies, as well as those who influence corporate culture. 3) Human Resources team: Individuals responsible for implementing D&I practices and measuring employee experience, the number of whom is unknown. Because the population is unknown, sampling is done using (35), where the sample size is calculated using multiplied by 5 to 10 times the number of indicators. In this study, there are 21 statements, so the sample size in this study is $21 \times 10 = 210$ respondents.

3.6. Data Analysis Techniques

- (1) Descriptive Statistical Analysis
- (2) Path Analysis

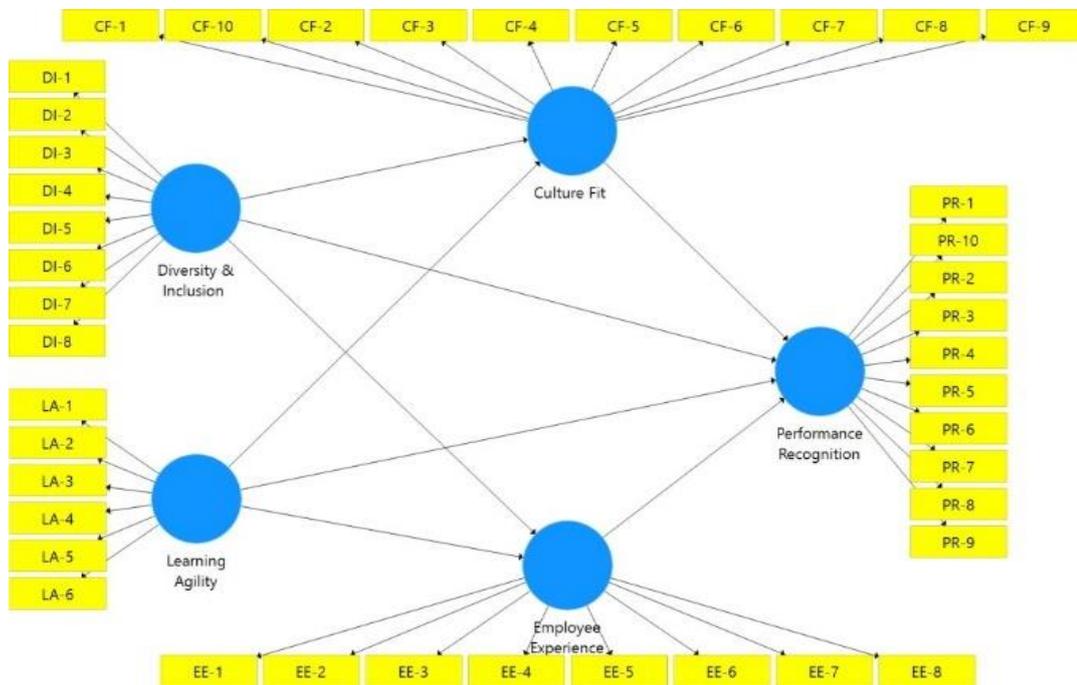


Figure 2. Path Analysis Results.

3.7. Hypothesis Testing

In this study, there are 12 hypotheses that must be tested in accordance with the formulation of the existing problems. The existing hypotheses can be seen in the following table:

Table 2. Summary of Research Hypotheses.

Hypothesis	Hypothesis Path	Description
H-1	DI → CF	Direct Influence
H-2	DI → EE	Direct Influence
H-3	DI → PR	Direct Influence
H-4	LA → CF	Direct Influence
H-5	LA → EE	Direct Influence
H-6	LA → PR	Direct Influence
H-7	CF → PR	Direct Influence
H-8	EE → PR	Direct Influence
H-9	DI → CF → PR	Indirect Influence
H-10	DI → EE → PR	Indirect Influence
H-11	LA → CF → PR	Indirect Influence
H-12	LA → EE → PR	Indirect Influence

4. Data Analysis

4.1. Respondent Description

Table 3.
Respondent Description.

No	Age	Amount	Percentage
1	17 - 27 years	63	30.00%
2	28 - 38 years old	57	27.14%
3	39 - 49 years old	47	22.38%
4	50 and above	43	20.48%
Total		210	100
No	Gender	Amount	Percentage
1	Male	112	53.33%
2	Female	98	46.67%
Total		210	100%
No	Education	Amount	Percentage
1	Junior high school/equivalent	32	15.24%
2	High school/equivalent	43	20.48%
3	Diploma / Bachelor's degree	76	36.19%
4	Master	55	26.19%
5	Doctor	4	1.90%
Total		210	100%
No	Revenue	Amount	Percentage
1	< 3,000,000	50	23.81%
2	3,000,000 to 4,000,000	76	36.19%
3	4,000,000 - 5,000,000	49	23.33%
4	5,000,000	35	16.67%
Total		210	100%
No	Company Sector	Amount	Percentage
1	Information Technology	24	11.43%
2	Education and Training	45	21.43%
3	Health and welfare	23	10.95%
4	Human Resources Consultant	43	20.48%
5	Creative Industry	34	16.19%
6	Others	41	19.52%
Total		210	100%

In this study, the demographic data of respondents consisted of 210 individuals analyzed based on age, gender, education, income, and company field. The majority of respondents were between 17 and 27 years old, reaching 30% (), followed by the 28 to 38 age group (27.14%). In terms of gender, 53.33% of respondents were male, while 46.67% were female.

The respondents' education shows that 36.19% have a diploma or bachelor's degree, while 20.48% completed their education at the high school level. In terms of income, 36.19% of respondents had an income between 3,000,000 and 4,000,000. Finally, the field of employment showed variation, with 21.43% of respondents working in Education and Training, and 20.48% in Human Resources Consulting. This data provides a clear picture of the demographic characteristics of the respondents in the study.

4.2. Research Instrument Test

1. **Validity Test:** Validity is assessed by comparing the correlation values of each question with the correlation values in the table (r table). The product moment r table value at 0.05 significance level (α) and $n = 210$ is 0.1160. Based on the results of the 60 questions tested, all questions had positive correlation coefficients greater than r table, and the probability was less than 0.05 significance level (α), indicating a significant relationship between the scores of each question and the total score. A significant correlation indicates that the questions can indeed be used to measure the variables to be measured; in other words, the instrument used is valid and can be used in this study.
2. **Reliability Test:** Based on the reliability test results, it can be concluded that all variables have reliability coefficient values greater than the Cronbach's alpha value (0.600). Based on the reliability test results, the instrument tested is appropriate for further processing in the research conducted, and all variables are reliable.

Table 4.
Reliability Test Results.

Variable	Reliability Coefficient	Results
Diversity & Inclusion	0.877	Reliable
Learning Agility	0.882	Reliable
Culture Fit	0.822	Reliable
Employee Experience	0.959	Reliable
Performance Recognition	0.838	Reliable

Based on the reliability test results in the table above, it can be concluded that all variables have reliability coefficient values greater than Cronbach's alpha value of 0.60. The highest value is found in the Employee Experience variable, which is 0.959, and the lowest value is in the Culture Fit variable, which is 0.822. Based on the reliability test results, the instrument tested is appropriate for further processing in the research conducted, as all variables are reliable.

5. Data Analysis

5.1. Convergent Validity

This study used Smart PLS 4.0 analysis tools. The path diagram that previously described the theoretical model was analyzed based on the data obtained. The measurement of convergent validity can be seen from the correlation between the indicator scores and the construct scores (loading factor) with the loading factor value criteria for each indicator greater than 0.7, which can be said to be valid or meet the Convergent Validity requirements.

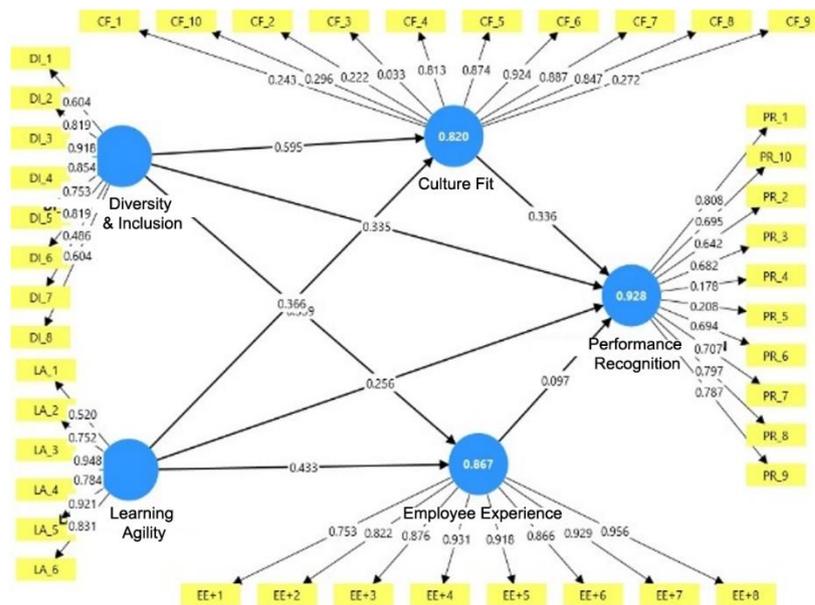


Figure 3.
Initial SmartPLS Model.

The Outer Loading still contain red-marked values below 0.7, namely CF_1 (0.243), CF_2 (0.222), CF_10 (0.296), CF_3 (0.033), CF_9 (0.272), DI_1 (0.604), DI_7(0.486), DI_8(0.604), LA_1(0.520), PR_10(0.695), PR_2 (0.695), PR_3 (0.642), PR_4 (0.682), PR_5 (0.178), PR_6 (0.208), PR_7 (0.694). Therefore, the researcher modified the research model by removing/eliminating indicators with values below 0.7 because in this study, the value limit used was Outer Loading > 0.7. The indicators that have been removed will not be discussed in the following discussion.

The researcher conducted a retest and removed the indicators in accordance with the above considerations. The following are the results of the convergence validity calculation based on the Loading Factor value after removing 16 indicators:

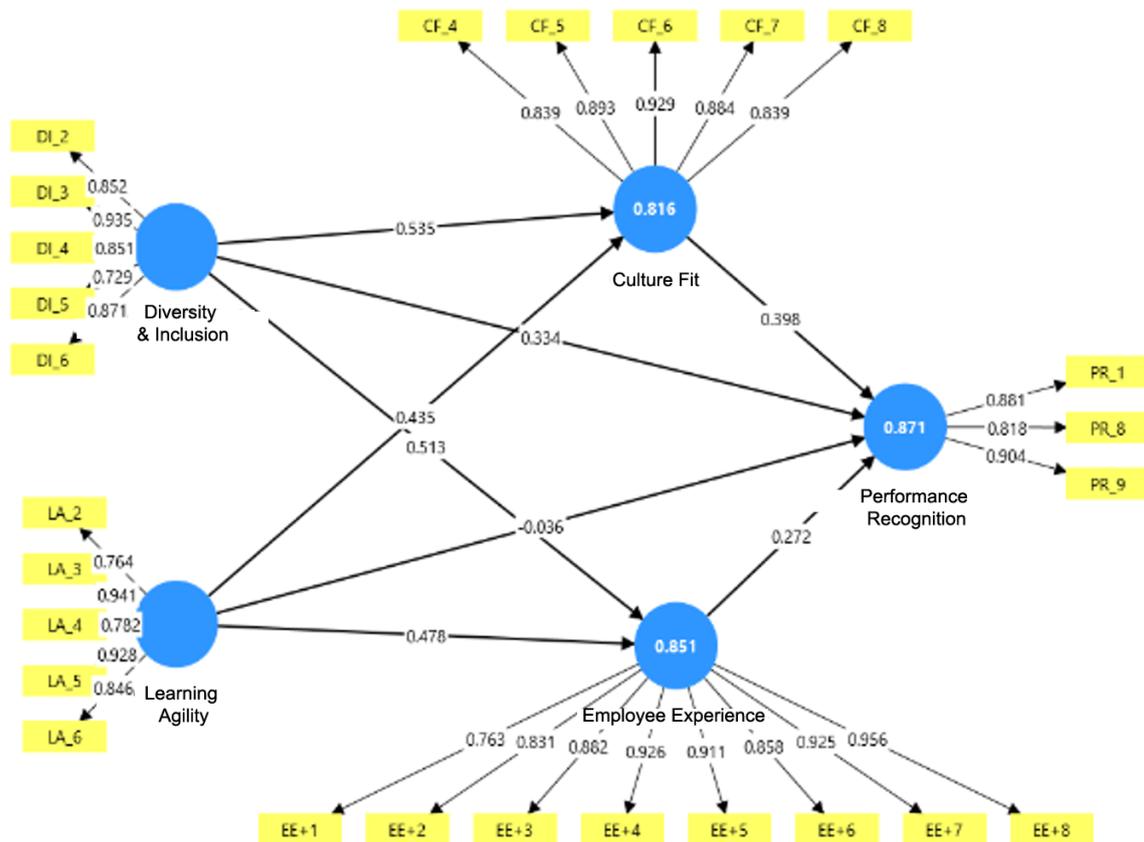


Figure 4. Structural Bootstrapping Model.

5.2. Hypothesis Testing

After conducting convergent validity, discriminant validity, and reliability tests, the next step is to use bootstrapping to test the hypothesis. The following is an overview of the structural model after bootstrapping. Based on the bootstrapping calculations above, the significance of the relationship between constructs is determined by the T Statistics value. The t-statistic value is considered valid if it is greater than 1.96 and the probability value (p-value) is less than 0.05 or 5%.

Table 5. Hypothesis Test Results.

Hypothesis	Original Sample (O)	T Statistics ((O/STDEV))	P Values	Description	
H1	Culture Fit → Performance Recognition	0.398	4.312	0.000	Accepted
H2	Diversity & Inclusion → Culture Fit	0.535	6.396	0.000	Accepted
H3	Diversity & Inclusion → Employee Experience	0.513	7.553	0.000	Accepted
H4	Diversity & Inclusion → Performance Recognition	0.334	5.131	0.000	Accepted
H5	Employee Experience → Performance Recognition	0.272	2.354	0.019	Accepted
H6	Learning Agility → Culture Fit	0.435	5.117	0.000	Accepted
H7	Learning Agility → Employee Experience	0.478	6.592	0.000	Accepted
H8	Learning Agility → Performance Recognition	-0.036	0.416	0.678	Rejected
H9	Diversity & Inclusion → Culture Fit → Performance Recognition	0.213	3.884	0.000	Accepted
H10	Learning Agility → Culture Fit → Performance Recognition	0.173	2.877	0.004	Accepted
H11	Diversity & Inclusion → Employee Experience → Performance Recognition	0.139	2.515	0.012	Accepted
H12	Learning Agility → Employee Experience → Performance Recognition	0.130	1.995	0.047	Accepted

6. Discussion

6.1. Culture Fit affects Performance Recognition

Based on the results of testing using the Smart PLS 3.0 program, it shows that the original sample value of 0.398 (positive), the T-Statistics value of 4.312 (>1.96), and the P-Values value of 0.000 (<0.05) indicate that culture fit significantly strengthens performance recognition. Culture fit refers to the extent to which an individual's values, beliefs, and behaviors are aligned with the organizational culture. Research shows that culture fit has a significant impact on performance recognition in the work environment. In this context, when individuals feel aligned with the organizational culture, they tend to feel more engaged and motivated to contribute to the fullest extent possible.

The results of research conducted by Kristof - Brown, et al. [1] show that individuals who experience cultural fit are more likely to receive recognition for their performance. The researchers found that alignment between individual and organizational values not only increases job satisfaction, but also influences individuals' perceptions of how their performance is recognized by their leaders. In this case, performance recognition becomes more meaningful for individuals who feel integrated into the organizational culture.

In addition, research by Chatman and O'Reilly [2] confirms that cultural fit can enhance collaboration among team members. When team members share the same values and beliefs, they are more likely to support each other and appreciate each other's contributions, which in turn can increase the likelihood of performance recognition. In a supportive environment, individuals feel more valued and recognized, which can improve their performance.

However, it is important to note that not all forms of culture fit have a positive impact. Too much uniformity in values and behavior can stifle innovation and creativity.

Therefore, organizations must ensure that culture fit not only prioritizes harmony, but also values differences that can enrich the organizational culture. Thus, it can be concluded that culture fit influences performance recognition by creating an environment that supports and encourages individuals to contribute optimally.

6.2. Diversity & Inclusion Influences Culture Fit

Based on the results of testing using the Smart PLS 3.0 program, the original sample value of 0.535 (positive), T-Statistics of 6.396 (>1.96), and P-Values of 0.000 (<0.05) prove that diversity & inclusion has a significant effect on culture fit. This concept emphasizes the importance of diversity and inclusion in creating a harmonious and productive work environment. When organizations implement the principles of diversity and inclusion, they not only value differences, but also create space for all individuals to feel accepted and have meaningful roles.

Research by Shore, et al. [3] shows that diversity within teams can enrich perspectives and ideas, which in turn enhances innovation and creativity. When individuals feel valued and included, they are more likely to contribute to their fullest potential, which supports the creation of a strong and cohesive culture. This shows that diversity not only brings benefits in terms of innovation, but also in creating a better culture fit.

In addition, research by Nishii and Mayer [4] confirms that organizations that promote inclusion can increase a sense of belonging among employees. When individuals feel that their voices are heard and valued, they are more likely to feel integrated into the organizational culture, which in turn strengthens culture fit.

6.3. Diversity & Inclusion Affects Employee Experience

Based on the results of testing using the Smart PLS 3.0 program, the original sample value of 0.513 (positive), T-Statistics of 7.553 (>1.96), and P-Values of 0.000 (<0.05) indicate that diversity & inclusion has a significant effect on employee experience. The concept of diversity and inclusion plays a key role in creating a positive and supportive employee experience. When organizations integrate diversity and inclusion into their culture, they create a more engaging work environment where all individuals feel valued and contribute.

Research by Roberson [5] found that diversity in teams can increase employee satisfaction and reduce turnover rates. When employees feel valued and included, they tend to have a better work experience, which contributes to loyalty and productivity. This shows that diversity & inclusion not only improves employee well-being, but also creates a more positive work climate. Furthermore, research by Gupta, et al. [6] shows that organizations that implement inclusive practices tend to have more engaged and motivated employees. When employees feel involved in organizational decisions and see that their contributions are valued, their work experience improves significantly.

However, it is important for organizations to ensure that diversity and inclusion are implemented consistently. Only by prioritizing these two aspects can organizations maximize the potential of each individual and create a better work experience for all employees. Thus, it can be concluded that diversity & inclusion has a strong influence on employee experience, helping to create a more inclusive and supportive work environment.

6.4. Diversity & Inclusion Affects Performance Recognition

Based on the results of testing using the Smart PLS 3.0 program, the original sample value of 0.334 (positive), T-Statistics of 5.131 (>1.96), and P-Values of 0.000 (<0.05) support that diversity & inclusion has a significant effect on performance recognition. This concept highlights the importance of diversity and inclusion in creating a fair and effective performance recognition system. When organizations prioritize diversity and inclusion practices, they not only value differences, but also ensure that all individuals have equal opportunities to be recognized for their contributions.

Research by Shore, et al. [3] shows that organizations that implement principles of inclusion tend to have employees who feel more valued and recognized. When individuals feel that their contributions are recognized, they are more

motivated to give their best, which in turn can improve their performance. This shows that diversity & inclusion is not just about meeting diversity quotas, but also about creating an environment where all voices are heard and valued. Furthermore, research by Mor Barak [7] confirms that fair performance recognition is greatly influenced by an inclusive culture. In organizations that emphasize diversity, individuals feel more confident to show their potential and contribute to the fullest, which leads to better performance recognition.

6.5. Employee Experience Affects Performance Recognition

Based on the results of testing using the Smart PLS 3.0 program, the original sample value of 0.334 (positive), T-Statistics of 5.131 (>1.96), and P-Values of 0.000 (<0.05) support that diversity & inclusion has a significant effect on performance recognition. This concept highlights the importance of diversity and inclusion in creating a fair and effective performance recognition system. When organizations prioritize diversity and inclusion practices, they not only value differences, but also ensure that all individuals have equal opportunities to be recognized for their contributions.

Research by Shore, et al. [3] shows that organizations that implement principles of inclusion tend to have employees who feel more valued and recognized. When individuals feel that their contributions are recognized, they are more motivated to give their best, which in turn can improve their performance. This shows that diversity & inclusion is not just about meeting diversity quotas, but also about creating an environment where all voices are heard and valued.

Furthermore, research by Mor Barak [7] confirms that fair performance recognition is greatly influenced by an inclusive culture. In organizations that emphasize diversity, individuals feel more confident to show their potential and contribute to the fullest, which leads to better performance recognition. However, it is important for organizations to ensure that performance recognition is not only based on diversity, but also takes into account the quality and actual contributions of individuals. Thus, it can be concluded that diversity & inclusion have a significant influence on performance recognition, creating a more equitable and supportive environment for all individuals.

6.6. Learning Agility Affects Culture Fit

Based on the test results using the Smart PLS 3.0 program, the original sample value of 0.272 (positive), T-Statistics of 2.354 (>1.96), and P-Values of 0.019 (<0.05) prove that learning agility has a significant effect on culture fit. Learning agility refers to an individual's ability to learn from experience and apply that learning in new situations. In an organizational context, individuals with learning agility tend to be more adaptable to organizational culture and contribute more effectively.

Research by DeRue and Wellman [8] shows that individuals who learn quickly and are able to adapt to change are more likely to feel integrated into the organizational culture. When employees are able to adapt to organizational values and norms, they will feel more comfortable and engaged, which in turn improves culture fit. In addition, research by Hill, et al. [9] emphasizes that learning agility helps individuals deal with challenges and dynamics within the organization. Agile individuals tend to be more open to feedback and ready to collaborate with their colleagues, which supports the creation of a cohesive and inclusive culture.

However, it is important for organizations to create an environment that supports the development of learning agility. Appropriate training and development programs can help employees improve their learning abilities, thereby encouraging them to better adapt to the organizational culture. Thus, it can be concluded that learning agility has a significant influence on culture fit, helping to create a more harmonious and productive work environment.

6.7. Learning Agility Affects Employee Experience

Based on the results of testing using the Smart PLS 3.0 program, the original sample value of 0.478 (positive), T-Statistics of 6.592 (>1.96), and P-Values of 0.000 (<0.05) indicate that learning agility has a significant effect on employee experience. This proves that individuals with high learning ability and adaptability can improve their overall work experience. Learning agility reflects a person's ability to quickly learn from experience and apply that knowledge in new contexts, which is very important in a dynamic work environment.

Research by DeRue and Wellman [8] confirms that individuals with learning agility tend to be more open to change and able to adapt quickly, which contributes to positive experiences in the workplace. When employees feel capable of adapting and growing, they are more likely to be actively engaged in their work, which increases their satisfaction and commitment to the organization.

6.8. Learning Agility Influences Performance Recognition

Based on the results of testing using the Smart PLS 3.0 program, the original sample value of -0.036 (negative), T-Statistics of 0.416 (<1.96), and P-Values of 0.678 (>0.05) indicate that learning agility does not have a significant effect on performance recognition. This means that although learning agility is an important ability for individuals to adapt and learn from experience, its effect on performance recognition in an organizational environment is not proven to be significant.

Research by DeRue and Wellman [8] emphasizes that learning agility tends to contribute to the development of individual skills and abilities, but does not always guarantee that individuals will be recognized for their performance. Performance recognition is often influenced by various other factors, such as organizational culture, performance evaluation systems, and communication between management and employees. In addition, research by Hill, et al. [9] shows that although agile individuals have the potential to contribute significantly, recognition of these contributions requires clear and transparent mechanisms within the organization. Without a supportive system, high learning ability does not always translate into tangible recognition.

6.9. D&I Culture Fit Influences Performance Recognition

Based on the test results using the Smart PLS 3.0 program, the original sample value of 0.213 (positive), T-Statistics of 3.884 (>1.96), and P-Values of 0.000 (<0.05) indicate that Diversity & Inclusion (D&I) has a significant effect on performance recognition. This means that when organizations implement diversity and inclusion practices well, employees are more likely to be recognized for their contributions.

Research by Shore, et al. [3] emphasizes that an environment that supports diversity and inclusion can improve employees' perceptions of recognition for their performance. When individuals feel valued and accepted, they are more motivated to give their best and contribute to the fullest, which in turn increases their chances of gaining recognition. Furthermore, research by Mor Barak [7] shows that fair and transparent performance recognition is greatly influenced by an inclusive culture. In a culture that emphasizes diversity, every voice and contribution is considered important, creating an environment where employees feel recognized and valued.

6.10. Learning Agility Influences Performance Recognition Through Culture Fit

Based on the results of testing using the Smart PLS 3.0 program, the original sample value of 0.173 (positive), T-Statistics of 2.877 (>1.96), and P-Values of 0.004 (<0.05) indicate that learning agility has a significant effect on performance recognition through culture fit. This means that an individual's ability to learn and adapt not only has a direct impact on performance recognition, but also through their ability to integrate into the organizational culture.

Research by DeRue and Wellman [8] confirms that learning agility enables individuals to adapt to changes and challenges in the workplace, thereby enhancing their ability to create a positive culture fit. When individuals feel integrated into the organizational culture, they are more likely to be recognized for their contributions. Furthermore, research by Hill, et al. [9] shows that individuals with learning agility tend to be more open to feedback and collaboration, which supports the creation of an inclusive and collaborative work environment. In such an environment, recognition for performance is more likely to occur, as all contributions are considered important.

6.11. D&I affects Performance Recognition through Employee Experience

Based on the results of testing using the Smart PLS 3.0 program, the original sample value of 0.139 (positive), T-Statistics of 2.515 (>1.96), and P-Values of 0.012 (<0.05) indicate that diversity & inclusion (D&I) significantly affects performance recognition through employee experience. This means that when organizations implement D&I practices well, the employee experience in the workplace will improve, and this in turn will increase recognition of their performance.

Research by Shore, et al. [3] emphasizes that an environment that supports diversity and inclusion can improve employee experience. When employees feel accepted and valued, they are more likely to contribute to the fullest and feel satisfaction in their work. This positive experience is very important in increasing the likelihood that they will be recognized for their contributions. Furthermore, research by Gupta, et al. [6] shows that a positive employee experience is directly related to the level of recognition they receive. When employees feel that their voices are heard and valued, they are more likely to feel engaged and motivated, which contributes to higher performance recognition.

6.12. Learning Agility affects Performance Recognition through Employee Experience

Based on the test results using the Smart PLS 3.0 program, the original sample value of 0.130 (positive), T-Statistics of 1.995 (>1.96), and P-Values of 0.047 (<0.05) indicate that learning agility has a significant effect on performance recognition through employee experience. This indicates that an individual's ability to learn and adapt contributes to their experience at work, which in turn increases recognition of their performance.

Research by DeRue and Wellman [8] emphasizes that learning agility enables individuals to adapt quickly to new situations, creating a more positive work experience. When employees feel capable of adapting and learning from their experiences, they are more likely to feel satisfied and engaged in their work, which contributes to higher performance recognition. Furthermore, research by Hill, et al. [9] shows that a positive employee experience can increase their motivation and commitment, which in turn affects the amount of recognition they receive. When individuals feel valued and recognized for their efforts, they are more motivated to continue contributing.

7. Conclusion & Recommendation

7.1. Conclusion

This study confirms that Diversity and Inclusion (DI), Learning Agility (LA), and Culture Fit (CF) play a significant role in shaping Employee Experience (EE) and Performance Recognition (PR) within organizations in Malang. The findings indicate that CF has a direct influence on PR, while DI exerts both direct and indirect effects on CF, EE, and PR. LA positively influences CF and EE, but it does not have a direct effect on PR. Nevertheless, LA contributes to PR through the mediating roles of CF and EE. Thus, it can be concluded that DI serves as the primary foundation in creating an inclusive work environment that fosters LA and CF, while also strengthening employee experience, which ultimately enhances performance recognition.

7.2. Suggestions

Organizations in Malang are advised to consistently strengthen DI practices in order to establish an inclusive culture that supports human resource development. Performance recognition should be designed to account not only for work outcomes but also for inclusive and adaptive values. In addition, training programs to enhance LA should be further developed to better prepare employees for organizational changes. Future research may expand the scope to include

different industries or geographical areas in order to provide a more comprehensive understanding of the role of DI, LA, and CF in improving employee experience and performance recognition.

References

- [1] A. L. Kristof-Brown, R. D. Zimmerman, and E. C. Johnson, "Consequences of INDIVIDUALS'FIT at work: A meta-analysis OF person–job, person–organization, person–group, and person–supervisor fit," *Personnel Psychology*, vol. 58, no. 2, pp. 281-342, 2005. <https://doi.org/10.1111/j.1744-6570.2005.00672.x>
- [2] J. A. Chatman and C. A. O'Reilly, "Paradigm lost: Reinvigorating the study of organizational culture," *Research in Organizational Behavior*, vol. 36, pp. 199-224, 2016. <https://doi.org/10.1016/j.riob.2016.11.004>
- [3] L. M. Shore, K. Barksdale, and T. H. Shore, "Managerial perceptions of employee commitment to the organization," *Academy of Management Journal*, vol. 38, no. 6, pp. 1593-1615, 1995.
- [4] L. H. Nishii and D. M. Mayer, "Do inclusive leaders help to reduce turnover in diverse groups? The moderating role of leader–member exchange in the diversity to turnover relationship," *Journal of Applied Psychology*, vol. 94, no. 6, p. 1412, 2009. <https://doi.org/10.1037/a0017190>
- [5] Q. M. Roberson, "Disentangling the meanings of diversity and inclusion in organizations," *Group & Organization Management*, vol. 31, no. 2, pp. 212-236, 2006. <https://doi.org/10.1177/1059601104273064>
- [6] S. Gupta *et al.*, "Factors associated with death in critically ill patients with coronavirus disease 2019 in the US," *JAMA Internal Medicine*, vol. 180, no. 11, pp. 1436-1447, 2020. <https://doi.org/10.1001/jamainternmed.2020.3596>
- [7] M. E. Mor Barak, "Inclusion is the key to diversity management, but what is inclusion?," *Human Service Organizations: Management, Leadership & Governance*, vol. 39, no. 2, pp. 83-88, 2015. <https://doi.org/10.1080/23303131.2015.1035599>
- [8] D. S. DeRue and N. Wellman, "Developing leaders via experience: The role of developmental challenge, learning orientation, and feedback availability," *Journal of Applied Psychology*, vol. 94, no. 4, p. 859, 2009. <https://doi.org/10.1037/a0015317>
- [9] C. Hill *et al.*, "The international scientific association for probiotics and prebiotics consensus statement on the scope and appropriate use of the term probiotic," *Nature reviews Gastroenterology & Hepatology*, vol. 11, no. 8, pp. 506-514, 2014. <https://doi.org/10.1038/nrgastro.2014.66>