

OPTIMIZING REGIONAL HOSPITAL SERVICES THROUGH ORGANIZATIONAL LEARNING WITH LIMITED RESOURCES

Almansyah Rundu Wonua^{1*}, Ismanto², Ansar Abbas³, Sudarnice⁴, Fauzih⁵

¹ Department of Management, Faculty of social sciences and economics, Universitas Sembilanbelas November Kolaka, Southeast Sulawesi, Indonesia.

² Department of Management, Faculty of social sciences and economics, Universitas Sembilanbelas November Kolaka, Southeast Sulawesi, Indonesia.

³faculty of social sciences and humanities, Hamdard University Islamabad, Pakistan

⁴ Department of Management, Faculty of social sciences and economics, Universitas Sembilanbelas November Kolaka, Southeast Sulawesi, Indonesia.

⁵ Department of Management, Sekolah Tinggi Enam-Enam Kendari, Southeast Sulawesi, Indonesia.

Email: ¹almansyah.jka@gmail.com, ²ismanto.asran@gmail.com, ³ansar.abbas@hamdard.edu.pk, ⁴sudarnice@usn.ac.id, and ⁵fauzihstie66kendari@gmail.com

ABSTRACT

Hospitals are essential in delivering healthcare services to the public, In providing quality services, hospitals are faced with challenges such as limited facilities, budgets, medical personnel, and the emergence of various ever-changing government regulations that force hospitals to follow these rules. Facing various challenges in providing quality health services, hospitals need to adopt organizational learning. Organizational learning allows hospitals to adapt, innovate, and optimize their limited resources. This Study aims to analyze the factors that affect organizational learning in order to improve public services in regional hospitals with limited resources. This research uses a quantitative approach with a survey method and data analysis using Structural Equation Modeling (SEM)-PLS with Smart PLS 3.0. The results of this study indicate that organizational culture and psychological climate are strategies to overcome the limitations of organizational resources and can support effective organizational learning for hospitals. This is due to an organizational culture that supports collaboration among individuals to exchange knowledge and experience to solve the challenges they face in the condition of limited resources, limited facilities, budgets, and medical personnel. The research contribution shows that organizational learning in regional hospitals is often hampered by several factors, but with organizational Culture consistently is one of the main determining facts of organizational learning. This study has limitations because it was conducted at a single hospital, Konawe Regional Hospital, so the results are limited in their generalizability to other organizations or sectors. Furthermore, this study focused solely on organizational culture and psychological climate variables in explaining organizational learning, so there is the possibility that other unexamined variables may also be influential, such as leadership style, absorptive capacity, knowledge management, or knowledge-sharing practices.

Keywords : organizational learning, organizational Culture, psychological climate, hospitals, limited resource.

1. INTRODUCTION

Hospitals are essential in delivering healthcare services to the public (Rouhifard et al., 2022). In providing quality services, hospitals are faced with challenges such as limited facilities, budgets, medical personnel, and the emergence of various ever-changing government regulations that force hospitals to follow these rules (Bertke & Nufer, 2021; Fischer et al., 2020; Rahman et al., 2024). Facing various challenges in providing quality health services, hospitals need to adopt organizational learning (Lyman et al., 2021). Organizational learning allows hospitals to adapt, innovate, and optimize existing resources.

Health service organizations, especially in hospitals, it is very important to have organizational learning (Kakemam et al., 2021). Organizational learning is an important element of the in healthcare (Alidina et al., 2024). The key function of organizational learning is not only to ensure the effective implementation and integration of new and existing knowledge into daily routines, activities, processes and procedures but also to achieve innovation, growth and effective transformation (Rupcic, 2024). Organizational learning provides the framework for complex, interconnected, dynamic systems in the health care system, where each operational unit must learn and perform its assigned tasks to improve patient safety and minimize errors (Atalla et al., 2025).

By learning and developing organizational learning, healthcare workers can consistently deliver excellent health services in a complex and ever-changing environment (Lyman & Moore, 2019). This is because organizational learning allows for the acquisition and use of knowledge to improve activities and decision-making processes. This is important to encourage continuous learning and innovation in organizations (AlMaian & Qammaz, 2019). Organisational learning enables the generation of several types of innovation (Escandon-Barbosa & Salas-Páramo, 2023). Those failing to cultivate OL will miss critical opportunities for improvement and growth and will struggle to remain competitive (Mushtaq, 2025; Pippi et al., 2026). An effective learning organization is crucial for enhancing employee knowledge and motivation for continuous learning (Lau, 2025).

Organizational learning is not only about the individual's ability to learn but also about how the organization creates an environment that supports collective learning. Organizational Culture plays an important role in facilitating the organizational learning process (Hussain et al., 2022). Organizational culture serves as a vital catalyst in enhancing overall productivity within organizations. It plays a significant role in social control, influencing employees' behavior, thoughts, beliefs, and attitudes through shared values and assumptions (Vasumathi et al., 2025)

Therefore, several studies have explored the mechanisms by which organizational culture influences organizational learning (Comlek, 2025; Hasan, 2023). However, little is known about the psychological climate as a mediating variable between organizational culture and organizational learning. Organizational learning is not solely shaped by the strength of organizational culture. In addition to organizational Culture, the psychological climate also has a significant impact on organizational learning. Psychological climate refers to an individual's perception of the work environment affecting individual goals in the organization (Zahn et al., 2023) The psychological climate is an expected goal to improve service performance (Sok et al., 2023). A positive psychological climate plays an important role in encouraging constructive organizational behavior. Individuals who feel supported by the organization, feel valued, and see that their contributions are recognized by management will be more motivated to demonstrate professional attitudes and behaviors in accordance with organizational expectations (Celik & Naktiyok, 2024).

Previous research has underscored the critical role of organizational culture and organizational learning in fostering high-quality healthcare. Despite recent advances, significant gaps remain in understanding how organizational culture directly and indirectly influences organizational learning, particularly through psychological climate. This study aims to address these gaps by examining the mediating role of psychological climate in the relationship between organizational culture and organizational learning.

The novelty of this study lies in its conceptualization of psychological climate as a mediating mechanism that explains how organizational culture is translated into organizational learning. Unlike prior studies that primarily emphasize the direct effects of organizational culture, this research highlights the critical role of employees' psychological perceptions in activating learning processes. By integrating psychological climate into the culture-learning relationship, this study offers a more refined theoretical explanation of organizational learning and extends the existing literature by uncovering a previously underexplored mechanism.

This study focuses on a regional hospital with limited facilities, budget, and medical personnel, as well as the challenges of changing government regulations, which often hinder the organizational learning process. Thus, this study provides a novel contribution to understanding how organizational culture and psychological climate play a crucial role in supporting effective organizational learning in a regional hospital environment. Previous research has focused more on large organizations or private hospitals with adequate resources (Lee & Park, 2024; Spurk et al., 2021).

This research is very important because it can provide deep insights into how regional hospitals can overcome the challenges of resource limitations through organizational learning. This research aims to analyze the factors that affect organizational learning to improve public services in regional hospitals with limited resources.

2. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Organizational Culture and Organizational Learning

Organizational Culture encompasses a wide range of concepts, including values, assumptions, interpretations, symbols, organizational beliefs, routines, shared language, myths, ideologies, practices, norms, and social behaviours that characterize an organization (Domínguez et al., 2024). Organizational culture is the process of the behaviors, values, beliefs, and habits that direct individuals behaviors in an organization (Khan et al., 2020). Organizational Culture serves as a

distinctive characteristics that differentiate organizations (Nilasari et al., 2024).

According to Hussain et al., (2022) Organizational culture plays an important role in facilitating the organizational learning process. A positive organizational culture supports learning in the workplace by providing a safe environment for employees to experiment, make mistakes, and learn from those mistakes. On the contrary, negative Culture can hinder learning by creating fear and resistance to change (X. Yu, 2014). Organisational learning is often depicted as a vital process that bolsters organisational effectiveness by systematically improving performance and outcomes (U et al., 2024). Organizational learning is a collective process involving the creation, transformation, and dissemination of knowledge to guide organizational behavior. From a behaviorist perspective, this process is adaptive, allowing organizations to adjust their goals, rules, and behaviors in response to changes in the environment (Friedrichs, 2024). According to Friedrichs (2024) the alignment of organizational culture with organizational principles and goals can accelerate the learning process. Learning involves identification, acquisition, interpretation, and combination of relevant knowledge sets in novel ways resulting in innovation (Tandon, 2022).

Hypothesis 1 (H1): Organizational Culture has a positive and significant effect on Organizational Learning.

Organizational Culture and Psychological Climate

Organizational culture is the process of behaviors, values, beliefs, and habits that guide individual behavior within an organization (Khan et al., 2020). Organizational culture acts as a fundamental determinant of employee perceptions and experiences at work. The character of an organization plays a significant role in shaping an individual's work experience. At its best, it can create a pleasant and supportive environment, while at its worst, it can create feelings of fear, frustration, and hopelessness (Kiptulon et al., 2024). Psychological climate is a type of climate that is measured at individual level and pertains to employees' cognitive appraisal of work environment (Toprak & Karakus, 2018).

According to Singh (2022) Psychological climate refers to the environment in the workplace that encourages people to enjoy their work or creates psychological hurdles to their work. A positive psychological climate plays an important role in encouraging constructive organizational behavior. Individuals who feel supported by the organization, feel valued, and see that their contributions are recognized by management will be more motivated to demonstrate professional attitudes and behaviors in accordance with organizational expectations (Celik & Naktiyok, 2024).

Hypothesis 2 (H2): Organizational culture has a positive and significant effect on Psychological Climate

Psychological Climate and Organizational Learning

Psychological climate refers to an individual's perception of the work environment affecting individual goals in the organization (Zahn et al., 2023). A positive psychological climate plays an important role in encouraging constructive organizational behavior. Individuals who feel supported by the organization, feel valued, and see that their contributions are recognized by management will be more motivated to demonstrate professional attitudes and behaviors in accordance with organizational expectations (Celik & Naktiyok, 2024). A supportive climate will motivate employees to share insights and experiences, thereby accelerating learning. There is increasing recognition that the capacity of an organization depends on the learning potential of its workforce (Kim & Park, 2020).

According to Abdallah et al., (2019) Organizational learning is key in facing the challenge of limitations, as it allows organizations to develop new capabilities, improve processes, and improve employee performance. This process is learning particularly crucial in healthcare settings (Gharajeh-Alamdari et al., 2025). organizational learning can be achieved only through the learning carried out by individual members psychological climate affect learning outcomes (Li & Tsai, 2020). By strengthening a positive psychological climate, organizations can create a work environment that is conducive to continuous learning, which ultimately improves

the organization's competitiveness and overall performance.

Hypothesis 3 (H3): Psychological Climate has a positive and significant effect on Organizational Learning.

Psychological Climate as a Mediation

Organizational learning is not only shaped by the strength of organizational culture, but also by the mechanisms by which culture influences individual and collective behavior. Organizational culture is the process of behaviors, values, beliefs, and habits that guide individual behavior within an organization (Khan et al., 2020). However, the influence of organizational culture on learning outcomes is not uniform, the influence may depend on employees' perceptions of their work environment. Psychological climate is a type of climate that is measured at individual level and pertains to employees' cognitive appraisal of work environment (Toprak & Karakus, 2018). A positive psychological climate plays an important role in encouraging constructive organizational behavior. Individuals who feel supported by the organization, feel valued, and see that their contributions are recognized by management will be more motivated to demonstrate professional attitudes and behaviors in accordance with organizational expectations (Celik & Naktiyok, 2024). When employees perceive a supportive climate, cultural values are more likely to translate into knowledge-sharing behavior, thereby enhancing organizational learning. Conversely, in a climate perceived as unsupportive, strong cultural values may not be sufficient to foster learning behavior. Thus, psychological climate becomes an important mechanism that bridges the abstract values of organizational culture into concrete attitudes and behaviors that support organizational learning.

Hypothesis 4 (H4): Psychological Climate mediates the relationship between Organizational Culture and Organizational Learning.

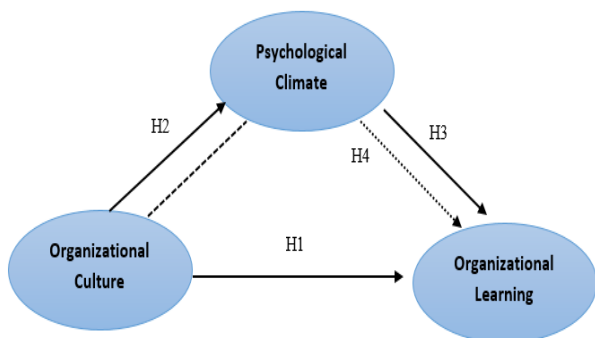


Figure 1 Conceptual Model

3. METHOD

Research Constructs and Variable Measurement

Relevant literature was reviewed to identify each research construct. The independent variables were Organizational Culture (OC), consisting of three indicators (Ramos et al., 2023) and Psychological Climate (PC) consisting of five indicators (Brown & Leigh, 1996). The dependent variable was Organizational Learning (OL), consisting of three indicators (Jiménez-Jiménez & Sanz-Valle, 2011). All items were measured using a 5-point Likert scale.

Table 1 Operational Variables

Indicator	Item	Instrument
Organizational Culture (Ramos et al., 2023)		
Bureaucratic Culture	OC1	Bureaucratic processes do not invite employees to propose ideas.
Innovative Culture	OC2	The hospital encourages employees to develop new ideas and methods to improve services.
Supportive Culture	OC3	The Hospital management provides adequate support when employees encounter difficulties at work.
Psychological Climate (PC) (Brown & Leigh, 1996).		
Supportive Management	PC1	Management provides adequate resources to facilitate employee learning and skill development
Role Clarity	PC2	A clear understanding of my role enables me to

		contribute effectively to organizational learning
Self-Expression	PC3	Employees are encouraged to provide constructive feedback for organizational improvement.
Recognition	PC4	My contributions are valued and recognized by colleagues and leaders, fostering an environment where learning and professional growth can occur.
Contributions And Challenges	PC5	Employees are granted the freedom to actively contribute to the advancement of the organization
Organizational Learning (Jiménez-Jiménez & Sanz-Valle, 2011)		
Knowledge Acquisition	OL1	The organization actively pursues new knowledge to improve its performance
Information Distribution	OL2	An accessible system is provided for employees to gather information from internal as well as external sources."
Information Interpretation	OL3	The organization provides support in helping employees interpret new work-related information

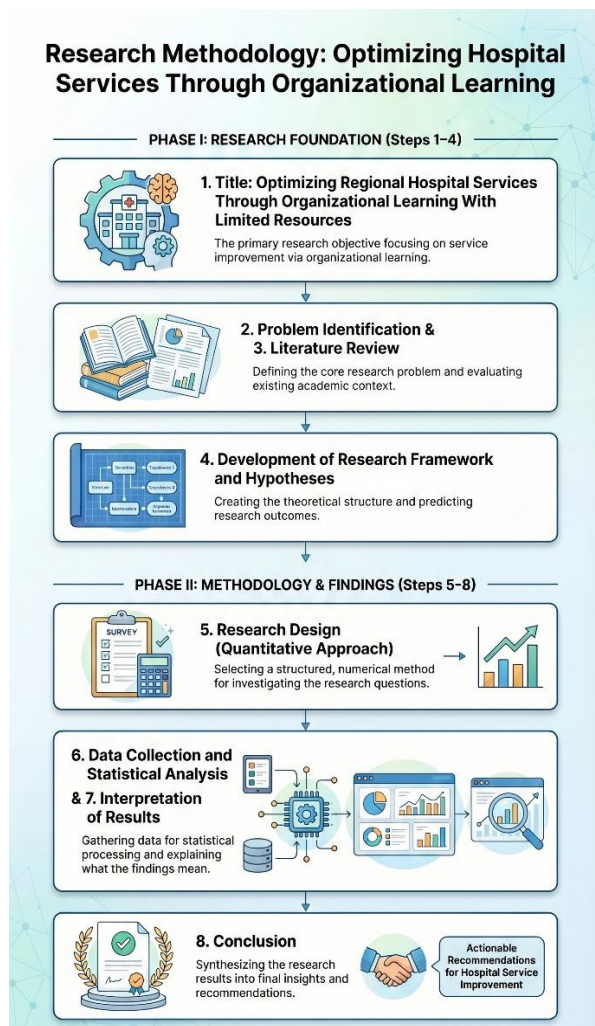


Figure 2 Research Process Flow Diagram

Data Collection

This study was conducted at the Konawe District Hospital in Southeast Sulawesi Province. This hospital plays a role in providing basic services to the community of Konawe Regency. A survey was designed, pre-tested, and validated using 30 hospital employees, including medical and non-medical personnel. The pre-test was conducted to improve the validity of the questionnaire (the remaining questionnaires were used in the main survey and were not administered for further analysis). The research team conducted the survey through in-person visits and electronically. From the data collection results, only 125 valid questionnaires were obtained from those who completed and returned the survey forms. Therefore, these valid questionnaires were used for analysis.

Data Analysis

This study employed structural equation modeling (SEM), specifically Smart Partial Least Squares 3 (PLS 3) for data analysis. The

SEM approach allows for modeling and quantifying complex relationships involving multiple independent and dependent variables within a single analytical framework. In SEM, PLS consists of two path models: the structural model (inner model) and the measurement model (outer model) (Hair et al., 2021). The measurement model, or outer model, demonstrates the relationship between latent constructs and observable indicators. The structural model, or inner model, clarifies the hypothesized relationships between latent constructs (Kline, 2016).

Figure 2 shows the research model analyzed using the PLS-SEM approach. This model describes the structural relationship between organizational culture as an exogenous variable, organizational learning as an endogenous variable, and psychological climate as a mediating variable.

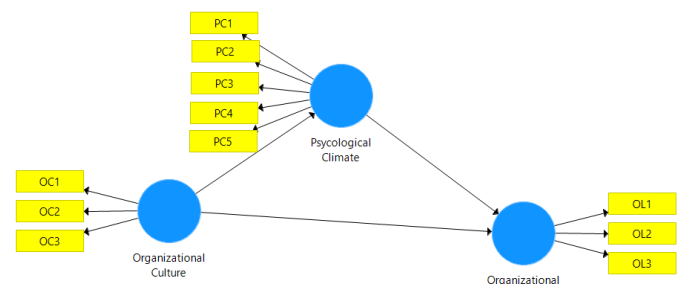


Figure 3 PLS model (path diagram)

4. RESULTS AND DISCUSSION

Profile of Respondents

The respondents for this study consisted of 125 participants employees of Konawe Regional General Hospital, Southeast Sulawesi Province. Their characteristics were analyzed to provide an overview of the sample and support the interpretation of the findings. The distribution of respondent characteristics is presented in Table 2. The findings indicate that the majority of respondents held a Diploma III (69.6%), followed by those with a Bachelor's degree (29.6%), and a small proportion held a Master's degree (0.8%). This composition indicates that the workforce is largely comprised of individuals with vocational educational backgrounds in the healthcare sector. The dominance of Diploma III (D3) graduates in the hospital workforce reflects the operational characteristics and human resource needs of healthcare organizations. Hospitals rely heavily

on frontline healthcare workers such as nurses, midwives, and medical technicians who are directly involved in patient care. This is because Diploma III graduates are considered more suitable due to their practical and technical competencies to effectively carry out clinical tasks compared to graduates of higher education levels who tend to be more theoretically oriented.

In terms of gender, the majority of respondents were female (71.2%), while male employees accounted for 28.8%. This indicates that the Konawe District Hospital in Southeast Sulawesi Province workforce is largely female. This is due to the characteristics of healthcare sector work, particularly in nursing, midwifery, and patient care, which are historically and socially more associated with female roles.

Regarding age distribution, the majority of employees are aged 21–30 (54.4%), followed by those aged 31–40 (40.8%), and a small proportion are aged 41–50 (4.8%). This composition indicates that the Konawe District Hospital in Southeast Sulawesi Province workforce is dominated by young employees in their early to mid-career stages. This reflects the characteristics of healthcare organizations that require an energetic, adaptable workforce capable of working under high pressure and shift work.

In terms of work experience, the majority of respondents had 1–5 years of experience (49.6%), while 44.8% had 6–10 years of experience, and only 5.6% had more than 10 years of experience. This distribution indicates that the Konawe District Hospital in Southeast Sulawesi Province workforce is dominated by employees with relatively short to medium tenure, indicating that most are in the early and developing stages of their careers.

Table 2 Respondent Characteristics

	N	%
Education Level		
DIII	87	69,6
S1	37	29,6
S2	1	0,8
Gender		
Male	36	28,8
Female	89	71,2
Age		
21-30 years	68	54,4

	N	%
31-40 years	51	40,8
41-50 years	6	4,8
Work Tenure		100
1-5 years	62	49,6
6-10 years	56	44,8
>10 years	7	5,6

Table 3 Validity and Reliability Testing

Variable	Indicator	r count	Cronbach's Alpha
Organizational Culture	OC1	0,718	0,836
	OC2	0,798	
	OC3	0,760	
Psychological Climate	PC1	0,714	0,837
	PC2	0,788	
	PC3	0,845	
	PC4	0,851	
	PC5	0,702	
Organizational Learning	OL1	0,726	0,737
	OL2	0,750	
	OL3	0,635	

Based on the results of the validity and reliability tests, all statement items in the research instrument were proven to meet the established criteria. The validity test showed that the calculated r-value for each item was greater than 0.30, thus all questions were declared valid. Meanwhile, the reliability test using Cronbach's Alpha produced a value greater than 0.70 for each variable, thus being declared reliable. Thus, the research instrument is suitable for use in data collection.

Results

Testing the Measurement Model (Outer Model)

The measurement model results are provided in Table 1. All loading elements are above the suggested value of 0.70; Composite reliability (CR) is above 0.80, and average variance extracted (AVE) values are above 0.50, signifying that the research constructs converge. The calculation of the CR value also demonstrates efficient internal consistency for the items and constructs.

Table 4 Measurement Model

Variable	Indicator	Loading	CR	AVE
Organizational Culture	OC1	0.892	0.921	0,795
	OC2	0.883		
	OC3	0.898		
Psychological Climate	PC1	0.804	0.928	0,72
	PC2	0.848		

	PC3	0.896		
	PC4	0.834		
	PC5	0.860		
Organizational Learning	OL1	0.878	0.894	0,738
	OL2	0.857		
	OL3	0.841		

Testing the Structural Model (Inner Model)

Evaluation of the structural model with PLS can be started by looking at the R-Square value.

Table 5 R-Square

	R-Square	R Square Adjusted
Psychological Climate	0.703	0.701
Organizational Learning	0.847	0.845

Table 2 above shows that the R-Square value of the Organizational Learning construct is 0.847 or 84.7%, which is included in the medium category because the R-Square value above 67% is said to be strong, and a value above 33% is said to be below 33% is said to be weak.

This result suggests that the variables used in this study are highly relevant in explaining Organizational Learning. It also reflects that the model has good predictive accuracy and is capable of capturing the underlying relationships between variables effectively. The finding implies that improvements in the identified factors can significantly enhance Organizational Learning within the Konawe District Hospital in Southeast Sulawesi Province.

Furthermore, the relatively high R-Square value indicates that Organizational Learning in this study is strongly determined by internal organizational factors rather than external influences. However, the remaining unexplained variance suggests that future research may consider incorporating additional variables, such as leadership style, absorptive capacity, knowledge management or knowledge-sharing practices, to provide a more comprehensive understanding.

Table 6 Hypothesis Test

	Original sample	Sample Mean	T Statistics (O/STDEV)	P-Value
OC -> OL	0.434	0.432	5.429	0.000
OC -> PC	0.838	0.838	31.901	0.000
PC -> OL	0.526	0.528	6.892	0.000

OC -> PC	0.441	0.442	6.951	0.000
-> OL				

The First Hypothesis Test of Organizational Culture -> Organizational Learning was accepted because the T-statistic value of 5.429 was greater than 1.96, and the P-value was 0.000 (< 0.05). The second hypothesis test of Organizational Culture -> Psychological Climate was accepted because the T-statistic value of 31.901 was greater than 1.96, and the P-value value was 0.000 (< 0.05). The third hypothesis test of Psychological Climate -> Organizational Learning was accepted because the T-statistic value of 6.892 was greater than 1.96, and the P-value value was 0.000 (< 0.05). The fourth hypothesis test of Psychological Climate mediating the relationship between organizational culture and Organizational Learning is accepted because the T-statistic value of 6.951 is greater than 1.96, and the P-value is 0.000 (< 0.05).

Discussions

Overall, these findings show opinions among experts on the need for organizational learning to support the excellence of health organizations, especially hospitals, in providing services. Organizational learning is an important element of the health service system (Abdallah et al., 2019).

By learning and developing organizational learning, healthcare workers can consistently deliver excellent health services in a complex and ever-changing environment (Lyman & Moore, 2019). This is because organizational learning allows for acquiring and using knowledge to improve activities and decision-making processes. This is important to encourage continuous learning and innovation within the organization (AlMaian & Qammaz, 2019).

Organizational learning in regional hospitals is often hampered by several factors, especially when the resources are limited, but organizational Culture is consistently highlighted as the main determinant of organizational learning. Organizational Culture shapes employee behavior and attitudes toward learning and innovation (Al-Tarawneh & Al-Adaileh, 2021; Pauliene et al., 2025). Culture is a value that an organization has as a guide for

organizational members to continue to develop and find solutions to the conditions they face (Kandoth & Shekhar, 2025; Mohammed et al., 2025; Ya Ntoto et al., 2024). Sustaining a strong organizational culture is crucial for guiding the operations of hospitals and clinics, as it significantly influences both the quality of patient care and workforce stability (Chaanine, 2025). Thus, with the limited resources owned by regional hospitals, the existence of an organizational culture is able to encourage organization members to continuously find solutions to the challenges faced in providing services, thus directing organization members to carry out organizational learning. As explained by Sanz-Valle et al (2011) culture can serve as a facilitator of learning in organizations. Because organizational culture creates an environment that supports the acquisition, sharing, and application of knowledge. With a conducive culture, hospitals are not only able to survive limitations but also strengthen their organizational capacity to transform, innovate, and improve service quality through continuous learning.

Then with the psychological climate felt by hospital employees has an important role in organizational learning. This is because the psychological climate can increase psychological empowerment among individuals, make them feel more valued and able to contribute to the organization's goals, namely improving health services, even though the conditions are limited with their psychological climate, they still show good performance. Psychological climate refers to an individual's perception of the work environment affecting individual goals in the organization (Zahn et al., 2023) The psychological climate greatly affects organizational learning because it is related to the individual's perception of security, support, and freedom in the work environment. A positive psychological climate allows individuals to feel confident in their abilities and feel valued, which has a positive impact and is actively involved in the learning process, ultimately encouraging learning within the organization (Erdoğan & Ertop, 2023; Fahad AlMulhim, 2023; Nugraha et al., 2016) When employees feel psychologically empowered through participation in decision-making and a clear understanding of roles, they believe in

their abilities and feel valued, which has a positive impact on their learning and performance.

Research findings indicate that organizational culture and psychological climate are strategies for overcoming organizational resource limitations and can support effective organizational learning in hospitals. Building organizational learning in health facilities with limited resources is a health system strengthening strategy that is highly relevant for health workers (Horwood et al., 2025).

This research is in line with the research results Comlek (2025) and Hasan (2023) that organizational culture influences organizational learning. Organizational learning is creating, growing, and exchanging knowledge within a organizational. Organizational learning theory states that an organization's capacity for novelty and adaptation is contingent on information exchange and continuing learning (Xu & Rosli, 2025). This relationship becomes particularly important when linked to organizational culture, as culture serves as the environment that determines whether knowledge can be disseminated or hindered. Based on organizational learning theory, effective learning creates a shared framework of understanding that enables organizational members not only to gather information but also to process it into knowledge that benefit the organization (Argote et al., 2020; Cortes et al., 2025; Lyman et al., 2021; D. Yu et al., 2025).

The above view suggests that organizational learning is highly dependent on prevailing norms, when organizational culture does not support openness, knowledge exchange will be hampered and the organization's ability to adapt to environmental changes will be weakened. Thus, organizational culture plays not only a supportive role but also a key factor in determining the extent and extent to which learning can occur within an organization (Alsaied & Alkhoraif, 2024; Basten & Haamann, 2018; Lalani et al., 2020).

Although organizational culture and psychological climate establish values that support organizational learning. Psychological climate can also act as a mediating variable between organizational culture and

organizational learning because a positive psychological climate plays a crucial role in encouraging constructive organizational behavior. Individuals who feel supported by the organization, valued, and recognized by management for their contributions are more motivated to demonstrate professional attitudes and behaviors consistent with organizational expectations (Celik & Naktiyok, 2024). In organizational learning theory, psychological climate functions as an individual's perception that determines whether they feel safe engaging knowledge-sharing activities. This condition encourages team members to openly express limitations and concerns in the learning process in a psychologically safe environment, thus increasing team learning and productivity conceptually (Ghosh et al., 2012).

5. CONCLUSION AND RECOMMENDATION

Based on the research results, we can conclude that:

1. Organizational culture influences organizational learning, indicating that a better organizational culture increases organizational learning.
2. Psychological climate influences organizational learning, indicating that a better psychological climate increases organizational learning.
3. Psychological climate mediates the relationship between organizational culture and organizational learning, indicating that employee perceptions of organizational culture are a key mechanism in strengthening the learning process within an organization. work environment and providing a sense of security for employees to innovate.

Research Implications:

The results of this study provide important theoretical and practical implications for the development of human resource management studies, particularly regarding organizational culture, psychological climate, and organizational learning.

1. Theoretically, these findings reinforce the idea that organizational learning is influenced not only by structural factors and organizational systems, but also by psychological factors perceived by

individuals. The role of psychological climate as a mediating variable indicates that employee perceptions are a key mechanism in translating organizational cultural values into learning behavior. Thus, this study contributes to the literature by positioning psychological climate as a bridge between organizational culture and organizational learning.

2. Practically for Hospital Konawe Regional, Southeast Sulawesi Province, these results demonstrate that organizations need to build a culture that is not only normatively strong but also positively perceived by employees. An organizational culture that emphasizes openness, trust, and support for innovation must be embodied in daily work practices to create a conducive psychological climate.

Based on the research findings, Konawe Regional Hospital is recommended to strengthen its learning-oriented organizational culture by increasing openness, collaboration, and innovation. Furthermore, management needs to create a positive psychological climate by fostering open communication.

This study has limitations because it was conducted at a single hospital, Konawe Regional Hospital, so the results are limited in their generalizability to other organizations or sectors. Furthermore, this study focused solely on organizational culture and psychological climate variables in explaining organizational learning, so there is the possibility that other unexamined variables may also be influential, such as leadership style, absorptive capacity, knowledge management, or knowledge-sharing practices.

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