

**PENGARUH *LEARNING AGILITY* DAN *PERCEIVED ORGANIZATIONAL SUPPORT* TERHADAP *PSYCHOLOGICAL WELL-BEING* GURU DI MASA MODIFIKASI KURIKULUM**

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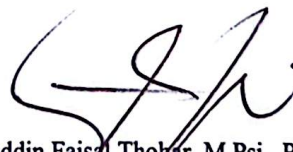
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## **ABSTRACT**

*Teachers' psychological well-being has become an important aspect in facing curriculum modification, which requires adaptive abilities and readiness to deal with changes in the learning process. This condition is influenced by learning agility as an effort to adapt, as well as organizational support that assists teachers in carrying out their professional responsibilities. This study aimed to analyze the influence of learning agility and perceived organizational support on the psychological well-being of junior high school teachers in Surabaya during the curriculum modification period. This study employed a quantitative approach with a correlational design. The sample consisted of 365 junior high school teachers in Surabaya selected using purposive sampling based on predetermined criteria. Data were collected using Ryff's Psychological Well-Being Scale (PWBS), the Learning Agility Scale developed by Lombardo, and Eisenberger's Survey of Perceived Organizational Support (SPOS). Data analysis was conducted using multiple linear regression. The results showed that learning agility and perceived organizational support had a positive and significant effect on psychological well-being, both partially and simultaneously. This means that the higher the teachers' learning agility and perceived organizational support, the higher their psychological well-being. Individual adaptability and organizational support play an important role in helping teachers maintain psychological well-being amid curriculum policy changes.*

**Keywords:** *Learning agility, perceived organizational support, psychological well-being.*

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