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# The Role of Organizational Learning and Knowledge Capability in Innovation Implementation: A Systematic Literature Review

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**Abstract**

**Background:** Innovation is a critical factor for organizations to sustain competitiveness in dynamic environments. In this context, knowledge and learning capability are increasingly recognized as strategic resources that support innovation implementation.
**Objective:** This study aims to identify and synthesize the role of knowledge and learning capability in organizational innovation using a systematic literature review approach.
**Methods:** Data were collected from the Scopus database, resulting in 30 empirical articles published between 2015 and 2025, and analyzed using thematic analysis.
**Results:** The findings reveal four main themes. First, organizational learning has a positive relationship with innovation capability and innovation performance. Second, organizational learning acts as a mediating mechanism linking organizational factors to innovation outcomes. Third, knowledge management, absorptive capacity, and dynamic capability form an integrated mechanism that enables organizations to manage and transform knowledge into innovation. Fourth, innovation serves as a key link between organizational learning and organizational performance.
**Conclusion:** This study contributes by integrating knowledge-based view and organizational learning perspectives, highlighting that the effect of learning on performance is indirect through innovation. Practically, organizations need to strengthen learning processes and knowledge management to enhance competitiveness. The novelty of this review lies in synthesizing fragmented empirical findings into a single integrative framework that positions organizational learning simultaneously as an antecedent, mediator, and dynamic capability. Future research should extend data sources beyond Scopus and empirically validate the proposed integrative model across diverse industry and regional contexts.

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## INTRODUCTION

Innovation is an important factor for organizations in maintaining business sustainability and competitiveness amid increasingly dynamic market changes, technology, and competition. The ability of an organization to develop and implement new products, processes, and systems in response to environmental changes is known as innovation capability (Ha, 2024). In this context, knowledge management and organizational learning become strategic resources that help organizations acquire, create, and transfer knowledge to support innovation implementation. Organizational learning also enables organizations to learn from experience, adapt to change, and generate innovative solutions that drive competitive advantage and improve organizational performance (Maclean et al., 2023).

Research on organizational learning and knowledge capability in innovation implementation continues to develop across various organizational contexts. Several studies show that an organization's ability to acquire and utilize knowledge from external collaboration can enhance organizational innovation performance, particularly through cross-organizational learning and strengthened absorptive capacity (Kafouros et al., 2020). Furthermore, learning intent and the organization's ability to transform potential knowledge into applicable knowledge have also been shown to support the creation of both exploitative and exploratory innovation (Khan et al., 2019). On the other hand, organizational learning supported by an innovation culture plays an important role in building ambidextrous innovation capability, enabling organizations to develop new innovations while maintaining operational sustainability (Alsaied, 2024). These findings indicate that knowledge and learning capability play a strategic role in driving organizational innovation implementation.

Although the relationship between knowledge, organizational learning, and innovation capability has been extensively studied, the findings still reflect diverse and complex perspectives. Some studies show that organizational learning capability acts as a mediating variable in driving radical organizational innovation. Dominguez (2021), while other studies find that the relationship between knowledge management and organizational resilience is influenced by collaborative innovation capability and contextual factors such as social media use (Lingyu et al., 2024). Furthermore, previous research tends to examine the relationships between variables in a partial manner, focusing on organizational learning, absorptive capacity, or knowledge management separately, and therefore has not yet provided a comprehensive synthesis of the relational patterns between knowledge and learning capability in organizational innovation implementation. Differences in industrial context, the use of mediating and moderating variables, and diverse theoretical approaches have also contributed to the fragmented nature of the findings. Therefore, a systematic literature review is needed to map and synthesize empirical findings regarding the role of knowledge and learning capability in organizational innovation implementation. Unlike previous reviews that have largely examined organizational learning, knowledge management, or absorptive capacity as separate constructs, or that have focused on a single industry or a single mediating relationship, this review integrates these constructs as elements of a single, interconnected mechanism.

Earlier reviews remain fragmented because they typically isolate individual variables, rely on a single theoretical lens, and rarely reconcile the differing roles assigned to organizational learning across studies. What therefore remains underexplored is a consolidated understanding of how organizational learning operates simultaneously as an antecedent, a mediator, and a dynamic capability across heterogeneous contexts. Addressing this gap is essential because the fragmented and context-dependent nature of existing evidence makes it difficult for both scholars and practitioners to draw transferable conclusions, thereby justifying the need for the present systematic synthesis.

Based on the background described above, this study aims to identify, map, and synthesize empirical findings regarding the role of knowledge and learning capability in organizational innovation implementation. The study focuses on examining how organizational learning, knowledge management, and learning capability contribute to innovation capability and innovation performance across various industrial contexts. In addition, this study seeks to explore patterns of relationships among these variables, including the mediating and moderating mechanisms that influence innovation implementation. Accordingly, the study addresses several key questions concerning the role of knowledge and learning capability in innovation implementation, the variables most frequently examined in the relationship between knowledge, learning capability, and innovation, as well as the patterns of mediation and moderation identified in previous research on innovation implementation.

This study is expected to contribute both theoretically and practically. From a theoretical perspective, it enriches the understanding of the relationships among knowledge, organizational learning, and innovation implementation by synthesizing empirical evidence from diverse industry settings. From a practical perspective, the findings provide insights that can assist organizations in designing effective learning and knowledge management strategies to strengthen innovation capability and enhance organizational competitiveness in increasingly dynamic and

competitive environments.

## Literature Review

### *Organizational Learning & Learning Capability*

Organizational learning is understood as change within an organization that occurs as a result of accumulated experience. Many researchers agree that organizational learning represents a change in organizational knowledge that occurs as a function of experience (Argote & Miron, 2011). Based on this view, organizational learning not only reflects the accumulation of experience but also encompasses an active process of shaping and updating organizational knowledge. Organizational learning typically involves several stages: knowledge acquisition, knowledge sharing, and knowledge utilization. This process includes developing skills, insights, and relationships related to the dissemination of knowledge among organizational members, as well as integrating learning so that it can be implemented broadly and generalized to new situations (DiBella et al., 1996).

Based on the literature review, organizational learning is divided into two forms: exploitative learning and exploratory learning. Exploitative learning refers to the development of skills and behaviors that remain aligned with existing knowledge (single-loop learning), whereas exploratory learning refers to the development of behavioral capacities that significantly differ from prior knowledge (double-loop learning) (Liao & Liu, 2008). Both forms illustrate how organizations balance the utilization of existing knowledge with the exploration of new knowledge so that they can sustain continuous innovation amid ever-changing environmental dynamics (Björkdahl and Borjesson, 2012).

In line with this, the concept of organizational learning capability refers to organizational and managerial characteristics that facilitate the learning process or enable organizations to learn (Chiva et al., 2007). This capability plays an important role in helping organizations adapt to environmental uncertainty, technological change, market dynamics, and customer demands (Alegre & Chiva, 2008). Thus, learning capability becomes a key driver that enables organizations to develop more effective solutions that support long-term sustainability and growth (Camps et al., 2016). Organizational learning capability also helps organizations respond to change by developing new skills and behaviors relevant to evolving environmental needs.

### *Knowledge Management & Knowledge-Based View*

Knowledge management is a process that includes the creation, acquisition, sharing, and utilization of knowledge to improve organizational performance (Armstrong, 2009). In this review, the term "knowledge capability" is used as an umbrella construct that refers to an organization's overall capacity to manage and leverage knowledge for innovation. It is operationalized through three interrelated and more established constructs, namely knowledge management, absorptive capacity, and organizational learning, rather than as a separate standalone variable.

Knowledge management is also understood as an organizational mechanism for managing and distributing knowledge, both tacit and explicit, to support problem-solving and the achievement of organizational goals (Armstrong, 2009; Nonaka, 2009). In practice, knowledge management focuses not only on existing knowledge but also on how that knowledge is activated and optimally utilized as an organizational intellectual asset. As a multidimensional process, knowledge management enables organizations to develop strategic capabilities such as resilience and collaborative innovation in the face of change and disruption (Abubakar et al., 2019).

According to several theories, the knowledge-based view (KBV) is an extension of the resource-based view (RBV) that positions knowledge as the most strategic resource in organizations (Grant, 1996). KBV emphasizes that knowledge is a valuable, unique, and difficult-to-imitate asset, making it a primary source of competitiveness (Nonaka & Takeuchi, 2007). Within this framework, the processes of knowledge acquisition, transfer, and utilization play an important role in improving organizational performance and reducing uncertainty. KBV also highlights the importance of integrating tacit and explicit knowledge, especially in dynamic and complex environments. However, the difficult-to-codify nature of tacit knowledge poses a risk of organizational knowledge loss, thus requiring formal mechanisms such as routines, policies, and management systems to manage it. In this context, knowledge management serves as a tool that

bridges the integration of these different types of knowledge.

***Innovation Implementation & Innovation Capability***

Innovation capability is the organization's ability to identify opportunities and develop innovative ideas aligned with strategic goals Chuang (2014) and to transform knowledge into new products and services (Lawson and Samson, 2001). This confirms that innovation does not stop at idea creation but requires the conversion of knowledge into tangible outputs. Innovation capability also reflects managerial decisions in designing new strategies and methods to enhance organizational resilience (Bella et al., 2009). In its implementation, innovation capability encompasses transformations in products, processes, and marketing, supported by organizational structures and systems.

Innovation capability also involves the ability to absorb and develop knowledge and technology to generate new innovations Romijn (2002), which ultimately contributes to organizational performance and resilience (Calik et al., 2017). However, capability alone is insufficient. Innovation implementation becomes a key factor, i.e., the extent to which those ideas and capabilities are realized in practice. In a knowledge-based economy, innovation success depends on the organization's ability to adapt and apply knowledge in a contextualized manner (Tödtling et al., 2009). Furthermore, external learning strengthens innovation implementation through the integration of internal and external knowledge, thereby improving innovation performance (Alegre et al., 2013). Thus, effective innovation depends on the organization's ability to continuously reconfigure and update knowledge to generate relevant innovations (Falasca et al., 2017).

***The Role of Learning as a Mediating Mechanism***

Based on the innovation literature, organizational learning is positioned not only as an antecedent but also as a mediating mechanism that explains how various organizational factors are translated into innovation performance. Organizational learning acts as a process that connects resources, capabilities, and managerial practices with innovation outcomes through the processes of knowledge acquisition, distribution, and utilization (DiBella et al., 1996). Therefore, organizational learning becomes a crucial pathway for transforming strategic inputs into innovative outputs. Several empirical studies show that organizational learning significantly mediates the relationship between organizational variables and innovation. For example, digital human resource management (HRM) practices are proven not only to have a direct effect on employees' innovative behavior but also an indirect effect through enhanced organizational learning, which strengthens adaptation and knowledge utilization processes.

Similar findings are also observed in the leadership context, where stewardship leadership drives radical innovation through organizational learning capability as the primary mediator that facilitates experimentation, dialogue, and risk-taking within organizations (Dominguez, 2021). Additionally, organizational learning also plays a role in linking strategic orientation with innovation performance. Studies indicate that entrepreneurial orientation does not directly improve firm performance but instead operates through organizational learning and innovation as a serial mediating mechanism. This confirms that organizational learning is not merely a supporting process but a core mechanism that enables organizations to internalize knowledge and transform it into valuable innovation outcomes.

***Integrating Learning, Knowledge, and Innovation***

Organizational learning and knowledge in modern organizations cannot be separated in driving the implementation of innovation. The knowledge-based view (KBV) perspective positions knowledge as a primary strategic resource that is unique and difficult to imitate, thus forming the basis for creating competitive advantage (Grant, 1996). Meanwhile, organizational learning acts as a mechanism that enables organizations to acquire, transfer, and integrate this knowledge into operational processes (Argote, 2012). The integration of both is reflected in an organization's ability to continuously update and reconfigure its knowledge base, which in the literature is often associated with the concept of dynamic capabilities.

Empirically, various studies show that the combination of learning and knowledge

management capabilities contributes significantly to enhancing innovation capability. Organizations that effectively manage knowledge (through processes of creation, sharing, and utilization supported by a strong learning culture) tend to be more adaptive in responding to environmental changes and more successful in implementing innovation. Furthermore, capabilities such as absorptive capacity and knowledge integration strengthen this relationship by enabling organizations to transform external knowledge into valuable innovation outcomes.

## METHOD

This research used a systematic literature review (SLR) approach to identify and synthesize empirical findings regarding the role of knowledge and learning capability in organizational innovation implementation. The literature search was conducted using the Scopus database due to its broad scope and relevance in the fields of management and innovation. The keywords used were: ("innovation" OR "innovation adoption" OR "innovation capability") AND ("organizational learning" OR "learning capability" OR "knowledge management" OR "absorptive capacity"), which yielded 19,077 documents at the initial stage.

Scopus was selected as the sole data source because it provides broad curated coverage of peer-reviewed business and management journals, applies consistent indexing and quality-control standards, and offers structured metadata and standardized filters that make a transparent and reproducible selection process feasible. The reliance on a single database is acknowledged as a limitation and is addressed in the conclusion, where the use of complementary databases such as Web of Science is recommended for future research (Snyder, 2019).

The article selection process was carried out through the stages of identification, screening, eligibility, and inclusion. Screening was conducted based on the publication year range of 2015–2025, the field of Business, Management, and Accounting, the type of scientific article, and the English language, resulting in 4,058 documents. Open-access criteria were then applied to ensure full access to articles, reducing the number to 1,480 documents. Subsequently, title and abstract screening yielded 200 articles, which were then further selected through full-text review based on inclusion criteria, namely empirical studies discussing the relationship between knowledge, learning capability, and innovation in an organizational context. This process resulted in 30 final articles for analysis.

To improve transparency, the inclusion and exclusion criteria were defined explicitly. Articles were included if they (1) were empirical studies (quantitative, qualitative, or mixed methods), (2) were published between 2015 and 2025, (3) were written in English and available as full-text open access articles, (4) fell within the Business, Management, and Accounting subject area, and (5) directly examined the relationship between organizational learning, knowledge management, absorptive capacity, dynamic capability, or innovation capability in an organizational context. Articles were excluded if they were conceptual or purely theoretical papers without empirical data, conference abstracts, editorials, book chapters, or non-peer-reviewed sources, if they did not focus on the organizational level of analysis, or if they did not establish a clear link between knowledge or learning constructs and innovation outcomes. The overall identification, screening, eligibility, and inclusion process followed the PRISMA 2020 guideline Page (2021) and is summarized in Figure 1.

A quality assessment procedure was applied to the 30 selected articles to ensure methodological rigor. Each article was appraised against four criteria adapted from established review-quality guidelines (Snyder, 2019): (1) clarity of research aims and questions, (2) appropriateness and transparency of the research design and methods, (3) clarity of the link between data, findings, and conclusions, and (4) relevance of the study to the role of knowledge and learning capability in innovation. Each criterion was rated as fully met, partially met, or not met, and only articles satisfying at least three criteria were retained for synthesis, ensuring that the final evidence base reflected studies of acceptable methodological quality.

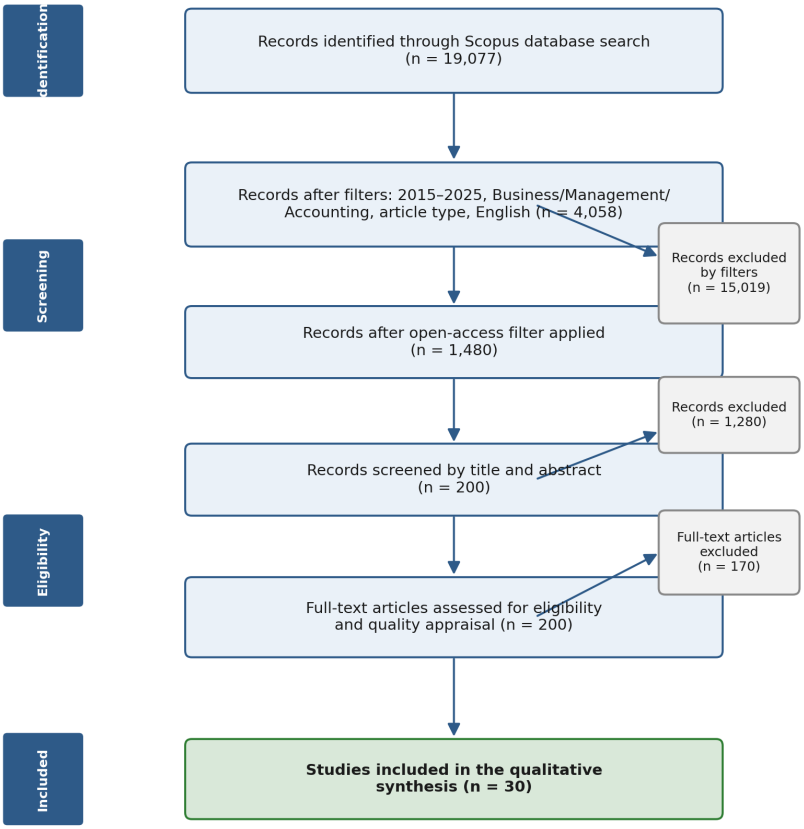


**Figure 1.** PRISMA 2020 flow diagram of the article selection process (Page et al., 2021)

Data analysis was performed using thematic analysis through three stages: (1) identification of main concepts and variables (open coding), (2) grouping into categories based on similarity of meaning, and (3) development of main themes representing relationship patterns between variables. This process resulted in four main themes: (1) organizational learning and innovation, (2) the role of learning as a mediator, (3) integration of knowledge management, absorptive capacity, and dynamic capability, and (4) the relationship between learning and organizational performance through innovation.

## RESULTS AND DISCUSSION

### Results

Of the 30 articles analyzed, most were published between 2019 and 2025 and were dominated by studies from developing countries such as Indonesia, Malaysia, China, Vietnam, and Nigeria, along with several from Europe and the Middle East. The most frequently used theoretical frameworks included the knowledge-based view (KBV), organizational learning theory, and dynamic capabilities theory. The majority of studies employed a quantitative approach using structural equation modeling (SEM), while a smaller number used qualitative and mixed-method designs. The review findings indicate that organizational learning, knowledge management, absorptive capacity, innovation culture, and collaborative innovation capability are commonly used variables to explain innovation implementation within organizations.

Regarding the thematic distribution across the 30 reviewed studies, Theme 1 (organizational learning and innovation) appeared in 11 studies (37%), Theme 2 (learning as a mediating mechanism) in 8 studies (27%), Theme 3 (integration of knowledge management, absorptive capacity, and dynamic capability) in 7 studies (23%), and Theme 4 (learning and performance through innovation outcomes) in 4 studies (13%). This distribution, summarized in

Table 1, suggests that the direct relationship between organizational learning and innovation remains the most frequently examined pattern, while performance-oriented and fully integrated mechanisms are comparatively underexplored.

**Table 1.** Distribution of the four main themes across the 30 reviewed studies

| Theme | No. of studies | Percentage |
|---|---|---|
| 1. Organizational learning and innovation | 11 | 37% |
| 2. Learning as a mediating mechanism | 8 | 27% |
| 3. Integration of KM, absorptive capacity, and dynamic capability | 7 | 23% |
| 4. Learning and performance through innovation | 4 | 13% |

**Table 2.** Synthesis of representative reviewed studies by theme

| Author(s) (Year) | Theme / Role of learning | Method / Context | Key finding |
|---|---|---|---|
| Ha (2024) | Theme 1; learning as antecedent | Quantitative; Vietnamese banking | Learning dimensions differ in their effect on product vs. process innovation |
| Dominguez (2021) | Theme 2; learning as mediator | Quantitative; SEM | Learning capability mediates stewardship leadership and radical innovation |
| Khan (2019) | Theme 3; learning as dynamic capability | Quantitative; emerging economies | Learning intent links potential and realized absorptive capacity to innovation |
| Wijaya (2024) | Theme 4; learning to performance | Quantitative; MSMEs | Learning and innovation capability jointly improve performance under uncertainty |

Based on the synthesis results, the research findings are grouped into four main themes regarding the role of knowledge and learning capability in organizational innovation implementation. The first theme discusses the effect of organizational learning on innovation capability and innovation performance. The second theme highlights the role of learning as a mediating variable in the relationship between organizational factors and innovation implementation. The third theme discusses the relationship among knowledge management, absorptive capacity, and dynamic capability in supporting organizational innovation. Meanwhile, the fourth theme explains the relationship between organizational learning and organizational performance through innovation capability as a linking mechanism.

The synthesis results show that organizational learning is a determinant in driving organizational innovation implementation, both in the form of innovation capability and innovation performance. This relationship is relatively consistent across various industry contexts, indicating that organizational learning acts as a fundamental mechanism in transforming knowledge into innovative output (Ha, 2024). Conceptually, organizational learning enables organizations to acquire, distribute, and integrate knowledge, thereby strengthening the organization's ability to develop product, process, and business model innovations. In this regard, organizational learning not only functions as an internal process but also as an adaptation mechanism that enhances organizational responsiveness to environmental dynamics and changing market needs (Egea et al., 2020; Kucharska, 2021).

Furthermore, empirical findings show that the effect of organizational learning on innovation is not homogeneous but is influenced by the dimensions of learning capability employed. Ha's study (2024) confirms that elements such as commitment to learning, shared vision, and open-mindedness make different contributions to product and process innovation. From this study, the quality and orientation of organizational learning emerge as key factors in determining innovation effectiveness. Organizational learning capability has a significant relationship with innovation performance across various sectors, including KIBS and non-KIBS. Such contextual variations indicate that although organizational learning is universal, its mechanism of influence on innovation still depends on industry characteristics and the

organizational environment.

From a theoretical perspective, these findings strengthen the knowledge-based view, which positions knowledge as the primary strategic resource in organizations (Grant, 1996). However, the results of this review also show that the mere presence of knowledge is insufficient to generate innovation; rather, it must be supported by the organization's ability to manage the learning process effectively. Therefore, organizational learning can be positioned as a key factor bridging knowledge resources and innovation outcomes. Based on this, sustainable innovation depends not only on knowledge accumulation but also on the organization's ability to integrate and apply that knowledge dynamically in organizational practice.

Findings from other studies show that organizational learning not only acts as an antecedent but also as a mediating mechanism that explains how various organizational factors are translated into innovation capability and innovation performance. In general, organizational learning functions as a transformation process connecting organizational resources, leadership, and managerial practices with innovation implementation. This indicates that the influence of these factors on innovation is not direct but depends on the organization's ability to internalize and utilize knowledge through learning processes (Dominguez, 2021; Innes, 2024).

Furthermore, other studies also show that the mediating role of organizational learning emerges in various contexts and levels of analysis. Dominguez study (2021) shows that organizational learning capability mediates the relationship between stewardship leadership behavior and radical innovation, confirming that leadership effectiveness in driving innovation is largely determined by the organization's learning capacity. Meanwhile, Mai (2023) identified that organizational learning subprocesses such as knowledge acquisition, distribution, and interpretation act as mediators in the relationship between leadership personality traits and business innovation.

These findings indicate that more specific and operational learning processes make different contributions in transforming individual characteristics into innovative output. Additionally, in a digital context, organizational learning was also found to mediate the effect of digital human resource management on employee innovation behavior, confirming the importance of organizational learning in integrating technology with innovative employee behavior.

However, the results of this study also indicate that the mediating role of organizational learning is not universal but is influenced by organizational context and the types of variables involved. In some cases, the strength of mediation depends on the level of knowledge complexity, organizational culture, and structural support that enables effective learning processes (Cohen & Levinthal, 1990). This shows that organizational learning is not merely a passive mechanism but a dynamic capability that determines the extent to which organizations can convert various strategic inputs into valuable innovation.

Thus, organizational learning can be positioned as a key mechanism bridging the relationship between organizational factors and innovation implementation. These findings strengthen the view that innovation success is determined not only by the quality of resources or leadership but also by the organization's ability to build systematic, adaptive, and sustainable learning processes.

Results from other studies show that knowledge management, absorptive capacity, and dynamic capability are mutually integrated elements in supporting organizational innovation implementation. These three concepts do not work in isolation but form a continuous mechanism that enables organizations to acquire, assimilate, and transform knowledge into valuable innovation. From the knowledge-based view perspective, knowledge is positioned as the primary strategic resource, yet its effectiveness strongly depends on the organization's ability to manage and utilize it dynamically (Escobar et al., 2025).

Empirically, findings show that knowledge management processes such as knowledge creation, sharing, and utilization play an important role in strengthening organizational innovation capability, both directly and indirectly. Lingyu study (2024) shows that these processes contribute to improving supply chain resilience through collaborative innovation capability as a mediating mechanism. This indicates that knowledge management not only impacts innovation but also strengthens the organization's capacity to face environmental

uncertainty. Thus, knowledge management can be understood as a foundation that enables organizations to build more adaptive innovation capabilities.

Furthermore, absorptive capacity emerges as a key factor bridging external knowledge with internal innovation processes. A study conducted by Khan (2019) shows that learning intent mediates the relationship between potential absorptive capacity and realized absorptive capacity, which in turn drives exploitative and exploratory innovation. These findings confirm that an organization's ability to absorb knowledge depends not only on access to external information but also on its readiness to internalize and apply that knowledge. In other words, absorptive capacity functions as a transformation process that converts external knowledge into implementable innovation.

However, other studies also show that the effectiveness of integrating knowledge management and absorptive capacity is strongly influenced by the organization's ability to perform knowledge integration, particularly in the context of tacit knowledge that is difficult to transfer between organizations (Escobar et al., 2025). Limitations in this knowledge transfer process indicate that innovation success is determined not only by knowledge availability but also by the organization's ability to manage the complexity of unstructured knowledge (Kogut & Zander, 1992). In this context, dynamic capability acts as a framework explaining how organizations continuously reorganize resources and knowledge to respond to environmental changes (Teece, 2007). Overall, the combination of knowledge management, absorptive capacity, and dynamic capability shows that organizational innovation results from dynamic learning and knowledge management processes, not merely resource accumulation. These findings confirm that an organization's innovation advantage depends on its ability to continuously integrate, develop, and utilize knowledge in response to business environment dynamics.

Research findings show that organizational learning not only contributes to enhancing innovation capability but also impacts organizational performance through innovation implementation mechanisms. In general, innovation acts as a mediating pathway connecting organizational learning processes with performance improvement, such that the influence of organizational learning on performance tends to be indirect. The results indicate that organizational learning does not automatically yield higher performance; rather, it must first be converted into innovation that can be implemented in organizational practice.

Furthermore, other studies show that dimensions of organizational learning such as knowledge acquisition, knowledge distribution, and knowledge interpretation contribute to strengthening competitive strategy and organizational performance (Maclean et al., 2023). However, this influence becomes more significant when mediated by innovation capability, which functions as a mechanism for transforming knowledge into valuable output. Wijaya study (2024) reinforces this finding by showing that the combination of organizational learning and innovation capability is a key factor in improving SME performance, particularly under conditions of uncertainty such as during a pandemic. These findings indicate that innovation not only acts as an outcome of learning but also as a strategic instrument in enhancing organizational resilience.

Additionally, in a more specific context, the mediating role of innovation is also observed in the relationship between green organizational learning and organizational performance, where green organizational innovation serves as the primary link (Malik et al., 2024). These findings confirm that the type of innovation generated, including sustainability-based innovation, also influences the strength of the relationship between learning and organizational performance.

Nonetheless, the results of this review also show that the relationship between organizational learning and performance is not always linear but is influenced by the effectiveness of innovation implementation and organizational context (Huber, 1991). In some conditions, organizational learning not followed by innovation capability does not have a significant impact on performance. These findings confirm that the success of organizational learning in improving performance strongly depends on the organization's ability to convert knowledge into relevant and valuable innovation.

Therefore, it can be concluded that innovation capability acts as a determining factor bridging the relationship between organizational learning and organizational performance. These findings also explain that organizational performance advantage is determined not only by learning ability but also by the extent to which that learning produces effective innovation that enhances organizational competitiveness.

Taken together, the four themes can be read as a single integrated mechanism rather than as separate findings. Knowledge management supplies the routines through which knowledge is created, shared, and stored; absorptive capacity governs the recognition and assimilation of external knowledge; and dynamic capability provides the higher-order ability to reconfigure these knowledge resources as the environment changes. Organizational learning is the connective process that activates all three: it operationalizes knowledge management, enables absorptive capacity, and is itself a manifestation of dynamic capability. To avoid the conceptual overlap noted in the literature, the three roles of organizational learning identified in this review can be clearly distinguished.

As an antecedent, organizational learning is a direct input that raises innovation capability and performance. As a mediator, it is the intervening process through which leadership, managerial practices, and strategic orientation are translated into innovation outcomes. As a dynamic capability, it is the organization's higher-order, path-dependent ability to renew its knowledge base over time. These roles are not competing definitions but describe the same construct operating at different positions in the causal chain, and recognizing this distinction allows fragmented prior findings to be reconciled within one framework.

Returning explicitly to the three research questions, the synthesis provides direct answers. First, regarding the role of knowledge and learning capability in innovation implementation, the evidence shows that they act as the central enabling foundation: organizational learning and knowledge processes consistently increase innovation capability and innovation performance across contexts, and their effect on performance is largely indirect, channeled through innovation. Second, regarding the most frequently used variables, the reviewed studies are dominated by organizational learning, knowledge management, absorptive capacity, innovation culture, and collaborative innovation capability, most often modeled within KBV, organizational learning theory, and dynamic capability theory using SEM. Third, regarding mediator and moderator patterns, organizational learning capability and innovation capability are the most common mediators linking organizational antecedents to outcomes, while contextual factors such as innovation culture, social media use, and industry type act as moderators that strengthen or weaken these relationships. Together, these answers confirm that the literature converges on an integrated learning–knowledge–innovation pathway, even though individual studies have examined only fragments of it.

## CONCLUSION

This research shows that knowledge and learning capability are strategic foundations in supporting organizational innovation implementation. Its most significant contribution is the demonstration that organizational learning, knowledge management, absorptive capacity, and dynamic capability operate as one integrated mechanism, with the effect of learning on performance being indirect and channeled through innovation capability. Based on the systematic literature review results, it was found that organizational learning, knowledge management, absorptive capacity, and dynamic capability not only have a consistent relationship with innovation capability and innovation performance but also form an integrated mechanism that enables organizations to convert knowledge into valuable innovation. In this case, organizational learning acts not only as an antecedent but also as a mediating mechanism that bridges various organizational factors, such as leadership and managerial practices, with innovation implementation. These findings confirm that innovation success is not solely determined by the availability of resources or technology but by the organization's ability to manage learning processes and knowledge integration continuously.

Theoretically, this research expands the perspective of the knowledge-based view and organizational learning theory by showing that the relationship between organizational learning and innovation is indirect and mediated by organizational innovation capability. Furthermore, this research integrates various concepts such as knowledge management, absorptive capacity, and dynamic capability into a single framework that explains how knowledge is acquired, absorbed, and reconfigured to generate innovation. Practically, these findings imply that organizations should not only focus on knowledge accumulation but also on strengthening learning systems, organizational culture, and knowledge integration mechanisms to enhance

competitiveness and organizational resilience in the face of environmental changes.

However, this research has limitations, particularly in using only one database (Scopus) and focusing on open access articles, which could potentially limit the scope of the literature analyzed. Therefore, future research is advised to expand data sources, combine the systematic review approach with bibliometric analysis, and empirically test the resulting conceptual model across various industry and regional contexts. Furthermore, future research can also explore the role of contextual factors such as digital transformation and organizational culture in strengthening the relationship between organizational learning and innovation.

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## AUTHOR CONTRIBUTION STATEMENT

If any, Author Contribution. All authors contributed to the study. The first author was responsible for conceptualization, literature search and screening, data extraction, and drafting the manuscript. The second author contributed to the methodology, thematic analysis, and critical revision of the manuscript. All authors read, reviewed, and approved the final version of the manuscript.

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