
The Impact of Learning Agility on Work Engagement is Mediated by Psychological Empowerment and Resilience in Millennial Workers

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ABSTRACT

Millennial workers have the characteristic of not feeling tied to their work and this can have an impact on the organizations/companies that employ them. This research aims to determine the magnitude of the influence that learning agility has on work engagement through the mediation of psychological empowerment and resilience. This research uses a quantitative causality design. The respondents were 100 millennial workers born between 1981 and 1996. Sampling was carried out using convenience sampling. Data collection was carried out via Google form which was distributed to the worker community via social media Facebook, LinkedIn and Whatsapp. The results of this research found that learning agility has no direct effect on work engagement of millennial workers. Psychological empowerment and mediating resilience are some of the effects of learning agility on work engagement. This research contributes to efforts to increase work engagement in millennial generation workers through factors such as learning agility, psychological empowerment and resilience.

Keywords: Learning Agility, Psychological Empowerment, Resilience, Work Engagement

INTRODUCTION

Companies that are globalized and bring competition at the international level today have to employ these people in one place who come from different generations and thus have different characteristics and structures. Employing rapidly changing generations in a rapidly changing world in one place, keeping their motivation high and gaining efficiency from them can be done by knowing the generations, studying their characteristics and acting according to those characteristics (Berkup, 2014). One generation that has its own characteristics is the millennial generation. The millennial generation has a birth year range from 1981 to 1996 (Dimock, 2019)

The 2018 Thematic Gender Statistics report that the millennial generation contributes to the highest number of productive age residents, because around 50.36% of the millennial generation falls into the productive age population group while the remaining 49.64% comes from other generations. This needs attention from organizations that employ the millennial generation because it can have both positive and negative impacts.

The Gallup survey institute in 2016 in its report with the theme "How Millennials Want to Work and Live" stated that around 55 out of 100 millennial workers felt disengaged from their work. This indicates a lack of work engagement on the part of most millennial workers so that if not addressed it could have negative consequences for the organization or company that employs them.

Several characteristics of millennial workers were reported by the Deloitte survey institute in 2023, namely 44 out of 100 believe that business in the company will have a positive effect on them, 35 out of 100 people believe that their personal financial situation will improve in the following year, 62 out of 100 people believe that work is part of their identity and balance between work and non-work aspects is their priority, 39 out of 100 people feel anxious and stressed due to work most of the time, 49 out of 100 people have experienced at least a little aggression or a little rude behavior from where they work. A lack of balance between work and non-work aspects can reduce the level of work engagement of millennial generation workers (Puspitasari & Darwin, 2021). The

existence of microaggressions in the form of incivility in the workplace also causes a decrease in the level of work engagement of workers (Wang & Chen, 2020). Stress is negatively related to work engagement (Junça Silva & Lopes, 2023).

Previous researchers defined work engagement as a positive motivational state that is reflected in enthusiasm, dedication, and immersion in work (Bakker et al., 2014). Work engagement or work attachment needs to be possessed by all workers, including the millennial generation. Millennial workers who feel tied to their jobs are less likely to want to switch or leave their current jobs (Muchtadin, 2022). Millennial workers with high work engagement tend to be creative at work (Hui et al., 2021). The more millennial workers feel connected to their work, the higher their individual performance will be (Puspitasari & Darwin, 2021). The increase in millennial work engagement is directly proportional to their increase in commitment to the organization (Walden et al., 2017). Millennial workers who feel connected to their work tend to display voluntary behavior at work that is better than the general rule (Prayitno et al., 2022).

Level work engagement Millennial workers are triggered by various things. The level of boredom at work and work independence can determine the level of work engagement of a worker from the millennial generation (Forastero et al., 2018). When millennial workers feel ownership of the successes and failures of the organization where they work, work engagement increases (Hui et al., 2021). When millennial workers feel a balance between work and aspects other than work, this is the cause of increasing their work engagement (Puspitasari & Darwin, 2021). Utilizing technology appropriately can help managers gain work engagement across the millennial workforce in the organization (Jha et al., 2019). Meaningful work and job creation are factors that cause work engagement among millennial workers (Mulyati et al., 2019). Communication

between employees is the cause of increasing work engagement in the millennial generation (Walden et al., 2017).

Psychological empowerment interpreted as intrinsic task motivation which is manifested in four cognitions and reflects the individual's orientation towards their work role such as competence, impact, meaning, and self-determination (Spreitzer, 1995). Previous research found that psychological empowerment bridges the relationship between structural empowerment and work engagement (Monje-Amor et al., 2021). The positive role of psychological empowerment in work engagement can be realized through two dimensions, namely meaning and competence (Meng & Sun, 2019). A high level of psychological empowerment has a positive impact on their engagement with work, which in turn leads to lower levels of psychological withdrawal behavior (Aggarwal et al., 2020).

Resilience is a multifaceted construct that includes personal determination, the ability to endure, adapt, and recover from adversity (Wei & Taormina, 2014). Resilience was positively related to work engagement in previous research (Ojo et al., 2021).

Learning agility can be defined as the ability to learn from experience accompanied by the willingness to apply the results of those lessons to be successful in a new, challenging leadership role (De Meuse, 2019). Learning agility was found to increase a worker's work engagement (Saputra et al., 2018).

The three factors that can determine the level of work engagement of a worker are psychological empowerment, resilience and learning agility (Monje-Amor et al., 2021; Ojo et al., 2021; Saputra et al., 2018). This research tries to see whether the influence of learning agility on work engagement is mediated by other factors such as psychological empowerment and resilience specifically in millennial generation workers.

METHOD

The research design applied in this research is quantitative causality. A total of 100 millennial generation workers were research respondents. Millennial workers have birth years between 1981 and 1996(Dimock, 2019). A sample size of ≥ 100 is the general rule for analysis to be carried out(Hair et al., 2010). The sample was determined by convenience sampling or respondents who agreed to fill out the research instrument. The method for analyzing data used SEM PLS.

Data collection was carried out via a Google form which was distributed to worker communities via social media such as Facebook, Whatsapp and LinkedIn. Respondents were provided with five answer choices, namely strongly disagree (weighted score 1), disagree (weighted score 2), unsure (weighted score 3), agree (weighted score 4), strongly agree (weighted score 5). The work engagement research instrument consists of 3 statements, psychological empowerment with 12 statements, job satisfaction with 4 statements, and learning agility with 9

statements. All instruments in this research are the result of adaptations from previous research(Bedford, 2011; Sapyaprapa et al., 2013; Schaufeli et al., 2017; Spreitzer, 1995).

RESULTS

Respondent Description

Respondents consisted of 46 women (46%) and 54 men (54%). The final level of education that respondents had was high school or equivalent as many as 5 people (5%), diploma graduates totaling 3 people (3%), bachelor graduates totaling 40 people (40%), master graduates totaling 50 people (50%), doctoral graduates totaling as many as 2 people (2%). Respondents from private companies amounted to 66 people (66%), respondents who worked as State Civil Apparatus amounted to 11 people (11%), 8 people (8%) worked in State-Owned Enterprises, the remaining 15 people (15%) answered another. Respondents totaling 76 people (76%) had permanent employee status while 24 people (24%) were non-permanent employees.

Validity test

Table 1. AVE value

Variable	AVE
Learning Agility	0.636
Psychological Empowerment	0.528
Resilience	0.638
Work Engagement	0.794

Table 1 is the result of the AVE (average variant extracted) value. Learning agility, psychological empowerment, resilience, and work engagement each have an AVE value of 0.636;

0.528; 0.638; and 0.794. All AVE values are > 0.5 so they are declared valid or capable of measuring the thing you want to measure.

Table 2. Outer Loadings

	LA	LA	P.E	P.E	RES	WE
LA1	0.790	LA7 0.873	PE1 0.737	PE7 0.768	RES1 0.750	WE1 0.819
LA2	0.657	LA8 0.870	PE2 0.723	PE8 0.622	RES2 0.697	WE2 0.924
LA3	0.633	LA9 0.853	PE3 0.696	PE9 0.638	RES3 0.856	WE3 0.926
LA4	0.729		PE4 0.830	PE10 0.713	RES4 0.793	
LA5	0.852		PE5 0.837	PE11 0.524	RES5 0.814	
LA6	0.872		PE6 0.833		RES6 0.868	

Table 2 shows the outer loadings value for each statement item for all research variables. Learning agility has an outer loadings value

between 0.633 to 0.873. Psychological empowerment has an outer loadings value between 0.524 to 0.837. Resilience has an outer

loadings value between 0.697 to 0.868. Work engagement has an outer loadings value between 0.819 to 0.926. All statement items with outer loadings > 0.5 were used in subsequent

analysis. The PE12 statement item was not included in further analysis because it had outer loadings < 0.5 and caused the AVE value to be < 0.5.

Table 3. Discriminant Validity

	LA	P.E	RES	WE
LA				
P.E	0.842			
RES	0.844	0.802		
WE	0.677	0.736	0.724	

Table 3 contains the results of the discriminant validity test using HTMT (Heterotrait-Monotrait Ratio). Table 3 shows that all scores have an HTMT value <0.9 so that each variable in this

study has good discriminant validity or has its own characteristics in measuring a construct.

Reliability Test

Table 4. Reliability Test

Variable	Cronbach's Alpha	Composite Reliability
Learning Agility	0.926	0.939
Psychological Empowerment	0.909	0.924
Resilience	0.886	0.913
Work Engagement	0.870	0.920

Table 4 shows the results of variable reliability testing. All variables like learning agility, psychological empowerment, resilience, and work engagement have Cronbach's Alpha scores and composite reliability greater than 0.7 so that all variables are declared reliable.

R Square Test

Learning agility contributed to increasing psychological empowerment by 62.1% while the remaining 37.9% was due to other factors. Learning agility contributed to increasing resilience by 59.8%, while the remaining 40.2% was due to other factors. Learning agility, psychological empowerment, and resilience contributed to increasing work engagement by 50.4%, while the remaining 49.6% was due to factors outside this research.

F Square Test

Learning agility has a large effect on psychological empowerment (F Square = 1.641; > 0.35) and resilience (F Square = 1.489; > 0.35). Learning agility has no effect on work engagement (F Square = 0.005; < 0.02). Psychological empowerment (F Square = 0.094; > 0.02 and < 0.15) and resilience (F Square = 0.066; > 0.02 and < 0.15) have a small effect on work engagement.

Q Square Test

The effect of learning agility on psychological empowerment and resilience has a Q Square value of 0.296 and 0.357 respectively. The influence of learning agility, psychological empowerment, and resilience on work engagement has a Q Square value of 0.385 (> 0) so it is declared to have predictive relevance.

Hypothesis testing

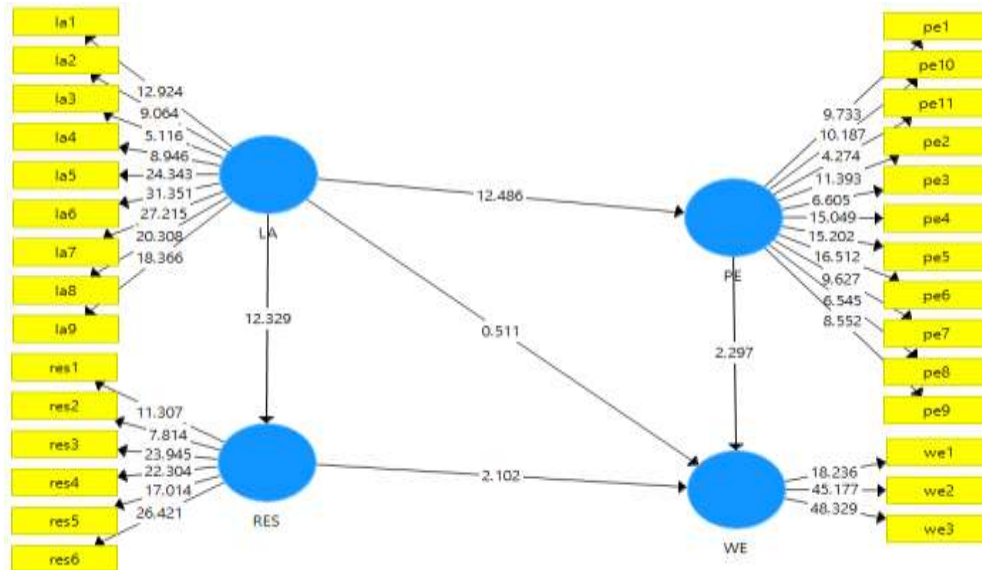


Figure 1. Path Coefficient

Figure 1 shows the research path coefficients. Learning agility acts as an exogenous (independent) variable. Psychological empowerment and resilience act as mediator

variables (exogenous and endogenous). Work engagement acts as an endogenous (dependent) variable.

Table 5. Hypothesis Testing

	Original Sample	T Statistics	P Value	Decision
LA ► P.E	0.788	12,486	0,000	Accepted
LA ► RES	0.733	12,329	0,000	Accepted
LA ► WE	0.094	0,511	0,610	Rejected
P.E ► WE	0.372	2,297	0,022	Accepted
RES ► WE	0.303	2,102	0,036	Accepted
LA ► P.E ► WE	0.293	2,339	0,019	Accepted
LA ► RES ► WE	0.234	1,977	0,048	Accepted

Table 5 shows the results of hypothesis testing. Learning agility was found to have a significant positive effect on psychological empowerment ($r = 0.788$; $p < 0.05$). Learning agility was found to have a significant positive effect on resilience ($r = 0.733$; $p < 0.05$). Learning agility was found to have an effect on work engagement ($r = 0.094$; $p > 0.05$). Psychological empowerment was found to have a positive effect on work engagement ($r = 0.372$; $p < 0.05$). Resilience was found to have a positive effect on work engagement ($r = 0.303$; $p < 0.05$). Psychological empowerment fully mediates the influence of learning agility on work

engagement ($r = 0.293$; $p < 0.05$). Resilience fully mediates the influence of learning agility on work engagement ($r = 0.234$; $p < 0.05$).

DISCUSSION

This research found that learning agility had no effect on work engagement of millennial generation workers (Table 5). These results contradict previous research where learning agility had a significant positive effect on work engagement in senior managers and directors who worked in the information communication technology, media, manufacturing, banking, services, construction and development sectors. (Saputra et al.,

2018). The learning agility of online motorcycle taxi drivers also makes them feel more connected to the work they do (Muchtadin, 2023). Work engagement in a company's employees can be increased through learning agility (Theresia & Saraswati, 2023). Learning agility nurses were found to be able to increase work engagement (Muchtadin & Sunday, 2023).

Learning agility able to increase psychological empowerment and also resilience. These results are supported by organizational learning theory which is the background for learning agility (Lee & Song, 2022). According to organizational learning theory, companies or organizations will refuse to change their fundamental operating paradigm if there is no organizational learning process (Zhang & Zhu, 2019). This also applies to the individual level where companies will not be able to change the psychological empowerment and resilience conditions of their workers if they do not go through a learning process first. One of the sustainable competitive advantages is a company's ability to learn faster than its competitors (Crossan et al., 1995). The learning agility possessed by millennial workers can be an advantage for companies.

The influence of learning agility on work engagement is due to factors that are more strongly related to work engagement, namely psychological empowerment and resilience in millennial generation workers. The research results found that psychological empowerment and resilience partly mediated the impact of learning agility on work engagement (Table 5). Learning agility will basically contribute to increasing work engagement when millennial workers have psychological empowerment, such as giving more meaning to their work, being competent at work, having freedom in work methods and schedules, feeling that the work they do has an impact on the organization.

Resilience was found to fully mediate the impact that learning agility had on work engagement (Table 5). When millennial

workers feel able to learn new things along with the ability to apply the results of their learning, the learning process makes millennial workers more able to face difficult work situations and feel connected to their work.

Building patience, understanding, empathy and restructuring the organization, establishing a technical background is a managerial challenge in managing workers from the millennial generation so that all organizations must start preparing to face this change in time. (Bencsik et al., 2016).

CONCLUSION

This research concludes that learning agility has no direct effect on work engagement. Psychological empowerment and resilience partly mediate the influence of learning agility on work engagement.

This research is inseparable from shortcomings, namely that millennial workers are not limited to certain sectors or certain companies. Future research can be carried out by limiting the population to certain sectors or companies. Future research can use other mediating factors to explain the relationship between learning agility and work engagement which is not significant.

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