

The Relationship between Learning Agility and Work Engagement on Organizational Commitment among the Strawberry Generation

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Abstract:

In the industrial world, organizational success in the VUCA era hinges on employee commitment, yet the "strawberry generation" (Generations Y and Z) is often perceived as lacking fortitude, posing a significant human resource challenge. While previous studies have explored partial relationships between learning agility, work engagement, and commitment, a critical research gap exists in examining their simultaneous impact on this specific demographic within the Indonesian context. This study aims to address this gap by investigating the relationship between learning agility, work engagement, and organizational commitment among 420 strawberry generation employees in Jakarta. A quantitative correlational design with purposive sampling was employed, utilizing the Learning Agility Assessment, UWES-9, and OCQ instruments. Data were analyzed using multiple linear regression. The novelty of this research lies in its finding that both learning agility and work engagement have a significant positive relationship with organizational commitment ($p < 0.05$), both partially and simultaneously. This study concludes that fostering these internal competencies is a crucial strategy for enhancing the loyalty of the younger workforce. This provides a new framework for managing a generation often misunderstood, contributing a fresh perspective to organizational psychology.

Keywords: *learning agility, work engagement, organizational commitment, strawberry generation, generation Y, generation Z*

Abstrak:

Di Dunia industri, keberhasilan organisasi di era VUCA bergantung pada komitmen karyawan, namun "generasi stroberi" (Generasi Y dan Z) sering dipersepsikan kurang memiliki ketahanan, yang menjadi tantangan sumber daya manusia yang signifikan. Meskipun studi sebelumnya telah mengeksplorasi hubungan antara variabel-variabel ini secara parsial, terdapat celah penelitian yang kritis dalam menguji dampak simultan keduanya pada demografi spesifik ini dalam konteks Indonesia. Penelitian ini bertujuan untuk mengisi celah tersebut dengan menyelidiki hubungan antara learning agility, work engagement, dan komitmen organisasi pada 420 karyawan generasi stroberi di Jakarta. Desain kuantitatif korelasional dengan purposive sampling digunakan, memanfaatkan instrumen Learning Agility Assessment, UWES-9, dan OCQ. Data dianalisis menggunakan regresi linear berganda. Kebaruan penelitian ini terletak pada temuannya bahwa learning agility dan work engagement memiliki hubungan positif yang signifikan dengan komitmen organisasi ($p < 0,05$), baik secara parsial maupun simultan. Studi ini menyimpulkan bahwa membina kompetensi internal ini adalah strategi krusial untuk meningkatkan loyalitas angkatan kerja muda. Hal ini memberikan kerangka kerja baru untuk mengelola generasi yang sering disalahpahami, serta menyumbangkan perspektif baru bagi psikologi organisasi.

Kata kunci: *learning agility, work engagement, komitmen organisasi, generasi stroberi, Generasi Y, Generasi Z*

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INTRODUCTION

The industrial world is currently confronted with an era of Volatility, Uncertainty, Complexity, and Ambiguity (VUCA), characterized by unexpected events that significantly impact the global economy (Shett, 2024). This disruptive era demands organizations to have individuals who are agile in adapting to constantly changing and complex market trends. Adaptability, or agility, has become crucial, defined as the capacity of individuals to respond swiftly to change and develop innovative solutions (Wardhani, et. al., 2022). Agile individuals represent a vital asset for companies, enabling them not only to survive but also to grow amidst dynamic changes. Therefore, learning agility has emerged as one of the most essential competencies required by organizations to address current challenges and ensure operational sustainability in an environment described by Syukur and Sutrisno (2023) as full of uncertainty. This challenge necessitates the implementation of strategic human resource management to adapt effectively in a turbulent era (Bahri, 2022).

This study focuses on three core concepts: learning agility, work engagement, and organizational commitment. Learning agility is defined as an individual's ability to utilize and maximize lessons learned from experience and apply them to new situations (Prasetyo, Zulkifli, & Miranda, 2023). This concept has evolved into a crucial psychological construct for assessing the potential success of leaders in modern work environments (De Meuse, 2017). Research by Khildani and Lestariningsih (2021) found that learning agility has a positive effect on employee performance, and this is in line with the findings of Mahmutoglu, Celep, and Kaya (2024), who confirmed a significant positive influence of learning agility on organizational commitment. Meanwhile, work engagement, which refers to a psychological state in which individuals feel connected to their work (Kustya & Nugraheni, 2020), has been shown to have a positive and significant relationship with employee commitment (Indayati, 2022). Furthermore, organizational commitment, which reflects the extent to which individuals identify with and are involved in their organization (Kurniawan, 2022). Theoretically, this commitment can be understood through three primary components: affective, continuance, and normative commitment (Allen & Meyer, 1990), has also been found to negatively influence turnover intention, meaning that the higher an individual's commitment to the organization, the lower their likelihood of leaving the company (Setiyanto & Hidayati, 2017).

The gap in the current literature lies in the lack of research specifically examining the relationship among these three variables within the context of the "strawberry generation" in Indonesia. This study focuses on Generation Y (born 1980–1995) and Generation Z (born 1995–2010), who currently dominate the workforce (Soekapdjo, 2024; BPS, 2023). More specifically, this research will focus on the metropolitan context of DKI Jakarta, where issues related to low organizational commitment have been identified as a significant challenge for employees, as

highlighted in the study by [Riswan et al. \(2021\)](#). Although these generations possess strengths in creativity and technological use, they are often stigmatized as a generation that appears attractive and full of potential yet fragile when facing challenges ([Rohman et al., 2023](#)). They are considered vulnerable to emotional instability and characterized by an instant mindset ([Kosasih & Yunanto, 2022](#)). Existing studies tend to address the characteristics of these generations separately or focus only on the impact on a single variable; however, no research has yet integrated learning agility and work engagement as simultaneous predictors of organizational commitment.

The urgency of this research lies in the strategic disconnection between the characteristics of the current dominant workforce and the fundamental demands of the VUCA era. In this context, individuals are required to possess learning agility in order to adapt and work engagement to build positive connections with their work. The absence of these factors may lead to low organizational commitment, which in turn could result in higher turnover rates and decreased productivity. This is consistent with the findings of [Muis, Jufrizen, and Fahmi \(2018\)](#), which demonstrate that organizational commitment has a significant effect on performance. Therefore, understanding how to strengthen the organizational commitment of this generation through internal factors such as learning agility and work engagement becomes a critical and urgent issue to ensure organizational sustainability and long-term success.

Based on the identified gap and urgency, this study aims to examine the relationship between learning agility and work engagement with organizational commitment among strawberry generation employees. The proposed hypotheses are: a positive and significant relationship between learning agility and organizational commitment (H1a), a positive and significant relationship between work engagement and organizational commitment (H1b), and a positive and significant simultaneous relationship between learning agility and work engagement with organizational commitment (H1c). The findings of this study are expected to provide an empirical foundation for organizations to design interventions focused on developing learning agility and fostering work engagement as proactive strategies to enhance retention and organizational commitment among Generations Y and Z. Furthermore, this study seeks to fill the gap in the literature concerning the psychological dynamics of the young workforce in non-Western contexts, particularly in DKI Jakarta, Indonesia.

METHOD

This research is based on the phenomenon of the strawberry generation in the VUCA era, where employees are required to be adaptive and engaged in order to maintain their commitment to the organization. The study employs a quantitative approach with a correlational design, chosen as it is most suitable for examining the predictive relationship among variables without experimental manipulation. The objective is to test the relationship between the independent variables, namely learning agility (X1) and work engagement (X2), and the dependent variable, organizational commitment (Y). The research population consists of Generation Y and Generation Z employees (aged 18–45 years) working in the Jakarta area with a minimum tenure of one year. The minimum age of 18 was established in accordance with the Indonesian Labor Law No. 13 of 2003, which prohibits companies from employing children. The tenure criterion was determined on the consideration that employees are expected to have adapted to their work environment and conditions ([Nor & Prastika, 2023](#)), and is

not restricted by employment status, as the researcher seeks to account for various aspects of organizational commitment. The sampling technique used is non-probability sampling with a purposive sampling method, in which participants were selected based on specific criteria relevant to the research objectives (Amin, et. al., 2023). Through this process, a total of 420 respondents who met the established criteria were obtained.

Data were collected in 2024/2025 using a questionnaire distributed in Google Forms to participants who met the research criteria. The questionnaire was designed to gather information from respondents and employed a Likert scale. Three main instruments were utilized in this study. First, learning agility was measured using the Learning Agility Assessment (Gravett & Caldwell, 2016), selected for its comprehensive ability to assess four crucial dimensions: mental, people, change, and results agility, that are highly relevant for adapting in a VUCA work environment. Second, work engagement was assessed using the Utrecht Work Engagement Scale-9 (UWES-9) developed by Schaufeli, et. al. (2006), chosen for its efficiency (9 items) and well-established international validity in measuring the three core components of engagement: vigor, dedication, and absorption. Third, organizational commitment was measured with the Organizational Commitment Questionnaire (OCQ) by Mowday, et. al. (1979), selected for its focus on affective commitment, capturing value identification, willingness to exert effort, and desire to remain, which is particularly relevant for understanding loyalty among younger generations, especially the strawberry generation.

The collected data were processed and analyzed using the Statistical Package for the Social Sciences 25 (SPSS-25). The data analysis procedure involved several systematic steps. First, validity and reliability tests were conducted on each instrument to ensure accuracy and consistency. Subsequently, a series of classical assumption tests were performed, including normality, linearity, multicollinearity, and heteroscedasticity, to ensure that the data met the requirements for regression analysis. Finally, multiple linear regression analysis was employed as this method is specifically able to test the partial and simultaneous influence of two or more independent variables on a single dependent variable, aligning perfectly with the research hypotheses.

RESULTS AND DISCUSSION

Result

The validity and reliability tests indicated that the instruments used in this study were both valid and reliable. For the learning agility variable, after eliminating three invalid items, the Cronbach's alpha reached 0.877. The work engagement instrument demonstrated a Cronbach's alpha of 0.866, while the organizational commitment instrument obtained a Cronbach's alpha of 0.905. These results confirm that all three instruments have very high reliability. The results of the multiple linear regression test (Table 1) showed that both learning agility and work engagement, individually and simultaneously, had a significant positive relationship with organizational commitment, with a significance value of 0.000 ($p < 0.05$).

Tabel 1. Normality Test Results

	Work Engagement	Learning Agility	Organizational Commitment
N	420	420	420
Asymp. Sig. (2-tailed)	.000	.000	.000

Source: Primary data, analyzed with IBM SPSS Statistics

Based on the SPSS output in Table 1, the data were found to be not normally distributed, as indicated by the Kolmogorov-Smirnov test with a significance value of 0.000 (< 0.05). This is a common outcome when using Likert scales, which generate ordinal data and often produce skewed distributions since respondents tend to choose extreme or neutral options.

Tabel 2. Linearity Test Results

Variabel Relationship	Sig	Remark
Learning Agility – Org. Commitment	.000	Linear
Work Engagement – Org. Commitment	.000	Linear

Source: Primary data, analyzed with IBM SPSS Statistics

The results show a significance value of .000 for the relationship between both Learning Agility and Work Engagement with Organizational Commitment. As this value is below the 0.05 threshold, it indicates that the relationships are linear, fulfilling a key assumption for regression analysis.

Tabel 3. Multicollinearity Test Results

Variabel	Tolerance	VIF (Variance Inflation Factor)	Remark
Learning Agility	.626	1.597	No Multicollinearity
Work Engagement	.626	1.597	No Multicollinearity

Source: Primary data, analyzed with IBM SPSS Statistics

The results show a Tolerance value of 0.626 and a VIF value of 1.597 for both independent variables, confirming that there is no multicollinearity issue in this model.

Tabel 4. Heteroscedasticity Test Results

Variabel	Sig	Remark
Learning Agility	.488	No Heteroscedasticity
Work Engagement	.409	No Heteroscedasticity

Source: Primary data, analyzed with IBM SPSS Statistics

The Glejser test was used due to its effectiveness in detecting heteroscedasticity

by regressing the absolute residuals against the independent variables. The results indicate significance values of .488 and .409 for Learning Agility and Work Engagement, respectively. Since both values are greater than 0.05, it is concluded that the model is free from heteroscedasticity.

Tabel 5. Multiple Linear Regression Test Results

Regression Model	Sig.	Remark
Learning Agility on Organizational Commitment	.000	Significant
Work Engagement on Organizational Commitment		Significant
Learning Agility & Work Engagement on Organizational Commitment	.000	Significant

Source: Primary data, analyzed with IBM SPSS Statistics

The results of the multiple linear regression test in Table 2 show that both learning agility and work engagement, individually and simultaneously, had a significant positive relationship with organizational commitment, with a significance value of 0.000 ($p < 0.05$).

These factors critically influence organizational commitment, especially in the strawberry generation, as they both serve as internal psychological resources capable of addressing the fragility often associated with this generation. Learning agility allows them to proactively adapt to the high-pressure VUCA work environment, turning challenges into learning opportunities and building a sense of competence that ultimately strengthens their bond with the organization. On the other hand, work engagement fulfills this generation's need for meaningful. When they are deeply engaged, they feeling vigorous, dedicated, and absorbed in their jobs, they find a greater purpose, which directly enhances their loyalty and commitment.

The implications of these findings are transformative for human resource management strategies. Instead of labeling the strawberry generation as an uncommitted group, these results suggest that their commitment can be significantly built and strengthened by focusing on the development of internal competencies. Organizations can design training programs aimed at enhancing learning agility and create work environments that foster work engagement through autonomy, feedback, and recognition. Thus, the challenges posed by the characteristics of the strawberry generation can be transformed into an opportunity to create a workforce that is not only loyal but also more resilient, adaptive, and future-ready.

Discussion

The results of this study confirm that learning agility and work engagement simultaneously have a significant positive relationship with organizational commitment among strawberry generation employees (Rudolph et al., 2018). The combination of an individual's capacity to learn from experience and adapt to workplace dynamics, along with deep involvement in tasks, is proven to contribute to strengthening the quality of the bond between the individual and the organization (Youssef-Morgan & Luthans, 2013). These findings underscore that internal factors – encompassing cognitive, affective, and behavioral aspects – significantly influence

organizational commitment (Meyer & Allen, 1991). The implication is that these findings provide a basis for organizations to identify the internal factors that need reinforcement to maintain the loyalty of the younger workforce in a dynamic work environment (De Vos & Meganck, 2008).

A reflection on the findings indicates that the positive relationship between learning agility and organizational commitment can be explained through the perspective of adaptation in the digital era. The strawberry generation, as digital natives, is expected to learn quickly; however, learning agility extends beyond mere technological proficiency. In line with the views of Dong & Geng, (2023), this capability is shaped by internal motivation and organizational environmental support. For the strawberry generation, often perceived as less resilient, learning agility functions as an essential coping mechanism that enables them to transform uncertainty into opportunities for self-development. When organizations facilitate this process through a culture of feedback and challenging projects, employees feel valued and competent, which ultimately strengthens their emotional bond and commitment (Francis & P. Bishagazi, 2022).

The interpretation of the positive influence of work engagement on organizational commitment is highly relevant to the psychological characteristics of Gen Z and millennials. This generation has high expectations for work that is not only financially stable but also meaningful and aligned with personal values. Theories from Rakhim (2020) and Kahn (1990) suggest that work engagement is triggered by job demands that are challenging yet manageable, as well as the availability of adequate resources (Galanakis & Tsitouri, 2022). This aligns with the well-established Job Demands-Resources model, which posits that positive job resources can enhance engagement and mitigate burnout (Schaufeli & Bakker, 2004; Galanakis & Tsitouri, 2022)). When strawberry generation employees feel deeply engaged – feeling vigorous, dedicated, and absorbed in their work – they experience profound meaningfulness. Consequently, work is no longer seen as an obligation but as an integral part of their self-identity, which in turn sustainably fosters organizational loyalty and commitment (Borst et al., 2019).

This study is not only consistent with previous research but also extends the existing theoretical framework by presenting a crucial new context. Research by Indayati (2012) and Muis et al. (2018) has demonstrated the relationship between work engagement and commitment with performance in the general population. However, the novelty of this research lies in its specific focus on testing these variables on the "strawberry generation" in Indonesia, particularly within the urban context of DKI Jakarta—a unique demographic characterized by a paradox between high creative potential and a perception of psychological fragility. Thus, this study fills a literature gap by simultaneously integrating learning agility with work engagement as predictors of commitment, thus offering a more holistic understanding of this often-misunderstood demographic (Sutardi & Novitasari, 2024).

The practical implications of these findings formulate several recommendations for organizations. To enhance learning agility, companies can design development programs focused on new challenges, cross-functional projects, and a constructive mentoring culture (Jo & Hong, 2022). To cultivate work engagement, it is recommended that organizations create a supportive work environment by recognizing achievements, providing adequate resources, and maintaining open

communication (Mazzetti et al., 2023). Furthermore, it is important to recognize that personal values, such as work-life balance, are significant factors for the millennial and Gen Z workforce in Indonesia (Supia, et. al., 2023). Understanding that this generation values flexibility and the search for meaning in their work is also a crucial aspect (Setiawan & Auliandari, 2022). By implementing these strategies, organizations can not only address the perceived "fragility" of the strawberry generation but also optimize their significant potential to drive innovation and guarantee organizational sustainability. This balance between work and personal life has been empirically shown to have a close relationship with work engagement across various organizations (Björk-Fant, et. al., 2023).

CONCLUSION

Based on the results and discussion, it can be concluded that Learning Agility and Work Engagement have a positive and significant relationship with Organizational Commitment among the Strawberry Generation. The primary finding indicates that Learning Agility is a critical capability that enables individuals to quickly adapt to dynamic work environments, which in turn strengthens their emotional attachment and loyalty to the organization. Similarly, Work Engagement – characterized by enthusiasm, dedication, and full involvement in work – also plays a substantial role in enhancing employee commitment. This study highlights that these two variables complement one another and together form a solid foundation for building strong organizational commitment among young employees, which is crucial for organizational success in the VUCA era.

The conceptual significance of this research lies in its novelty of testing this relational framework within the context of the "strawberry generation" in Indonesia, a demographic that has been empirically underexplored. Thus, this study enriches the literature in organizational psychology and human resource management by providing evidence that internal factors such as learning agility and work engagement are key predictors of organizational commitment in this group. Practically, the study offers clear guidance for organizations to foster employees' adaptive learning capabilities and create a supportive work environment that promotes active engagement, as strategic measures to retain high-quality human resources and reduce turnover among younger employees.

Nevertheless, this study has several limitations that should be addressed in future research. The scope of the study was limited to respondents in the Jakarta area using purposive sampling, which requires careful consideration in generalizing the findings. Therefore, future researchers are encouraged to broaden the scope of the study by including additional variables that may influence organizational commitment, such as social support, leadership style, or organizational culture, to obtain a more comprehensive understanding. For instance, social support from supervisors and colleagues could potentially act as a critical factor that strengthens the role of learning agility and work engagement in shaping organizational commitment, particularly within the strawberry generation.

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