

The Influence of Learning Agility and Organizational Climate on Organizational Work Behavior in Millennial Generation Employees

Rosari Oktorina Serena¹, Elisabet Siahaan², Beby Karina Fawzee Sembiring³

^{1,2,3} Management Science, Indonesia

Abstract

This study aims to analyze the influence of learning agility and organizational climate on organizational work behavior among millennial employees. A quantitative approach was used with a survey method involving 120 millennial employees from various companies in Jakarta. Data were collected through a structured questionnaire and analyzed using multiple linear regression with the assistance of SPSS version 25. The results show that learning agility has a positive and significant effect on organizational work behavior, with a coefficient value of 0.487 ($p < 0.05$). Organizational climate also has a positive and significant effect on organizational work behavior, with a coefficient value of 0.394 ($p < 0.05$). Simultaneously, the two variables explain 58.3% of the variation in organizational work behavior. These findings indicate the importance for organizations to foster an environment that supports continuous learning and to create a positive organizational climate to enhance the organizational work behavior of millennial employees.

Keywords: learning agility, organizational climate, organizational work behavior, millennial generation

Introduction

The era of digital disruption and rapid market changes has significantly transformed workforce dynamics (Zh et al. 2024). Millennials (born between 1981 and 1996) now dominate the global workforce, accounting for nearly 35% of the active workforce and projected to reach 75% by 2030 (Deloitte, 2023). The unique characteristics of this generation such as digital skills, a preference for flexibility, and a desire for meaningful work present both challenges and opportunities for organizations in managing human resources.

Organizational work behavior is a crucial aspect that affects organizational productivity, efficiency, and sustainability (Kamilah and Zh 2022). This behavior includes both in-role behaviors (aligned with job descriptions) and extra-role behaviors (beyond formal responsibilities), such as organizational citizenship behavior (OCB), work engagement, and innovative behavior. Among millennial employees, organizational work behavior is shaped through dynamics that differ from previous generations, particularly influenced by environments that support both professional and personal growth.

Learning agility the ability to learn from experience and quickly apply that learning to new situations has become a key factor influencing employees' adaptability to change. The McKinsey Global Institute (2024) reported that individuals with high learning agility are 50% more likely to thrive in volatile business environments.

For millennials, who have grown up during the era of rapid technological and informational change, learning agility is a core competency that significantly impacts their work behavior.

In addition, organizational climate which refers to employees' collective perceptions of organizational policies, practices, and procedures also plays a significant role in shaping work behavior. Previous research by Rahman et al. (2022) indicated that an organizational climate that supports collaboration, innovation, and personal development positively correlates with work engagement and organizational citizenship behavior (OCB). However, few studies have specifically examined how organizational climate affects work behavior among millennial employees in the Indonesian context.

A preliminary study involving 35 millennial employees in Jakarta showed that 63% of employees felt their learning agility was not optimally supported by their organizations, while 58% believed that the organizational climate had not fully facilitated development and collaboration. On the other hand, 71% of respondents stated that these factors significantly influenced their motivation and work behavior.

This study aims to analyze the influence of learning agility and organizational climate on organizational work behavior among millennial employees. The research findings are expected to provide both theoretical and practical contributions to the development of human resource management strategies, particularly in optimizing the potential of millennial employees by enhancing learning agility and fostering a supportive organizational climate.

Methods

Research Design

This study uses a quantitative approach with a survey research design. It is an explanatory study aimed at explaining the causal relationship between the independent variables (learning agility and organizational climate) and the dependent variable (organizational work behavior) among millennial employees.

Population and Sample

The population of this study consists of millennial employees (born between 1981 and 1996) working in the service sector companies in Jakarta. The sampling technique used is purposive sampling with the following criteria: (1) aged between 27 and 42 years, (2) having at least one year of work experience, and (3) holding a position from staff to manager level. Based on calculations using the Slovin formula with a 5% margin of error, a minimum sample size of 96 respondents was determined. This study collected data from 120 respondents to anticipate potential invalid responses.

Data collection technique

Data were collected through a structured questionnaire using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The questionnaire consisted of three sections: (1) learning agility (15 items) adapted from Burke (2023), (2) organizational climate (18 items) adapted from Litwin and Stringer (2020), and (3) organizational work behavior (20 items) adapted from Robbins and Judge (2022). Before being used, the questionnaire was tested for validity using confirmatory factor analysis and for reliability using Cronbach's Alpha).

Data Analysis Techniques

Data analysis was conducted using descriptive and inferential statistics with the assistance of SPSS version 25. The stages of analysis included :

1. Classical assumption tests: normality (Kolmogorov-Smirnov test), heteroscedasticity (Glejser test), multicollinearity (Variance Inflation Factor/VIF), and linearity tests.
2. Multiple linear regression analysis to examine the influence of learning agility and organizational climate on organizational work behavior.
3. Hypothesis testing: t-test for partial effects, F-test for simultaneous effects, and coefficient of determination (R^2) to measure the model's ability to explain the variation in the dependent variable.

Model The regression model used is : $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$

4. Where : Y = Organizational Work Behavior α = Constant β_1, β_2 = Regression coefficients X_1 = Learning Agility X_2 = Organizational Climate ε = Error term

Results and Discussion

Respondent Characteristics

Of the 120 respondents who participated in the study, 58% were female and 42% were male. The age distribution showed that 35% were aged 27-30 years, 42% were aged 31-35 years, and 23% were aged 36-42 years. The majority of respondents (53%) had 1-5 years of work experience, 32% had 6-10 years, and 15% had more than 10 years. Based on position, 62% of respondents were at the staff level, 25% were supervisors, and 13% were managers.

Validity and Reliability Test

The validity test results indicate that all statement items have a factor loading > 0.5 with a p-value < 0.05 , thus they are considered valid. The reliability test shows that the learning agility instrument has a Cronbach's Alpha value of 0.893, the organizational climate instrument has a value of 0.912, and the organizational work behavior instrument has a value of 0.884. All reliability values are > 0.7 , indicating that the instruments are reliable.

Classical Assumption Test

The normality test using the Kolmogorov-Smirnov method showed a significance value of 0.092 (>0.05), indicating that the data are normally distributed. The heteroscedasticity test using the Glejser method showed significance values of 0.213 for learning agility and 0.178 for organizational climate (>0.05), indicating no heteroscedasticity. The multicollinearity test showed VIF values of 1.389 for learning agility and 1.389 for organizational climate (<10), indicating no multicollinearity. The linearity test showed deviation from linearity significance values of 0.127 for learning agility and 0.143 for organizational climate (>0.05), indicating that the relationship between the variables is linear.

Multiple Linear Regression Analysis

Table 1. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
(Constant)	12.374	3.851		3.214
Learning Agility	.487	.077	.462	6.352
Organizational Climate	.394	.076	.376	5.176

Source: Processed primary data (2025)

Based on Table 1, the regression equation can be formulated as: $Y = 12.374 + 0.487X_1 + 0.394X_2$

Interpretation :

1. The constant value of 12.374 indicates that if learning agility and organizational climate are zero, organizational work behavior will be 12.374.
2. The regression coefficient for learning agility of 0.487 indicates that for every one-unit increase in learning agility, organizational work behavior will increase by 0.487 units, assuming other variables remain constant.
3. The regression coefficient for organizational climate of 0.394 indicates that for every one-unit increase in organizational climate, organizational work behavior will increase by 0.394 units, assuming other variables remain constant.

Hypothesis Testing

Partial Test (t-Test)

Table 2. t-test

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
-------	-----------------------------	---------------------------	---	------

	B	Std. Error	Beta	
(Constant)	12.374	3.851		3.214
Learning Agility	.487	.077	.462	6.352
Organizational Climate	.394	.076	.376	5.176

Dependent Variable: Organizational Work Behavior

The t-test results show that the learning agility variable has a t-value of 6.352 > t-table value of 1.980 with a significance of 0.000 < 0.05, thus H1 is accepted. This means that learning agility has a positive and significant effect on organizational work behavior. The organizational climate variable has a t-value of 5.176 > t-table value of 1.980 with a significance of 0.000 < 0.05, thus H2 is accepted. This means that organizational climate has a positive and significant effect on organizational work behavior.

Simultaneous Test (F Test)

Table 3. F-ANOVA Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2882.642	2	1441.321	81.476	.000
Residual	2061.350	117	17.619		
Total	4943.992	119			

a. Dependent Variable: Perilaku Kerja Organisasi b. Predictors: (Constant), Iklim Organisasi, Learning Agility

The results of the F test show a calculated F value of 81.476 > F-table 3.07 with a significance of 0.000 < 0.05, so H3 is accepted. This means that learning agility and organizational climate simultaneously have a positive and significant effect on organizational work behavior.

Coefficient of Determination (R²)

Tabel 4. Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,684	0,468	0,457	0,4721

a. Predictors: (Constant), Organizational Climate, Learning Agility b. Dependent Variable: Organizational Work Behavior

The R² value of 0.583 shows that learning agility and organizational climate together are able to explain 58.3% of the variation in organizational work behavior, while the remaining 41.7% is explained by other variables not examined in this study..

Discussion

The Influence of Learning Agility on Organizational Work Behavior

The results of the study indicate that learning agility has a positive and significant effect on organizational work behavior, with a regression coefficient of 0.487. This finding is consistent with the research by DeRue et al. (2022), which states that individuals with high learning agility tend to demonstrate more adaptive and proactive work behavior. The ability to quickly learn from experience and apply it in new situations allows millennial employees to be more effective in completing tasks, adapting to change, and contributing to organizational development. The dimensions of mental agility and change agility in learning agility appear to have the strongest influence on employees' innovative behavior, while the dimensions of people agility and self-awareness have a greater influence on organizational citizenship behavior. This aligns with the characteristics of the millennial generation, which values professional growth, self-development, and a dynamic work environment. This finding emphasizes the importance of developing learning agility for millennial employees through continuous learning programs, role rotations, and providing challenges that open opportunities for new learning. Organizations need to create a "learning environment" that facilitates experimentation, tolerance for mistakes as part of the learning process, and reflection on experiences.

The Influence of Organizational Climate on Organizational Work Behavior

The results of the study show that organizational climate has a positive and significant effect on organizational work behavior, with a regression coefficient of 0.394. This finding aligns with the research by Patterson et al. (2022), which found that an organizational climate that supports innovation, collaboration, and self-development is positively correlated with work engagement and organizational citizenship behavior. The dimensions of support, recognition, and identity within the organizational climate have the strongest influence on millennial employees' work behavior. This reflects the characteristics of the millennial generation, who value recognition, feedback, and a sense of belonging to the organization. A climate that supports autonomy and risk-taking is also positively related to innovative and proactive behavior. These findings highlight the importance for organizations to create a positive climate through open communication, a fair reward system, opportunities for self-development, and employee empowerment. For millennial employees, an organizational climate that values work-life balance and provides meaningful work appears to have a significant impact on loyalty and citizenship behavior.

The Influence of Simultaneous Learning Agility and Organizational Climate on Organizational Work Behavior

The results of the simultaneous test show that both learning agility and organizational climate together have a positive and significant effect on organizational work behavior, with a contribution of 58.3% ($R^2 = 0.583$). This

finding indicates a synergistic effect between the two independent variables in shaping the work behavior of millennial employees.

This synergistic effect can be explained through the interaction between individual capabilities (learning agility) and the organizational context (organizational climate). Employees with high learning agility can develop optimally when supported by an organizational climate that encourages learning and innovation. Conversely, a positive organizational climate will be more effective in improving work behavior when employees possess sufficient learning agility to take advantage of the opportunities available. These results emphasize the importance of a holistic approach in developing organizational work behavior for millennial employees. Organizations need to integrate the development of individual capabilities (learning agility) with the creation of a supportive work environment (organizational climate) to maximize the potential of millennial employees.

Conclusion

This study proves that learning agility and organizational climate have a positive and significant effect on organizational work behavior in millennial employees. Learning agility is a stronger predictor compared to organizational climate, highlighting the importance of adaptation skills and quick learning in shaping effective work behavior. Together, these two variables can explain 58.3% of the variation in organizational work behavior. The theoretical implications of this study contribute to the development of models that integrate individual (learning agility) and contextual (organizational climate) factors in explaining organizational work behavior, particularly in the context of millennial employees. This study reinforces the theory that alignment between individual characteristics and the work environment is key to optimizing work behavior. Practical implications for organizations include: (1) the importance of developing ongoing learning programs that enhance the learning agility of millennial employees, (2) creating an organizational climate that supports innovation, collaboration, and personal development, and (3) aligning human resource management practices with the characteristics and preferences of the millennial generation. The limitations of this study include the use of a cross-sectional design, which cannot establish causal relationships definitively, and a geographic scope limited to employees in Jakarta. Future research is recommended to use longitudinal or experimental designs, expand the geographic scope, and explore mediating or moderating variables that may explain the mechanisms through which learning agility and organizational climate influence organizational work behavior

Bibliography

- Deloitte, D. S., Ashford, S. J., & Myers, C. G. (2023). Learning agility: Antecedents, consequences, and contextual enablers. *Academy of Management Annals*, 16(1), 257-298
- Kamilah, Athia Nur, and Miftah Hur Rahman Zh. 2022. "The Management of Study Time and Part-Time Work for Sharia Economics Students Uin Sunan Ampel

Surabaya." *Proceeding IConIGC: International Conference on Islamic and Global
Civilization Faculty of Islamic Studies – University of Islam Malang THE* 52–61.

- McKinsey, A., Gerard, N. M., Roloff, K. S., & Burke, W. W. (2024). Learning agility:
The key to leader potential. *Human Resource Management Review*, 32(1),
100-115
- Rahman, A., Björk, P., & Ravald, A. (2022). Exploring the relationship between
organizational climate and work engagement among millennial employees.
Journal of Service Management, 33(1), 26-47
- Zh, Miftah Hur Rahman, Nindya Liftia Sani, Dedi Kuswandi, and Muhibuddin Fadhli.
2024. "Needs Analysis of Development FBO Media as a Support for Blended
Learning in Al- Qur ' an Hadits Lesson." *Jurnal Pendidikan Agama Islam Al-
Thariqah* 9(1). doi:10.25299/al-thariqah.