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# Generation Z quiet quitting: The role of learning agility and work engagement

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**Abstract**. "Generation Z" represents a significant portion of the workforce. By addressing the concerns of Generation Z quiet quitting through learning agility and work engagement, organizations can design a human resources strategy to build a more resilient and thriving workforce. *Purpose*. This study examines how perceived organizational support moderates the relationship between learning agility and work engagement toward Generation Z quiet quitting in Central Java, Indonesia. *Method*. A descriptive quantitative survey method was adopted in this study. Data were collected from 239 Generation Z employees in Central Java Indonesia. The data was analyzed using PLS moderating structural equation modeling. *Findings*. This study found that perceived organizational support was a pure moderating variable in the relationship between learning agility and work engagement toward Generation Z employees quiet quitting. Organizations can develop enhanced retention strategies for Generation Z employees by learning about their unique traits and preferences that consider generational differences, organizational and cultural contexts, and workplace changes. The findings of this study provide a new knowledge and strategy that may be used to reduce quiet quitting, which can be tailored to fulfill the needs of Generation Z employees and lead them to be more engaged and committed workforce.

**Keywords**: quiet quitting; learning agility; work engagement; perceived organizational support; generation; Gen Z.

## Introduction

The shift in the workforce with the entry of younger generation has resulted in numerous changes in work practices, such as remote work arrangements and flexible hours. Although it creates advantages such as flexibility and increased productivity, working remotely also has negative impacts such as excessive workload, high hustle culture, and blurring of boundaries between work and family domains, as well as the emergence of conflicting roles, expectations, and responsibilities between the work domain and family or social life, causing negative work attitudes and outcomes such as burnout,

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intention to quit, and decreased attachment and commitment to work (Baumann, Sander, 2021; Moyo, 2020; Vyas, Butakhieo, 2021; Yuningsih, Prasetya, 2022). Because not all employees have the choice to leave their positions, a new employment trend known as quiet quitting has emerged, which has become a widespread practice.

The concept of "quiet quitting" refers to a growing phenomenon when employees, instead of participating in the "great resignation" movement, choose to fulfill their job responsibilities while abstaining from further chores or displaying proactive citizenship actions. This behavior can have adverse effects on both employers and employees. Quiet quitting refers to the state of workers or employees who have the principle of only doing tasks or occupations that comply with their job description, doing the least amount of work possible, and neglecting any obligations or work that is not in agreement with it (Campton et al., 2023). Furthermore, they do not accept additional unpaid or incentivized work or assignments. There are two perspectives about quiet quitting. The first perspective suggests that quiet quitters are simply fulfilling the basic requirements of their job without putting in any extra effort, leading to the term "acting your wage" (Hamouche et al., 2023). Workers who participate in this activity are suggested to be disengaged, disruptive in teams, and exhibit subpar performance (Formica, Sfodera, 2022). Quiet quitters pose a significant challenge for management due to their negative influence on productivity and overall performance. Moreover, it is suggested that individuals who quietly withdraw from their responsibilities can exert an impact on the overall team atmosphere and diminish the morale of their colleagues. Thus, based on this initial perspective, managers and supervisors should express concern about if employees are participating in this conduct.

The second perspective argues that engaging in a silent withdrawal from work can assist an individual in restoring a healthy balance between their professional and personal life, as well as enhancing their psychological well-being. Commonly known as a rejection of «hustle culture» (Mahand, Caldwell, 2023; Serenko, 2023). Hustle culture is an idealized form of workaholism, wherein individuals are urged to adopt an «entrepreneurial» mindset and willingly ignore sleep, personal life, and familial commitments to prioritize work (Klotz, Bolino, 2022). Nevertheless, employees are currently refusing the notion of dedicating their entire existence in servitude to their occupation. Quiet quitting is viewed as the complete opposite of hustle culture since it represents the belief that work should not overpower one's life. In general, regardless of the perspective adopted on the concept of quiet quitting, it serves as a signal that management should engage in transparent communication with their employees regarding workplace stress, burnout, performance metrics, and role responsibilities. Especially if we look at it today, the workplace will be dominated by the millennials and Generation Z.

Generation Z is individual who born between 1995 and 2010, with the majority of them having recently entered the workforce (Lanier, 2017). Generation Z (Gen Z) is a worldwide and distinctive cohort that has seen a more diverse upbringing compared to preceding generations. Generation Z is the first truly global generation that has a significant impact on developments in the workplace (Bolser, Gosciej, 2015). According to the most recent data from Bloomberg, Gen Z currently makes up 32% of the world's population and is expected to account for 27% of the workforce by 2025. In Indonesia based on the 2020 population census, out of a total population of 270.2 million, the proportion of Generation Z is 27.94%. There are several career development characteristics of Generation Z in Indonesia, namely: altruism, status, and social dimensions (Wardono, Hanifah, 2020). They also want a workplace where they want to have good relationships with co-workers and can help each other. It was found that Generation Z in Indonesia still prioritizes face-to-face as an important form of communication (Dwidienawati, Gandasari, 2018). In addition, some factors can

build Generation Z's interest in working in Indonesia, such as; company support, work environment, work flexibility, and direct and indirect financial compensation (Nurqamar et al., 2022).

Currently, many organizations or companies are faced with high quiet quitting problems and employee disloyalty to the organization. At least 50% of the workforce in various countries globally has quiet quitting following the epidemic (Harter, 2022). This circumstance could result in a 7.8 trillion USD employment loss (Hartens, 2022). It is undeniable that quiet quitting will have a significant impact on numerous job markets around the world. At this time, it will be beneficial to highlight the potential hazards of quietly leaving the firm and revealing the danger that is expected for the work-life balance. In Indonesia, many employees still feel that they have lost their purpose, are slipping into obscurity, and have less drive for their jobs after the pandemic. In addition, there has been a decline in employee engagement at work in Indonesia. Employees who are neglected don't feel like they belong to the organization because they aren't given the chance to advance and will just put in minimal hours. Employees no longer place brilliant innovation, creative thinking, and developing other potentials as important things to do. In short, job dissatisfaction does not necessarily encourage employees to leave and look for work in another company, they choose to remain in the same company but only do enough work, and the majority of employees in this circumstance are millennials and Gen Z; for this reason, the research samples selected from Generation Z are relevant to the issue of quiet quitting.

This is a challenge that must be faced and even anticipated by the organization. The first factor that organizations can do is build and facilitate learning agility for their employees, especially Generation Z employees. Generation Z needs to learn agility skills so they can meet organizational demands for resilient or agile human resources. Agility relates to how individuals deal with difficulties by having the flexibility and agility to see existing solutions. Meanwhile, learning agility is defined as the willingness and ability to learn from experience, and then apply what has been learned to gain success in new situations (Meuse de, 2017; Eichinger, Lombardo, 2004). Learning agility is defined as the determination and capacity to take lessons from what has been experienced before to be implemented through additional challenges in the next role of responsibility (Meuse de, 2017). Based on the research discussed above, we can state that learning agility is an individual's ability to extract previous experience and be able to adapt to face uncertain and unknown things in doing his job and have the awareness to develop competence, capacity, and confidence to learn. With the development of learning agility, employees will have a strong learning orientation, like to be involved in problem-solving, be action-oriented, and have the initiative to achieve their learning goals and be open to ideas and perspectives so that employees are expected to avoid quite quitting intentions because they will feel part of the organization so they want to be involved in various tasks and their work to the fullest.

Another factor based on prior research that is expected to reduce the intention to quiet quitting is work engagement. Work engagement is a concept where employees have engagement or attachment to their work so that when they work they will be more enthusiastic in doing their work. A. B. Bakker and E. Demerouti define work engagement as a positive mindset of an employee where employees feel passionate about work, have meaning, and feel involved with their work (Bakker, Demerouti, 2007). Moreover, V. González-Romá with colleagues define work engagement as something that is positively related to employee behavior at work which includes the relationship between employees and their work, which is characterized by a spirit of dedication and appreciation for work (González-Romá et al., 2006). In other words, employees who have high work engagement will channel all their thoughts and energy toward their work and be more enthusiastic at work. It was further explained that employees with low work engagement will lead to counter productive work behavior (Bakker et al., 2011). Employees with a low level of work engagement do not have enthusiasm for carrying

out their work, are pessimistic about the responsibilities given, cannot meet the demands of work optimally, and have high absenteeism. Employees with low work engagement will tend to engage with quiet quitting.

Workers who engage in this activity are disengaged, problematic in teams, and perform poorly (Formica, Sfodera, 2022; Hamouche et al. 2023; Yıldız, 2023). Therefore, managers and supervisors should be concerned about employees' work engagement. In addition, employees must also have confidence that the organization where they work provides support and appreciates the contribution of employees referred to as perceived organization support. Perceived organization support is the general belief of employees that the organization where they work, values employee contributions and cares about their welfare (Gökmen et al., 2015). According to Lamm with colleagues perceived organizational support shows employees' perceptions of the support, attention, and appreciation they receive from employers, and can strengthen employees' adaptability to the organizational environment (Lamm et al., 2015). This is expected to strengthen efforts to reduce quiet quitting intentions, it can be said that perceived organizational support is a moderating construct of learning agility and work engagement to reduce the intensity of quiet quitting.

The purpose of this study is to ascertain whether a relationship exists between learning agility and work engagement on Generation Z's quiet quitting intention in Indonesia. This study also examines strategies that must be taken by organizations in managing employees from Generation Z, because workers are now rejecting the idea of devoting their entire life subservient to their job. Consequently, quiet quitting is considered the antithesis of hustle culture, as it embodies the idea that work should not dominate an individual's life (Campton et al., 2023). This needs to be a serious concern for the company because, in the end, this will have an impact on the performance of employees and the organization itself. This research also make a substantial contribution to the literature on human resource management, specifically on quiet quitting. There are not many studies on quiet quitting behavior, especially those related to learning agility and work engagement. The concept of quiet quitting has been conceptualized under different names in the field of organizational behavior for decades. The concept of disengagement is defined as distancing oneself emotionally, cognitively, or physically from work, is a very close concept to and similar to quiet quitting (Afrahi, 2021). W. A. Kahn and A. William defines work disengagement as detachment from work roles and duties (Kahn, William, 1990). Individuals «break away from work» as a defense mechanism to deal with conflicting feelings between the internal and external conditions they face. In addition, disengaged employees are less interested in their work and their level of loyalty is usually low (Arunprasad et al., 2022). Another term that is similar to quiet quitting is "withdrawal behavior". That behavior refers to the actions of employees that include placing a psychological or physical distance between oneself and the work environment (White et al., 2010). Consequently, the emergence of quite quitting behavior among Generation Z is also a problem for organizations because Generation Z only works according to their in-role and does not want to develop extra-role behavior. Therefore, management needs to communicate openly with their workers about workplace stress, burnout, performance measures, and role expectations.

## Literature review

### Generation Z and quiet quitting

The practice of employees quiet quitting has gained popularity among Generation Z employees. This trend is especially common among younger Millennials. Studies show that a large proportion of Gen Z workers find quiet quitting appealing, and a significant percentage of Gen Z workers have

already engaged in this behavior (Liu-Lastres et al., 2024). Quiet quitting phenomenon has gained relevance with Generation Z for several reasons.

- The first is work-life balance, Gen Z places a high value on work-life balance. Unlike previous generations that might have prioritized career advancement over personal time, many Gen Z workers are more inclined to maintain a clear boundary between work and personal life. This can lead to a preference for fulfilling job responsibilities without taking on extra, uncompensated work (Xueyun et al., 2023).
- Second is mental health awareness. Mental health is a significant concern for Gen Z. This generation is more open about discussing mental health issues and the importance of self-care. "Quiet quitting" can be a way for Gen Z workers to protect their mental health by avoiding burnout and reducing stress (Alimmah et al., 2023).
- Third, the traditional notion of loyalty to a single employer is evolving (Mahand, Caldwell, 2023). Gen Z tends to prioritize job satisfaction, meaningful work, and positive work environments over long-term job security. If these needs are not met, they might disengage and "quiet quit" instead of putting in extra effort for a company that doesn't align with their values.

Furthermore, Gen Z's views on work have been shaped by their experiences entering the workforce during or during the COVID-19 pandemic. Their perceptions of job stability and professional advancement have changed as a result of economic uncertainty and the increase of remote employment. They might decide to keep their current roles without taking on too much responsibility as a result of this context. Gen Z is highly proficient with technology, which can lead to efficiency in completing tasks. This efficiency might allow them to fulfill job requirements quickly and effectively, leaving little motivation to go beyond the set expectations, especially if they do not see immediate rewards or benefits (Aggarwal et al., 2020). Last, Gen Z is often characterized by a strong sense of social and environmental responsibility. They are more likely to seek out employers whose values align with their own. If they find themselves in a work environment that does not match their values, they might be less inclined to fully engage, leading to "quiet quitting. "Work conditions, job security, career development opportunities, organizational commitment, and organizational support are important factors that influence the intention of Gen Z employees to engage in quiet quitting (Xueyun et al., 2023).

**The relationship between learning agility and quiet quitting**

Quiet quitting is defined as doing work to a minimum and not exceeding the limit (Mahand, Caldwell, 2023). Employees who "quiet quit" are not expected to give their all or go the extra mile (Zenger, Folkman, 2022). In addition, they do not take on additional unpaid or rewarded work or assignments (Harter, 2022). The main causes of quiet quitting are the lack of clear goals, fair recognition, and the desire to maintain a work-life balance (Vyas, Butakhieo, 2021). Considering that the COVID-19 pandemic has blurred the boundaries of work and life areas, quiet quitting can be considered as an option to recalibrate a disturbed work-life balance (Jong de et al., 2020; Zixin, Wang, 2020). The pandemic has created a great awareness that nothing is more important than personal physical, mental, and emotional health (Afrahi, 2021). This situation may have fueled the notion that "work should not be the center of life" so that humans question the meaning of their lives and decide to spend their time on things that are more valuable than work. By quietly quitting, individuals may think that they are able to overcome problems, protect their overall health, and live a more 'meaningful' life.

The phenomenon of quiet quitting arises because of the basic psychological needs of employees are not fulfilled, such as competency, relatedness, and autonomy (Cuvelier, Falzon, 2016). If this is not fulfilled then the employee will feel unwell and will not have psychological growth within himself, which has an impact on the emergence of quiet quitting intentions. In contrast to quitting their jobs,

quiet quittiers will reject the idea that their lives should be dominated by work. A quiet quitter is someone who is asked to give maximum dedication but is not treated as an individual who is valued by his supervisor, so he responds by refusing to perform with maximum dedication (Klotz, Bolino, 2022). Unfortunately, the importance of treating employees with high respect and being committed to the professional development of employees is often overlooked by many organizations (Näswall et al., 2019). When workers feel unappreciated, survey results show that they have reciprocated with low levels of personal commitment and choose to quit quietly in response to actions by their manager or their workplace (Meyers et al., 2015).

The concept of learning agility has developed rapidly over the past few years as an approach to assist professional and executive human resource divisions in recruiting job candidates. Learning agility is defined as engaging in learning behaviors to increase the capacity to adapt activities quickly to meet the changing demands of the task environment (Derue et al., 2012; Mitchinson et al., 2012). Millennials (Y) and digital natives (Z) need to acquire proficiency in agility skills to fulfill the requirements of organizations for agile human resources. Learning agility refers to the willingness and ability to acquire knowledge from past experiences and apply it effectively in unfamiliar circumstances (Eichinger, Lombardo, 2004). The notion reflects a crucial part of selecting and developing persons in organizations such that individuals are accustomed to changing. Individuals with these characteristics have a constructive perspective, work with the greatest results, are reliable, and always enhance their skills (Derue et al., 2012). Organizations that emphasize the learning agility needs of their employees will strive to develop strategies and identify unique qualities that distinguish them as an appealing workplace. Employees with learning agility possess a robust inclination towards learning, actively engage in problem-solving, demonstrate a proactive approach, and take the initiative to achieve their learning objectives. They are also receptive to new ideas and perspectives. The abilities of employees with learning agility can greatly contribute to the effectiveness of a company, as they are capable of swiftly incorporating innovative mindsets and behaviors into their daily business activities.

Employee's learning agility is critical for properly carrying out their obligations and responsibilities inside an organization. Individuals with high learning agility, can draw significant insights from their experiences and efficiently apply them (Wardhani et al., 2022). A study conducted by M. M. Lombardo and R. W. Eichinger in 2000 examined 217 employees and discovered a correlation between all dimensions of learning agility and the «performance potential» within the company, to put it simply, the ability to learn quickly and adapt can forecast a reduction in employees' intentions to silently leave an organization (Meuse de, 2017). Particularly suited for Generation Z employees with a resolute sense of individuality. While learning agility is not typically included in work assessments, it is essential for cultivating a positive work culture. From this description, we propose the following hypothesis:

*H1: Learning agility has a negative effect on quiet quitting of Generation Z employees.*

**The relationship between work engagement and quiet quitting**

Work engagement is a concept of thinking where employees have engagement or attachment to their work so that when they work they will be more enthusiastic about doing their work A. B. Bakker and S. L. Albrecht (Bakker, Albrecht, 2018). Working engagement is defined as a positive association with work behavior, such as an employee's attachment to other employees or to their work, which is characterized by vigor, dedication, and absorption in work. In other words, employees with high work engagement can devote all of their thoughts and resources toward their tasks while remaining joyful. In other words, employees with high work engagement will be able to direct all of their thoughts and energies toward their task and will be enthusiastic while doing so. Work engagement is something

that is positively related to behavior in work which includes the employee's attachment to other employees or employees to their work, which is characterized by vigor, dedication, and absorption in work. In other words, employees who have high work engagement will be able to channel all their thoughts and energy toward their work and have high enthusiasm when working. V. González-Romá with colleagues further explained the dimensions of work engagement, including; vigor which is a condition in which the employee gives every energy so that he can complete the work to the fullest, the employee also feels happy and excited about the work at hand, dedication is a condition in which the employee feels enthusiastic, feels proud of his work, and absorption feels challenged when completing work and get inspiration for himself so that employees feel strongly involved with their work (González-Romá et al., 2006).

Work engagement will be positively related to performance, organizational commitment, and health (Bakker et al., 2011). Conversely, work engagement will be negatively related to the intention to move from the workplace. Half of workers leave their jobs quietly (Harter, 2022). According to the survey, there are fewer actively disengaged workers than there have been in almost a decade. This phenomenon could be attributed to the increasing number of employees opting to retain their positions, driven by apprehension of an economic downturn, rather than engaging in superfluous chores. Generation Z in particular, experiences a sense of disconnection and exclusion. This group is reevaluating the significance they desire jobs to hold in their lives due to a perceived lack of support and inspiration in their personal growth.

Furthermore, their primary objectives are to cultivate a favorable culture, promote mental health and well-being, and foster a sense of purpose or significance. Typically, they prioritize their work over other aspects of life, and they are attracted to organizations that align with their personal ideals. Employers should adapt to Gen Z preferences as they increasingly dominate the workforce, in order to effectively attract, engage, and retain the best talent from this generation. Employees who have a sense of engagement enjoy many benefits, such as decreased turnover rates and increased productivity, efficiency, and profits (Demerouti et al., 2015). The study findings indicate that work engagement is inversely related to quiet quitting intentions. In the previous study, it was explain that employees with a heightened level of work engagement are unlikely to contemplate leaving their current organization or considering employment elsewhere (González-Romá et al., 2006). Employees with high work engagement exert a significant impact on their work and develop a strong emotional connection to their job (Yalabik et al., 2013). On the other side, when employees perceive a decline in their excitement due to weariness, they usually dislike their work and tend to seek job prospects in other companies. Employees exhibiting low job engagement lack enthusiasm in performing their tasks, display a negative attitude towards their responsibilities, struggle to complete job requirements effectively, and frequently have high rates of absenteeism. Employees who are unable to achieve job demands as a result of high workloads may develop a desire to switch jobs. Employees with a low level of job engagement will not be excited about carrying out their work, be gloomy about their duties, cannot meet the demands of work adequately, and have excessive absenteeism. From this description, the hypothesis is:

*H2: Work engagement has a negative effect on quiet quitting of Generation Z employees.*

**The moderating role of perceived organization support**

Perceived organizational support (POS) refers to the overall perception of employees that their organization values their efforts and is concerned about their well-being (Gökmen et al., 2015). Perceived organizational support refers to employees' perceptions of the support, attention, and rewards they receive from employers (Lamm et al., 2015). This impression can enhance employees' ability to adapt to the corporate environment. Perceived organization support refers to the deliberate actions taken by managers to ensure the smooth flow of information, foster positive connections

with employees, make them feel valued, and prioritize their well-being inside the organization (Erdem et al., 2017). Furthermore, perceived organizational support refers to the support provided by an organization in evaluating employees' contributions, attending to their well-being, addressing their grievances, considering their personal lives, and treating them equally (Krishnan, Mary, 2012).

Perceived organizational support is the general belief of employees that the organization where they work values employee contributions and cares about their welfare (Erdem et al., 2017). Perceived organizational support shows employees' perceptions of the support, attention, and rewards they receive from employers, and can strengthen employees' adaptability to the organizational environment (Lamm et al., 2015). Perceived organization support is a managerial effort to maintain information flow, maintain positive internal relationships with individuals in the organization, make them feel valuable and the organization also pay attention to employee welfare (Erdem et al., 2017). Perceived organizational support is organizational support that assesses the extent of contribution, pays attention to welfare, listens to complaints, pays attention to life, and treats employees fairly by the organization (Krishnan, Mary, 2012).

Organizational attitudes towards participation and ideas given by employees, as well as organizational responses when employees experience problems, focus on organizational attention to employee welfare and health are the most important aspects that are the main concern of the employees themselves (Krishnan, Mary, 2012). Perceived organizational support is measured using four items; fairness, supervisory support, organizational rewards, and working conditions (Erdem et al., 2017). Suppose the organization does not show or contribute to helping individuals who are involved in problems. In that case, employees will see that there is no support provided by the organization to employees. When employees feel that the organization does not provide support for their current conditions, it will be difficult for employees to have extra-role behavior. In addition, POS is also an antecedent of employee welfare and health, because if employees see and feel the organization provides support for the difficulties they face, employees will see and feel this support, so that it can encourage extra-role behavior from these employees because the results of previous studies concluded that perceived organizational support increases employee commitment and their sense of obligation to the organization. Thus, perceived organizational support can strengthen employee retention behavior through their commitment and obligations to an organization (Krishnan. Mary, 2012). When employees feel that the organization does not provide support for their current conditions, then the intention to quiet quitting will appear.

Perceived organizational support can strengthen the emotional attachment and psychological bond of employees with the organization (Ghasemi, 2014). With organizational support, there will be an indication of the willingness of employees to remain members of an organization (Fu et al., 2009). Committed employees show loyalty, and psychological attachment to work and identify themselves with organizational goals, and will not have the intention to leave the organization or in other words quiet quitting (Bulut, Culha, 2010). Perceived organizational support is also an organizational factor that can decrease employee intentions to leave the organization. When employees have a good perception of the organization where they work, commitment and extra-role behavior will also be formed, so that employees do not have the intention to quiet quitting. From this description, the hypotheses are:

*H3: The negative relationship between learning agility and quiet quitting is moderated by their perceived organizational support, resulting in a higher negative relation for those with high POS compared to those with low POS.*

*H4: The negative relationship between work engagement and quiet quitting is moderated by their perceived organizational support, resulting in a higher negative relation for those with high POS than those with low POS.*

## Methods

This research was held in Salatiga, Central Java, Indonesia with Generation Z who are already working in business organizations as the respondents. According to statistical data of Central Java in 2022, the number of Generation Z is 24.81% of the total population of Salatiga (born > 1994, with an average age between 18-25 years). 239 data were collected from the survey. From the 239 participants, 125 (52.3%) were men, and 114 (47.7%) were women. The analysis tool used is moderating structural equation modeling analysis using partial least square (PLS). The survey contains two distinct stages. In the first stage, respondents must provide personal information including age, educational attainment, gender, and other relevant categories. The second stage includes creating a survey using a Likert scale that spans from 1 to 7, representing attitudes that extend from "strongly disagree" to "strongly agree".

***Quiet quitting***

Quiet quitting can be divided into five indicators, which consist of: a lack of organizational commitment to career development, failure to assess or reward employees, increased employee disconnection, the need for employee autonomy, decreased trust in the organization (Mahand, Caldwell, 2023).

***Learning agility***

Four items were adopted from D. S. Derue with colleagues: people agility, result agility; mental agility, and change agility to measure learning agility (Derue et al., 2012).

***Work engagement***

Furthermore, work engagement is measured with three indicators namely; vigor, dedication, and absorption (Agarwal, 2014).

***Perceived organizational support***

Perceived organizational support as a moderating variable is operationalized using four indicators which consist of; justice, supervision support, organizational awards, and working conditions (Erdem et al., 2017).

## Result

### Outer model analysis

This outer model analysis specifies the relationship between latent variables and their indicators.

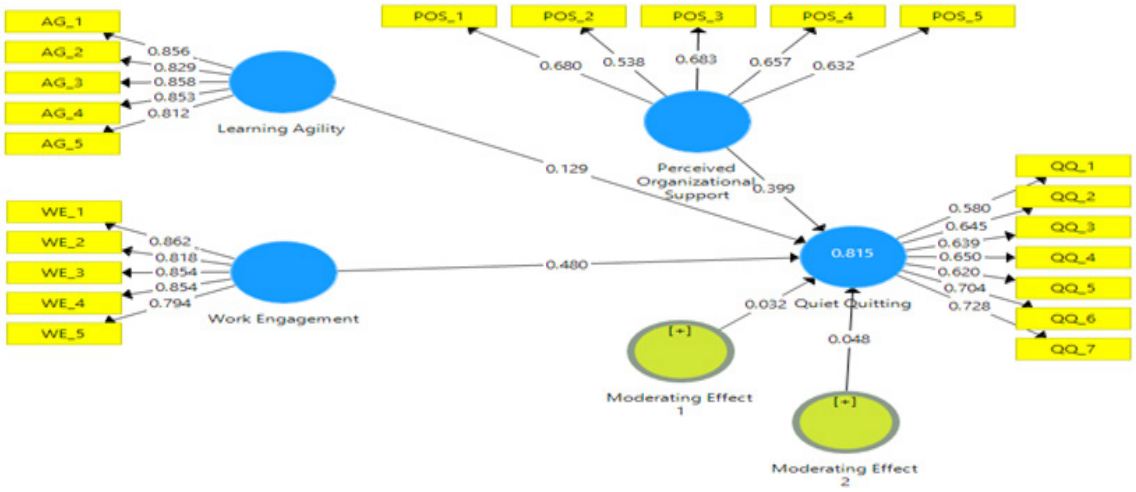


Figure 1. Structural model

The results of the outer model in this study, are shown in the Table 1.

Table 1. Outer model

| Variables | Indicators | Outer loading | Chronbach alpha | Composite reliability | AVE |
|---|---|---|---|---|---|
| Learning agility | AG_1 | .864 | | | |
| | AG_2 | .829 | | | |
| | AG_3 | .858 | .897 | .924 | .711 |
| | AG_4 | .853 | | | |
| | AG_5 | .812 | | | |
| Work engagement | WE_1 | .862 | | | |
| | WE_2 | .818 | | | |
| | WE_3 | .854 | .893 | .921 | .705 |
| | WE_4 | .854 | | | |
| | WE_5 | .794 | | | |
| Percieved organization support | POS_1 | .847 | | | |
| | POS_2 | .538 | | | |
| | POS_3 | .683 | .743 | .775 | .736 |
| | POS_4 | .657 | | | |
| | POS_5 | .632 | | | |
| Quiet quitting | QQ_1 | .580 | | | |
| | QQ_2 | .645 | | | |
| | QQ_3 | .639 | | | |
| | QQ_4 | .650 | .785 | .839 | .737 |
| | QQ_5 | .620 | | | |
| | QQ_6 | .704 | | | |
| | QQ_7 | .728 | | | |

Table 1 explains that the convergent validity can be seen from the loading factor. The loading factor from each latent variable shows that the value is greater than 0.70. The average variance extracted (AVE) value of each research variable, i.e. learning agility, perceived organizational support, work engagement, and quiet quitting, is greater than 0.5. As a result, it is possible to conclude that all variables have strong convergent validity. The reliability test in Table 1 was performed to assess the measuring instrument's internal consistency. The reliability test was performed by comparing the Cronbach alpha value, which must be larger than 0.7. The Cronbach alpha values for each research variable are all more than 0.7, implying that the measurement tools employed in this study are reliable.

Table 2. Heterotrait monotrait ratio (HTMT)

| Variables | Learning agility | Work engagement | Perceived organizational support | Quiet quitting |
|---|---|---|---|---|
| Learning agility | | | | |
| Work engagement | .604 | | | |
| Perceived organizational support | .816 | .677 | | |
| Quiet quitting | .777 | .858 | .502 | |

Furthermore, a discriminant validity test is also needed to assess the correlation between different constructs. Discriminant validity relates to the principle that different constructs should not be highly correlated, based on the HTMT result with a rule-of-thumb < 0.9, the discriminant validity test in Table 2 shows that all variables have an HTMT ratio below 0.9. It also can be concluded that the constructs have high discriminant validity.

**Inner model analysis**

The structural model in PLS is evaluated using $R^2$. The $R^2$ value is used to measure the level of variation in the exogen variable changes to the endogen variable. The higher the $R^2$ value the better the prediction model of the research model. The results of the $R^2$ value can be seen in the Table 3.

Table 3. $R^2$ result

| Variable | $R^2$ | Adjusted $R^2$ |
|---|---|---|
| Quiet quitting | .815 | .811 |

The output results indicate that the adjusted R2 value is 0.811, suggesting that 81.1% of the variability in quiet quitting can be explained by learning agility, work engagement, and perceived organizational support, as well as their interactions. This indicates that the structural model is highly robust. Furthermore, 18.9% of the variation can be attributed to additional variables that were not considered in this study.

**Hypotheses testing**

Hypothesis testing is analyzed by testing the direct effect of the independent variables on the dependent variable. The hypotheses testing for a direct effect can be seen from the *T*-statistic value which is greater than the *T*-table or the *p*-value < 0.05. The results of the analysis for hypothesis testing can be seen in the table 4.

Table 4. Path coefficients

| Variables | Original sample | Sample mean | Standard deviation | T-statistic | P-values | Hypothesis testing |
|---|---|---|---|---|---|---|
| Learning agility -> Quiet quitting | –.129 | –.124 | .043 | 2.998 | .003 | H1: supported |
| Work engagement -> Quiet quitting | –.480 | –.481 | .060 | 8.050 | .000 | H2: supported |

Table 4 shows the results of the *T*-statistic and *p*-values (< 0.05) of the direct influence between variables so that the results of direct hypothesis testing can be concluded as follows: Learning agility has a negative influence on quiet quitting of Generation Z employees, therefore the first hypothesis is accepted; Work engagement has a negative influence on quiet quitting of generation Z employees, consequently the second hypothesis is accepted.

**Moderating effect of perceived organizational support**

Hypothesis testing for moderating effects can be seen from the *T*-statistic value which is greater than the *T*-table or the *p*-value which is <0.05. The results of the analysis for testing the hypothesis can be seen in the table 5.

Table 5. Moderating effect

| Variables | Original sample | Sample mean | Std. deviation | *T*-statistic | *p*-values | Hypothesis testing |
|---|---|---|---|---|---|---|
| LA * POS –> Quiet quitting | .399 | .399 | .057 | 6.996 | .000 | H3: supported |
| WE * POS –> Quiet quitting | .454 | .477 | .079 | 5.739 | .000 | H4: supported |

*Hypothesis 3* and *4* were meant to examine the influence of perceived organizational support moderation on the effect of learning agility and work engagement on quiet quitting. Table 5 shows that the interaction term 1 (LA * POS) has s significant effect on quiet quitting (= 0.399, *T* = 6.996, *p*-value = 0.000). Thus, *hypothesis 3* was supported. Based on this result, POS was a pure moderator variable in the relation of learning agility and quiet quitting. According to Table 5, the interaction term 2 (WE * POS) has a significant effect on quiet quitting (= 0.454, *T* = 5.739, *p*-value = 0.000). As a result, *hypothesis 4* was supported. This study found that POS is also a pure mediator variable in the relationship between work engagement and quiet quitting.

## Discussion

The quiet quitting phenomena frequently occurs in two generation groups: Gen Y and Gen X, and the concept of quiet quitting might manifest differently between Generation Y and Generation Z

due to differences in their values, experiences, and work expectations. Gen Y are influenced by their economic experiences and desire for meaningful work, often using it as a step before job-hopping. In contrast, Gen Z's approach is more driven by a focus on mental health, flexibility, technological efficiency, and alignment with personal values. The current study's findings are summarized below. First, the learning agility of employees is a significant factor in quiet quitting. Consequently, there is an inverse relationship between the extent of employees' learning agility and the level of Generation Z quiet quitting.

Thus, the higher the level of learning agility among employees, the lower the level of Gen Z quiet quitting. Learning agility refers to an individual's capacity to effectively determine relevant actions and acquire substantial knowledge from their experiences, enabling them to effectively confront new and difficult circumstances. The findings align with prior studies that found one of the reason behind quiet quitting is lack opportunities to learn and grow (Formica, Sfodera, 2022). Hence, it is important for organizations to develop a culture that promotes and supports the development of high learning agility among their employees, particularly those belonging to Generation Z. This can be accomplished using four steps: determining personal values, person-organization value fit, aligning values and behavior, comprehend and demonstrate an interest in the values of others (Ayachit, Chitta, 2022). In addition, organizations have to provide mentorship and empowerment. Organizations can establish mentorship programs and provide employees with a sense of empowerment to enhance learning agility.

Second, work engagement influences quiet quitting significantly. As a result, there is a negative relationship between employee work engagement and the level of quiet quitting among Generation Z. Thus, the higher the amount of employee work engagement, the lower the level of Gen Z quiet quitting. Work engagement refers to the positive, fulfilling, and meaningful state of mind that individuals experience when they are fully immersed and invested in their work. It goes beyond mere job satisfaction and involves a deep connection to one's work, a sense of purpose, and a high level of energy and enthusiasm. This research finding is consistent with the findings of T. Mahand and C. Caldwell , who stated that the primary causes of quiet quitting include a decrease in organizational trust, growing employee disengagement, insufficient engagement in career development, failure to appreciate employees, and other related factors (Mahand, Caldwell, 2023).

In addition, low employee work engagement will result in employee quiet quitting. The primary cause of dissatisfaction among individuals who are actively disengaged is a failure to meet their demands at work and the pandemic has increased the trend of disengaged due to burnout, job creep, longer working hours, and an increased need for work-life balance. That is why, to increase work engagement and lower Generation Z quiet quitting, organizations should focus on addressing job satisfaction, providing organizational support, creating a positive work culture, and democratizing learning practices. These strategies can contribute to creating an environment where employees feel empowered, engaged, and motivated to stay.

Third, the focus of this research was also on the moderating role of perceived organizational support between learning agility and quiet quitting. According to the result perceived organizational support was a moderator variable in the relationship between learning agility and quiet quitting. In addition, it can be stated that high perceived organizational support strengthens the negative influence of learning agility on quiet quitting. Furthermore, this study found that perceived organizational support was also a mediator variable in the relationship between work engagement and quiet quitting. This result is in line with O. Erdil and colleagues which found that POS significantly affects commitment and the intention to quit (Erdil et al., 2012).

This emphasizes the importance of considering organizational support in understanding employees' commitment and their likelihood of quitting. Alternatively, it is possible to conclude that

high perceived organizational support could increase the negative relation of learning agility and work engagement on quiet quitting. In other words, perceived organizational support was a pure moderating variable on quiet quitting, although its impact may be influenced by contextual factors. Understanding the complex interplay between perceived organizational support and quiet quitting is essential for developing effective strategies to retain employees.

## Conclusion

This research adds the body knowledge by proposing a valuable moderator to explain how perceived organizational support significantly enhances the relation of learning agility and work engagement to reduce quiet quitting of Gen Z in Central Java, Indonesia. In term of academic perspective, research on quiet quitting is only just emerging, with early works attempting to conceptualize the term and offer advice to employers. The developing body of research includes several journal articles that have endeavored to use theory to explain the concept (Campton et al., 2023; Formica, Sfodera, 2022; Mahand, Caldwell, 2023; Pevec, 2023). The results defined quiet quitting as an attitude in which people simply meet their job description and do not go above and beyond.

Moreover, A. Serenko noted that quiet quitters prioritize their mental well-being over organizational goals, and identified a lack of extrinsic motivation, burnout, and issues with management as the causes of quiet quitting (Serenko, 2023). As Generation Z enters the workforce, it is crucial for business organization to consider the unique attributes and preferences of this cohort to effectively manage quiet quitting and retention. Research has shown that generational differences significantly impact employee attitudes and outcomes in the workplace (Andrea et al., 2016). Understanding the work-related attitudes of Generation Z is essential for devising strategies that align with their expectations and motivations. Moreover, the emerging pivotal Generation Z workforce in industries such as hospitality necessitates a re-evaluation of talent management practices to accommodate their distinct needs and aspirations (Aydogmus, 2019).

Perceived organizational support moderates the influence of learning agility and work engagement on Generation Z employees' quiet quitting. Furthermore, perceived organizational support has been identified as a crucial factor in influencing turnover intention among employees (Arasanmi, Krishna, 2019)and an online survey method was used to collect data from 134 research participants. Research participants were recruited from a local council in New Zealand. The Process Macro Regression method was employed to analyse the collected data. Findings: The main findings from this study are: first, the study shows that perceived organisational support (POS. For business organization, this underscores the importance of fostering a supportive work environment that addresses the specific concerns of Generation Z employees. The shift towards remote work and the associated challenges have implications for the retention of Generation Z employees, necessitating the development of tailored retention strategies that consider the disadvantages associated with remote work (Qadri et al., 2023). Furthermore, the influence of cultural and regional contexts on workforce dynamics can not be overlooked.

The quiet quitting phenomenon can vary significantly across different countries due to cultural, economic, and workplace differences. Younger generations in Indonesia, particularly millennials and Gen Z, are increasingly prioritizing work-life balance and personal well-being. This shift in values can contribute to a higher incidence of quiet quitting among younger workers who are less willing to endure unsatisfactory work conditions. Meanwhile, older generations might still adhere to traditional work values, which emphasize loyalty and hard work, potentially making quiet quitting less common among them.

Hierarchical structures are common in Indonesian workplaces, with a significant emphasis on respect for seniority and authority. This can make it challenging for employees to express their discontent or reduce their workload without fearing negative repercussions. Many Indonesian companies are characterized by strong personal relationships between employees and management, which can sometimes mitigate the need for quiet quitting, as employees may feel more supported. However, in urban areas with more job opportunities, particularly in sectors like technology and finance, employees might feel more empowered to quietly disengage if they feel undervalued or overworked. In summary, while quiet quitting does occur in Indonesia, its prevalence and manifestation are shaped by cultural norms, economic conditions, workplace dynamics, and generational attitudes.

The implications of Generation Z's quiet quitting behavior are multifaceted and require a comprehensive understanding of the interplay between generational characteristics, organizational dynamics, and cultural contexts. By understanding the unique attributes and preferences of Generation Z employees, organizations can develop tailored retention strategies that align with the expectations and motivations of this cohort, ultimately contributing to a more engaged and committed workforce.

## Limitations and recommendations

This study was exposed to some limitations. Firstly, while the sample size is not small, it is necessary expand and assess the research model in this study by incorporating other variables related to behavior and culture. This is necessary due to the potential difference in features of Generation Z individuals in Asian countries compared to those in America or European countries. In the Asian business context, many Asian countries have faced chronic workforce shortages, highlighting the need for targeted approaches to attract, recruit, and retain employees including Generation Z. In specific industries, such as Indonesia, has faced chronic medical workforce shortages, highlighting the need for targeted, recruit, and retain employees, including Generation Z. The unique needs of each region and the diverse cultural landscape underscore the importance of contextualizing retention strategies to effectively engage and retain Generation Z employees.

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# «Тихое увольнение»[1] представителей поколения Z: роль гибкости обучения и вовлечённости в работу

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**Аннотация**. «Поколение Z» представляет собой значительную часть рабочей силы. Решая проблему «тихого увольнения» (*quiet quitting*) представителей поколения Z посредством гибкости обучения и вовлечённости в работу, организации могут разработать стратегию управления персоналом для формирования более устойчивой и процветающей рабочей силы. *Цель*. В этом исследовании изучается, как воспринимаемая организационная поддержка опосредует связь между гибкостью обучения и вовлечённостью в работу по отношению к тихому увольнению представителей поколения Z в Центральной Яве, Индонезия. *Метод*. В этом исследовании был использован количественный метод массового опроса. Данные были собраны на выборке из 239 сотрудников поколения Z в Центральной Яве, Индонезия. Данные были проанализированы с использованием моделирования структурными уравнениями. *Результаты*. В ходе исследования было обнаружено, что воспринимаемая организационная поддержка была чистой модерирующей переменной во взаимосвязи между гибкостью обучения и вовлечённостью в работу по отношению к тихому увольнению сотрудников поколения Z. *Ценность для практики.* Организации могут разрабатывать улучшенные стратегии удержания сотрудников поколения Z, изучая их уникальные черты и предпочтения, которые учитывают различия между поколениями, организационный и культурный контексты, а также изменения на рабочем месте. Результаты данного исследования предоставляют новые знания и стратегию, которые можно использовать для сокращения числа тихих увольнений. Эту стратегию можно адаптировать к потребностям сотрудников поколения Z и сделать их более вовлечёнными и преданными своему делу.

**Ключевые слова:** тихое увольнение; способность к быстрому обучению; вовлечённость в работу; воспринимаемая организационная поддержка; поколение; поколение Z.

1 «**Тихое увольнение**» (англ. *quiet quitting*) — выражение, получившее широкое хождение во всем мире в последние три с небольшим года. Считается, что впервые это выражение прозвучало в марте 2022 года из уст карьерного коуча Брайана Крили, который использовал это словосочетание в качестве описания поведения многих сотрудников после пандемии, которые продолжали работать «по инерции». Тогда же 20-летний инженер Заид Хан загрузил в сеть 17-секундное видео, где он под музыку и летние кадры Нью-Йорка познакомил подписчиков с этой идеей. — ***Прим. ред.***