

From Agility to Achievement: How Work Agility and Job Crafting Drive Millennial Civil Servants' Performance Through Learning Agility and Organizational Support

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Abstract: This study develops and tests a conceptual model examining the relationships between work agility, job crafting, and the performance of millennial civil servants, incorporating learning agility as a mediator and perceived organizational support as a moderator. A cross-sectional survey was conducted among 137 millennial civil servants in Indragiri Hulu Regency using a 5-point Likert scale questionnaire. Data were analyzed through Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS 4.1. The results indicate that both work agility and job crafting positively influence performance, with learning agility partially mediating these effects. Additionally, perceived organizational support moderates the relationships between work agility, job crafting, learning agility, and performance. Unlike previous studies that primarily focus on structural or bureaucratic factors, this research emphasizes the unique characteristics and work dynamics of the millennial generation. This study addresses a research gap by integrating work agility, job crafting, learning agility, and perceived organizational support into a single, comprehensive model that has rarely been examined simultaneously among civil servants. Theoretically, the study extends the Job Demands–Resources (JD–R) Theory by demonstrating the mediating role of learning agility and the moderating role of perceived organizational support in strengthening the relationship between job resources and employee performance in a public sector setting. These findings are consistent with the Job Demands–Resources (JD–R) Theory, highlighting the critical role of both individual and organizational resources in enhancing civil servants' performance.

Keywords: *performance of millennial civil servants, work agility, job crafting, learning agility, organizational support, job demand-resources theory*

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INTRODUCTION

Digital transformation and demographic shifts have fundamentally reshaped public administration, particularly with the increasing presence of millennial and Generation Z civil servants who demonstrate distinct work values, expectations, and digital orientations (Lee et al., 2025). In many public organizations, this shift is reflected in persistent performance challenges among younger civil servants, including difficulties in adapting to rigid bureaucratic procedures, uneven digital competencies, and variations in work engagement. These conditions highlight the urgency for more adaptive human resource management approaches in the public sector.



The rise of digital disruption driven by artificial intelligence and smart technologies has further accelerated the need for bureaucratic transformation. Traditional hierarchical and mechanistic structures are increasingly inadequate for addressing complex governance challenges, requiring a shift toward more agile, collaborative, and innovation-oriented public organizations (Hanifah & Frinaldi, 2025). In this context, civil servants are expected to demonstrate higher levels of adaptability, innovation, and responsiveness, particularly in VUCA (volatility, uncertainty, complexity, ambiguity) environments (Kurnia et al., 2022). However, such transformation is often constrained by internal barriers, including organizational culture resistance, limited technological infrastructure, and inconsistent leadership support for digital HR development (Manny et al., 2021; Guenduez et al., 2025).

From an individual capability perspective, constructs such as work agility, job crafting, and learning agility have been widely recognized as important determinants of employee performance in uncertain environments. Work agility enables employees to respond quickly and effectively to changing demands, while job crafting reflects proactive adjustments to tasks, relationships, and cognitive framing of work. Learning agility further strengthens the ability to acquire and apply new knowledge in dynamic settings continuously (Sameer, 2022). However, existing studies yield inconsistent findings regarding the direct and indirect effects of these constructs on performance, particularly in public-sector contexts, where structural constraints may moderate or weaken these relationships.

Despite increasing scholarly attention, research on millennial civil servants remains limited, especially studies that integrate both individual-level psychological resources and organizational support mechanisms in explaining performance outcomes (Hanifah & Frinaldi, 2025). Moreover, prior studies tend to examine work agility, job crafting, and learning agility in isolation, leading to fragmented theoretical explanations and a limited understanding of their combined effects.

Therefore, this study addresses this gap by developing an integrated model that links work agility and job crafting to civil servant performance, with learning agility as a mediating mechanism and perceived organizational support as a contextual moderator. The novelty of this research lies in three aspects: (1) its focus on millennial civil servants within the public sector context, (2) the integration of individual proactive behaviors and organizational support within a single explanatory model, and (3) the extension of the Job Demands–Resources (JD-R) Theory to better capture agility-based performance dynamics in digital-era bureaucracy.

The literature on work agility and job crafting shows mixed results. The relationships between work agility, job crafting, and employee performance remain inconclusive in the existing literature. While previous studies generally report positive effects of work agility and job crafting on individual performance by enhancing adaptability, proactivity, and responsiveness to changing work demands (Muduli, 2016; Tims et al., 2013), other studies suggest that these relationships are not universally consistent. In highly structured organizational environments, such as public sector institutions, the positive impact of proactive behaviors may be constrained by rigid procedures, limited autonomy, and bureaucratic regulations (Rahardi et al., 2022). Furthermore, excessive job crafting without adequate organizational support has been associated with increased work strain and reduced well-being, potentially weakening performance outcomes (Wingerden & Poell, 2017; Lichtenthaler & Fischbach, 2019). These contrasting findings indicate that the effectiveness of agility-related behaviors may

depend on contextual conditions and underlying psychological mechanisms that have not been sufficiently examined.

The inconsistency of previous findings suggests the need for a more comprehensive explanatory model that incorporates both individual and organizational factors. From the perspective of Job Demands–Resources (JD-R) Theory, work agility and job crafting can be conceptualized as personal resources that enable employees to cope with dynamic work demands and continuously adapt to change. However, the conversion of these resources into higher performance may occur through learning agility, which reflects an individual's capability to acquire, apply, and transfer knowledge in unfamiliar situations. At the same time, organizational resources such as perceived organizational support may strengthen or weaken the effectiveness of individual resources in generating positive work outcomes. Despite the theoretical relevance of these mechanisms, empirical studies integrating work agility, job crafting, learning agility, and perceived organizational support within a single framework remain scarce, particularly in public sector settings.

This gap is especially evident in the context of digital bureaucracy, where civil servants are increasingly required to adapt to technological transformation, data-driven decision-making, and evolving public service expectations. The growing proportion of millennial civil servants introduces additional challenges and opportunities, as this generation tends to value learning, flexibility, collaboration, and meaningful work more strongly than previous generations. However, research examining how these characteristics interact with organizational support systems to influence performance remains limited. Most prior studies have focused on private-sector employees, leaving a lack of evidence regarding the mechanisms that drive performance among millennial civil servants in digital-era public organizations.

Accordingly, this study develops and tests an integrated model examining the effects of work agility and job crafting on millennial civil servants' performance through learning agility as a mediating mechanism and perceived organizational support as a moderating factor. The novelty of this research lies in its focus on the public sector, the integration of individual and organizational determinants within a single framework, and the extension of JD-R Theory to explain agility-based performance in the context of digital bureaucratic transformation.

The concept of work agility refers to an individual's capacity to respond quickly and effectively to complex, unpredictable changes in the work environment, which is increasingly relevant in a continuously transforming bureaucracy (Fahmi, 2024). This requires cognitive flexibility, behavioral adaptability, and a continuous learning mindset to maintain performance relevance and effectiveness. Within the civil service context, work agility is not only positively associated with increased productivity but also with the ability to innovate and deliver more adaptive public services in the digital era. Furthermore, visionary leadership and inter-departmental collaboration are key determinants of successful innovation implementation in the public sector (Hanifah & Frinaldi, 2025). Studies indicate that millennial civil servants, known for their flexibility and digital orientation, occupy a unique position to foster work agility. However, they also face challenges within bureaucratic environments that are often hierarchical and less adaptive (Mutiarin et al., 2024). This study aims to design targeted interventions to maximize the potential of millennial civil servants to support bureaucratic reform and enhance public service quality.

Hypothesis 1: Work Agility has a positive and significant effect on the performance of millennial civil servants.

Job crafting, as an employee-initiated effort to reshape work to better align with personal preferences, motivations, and strengths, holds significant potential to enhance the performance and job satisfaction of millennial civil servants (Sofiyan et al., 2022). This approach enables civil servants to become more engaged in their work by redesigning tasks, relationships, or even the meaning of their roles to align with their personal values, thereby fostering intrinsic motivation and sustainable performance (Juliantari, 2024). This perspective aligns with the Job Demands–Resources (JD–R) Theory (Bakker & Demerouti, 2007), which posits that personal resources, such as the ability to engage in job crafting, enable individuals to manage work demands more effectively, thereby improving performance (Kumi et al., 2024). The concept is particularly relevant for millennial civil servants, who tend to seek meaning and flexibility in their work, potentially transforming passive roles into active agents in shaping their work environment (Hanifah & Frinaldi, 2025). Implementing job crafting in the Indonesian bureaucratic context can also help overcome structural rigidity by empowering individuals to adjust their roles, potentially fostering public service innovation and adaptation to changing societal needs (Kesmawan et al., 2020; Jabar & Frinaldi, 2025). However, the success of job crafting depends on employees' perceptions of opportunities to make such adjustments, which, in turn, affects work engagement and performance (Wingerden & Poell, 2017).

Hypothesis 2: Job crafting has a positive and significant effect on the performance of millennial civil servants.

Learning agility refers to an individual's ability to quickly identify, assimilate, and apply new knowledge and skills from diverse experiences, which is fundamental for the development of work agility (Erizona & Afrinaldi, 2025; Hidayat et al., 2025). This capability is crucial in dynamic work environments, enabling individuals to continuously adapt to changes in technology, processes, and job demands (Hanifah & Frinaldi, 2025). Among millennial civil servants, learning agility serves as a bridge between work agility and performance, enabling them to turn challenges into opportunities through continuous learning and progressive adaptation. Research indicates that supportive work environments and organizational learning cultures positively influence organizational innovation, with learning agility serving as a mediating mechanism (Tripathi, 2024). Developing learning agility among millennial civil servants is therefore a critical strategy to ensure their sustained effectiveness in evolving bureaucratic settings, particularly amid ambiguous tasks and shifting job expectations (Zahra, 2019). Understanding the mediating role of learning agility is essential for designing interventions that enhance work agility and ultimately improve the performance of millennial civil servants (Juliantari, 2024). The relationship between work agility and learning agility is reciprocal: improvements in one often facilitate the development of the other, creating a cycle of continuous performance enhancement. Furthermore, implementing integrated competency development strategies, such as the Corporate University regulated by the Indonesian Government (2020), explicitly supports the cultivation of civil servants who are not only technically competent but also adaptive and visionary, aligning with the concepts of learning and work agility (Salmen & Festing, 2022). Investment in developing learning agility and work agility through relevant training programs is therefore vital for enhancing the capabilities and performance of millennial civil servants (Mulyadi et al., 2021; Aka et al., 2024).

Hypothesis 3: Work agility has a positive and significant effect on learning agility.



The relationship between job crafting and learning agility indicates that individuals who proactively shape their work are more responsive to learning opportunities, thereby enhancing their capacity to adapt to changing job demands. This suggests that job crafting facilitates the development of learning agility, as individuals who actively modify tasks and work relationships are more frequently exposed to novel situations that require the acquisition of new knowledge and skills. Consistent with this, studies show that career development strategies, such as competency assessments and employee empowerment, directly support the enhancement of adaptive capabilities essential for learning agility (Dhanpat, 2025). Organizations should therefore foster environments where millennial civil servants feel empowered to engage in job crafting, as this not only increases job satisfaction but also inherently cultivates learning agility. Furthermore, in the context of modern Indonesian bureaucracy, human resource competency development must keep pace with technological advances and enable rapid adaptation, requiring personnel capable of data analysis and critical thinking (Dhanpat, 2025). Interventions focused on enhancing job crafting skills can thus serve as catalysts for developing learning agility, which, in turn, positively impacts the overall performance of millennial civil servants. The importance of adaptive capability is further reinforced by the need to address modern bureaucratic challenges, including shifts in organizational culture and structural reforms, which require agile civil servants with high learning capacity (Parlina et al., 2023). A thorough understanding of the synergy between job crafting and learning agility is therefore essential for formulating effective HR development policies (Jo & Hong, 2022; Santoso & Yuzarion, 2021; Fitrio et al., 2023).

Hypothesis 4: Job crafting has a positive and significant effect on learning agility.

Ongkowijoyo (2021) and Drechsler & Kattel (2020) highlight that learning agility among millennial civil servants significantly impacts their performance, particularly in navigating rapid, complex changes in the work environment. This indicates that learning agility is not merely a complementary skill but an essential prerequisite for millennial civil servants to remain relevant and effective in their roles (De Meuse et al., 2010). Organizations need to prioritize developing learning agility through targeted training programs that strengthen adaptive and innovative capacities, enabling millennial civil servants to perform optimally in dynamic contexts (Riza et al., 2020). Conversely, insufficient learning agility can hinder their ability to assimilate new information, adjust to evolving work procedures, and contribute effectively to organizational goals. Therefore, development initiatives focused on enhancing learning agility should be integrated with performance management strategies to ensure both relevance and effectiveness, especially given the complexities of the digital era (Nayak et al., 2025; Zulfitri & Sari, 2024). Emphasizing continuous, adaptive development is critical for cultivating millennial civil servants who are not only responsive to change but also proactive in identifying opportunities for innovation (Lestyowati, 2024). Moreover, digital literacy has become a core competency for all civil servants, as advancements in information technology have fundamentally transformed bureaucratic workflows (Gong & Ribiere, 2025). Consequently, competency development strategies must explicitly include elements that support mastery of technology and the effective use of digital tools (Hanifah & Frinaldi, 2025).

Hypothesis 5: Learning agility has a positive and significant effect on the performance of millennial civil servants.

The ability to adapt and learn from experience is a key driver of organizational adaptability and success. This factor underscores that amid bureaucratic changes and the demands of the millennial workforce, continuous learning and adaptability are fundamental to both individual and organizational performance (Dam et al., 2022; Gong & Ribiere, 2025). Competency development initiatives for civil servants, including those integrated with knowledge management systems, are crucial for addressing digital transformation and increasingly complex performance demands (Gaol & Tumanggor, 2023). Enhancing capacities through managerial agility-based training, particularly those that foster innovation and collaboration, has been shown to equip civil servants with strong adaptive skills (Pelu et al., 2025). Learning agility plays a critical mediating role in linking work agility and job crafting to the performance of millennial civil servants. Civil servants who exhibit work agility and proactively shape their roles through job crafting do not directly enhance performance; rather, these capabilities first operate through the development of learning agility-learning from experience, adapting quickly, and applying new knowledge. Studies indicate that learning agility is a vital resource for job performance, enabling employees to achieve higher work outcomes (Nayak et al., 2025). In essence, agility-in the forms of work agility, job crafting, and learning agility-is a prerequisite for optimal performance among millennial civil servants in an evolving and complex bureaucratic landscape (Xiao et al., 2023; Tripathi, 2024; Mukhlisah, 2023). This perspective aligns with the Job Demands–Resources (JD–R) Theory, which posits that the synergy of individual internal resources and organizational support enhances adaptability and performance (Hanifah & Frinaldi, 2025). Numerous studies support that learning agility mediates the effects of individual resources and proactive behaviors on performance outcomes (De Meuse et al., 2010; Bedford, 2011; Gravett & Caldwell, 2016). In the context of millennial civil servants, learning agility ensures that work agility and job crafting are effectively translated into adaptive and sustainable performance improvements.

Hypothesis 6: Learning agility mediates the relationship between work agility and the performance of millennial civil servants.

Hypothesis 7: Learning agility mediates the relationship between job crafting and the performance of millennial civil servants.

Perceived organizational support (POS) plays a crucial role in shaping the relationships among work agility, job crafting, learning agility, and the performance of millennial civil servants (Ludviga & Kalvina, 2025). This context highlights that millennials' perceptions of organizational support can significantly influence the extent to which they can apply work agility and proactively shape their roles, ultimately impacting performance. Support from the organization-in the form of resources, recognition, or autonomy-acts as an important catalyst for optimizing the potential of millennial civil servants. Therefore, organizations need to invest in strategies that enhance perceived support to create a conducive environment for the development and application of agility among young employees. The absence of such support can mitigate the effectiveness of initiatives aimed at enhancing employees' adaptive and proactive capabilities, hindering the innovation and flexibility that are essential in modern work environments (Ludviga & Kalvina, 2025). Providing comprehensive organizational support-including career development, learning opportunities, and an inclusive work environment-is a strategic imperative for fostering sustainable performance among millennial civil servants (Hanifah & Frinaldi, 2025). Evidence indicates that perceived organizational support facilitates the strategic agility required to cope with crises and

change, affecting employee engagement and well-being (Abdullahi et al., 2025). Several studies have confirmed that perceived organizational support strengthens the positive relationship between job resources and performance. POS has been shown to reduce the negative impact of job demands while promoting engagement, innovation, and employee performance (Eisenberger et al., 2001; Rhoades & Eisenberger, 2002; Kurtessis et al., 2017). In the context of millennial civil servants, POS serves as a critical moderating factor, ensuring that work agility and job crafting effectively contribute to enhanced learning agility and sustainable performance.

Hypothesis 8: Perceived organizational support moderates the relationship between work agility and the performance of millennial civil servants.

Hypothesis 9: Perceived organizational support moderates the relationship between job crafting and the performance of millennial civil servants.

Hypothesis 10: Perceived organizational support moderates the relationship between learning agility and the performance of millennial civil servants.

The conceptual framework of this study integrates individual capabilities-work agility and job crafting-with learning agility as a mediating mechanism and perceived organizational support as a moderating factor, to explain the performance of millennial civil servants. This framework emphasizes the synergistic interaction between personal and organizational resources, consistent with Job Demands-Resources (JD-R) Theory, highlighting how adaptive, proactive, and supported employees can achieve optimal performance in a dynamic bureaucratic environment.

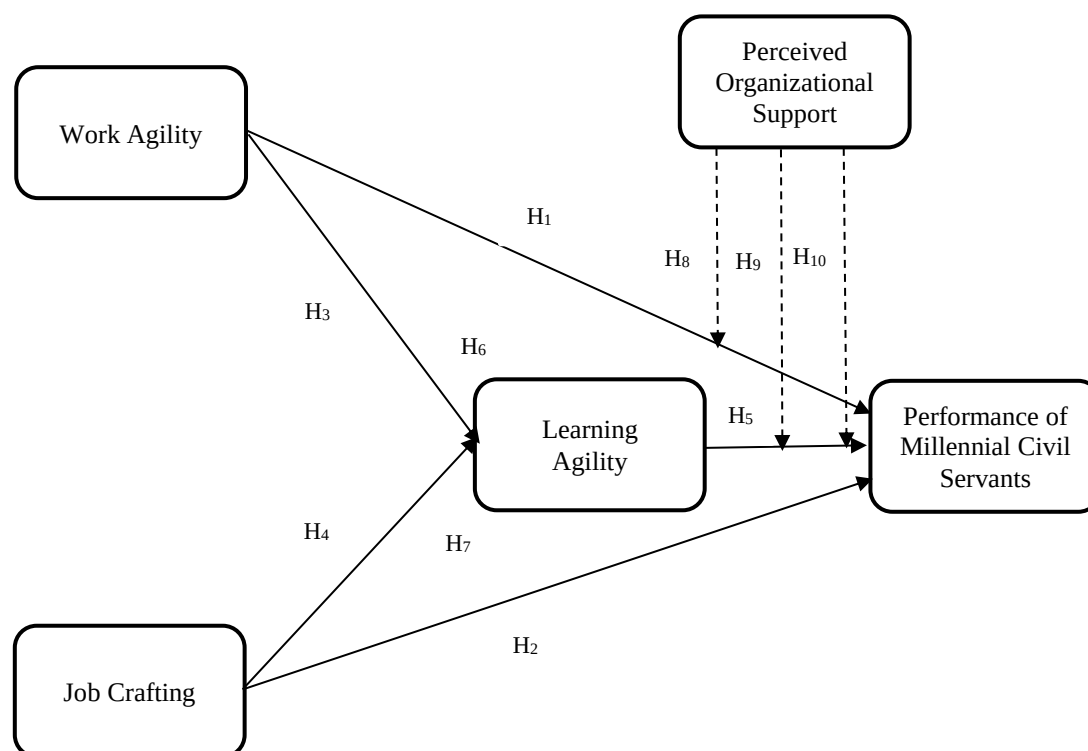


Figure 1. Research Framework

RESEARCH METHODS

This study employed a quantitative cross-sectional survey design to examine the relationships among work agility, job crafting, learning agility, perceived organizational

support, and the performance of millennial civil servants. The population consisted of millennial civil servants working in Regional Government Agencies (Organisasi Perangkat Daerah/OPD) in Indragiri Hulu Regency, Indonesia. Based on the employee database obtained from the Regional Personnel Agency, civil servants born between 1981 and 1996, consistent with the millennial generation classification proposed by Dimock (2019), were identified as the target population.

A simple random sampling technique was employed to ensure that each eligible millennial civil servant had an equal probability of being selected. A sampling frame of all eligible millennial civil servants was obtained from participating OPDs, and respondents were randomly selected using a computer-generated random-number procedure. A total of 150 questionnaires were distributed, of which 137 were returned and deemed valid for analysis, resulting in a response rate of 91.33%. Primary data were collected between May and July 2025 using both printed questionnaires and online survey forms to increase accessibility and participation. All constructs were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The performance of millennial civil servants was measured in accordance with Article 9, Paragraph 2, of the Minister of Administrative and Bureaucratic Reform Regulation No. 6 of 2022, using four indicators: quantity of work, quality of work, timeliness, and cost efficiency. A sample item is: "I consistently complete my assigned tasks according to the predetermined performance targets." Work agility was measured using indicators adapted from Alavi et al. (2014) and Braun et al., including proactivity, adaptability, resilience, and collaboration. A sample item is: "I can quickly adjust my work methods when organizational changes occur." Job crafting was assessed based on Tim's et al. (2013), consisting of four dimensions: increasing structural job resources, increasing social job resources, increasing challenging job demands, and decreasing hindering job demands. A sample item is: "I actively seek opportunities to develop new skills that support my work." Learning agility was measured using indicators developed by De Meuse et al. (2010), namely seeking feedback, flexibility, speed of learning, experimentation, and reflection. A sample item is: "I learn new ways of working quickly when faced with unfamiliar situations." Perceived organizational support was measured using the dimensions proposed by Kurtessis et al. (2017), including procedural justice, supervisor support, rewards and working conditions, and career development opportunities. A sample item is: "My organization values my contributions and cares about my well-being."

To minimize the risk of common-method bias arising from self-reported data, several procedural remedies were implemented, including ensuring respondent anonymity, emphasizing that there were no right or wrong answers, and separating the construct sections within the questionnaire. In addition, Harman's single-factor test was conducted, and the first factor accounted for less than 50% of the total variance, indicating that common method bias was not a serious concern in this study.

Ethical considerations were carefully addressed throughout the research process. Participation was voluntary, and respondents were informed of the study's purpose before completing the questionnaire. Informed consent was obtained from all participants, and confidentiality was ensured by collecting and disclosing no personally identifiable information. The data were used exclusively for academic research purposes.

Data analysis was performed using SPSS and SmartPLS 4.1 through Partial Least Squares Structural Equation Modeling (PLS-SEM). The analysis followed a two-stage approach: measurement model evaluation and structural model evaluation. The

measurement model was assessed using indicator reliability, internal consistency (Cronbach's Alpha and Composite Reliability), convergent validity (Average Variance Extracted [AVE]), and discriminant validity (Heterotrait-Monotrait Ratio [HTMT]).

The structural model evaluation included examining path coefficients, coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and bootstrapping procedures with 5,000 subsamples to test the significance of hypothesized relationships. Following Hair et al. (2022), R^2 values of 0.75, 0.50, and 0.25 indicate substantial, moderate, and weak explanatory power, respectively. Effect sizes (f^2) of 0.02, 0.15, and 0.35 indicate small, medium, and large effects, while Q^2 values greater than zero demonstrate predictive relevance. In addition, the Standardized Root Mean Square Residual (SRMR) was used to assess overall model fit; values below 0.08 indicate an acceptable fit between the proposed model and the observed data.

RESULTS AND DISCUSSION

The analysis of respondents' demographic characteristics, including gender, age, and education level, is presented as follows.

Table 1. Responden Profil

Characteristic	Category	Percentage (%)
Genders	Male	44.80
	Female	55.20
Age	29-35	24.10
	36-40	65.50
	40-44	10.30
Level of Education	Bachelor's Degree	78.00
	Master's Degree	22.00

Source: Processed data

The respondent profile indicates that female civil servants constitute a slightly larger proportion of the sample (55.20%) than males (44.80%). This distribution suggests that the implementation of agile work practices and proactive job behaviors among millennial civil servants is increasingly relevant as the workforce becomes more gender-diverse. Rather than reflecting gender differences, this composition demonstrates that organizational initiatives aimed at enhancing agility and performance should be designed inclusively to accommodate the characteristics of a heterogeneous workforce.

In terms of age, the majority of respondents (65.50%) were aged 36- 40, followed by 29-35 (24.10%) and 40-44 (10.30%). This finding indicates that most respondents belong to the mature segment of the millennial generation, who generally occupy positions with greater responsibilities and are expected to play strategic roles in supporting bureaucratic transformation. As employees who have experienced both traditional and digital administrative systems, this age group is likely to possess the adaptive capacity necessary to develop work agility and learning agility in responding to organizational change.

Regarding educational background, most respondents held a bachelor's degree (78.00%), while 22.00% held a master's degree. This educational profile reflects a workforce with relatively strong human capital and learning capacity. Such conditions provide a favorable foundation for developing learning agility, as individuals with higher educational attainment tend to be better able to acquire new knowledge, adapt to technological developments, and engage in proactive behaviors such as job crafting. Consequently, the respondents' educational characteristics support the theoretical

assumption that agility-related competencies can become important drivers of employee performance in the public sector.

Overall, the respondents' demographic profile reflects a group of educated, professionally mature millennial civil servants who are actively involved in organizational transformation processes. These characteristics underscore the importance of examining how work agility and job crafting contribute to performance through learning agility and organizational support, particularly in the context of digital bureaucratic reform.

Table 2. Descriptive Statistics

Variable	Mean	Standard Deviation	Min	Max
Performance of Millennial Civil Servants	4.01	0.80	3	5
Work Agility	4.05	0.77	4	5
Job Crafting	4.17	0.81	3	5
Learning Agility	4.22	0.83	4	5
Perceived Organizational Support	3.89	0.79	3	5

Source: Processed data

The descriptive statistics indicate that millennial civil servants scored relatively high across all study variables. The performance variable had a mean of 4.01 (SD = 0.80) with scores ranging from 3 to 5, while work agility had a mean of 4.05 (SD = 0.77) within the same range. Job crafting had a slightly higher mean of 4.17 (SD = 0.81), and learning agility was highest, with a mean of 4.22 (SD = 0.83), both ranging from 3 to 5. Perceived organizational support, although slightly lower, still reflected positive responses, with a mean of 3.89 (SD = 0.79). Overall, these findings suggest that millennial civil servants tend to exhibit high levels of agility, creativity, and learning capability, while perceiving adequate organizational support, which collectively contribute to their performance in public service delivery.

The following figure presents the results of the measurement model for this study.

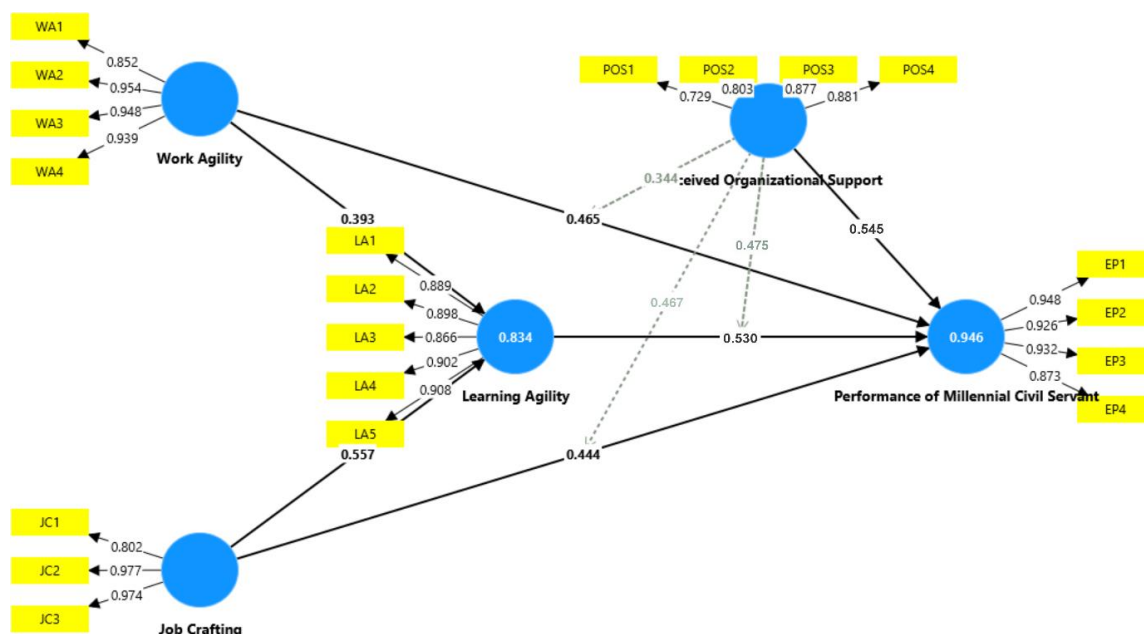


Figure 2. Results of the Measurement Model

Source: Processed data

The validity and reliability of the research model are represented by factor loadings, Cronbach's alpha, composite reliability (CR), and Average Variance Extracted (AVE).

Table 3. Factor Loading, Reliability, and Validity Test

Construct	Item	Loading Factor	Cronbach's Alpha	CR	AVE
<i>Performance of Millennial Civil Servants</i>	EP1	0,948	0.939	0.944	0.847
	EP2	0,926			
	EP3	0,932			
	EP4	0,873			
<i>Work Agility</i>	WA1	0,852	0.942	0.942	0.854
	WA2	0,954			
	WA3	0,948			
	WA4	0,939			
<i>Job Crafting</i>	JC1	0,802	0.908	0.944	0.848
	JC2	0,977			
	JC3	0,974			
<i>Learning Agility</i>	LA1	0,889	0.937	0.940	0.797
	LA2	0,898			
	LA3	0,866			
	LA4	0,902			
	LA5	0,908			
<i>Perceived Organizational Support</i>	POS1	0,729	0.841	0.846	0.681
	POS2	0,803			
	POS3	0,877			
	POS4	0,881			

Source: Processed data

The results of the validity and reliability tests indicate that all indicators of the study variables have factor loadings above 0.70, demonstrating that they are valid measures of their respective constructs. The Performance of Millennial Civil Servants variable comprises four indicators, with factor loadings ranging from 0.873 to 0.948, while Work Agility comprises four indicators, with factor loadings ranging from 0.852 to 0.954. Job Crafting comprises three indicators with factor loadings ranging from 0.802 to 0.977, and Learning Agility comprises five indicators with loadings ranging from 0.866 to 0.908. Perceived Organizational Support is represented by four indicators, with factor loadings ranging from 0.729 to 0.881. All constructs also meet the criteria for reliability and convergent validity, with Composite Reliability and Cronbach's Alpha values above 0.80 and AVE values above 0.60 (Hair et al., 2019). These results indicate that the research instruments demonstrate good internal consistency and adequate convergent validity. The following section presents the discriminant validity of the study variables.

Table 4. Discriminant Validity

Construct	1	2	3	4	5
<i>Job Crafting</i>	0,921				
<i>Learning Agility</i>	0,889	0,893			
<i>Perceived Organizational Support</i>	0,841	0,775	0,825		
<i>Performance of Millennial Civil Servants</i>	0,920	0,819	0,818	0,920	
<i>Work Agility</i>	0,845	0,864	0,792	0,870	0,924

Source: Processed data

The results of the discriminant validity test, presented in Table 4, show that the square roots of the AVE values (diagonal) for each construct are higher than the correlations between the constructs. This indicates that each research variable possesses good discriminant validity, effectively distinguishing itself from the other constructs in the research model.

After validating the measurement model through reliability and validity tests, this study examined the structural relationships among the core variables. Table 5 presents the results of the analysis for each hypothesized relationship. These findings provide important insights into the strength and direction of the proposed relationships, serving as the basis for evaluating the research (Jogiyanto, 2018).

The Heterotrait–Monotrait Ratio (HTMT) values used to evaluate discriminant validity are presented in Table 5.

Table 5. Heterotrait–Monotrait Ratio

Variabel	HTMT Criteria	WA	JC	LA	POS	EP
<i>Work Agility</i>	<0,9					
<i>Job Crafting</i>	<0,9	0,456				
<i>Learning Agility</i>	<0,9	0,537	0,492			
<i>Perceived Organizational Support</i>	<0,9	0,631	0,521	0,375		
<i>Performance of Millennial Civil Servants</i>	<0,9	0,672	0,637	0,530	0,459	

Source: Processed data

The table shows that all HTMT values are below the recommended threshold of 0.90. Consequently, all constructs satisfy the discriminant validity requirement based on the Heterotrait–Monotrait Ratio (HTMT) assessment and are therefore considered valid.

Measurement Model Analysis (Inner Model)

Coefficient of Determination (R^2)

The following are the R-square values in this study, which can be seen in Table 6:

Table 6. R-Square

	R Square	R Square Adjusted
Employee Performance	0.946	0.941

Source: Processed data

R^2 values of 0.67, 0.33, and 0.19 indicate “substantial,” “moderate,” and “weak” model strength, respectively (Hair et al., 2019). Based on Table 6, the adjusted R-square value for employee performance is 0.946. This means that work agility, job crafting, learning agility, and perceived organizational support collectively explain 91.50% of the variance in the performance of millennial civil servants. Therefore, the model is categorized as strong.

Predictive Relevance (Q^2)

The Q^2 value has a similar meaning to the coefficient of determination (R^2). A Q^2 value of 0 indicates that the model has predictive relevance, whereas a Q^2 value below 0 indicates that the model has no predictive relevance. In other words, higher Q^2 values suggest that the model has better predictive relevance and a better fit with the data (Hair et al., 2019). The Q^2 value in this study is calculated as follows:

$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2) \dots (1 - R_n^2)$$

$$Q^2 = 1 - (1 - 0.946)$$

$$Q^2 = 1 - 0.054$$

$$Q^2 = 0.946$$

The results of the calculation indicate a Q^2 value of 0.946, suggesting that this model explains the variables studied. At the same time, the remaining 0.054 is influenced by other variables not included in this study.

Effect Size (F2)

The following is the effect size table of the study

Table 7. Effect Size

Relationship	F ²	Effect Size
<i>Work Agility -> Performance of Millennial Civil Servants</i>	0,15	Small effect
<i>Job Crafting -> Performance of Millennial Civil Servants</i>	0,15	Small effect
<i>Work Agility -> Learning Agility</i>	0,30	Medium effect
<i>Job Crafting -> Learning Agility</i>	0,37	Large effect
<i>Learning agility -> Performance of Millennial Civil Servants</i>	0,25	Medium effect
<i>Work Agility -> Learning Agility -> Performance of Millennial Civil Servant</i>	0,21	Medium effect
<i>Job Crafting -> Learning Agility -> Performance of Millennial Civil Servants</i>	0,22	Medium effect
<i>Perceived Organizational Support x Work Agility -> Performance of Millennial Civil Servant</i>	0,16	Medium effect
<i>Perceived Organizational Support x Learning Agility -> Performance of Millennial Civil Servants</i>	0,17	Medium effect
<i>Perceived Organizational Support x Job Crafting -> Performance of Millennial Civil Servants</i>	0,21	Medium effect

Source: Processed data

The effect size (f^2) analysis was conducted to assess the contribution of each exogenous construct to the endogenous constructs. According to Cohen (1988), f^2 values of 0.02, 0.15, and 0.35 indicate small, medium, and large effect sizes, respectively. The results show that the predictors exhibit varying levels of influence on the endogenous variables, ranging from small to large effects, indicating differences in their practical significance within the proposed model.

After validating the measurement model through reliability and validity tests, the study proceeded to examine the structural relationships among the core variables. Table 8 presents the results of the analysis for each hypothesized relationship. These findings provide important insights into the strength and direction of the proposed relationships, serving as the basis for evaluating the research hypotheses.

Table 8. Hypothesis Testing Results

Path	Original Sampel	T Statistic	P Value	Note
<i>Work Agility -> Performance of Millennial Civil Servants</i>	0,465	5,522	0,000	Accepted
<i>Job Crafting -> Performance of Millennial Civil Servants</i>	0,444	6,478	0,000	Accepted
<i>Work Agility -> Learning Agility</i>	0,393	3,164	0,002	Accepted
<i>Job Crafting -> Learning Agility</i>	0,557	4,629	0,000	Accepted
<i>Learning agility -> Performance of Millennial Civil Servants</i>	0,530	4,521	0,000	Accepted
<i>Work Agility -> Learning Agility -> Performance of Millennial Civil Servant</i>	0,208	2,157	0,035	Accepted
<i>Job Crafting -> Learning Agility -> Performance of Millennial Civil Servants</i>	0,295	3,549	0,023	Accepted
<i>Perceived Organizational Support x Work Agility -> Performance of Millennial Civil Servant</i>	0,344	5,622	0,000	Accepted
<i>Perceived Organizational Support x Learning Agility -> Performance of Millennial Civil Servants</i>	0,475	6,967	0,000	Accepted
<i>Perceived Organizational Support x Job Crafting -> Performance of Millennial Civil Servants</i>	0,467	5,631	0,000	Accepted

Source: Processed data

The results indicate that work agility positively affects the performance of millennial civil servants. Within the Job Demands–Resources (JD-R) Theory, work agility serves as an individual resource that helps employees cope with dynamic job demands, enabling

them to complete tasks more efficiently while maintaining service quality. These findings align with those of Setiawati & Putra (2022), who found that a supportive work environment enhances the performance of millennial employees in the Jabodetabek area. Additionally, (Ludviga & Kalvina, 2025) emphasize that organizational agility, as perceived by employees, serves as a critical organizational resource for improving work engagement and employee well-being in the public sector. Therefore, public organizations should promote work agility through training, resource support, and a flexible work culture to enhance both individual and organizational performance. Figure 3. Interaction Plots of the Moderating Role of Perceived Organizational Support (POS).



Figure 3. The moderating role of perceived organizational support (POS)

Figure 3 illustrates the moderating role of perceived organizational support (POS) in the relationships between work agility, job crafting, learning agility, and the performance of millennial civil servants. The interaction plots show that the slopes for high levels of perceived organizational support are consistently steeper than those for low levels. This pattern indicates that the positive effects of work agility, job crafting, and learning agility on performance become stronger when employees perceive greater organizational support.

Specifically, millennial civil servants with high work agility achieve higher performance when they perceive strong organizational support, compared to those who experience lower support. A similar pattern is observed for job crafting, where employees who proactively modify and improve their work roles demonstrate substantially better performance when supported by favorable organizational conditions. The interaction effect is particularly pronounced in the relationship between job crafting and performance, consistent with the moderate effect size obtained from the moderation analysis ($f^2 = 0.21$).

Likewise, the positive impact of learning agility on performance increases under conditions of high perceived organizational support. Employees who actively seek feedback, learn from experience, and adapt to new challenges can translate these capabilities into superior performance when organizational resources such as supervisor support, fair procedures, career development opportunities, and conducive working conditions are available.

Overall, the interaction plots confirm that perceived organizational support serves as an enabling organizational resource, strengthening the effectiveness of individual capabilities. These findings support the Job Demands–Resources (JD-R) Theory, which posits that personal resources and organizational resources interact synergistically to produce positive work outcomes. In the context of digital bureaucratic transformation, organizational support plays a critical role in ensuring that the agility and proactive behaviors of millennial civil servants are effectively transformed into improved performance.

The findings show that job crafting positively affects the performance of millennial civil servants, suggesting that proactive work redesign enables employees to better align job demands with their skills, interests, and work objectives. According to JD-R Theory, job crafting functions as a personal resource that helps employees acquire additional resources, seek challenges, and manage work demands more effectively, ultimately enhancing performance. Rather than passively following established procedures, employees who engage in job crafting are better able to identify opportunities to improve work processes and service outcomes. This finding is particularly relevant in the Indonesian public sector, which is traditionally characterized by hierarchical structures and formalized procedures. The results indicate that millennial civil servants are increasingly demonstrating proactive and adaptive behaviors despite operating within a regulated bureaucratic environment. This extends previous studies that largely focused on private-sector employees by showing that job crafting remains beneficial in public organizations undergoing digital transformation and bureaucratic reform.

Furthermore, the findings reveal that the contribution of job crafting to performance is strengthened through learning agility. This suggests that job crafting does not merely improve performance directly; rather, it enhances employees' ability to learn, adapt, and respond to changing work demands. Therefore, learning agility serves as an important mechanism through which proactive work behaviors are translated into higher performance among millennial civil servants.

This finding is particularly relevant in the Indonesian bureaucratic context, which has traditionally been characterized by hierarchical structures, formalized procedures, and relatively limited job autonomy. Under such conditions, the positive effect of job crafting suggests that millennial civil servants are no longer functioning solely as passive implementers of administrative regulations but are increasingly demonstrating proactive behaviors that improve work processes and service outcomes within existing institutional constraints. This reflects an ongoing shift in public sector employment from compliance-oriented work toward a more adaptive and innovation-oriented approach that supports bureaucratic reform.

Furthermore, the results extend previous studies that primarily examined job crafting in private-sector organizations. While earlier research generally found that job crafting improves employee engagement and performance (Wrzesniewski & Dutton, 2001), the present study demonstrates that its relevance also extends to public sector settings where organizational flexibility is typically more limited. The finding is noteworthy because proactive job redesign behaviors remain effective even within a highly regulated bureaucratic environment. This suggests that the benefits of job crafting may be more universal than previously assumed, provided employees have sufficient opportunities to exercise discretion in their daily work.

More importantly, the relatively modest direct effect of job crafting on performance, compared with its stronger effect on learning agility observed in this study, suggests that

job crafting does not automatically improve performance. Instead, its primary contribution appears to lie in enhancing employees' capacity to learn, adapt, and respond to changing work demands. This finding provides a more nuanced explanation than prior studies by suggesting that learning agility is a key mechanism through which job crafting translates into superior performance among millennial civil servants. Therefore, the pathway from job crafting to achievement is not direct but operates largely through the development of adaptive learning capabilities that are increasingly critical in digital-era public administration.

Influences the performance of millennial civil servants. Employees who proactively adjust their tasks, work relationships, and perceptions of their work to align with their abilities and interests tend to improve their performance. According to JD-R Theory, job crafting is an individual resource that helps employees handle dynamic, complex job demands, enabling them to work more efficiently and maintain service quality. This is consistent with Wrzesniewski & Dutton (2001), who found that job crafting enhances employee engagement and performance by restructuring tasks and work relationships.

The positive relationship between work agility and learning agility suggests that employees who can adapt quickly to changing work demands are more likely to develop the capacity to learn, experiment, and apply new knowledge in unfamiliar situations. From the perspective of JD-R Theory, work agility serves as a personal resource that enables individuals to respond constructively to challenges and transform change into learning opportunities. Rather than viewing uncertainty as a barrier, agile employees tend to use it as a source of growth and capability development. This finding is particularly relevant in the context of Indonesia's ongoing bureaucratic transformation, where civil servants are increasingly required to adapt to digital technologies, evolving regulations, and changing public service expectations. Millennial civil servants who demonstrate higher work agility are therefore better positioned to continuously update their competencies and respond effectively to dynamic organizational demands. The result supports previous studies (De Meuse et al., 2010; Kaiser & Kaplan, 2006) while highlighting that work agility is not only an adaptive capability but also an important foundation for developing learning agility in the public sector. Previous research also shows that adaptive and proactive employees tend to have higher learning agility, which in turn supports performance improvement and workplace innovation (De Meuse et al., 2010; Kaiser & Kaplan, 2006).

The positive effect of job crafting on learning agility indicates that employees who actively reshape their work are more likely to develop the ability to learn, adapt, and respond effectively to new challenges. Through job crafting, employees not only modify aspects of their jobs but also create opportunities to acquire new knowledge, expand their skills, and gain diverse work experiences. From the perspective of JD-R Theory, job crafting functions as a personal resource that encourages continuous learning and capability development. This finding is particularly relevant in the context of bureaucratic transformation, where civil servants are expected to continuously update their competencies in response to technological change and evolving public service demands. Employees who proactively seek challenges and resources are better prepared to learn from experience and adjust to changing work environments. Consistent with Wrzesniewski and Dutton (2001), the results suggest that job crafting enhances learning capacity by fostering greater involvement in work and encouraging employees to take an active role in their own development. Moreover, the relatively strong effect of job crafting

on learning agility found in this study highlights that proactive work behaviors are an important foundation for building adaptive capabilities among millennial civil servants.

The findings demonstrate that job crafting positively affects the learning agility of millennial civil servants. Employees who proactively adjust their tasks, work relationships, and perceptions of work are better able to learn from experience, develop new skills, and adapt to dynamic job demands. According to JD-R Theory, job crafting serves as an individual resource that supports learning and self-development, thereby enhancing employees' readiness to face changes and work challenges. This is consistent with Wrzesniewski & Dutton (2001), who found that job crafting can increase intrinsic motivation and employees' learning capacity.

The results indicate that learning agility positively affects the performance of millennial civil servants. Employees who quickly learn, adapt to new situations, and develop new skills tend to enhance their performance significantly. This aligns with JD-R Theory, which posits that learning agility is an individual resource that helps employees cope with complex job demands (DeRue et al., 2012). Previous studies also indicate that employees with high learning agility are better able to innovate and adapt in dynamic organizational environments, which is highly relevant for millennial civil servants (Kaiser & Kaplan, 2006).

The findings reveal that learning agility mediates the effect of work agility and job crafting on the performance of millennial civil servants. Employees who are agile in their work (work agility) and proactively adjust their tasks (job crafting) tend to enhance their learning capabilities, develop new skills, and adapt to dynamic job demands, which ultimately improves performance. According to JD-R Theory, learning agility functions as an individual resource that facilitates the utilization of adaptive capabilities and proactive work strategies to achieve optimal performance. These findings align with previous studies showing that high learning agility can strengthen the impact of adaptive and proactive behaviors on achievement (DeRue et al., 2012; Kaiser & Kaplan, 2006).

The mediation analysis reveals that learning agility partially mediates the relationships between work agility, job crafting, and the performance of millennial civil servants. The indirect effects of work agility and job crafting on performance through learning agility were statistically significant, while the corresponding direct effects remained significant after the inclusion of the mediator. These findings indicate that work agility and job crafting influence performance both directly and indirectly through learning agility. Therefore, learning agility serves as an important explanatory mechanism that enhances the translation of adaptive and proactive work behaviors into superior performance. However, these behaviors also retain independent contributions to performance outcomes. This pattern of partial mediation suggests that improving employee performance requires not only fostering agility-related competencies but also strengthening employees' capacity to learn and adapt in dynamic organizational environments continuously.

The results indicate that perceived organizational support (POS) moderates the effects of work agility, job crafting, and learning agility on the performance of millennial civil servants. This implies that the positive impacts of adaptive capabilities (work agility), proactive behaviors (job crafting), and learning capabilities (learning agility) on performance are stronger when employees perceive organizational support. According to JD-R Theory, perceived organizational support acts as an organizational resource that enhances the effectiveness of individual resources, thereby maximizing performance outcomes. These findings are consistent with prior research demonstrating that high

organizational support strengthens the relationship between individual resources and performance, including in the public sector (Eisenberger et al., 2001; Rhoades & Eisenberger, 2002).

CONCLUSION AND RECOMMENDATIONS

This study demonstrates that the performance of millennial civil servants is shaped not only by their ability to adapt to change but also by their capacity to redesign their work and proactively learn from experience. The findings suggest that work agility and job crafting alone are insufficient to generate optimal performance outcomes. Instead, their contribution becomes more meaningful when they foster learning agility, a key mechanism that translates adaptive and proactive behaviors into higher levels of performance. Furthermore, the results show that perceived organizational support strengthens these relationships, indicating that individual capabilities are more effectively converted into performance when supported by a conducive organizational environment. From a theoretical perspective, this study contributes to the development of Job Demands–Resources (JD-R) Theory by demonstrating the complementary roles of personal and organizational resources in the public sector. While previous JD-R studies have predominantly focused on private-sector contexts, this research extends the theory to the digital-era bureaucracy, showing that work agility, job crafting, and learning agility serve as critical personal resources. In contrast, perceived organizational support acts as an organizational resource that amplifies their effectiveness. The findings further highlight that learning agility serves as an important explanatory mechanism linking personal resources to performance outcomes, thereby enriching understanding of how agility-based competencies operate within public organizations.

From a practical perspective, the findings provide important implications for policymakers and public sector leaders seeking to accelerate bureaucratic reform. Efforts to improve civil servant performance should not focus solely on technical competence development but also on fostering adaptive and proactive work behaviors. Government institutions should create learning-oriented work environments, encourage employees to take initiative in improving their work processes, and provide continuous opportunities for skill development. Equally important, organizations should strengthen perceived organizational support through fair procedures, supportive leadership, career development opportunities, and conducive working conditions. Such initiatives will enable millennial civil servants to fully leverage their agility in responding to increasingly dynamic public service demands.

Despite its contributions, this study has several limitations. The use of a cross-sectional design restricts causal inference; the sample is limited to millennial civil servants within a single regency, and the reliance on self-reported data may introduce response bias. Future research is therefore encouraged to employ longitudinal designs, include broader geographical contexts, and incorporate objective performance measures to enhance the robustness and generalizability of the findings. Further studies may also examine additional organizational factors, such as leadership style, digital readiness, and organizational culture, to better understand the conditions under which agility translates into sustainable public-sector performance.

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