

## The Effect Of Organizational Commitment, Learning Agility And Digital Pedagogy On The Sustainability Behavior Of The Generation Z Teacher

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### ABSTRACT

Penelitian ini berfokus pada pemahaman bagaimana komitmen organisasi, kelincuhan belajar, dan pedagogi digital memengaruhi perilaku berkelanjutan guru Generasi Z. Penelitian ini menggunakan pendekatan kuantitatif dengan survei yang melibatkan 120 responden. Temuan penelitian menunjukkan dampak positif dan signifikan dari semua variabel terhadap perilaku berkelanjutan. Komitmen organisasi mendorong loyalitas dan ketahanan profesional, kelincuhan belajar meningkatkan kemampuan adaptasi guru, sementara pedagogi digital mendorong inovasi dan kesiapan untuk merangkul digitalisasi pendidikan. Secara teoritis, penelitian ini berkontribusi pada literatur tentang manajemen pendidikan berbasis keberlanjutan, dan secara praktis, mengusulkan kepada para manajer pendidikan perlunya memperkuat penelitian yang mendukung guru Generasi Z agar menjadi pendidik yang tangguh, adaptif, dan berkelanjutan dalam transformasi digital.

*This research focuses on understanding how organizational commitment, learning agility, and digital pedagogy affect the sustainable behavior of Generation Z teachers. This research used the quantitative approach with a survey involving 120 respondents. The findings reveal a positive and significant impact of all variables on the sustainability behavior. Organizational commitment promotes loyalty and professional resilience, learning agility enhances a teacher's adaptability, while digital pedagogy fosters innovation and a readiness to embrace educational digitalization. This research, theoretically, contributes to the literature on sustainability-based educational management, and, practically, it proposes to educational managers the need to reinforce the supportive research for the Generation Z teachers in order to become resilient, adaptive, and sustainable educators in the digital transformation.*



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### INTRODUCTION

The sustainability of teaching practice relies heavily on the teachers' self-efficacy, resilience, and behavioral attitude toward the dynamic changes that education undergoes (Santoso et al., 2025). Beyond

the role of knowledge transmitters, teachers are change agents who sensitively and significantly fashion the environmental, social, and moral consciousness of the future generation (Sadikin et al., 2023). The adaptation of changing teaching systems, the balance of workflow and emotions, and the fulfillment of the educational purpose of the Sustainable Development Goals are indicative of a profession with sustainable behaviors. Concerning the characteristics of Generation Z, with so much digital technology and a work culture of elasticity, the education system's digital challenges, rapid policy changes, and relentless innovation demands propel unsustainable educational behaviors (Ramli et al., 2024). Unsustainable teaching behaviors may lead young teachers to burnout, feeling disconnected from their teaching, and facing complications in the new education system (Kapho et al., 2023). Thus, the behavior of teachers of Generation Z toward self-efficacy and resilience must be created to guarantee the effectiveness of educational practice in Indonesia.

Commitment to an organization is integral in fostering sustainability behavior in the teachers within Generation Z, mostly because the members of this cohort are still in the formative years of their working lives (Darmawan et al., 2023). Commitment to an organization is definable in terms of the emotional connection, loyalty, and wish to remain within an organization that is felt by an individual (Lahiya et al., 2025). When teachers report high levels of commitment to an organization, there are patterns of productive behaviors, upholding professional ethics, and working toward the vision of the institution in the interests of the institution. To younger employees, meaning, flexibility, and the balance of life and work will be critical (Retnowati et al., 2024; Gusliana et al., 2024). When teachers of this age cohort feel appreciated, and have opportunities for improvement, they will demonstrate commitment and elaborate behaviors that will be made up of of active learning, innovativeness, and a concern for the institution (Wardana et al., 2024). Therefore, in the adaptive, and often fragile educational landscape, an organization will create conditions that will promote the sustainability behaviors of teachers, within the organization.

Sustaining professional behavior associated with organizational commitment for Generation Z teachers also hinges on learning agility (Qurtubi et al., 2023). Understanding learning agility is the capability to assimilate experience and knowledge rapidly to deal with varying and future challenges. The rapidly changing educational landscape will require teachers to master learning agility to adjust to innovations such as new curricula, digital technologies for remote learning, and novel approaches to teaching. For Generation Z teachers, learning agility, especially with the advent of the information age, is a considerable asset and contributes to the professional sustainability of teaching (Ramli et al., 2023). Agile educators will preserve the value of their skills, diversify the creativity of their teaching, and maintain psychological resilience in the face of frequent changes to educational policies. Conversely, teachers who have poorly developed adaptive learning competencies will have stagnant professional growth (Kamaruddin et al., 2023). Therefore, learning agility is an essential quality to enable Generation Z teachers to establish a pattern of sustainable professionalism and consolidate their capacity to practice lifelong learning.

In the 21st century, digital pedagogy is defining competency for teachers; it is also influencing the extent to which teachers practice sustainability (Riyadi et al., 2023). This is the ability of teachers to incorporate different types of digital tech during the organizational, implementation, and evaluative stages of learning activities and do so ethically and responsibly. This is especially the case for teachers of Generation Z, for whom this ability is a prerequisite to engage with the digital educational era. Using digital pedagogy equips teachers to improve the learning experience, the availability of education, and the collaborations they have with students and peers (Nugroho et al., 2023). The ability to effectively and creatively incorporate technology and pedagogy also increases teachers' educational performance and positively impacts educational sustainability. On the other hand, not mastering digital pedagogy creates competency gaps and diminishes the adaptability of the profession to the swift acceleration of tech (Mohzana et al., 2024). Thus, digital pedagogy is crucial for the educational innovation sustainability engagement of Generation Z teachers.

Given this framework, this study intends to investigate the effects of commitment to the organization, learning agility, and digital pedagogy on the sustainable behavior of Generation Z teachers. From a theoretical standpoint, this is expected to expand the literature on educational management and the organizational behavior of teaching focusing on the professional sustainability of educators in the digital age. It also improves the understanding of the organizational variables, adaptive mastery of

teaching practice, and digital pedagogy that determine resilient and sustainable professional behavior. Practically, the results of this study are expected to serve as a reference for policymakers in the education sector, school principals, and teacher training institutions in designing sustainability-based human resource development strategies. By strengthening organizational commitment, improving learning agility capabilities, and expanding digital pedagogical competencies, it is hoped that Generation Z teachers can become adaptive, innovative educators with a long-term commitment to the sustainability of their profession in the era of digital educational transformation.

## **METHOD**

This study uses a quantitative approach, a quantitative approach was chosen because it is able to explain the relationship between variables objectively through numerical data processing and hypothesis testing. The population in this study were Generation Z teachers aged between 23 and 35 years and actively teaching at various levels of formal education, both public and private schools in Indonesia. The number of samples was determined at 120 respondents using a purposive sampling technique. The purposive sampling criteria were determined based on several considerations, namely: (1) respondents are active teachers for at least two years in formal educational institutions, (2) are of the age appropriate to the Generation Z category, (3) have participated in training or competency development activities related to digital learning, and (4) have experience working in school teams or educational organizations that require adaptive learning skills (learning agility). Validity testing was carried out using a t-test on item-total correlation, where each item is declared valid if it has a correlation value  $> 0.30$  and a significance  $< 0.05$ . The internal consistency of the instrument was tested for reliability using the Cronbach Alpha, which indicated reliability if the  $\alpha$  value is  $> 0.70$ . Before the regression analysis, the data was subjected to the classical assumption tests, including normality, heteroscedasticity, and multicollinearity (tolerance  $> 0.10$ ; VIF  $< 10$  for no high correlation between independent variables). Multiple linear regression analysis was used to evaluate the simultaneous and partial impacts of organizational commitment, learning agility, and digital pedagogy on the sustainability behavior of Generation Z teachers.

## **RESULT AND DISCUSSION**

Looking at the results of the multiple linear regression test, the regression model is statistically significant at the same time examined, since the F-value obtained is higher than the F-table and a significance of  $< 0.05$ . This means that organizational commitment, learning agility, and digital pedagogy are significant predictors of Generation Z teacher's sustainability behavior. The value of the coefficient of determination, or  $R^2$  of 0.69 indicates that 69% of the variation in teacher's behavior toward sustainability is explained by the three independent variables, while the other 31% is explained by variables outside the model. From the t-test results, it is also seen that the three independent variables have a positive significant influence on sustainability behavior, explained by the obtained t-value of each independent variable is higher than the t-table with a significance of  $< 0.05$ . This is also in line with the results of the regression analysis which indicates that there is a positive relationship between organizational commitment, adaptive learning ability, and digital pedagogical competence of a teacher, and the sustainability behavior they exhibit in teaching professionalism and career resilience.

Organizational commitment within Generation Z educators fosters a willingness to sustain professional behaviors over time, as commitment to the organization results in responsibility toward the quality of learning. They feel they are a vital part of the institution. Emotionally attached Generation Z teachers are driven to learn, adapt, and meet educational innovations and policies. They feel motivated to engage in self and school improvement, and fulfill school management. Research aligns with the theory of organizational behavior which states that affective commitment is a keystone in the employer's strategy to promote sustainability in the workplace. Generation Z educators exemplifying self-innovation as learning guides inspire learners to adopt sustainable behaviors in our school systems, thereby highlighting the vital.

Research findings indicate learning agility positively impacts Generation Z teachers' sustainability behavior. Teachers who exhibit higher learning agility adapt quickly to changes in educational policies, novel curricula, and technology integration in teaching. Defining learning agility as the ability of the teachers to derive lessons from experiences and to apply them in other contexts is the foundation of

various educational practices. Generation Z, the foremost agile learners, will derive learning agility from the ability to remain relevant in a competitive and modern educational landscape and as one to reinforce professional resilience. Adaptive learning teachers will exhibit sustainable behavior in various dimensions, such as renewing knowledge, developing innovative teaching practices, and mentoring through collaboration. On the other hand, learning stagnation will frustrate the teachers and further reduce their motivation. This frustrated state of learners is a reflection of the learning organization. Thus, institutional efforts to enhance learning agility will foster sustainable behaviors in teachers, more so those in the Generation Z cohort who are in peak integrated technological and policy shifting. This will ensure the organization remains resilient.

Digital pedagogy strengthens the professional innovative and motivational sustainability behavior of Generation Z teachers on the positive and considerable impact the research states sustainability behavior of Generation Z teachers. When teachers gain the competence in digital pedagogy, they integrate various digital technologies in the teaching-learning process in innovative and effective ways. In addition, digitally competent teachers are able to create more interactive and participatory learning environments and take advantage of various technologies to extend and enhance the learning materials and outcomes. They also use diverse technologies to conduct summative and formative assessments which motivate the technologies to the various summative and formative assessments. The motivational technologies of the digital technologies not only improve the teachers' professional self-esteem and satisfaction but also induce the self-motivation and self-imposed extra-role activities. The motivation to self-develop professionally to transform pedagogy and the learning environment is very positive. In contrast, teachers without digital skills lose professional relevance and stagnate. The digital competence framework encapsulates this reality well. Therefore, there is no doubt that digital pedagogy shapes the innovative and motivational sustainability behavior of Generation Z teachers in the professional context.

## CONCLUSION

The findings indicate that organizational commitment, learning agility, digital pedagogy, etc. have positive and significant effects on Generation Z teachers' behavior towards sustainability. These teachers demonstrate their committed behavior, innovativeness, and resilience toward the challenges of modern educational dynamics through their enduring, sustaining behavior. Consequently, this behavior influences the teachers' sustainable action on the three variables. As a result, educational institutions in practice must be proactive in advancing the HRD policies that strengthen the positive organizational commitment through reward systems, mentoring, and effective upward communication. Beyond that, school authorities, and the government as well, must provide training intended to strengthen learning agility and digital pedagogy so that Generation Z teachers may fortify their sustainable behaviors and be key players on the educational quality of the nation, able to sustain the changes.

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