GENERATION Z WORK MOTIVATION IN INDONESIA

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PAPER INFO	ABSTRACT
	This study aims to identify the most important work motivation factors for Generation Z that can serve as a solid basis for practical decision-making to determine strategies for employers in attracting and retaining Generation Z employees who will dominate the workforce in Indonesia in the future. A mixed methods approach was used in this study. Quantitative instruments are used for MWMS (Multidimensional Work Motivation Scale) while interviews are used for qualitative instruments. This study involved 293 employees as questionnaire respondents and 5 employees as resource persons. At the quantitative stage, introjection rules are prominent in controlled motivation, and in autonomous motivation, there is an emphasis on identified rules. At the qualitative stage, of the six MWMS factors, four appear more often in the analysis Content of the interview: The need for autonomy, competence, relationships, and compensation. Relationships are the most prevalent, four of the six factors. In addition, it was found that flexibility is another motivational factor that is also important for Generation Z employees who have access to able to work remotely. Research limitations/implications – It's important to offer motivators that are valued by Generation Z in order to attract the best candidates. Organizations must not only create an inclusive and understanding work environment but also be able to communicate strong branding in order to attract the best talent of Generation Z. This is the first study of its kind to examine work motivation specifically in Generation Z through a mixed method approach with Multidimensional Work Motivation Scale (MWMS) measurements in the Asian context of Indonesia. **Keywords:** Work Motivation; Digital Competence; MWMS Scale (Multidimensional Work Motivation Scale); Generation Z

INTRODUCTION

The Massive digitalization plays an important role in various aspects of life and has also been able to encourage the emergence of society 5.0. (Ellitan, 2020) explained that Society 5.0 focuses on using tools and technologies developed in the Industrial 4.0 era to benefit mankind. Society 5.0 has a special focus on positioning human resources (HR) as the center of innovation, technological transformation, and industrial automation. The industry of the future will require digitally fluent human resources to be able to create and operate existing types of digital jobs. Generation Z, those born between 1995-2010 are projected to represent about one-third of the workforce by 2030. They will be the main majority of the workforce in the coming years and their existence can be agents of change in the face of (Deloitte, 2020) the era of society 5.0.

In reality, to face the era of Society 5.0, in fact, has not been balanced with the number of potential human resources, and the competitiveness of Indonesian human resources in the digital field is quite low. According to the East Ventures – Digital Competitiveness Index (EVDCI) 2022 report, the human resources pillar received the lowest score as a contributor to EV-DCI in Indonesia, which is 21.8. Supported by research from Amazon Web Services, Inc. (AWS) and AlphaBeta, a strategy and economic consulting firm, only 19% of the Indonesian workforce has expertise in the digital field (dikti.kemdikbud.go.id., 2021). The limited number of digital talents in the labor market has put pressure on companies to attract and retain qualified Generation Z employees in the digital field, as they will compete with other companies for digital talent in the so-called "War for Talent" (East Ventures et al., 2022)(Maloni et al., 2019).

Generational studies, especially those examining Generation Z, are expanding along with the realization of the role of Generation Z in filling important positions. Numerous studies confirm

that the attitudes and value systems of Generation Z differ from previous generations from several aspects. For example, a significant characteristic that dominates Generation Z is that they grow up as digital natives with unlimited access to technology, (Bassiouni & Hackley, 2014), value development, career advancement, good relationships, and great salaries (Iorgulescu, 2016), look for interesting and meaningful work and will disengage when the absence of work challenges them). It is important for companies to focus first on understanding the main motivations of Generation Z in this workforce and how to adjust the work environment to retain Generation Z (Schroth, 2019)(Bresman & Rao, 2017 so that companies are able to attract and retain the best digital talent to be able to compete in the Society 5.0 Era. Especially considering that they represent much-needed human resources.

This study aims to identify the most important work motivation factors for Generation Z that can serve as a solid basis for practical decision-making to determine strategies for employers in attracting and retaining Generation Z employees who will dominate the workforce in Indonesia in the future. In addition, the study made a significant contribution to the literature in several ways. First, this study tries to explore more deeply to identify key work motivations using the Multidimensional Work Motivation Scale (MWMS) measurement focused on Generation Z in Indonesia. It offers a comprehensive diagnosis of the youngest generation in today's workforce and their top preferences in terms of motivation in the Asian context. In comparison, previous research on Generation Z's work motivation has largely emphasized comparing their preferences for workplace motivation with previous generations such as Gen X and Y particularly studies using MWMS measurement instruments, and current research on work motivation in Asia is still very sparse when compared to studies conducted in western countries (Andrea et al., 2016; Chala et al., 2022; Lee et al., 2022; Mahmoud et al., 2021; Vasilyeva et al., 2020).

Second, the study used a mixed method to identify key work motivations for Generation Z employees. The use of questionnaires (quantitative) and interviews (qualitative) leads to a deeper understanding and is considered a superior method. Interviews are conducted to get clearer and more in-depth results because everyone has a different idea of what motivates them in work. So far, most research on the motivation of Generation Z uses either quantitative methods or qualitative methods (Kirchmayer & Fratričová, 2018; Mahmoud et al., 2021; Vasilyeva et al., 2020; Lee et al., 2022).

Third, the lack of full-time work experience in this group limits current research on the motivations of Generation Z employees and therefore, it is difficult to predict their behavior at work so their perception of the work situation is less comprehensive. Research around the work motivation of Generation Z previously focused a lot on students who will enter the workforce (or Generation Z with minimal work experience due to the relatively young age range of 18 and 22 years Dwidienawati & Gandasari, 2018; Fodor & Jaeckel, 2018; Iorgulescu, 2016; Kirchmayer & Fratričová, 2018; Kutlák, 2020; Lassleben & Hofmann, 2023)(Vasilyeva et al., 2020; Mahmoud et al., 2021; Chala et al., 2022; Hai, 2022; Lee et al., 2022). This research focuses on generation Z employees aged 18 to 27 years with at least 1 year of work experience and digital competence. It is important to address gaps identified in previous literature such as age and work experience to be able to describe work situations in their preferences for motivation more comprehensively and focus on those with digital competence to see if there are differences in work motivation preferences for those who have digital competencies with the results of previous research given the scarcity of competencies they have and high demand on the labor market.

To address the aforementioned gaps, the second part presents a theoretical review of generation z, motivation, and digital competencies as well as previous research. The third section describes the methodology which includes research design, samples, data collection, and analysis procedures, followed by analysis of the results and ends with discussion, limitations, and implications for practice and future research.

Digital Competency

Digital Competence is the level of understanding to implement technological aspects consisting of Knowledge, Skills, and Attitude for employees regarding the development of company competitiveness in the industry. Other experts say that the definition of Digita

Competence can be defined as the implementation of Information Technology (IT) to increase productivity for employee selection, learning organization, and individual development and also to improve the balance between work, study, and life in modern society (Jarad & Shaalan, 2020; Oberländer et al., 2020; Periáñez-Cañadillas et al., 2019)(Jarad & Shaalan, 2020). In the current years, Digital competencies have become an important competency that needs to be mastered by employees, including Generation Z who are currently entering the workforce. This digital competency becomes much more important because the development of Industry 5.0 can be done in the next 3-5 years.

Digital competence is an important aspect for employees to be able to read current environmental conditions or industrial conditions to be the basis for making work plans for each employee in the digital society (Jarad & Shaalan, 2020). Digital competence for current conditions can be considered an important competency but it is still poorly mastered by employees in the fourth Industrial Revolution and beyond (World Economic Forum, 2019).

The components of Human Capital Competency can be categorized into three different categories namely Knowledge, Skills, and Attitude In Industry 4.0 which requires a massive increase in individual competencies especially in Digital technology to ensure the readiness of human resources to face the digital industry (Hendarman et al., 2021)(Alhosani et al., 2021). Digital Competencies require individuals to meet the Knowledge, Skills, and Attitudes to adapt to the rapidly evolving development of the digital industry The definition of each component of digital competence as mentioned in is as follows. First, Knowledge includes ways one can utilize the right mindset to improve problem-solving during work. Second, Skills should include digital skills to utilize the right tools to get the job done. An attitude that includes the right level of confidence of an individual to react to the evolving conditions in the digital industry (Khan et al., 2021)(Khan et al., 2021).

Generation Z

Generation Z or Generation Z or iGen or post-millennials (born between 1995 and 2010) are the latest generation to join the workforce in 2017 (Andrea et al., 2016;Francis & Hoefel, 2018; Zemke et al., 2000). This generation will soon become a major force in the labor market, with by 2030 projected to be around one-third of the workforce will be filled by Generation Z (Deloitte, 2020). H al also (Ganguli et al., 2022) reported that Generation Z will make up about 33.4% of the global workforce by 2030. According to the literature, Generation Z is considered a true digital native and a "phygital" generation because they were born in the digital age so they have the greatest technological literacy (Acheampong, 2020; Dwivedula et al., 2019). Kunique characteristics of Generation Z; Competitiveness, realism, diversity, and adaptability separate this group from other generations in today's workforce. From the analysis of Generation Z, their technological fluency and social empowerment show that they are (Acheampong, 2020) able to keep pace with the current digital age as identified by the evolution of technology(Dwivedula et al., 2019).

As discussed by Generation Z is considered to (Dwivedula et al., 2019)(Jayathilake et al., 2021), have lower loyalty to one company because they are driven more by career development along with work culture, financial rewards, and work-life balance. Correspondingly, Latukha, Kriklivetc, and Podgainyi (2022) report that Generation Z is very ambitious and strives to achieve rapid career growth, if this career path is not clearly defined within their current companies, they will look for new opportunities that will meet their motives. reports that 50% of Generation Z would consider moving workplaces if their company did not pay attention to their (Jayathilake et al., 2021) Learning & Development (L&D) plans with their own preferences, which in turn would benefit their company and career success. In addition, Latuka et al. (2022) report that Generation Z often focuses on their personal lives, thus, work-life balance and flexibility are priorities.

Motivation

According to the phrase motivation comes from the Latin term (Shields et al., 2015) movere i.e. move. Motivation (Pritchard & Ashwood, 2008) defines motivation as the process of allocating energy to maximize the satisfaction of needs. Determining effective ways to motivate employees is a crucial topic for companies today because the success of any company depends

on employee performance When an employee is motivated, they are indirectly (Govindarajulu & Daily, 2004).interested in their work, (Markova & Ford, 2011) and will align the achievement of their goals with the company's goals Many (Good, 2013). Benefits for companies if they have motivated employees, such as workforce stability, better team coordination, increased employee efficiency and employee satisfaction, as well as improvements in human resource management (Imran et al., 2017)(Gagné et al., 2015)(Ana-Maria, 2013)(Mahmoud & Reisel, 2014)(Rusu & Avasilcai, 2013).

The literature on motivation has presented theories of processes and content, each focusing on explaining motivational processes or describing individual internal characteristics. Maslow's hierarchy of needs and Herzberg's two-factor theory are two important content theories developed to explain motivation (Baldonado, 2013; Pritchard & Ashwood, 2008; Twenge et al., 2010). Work motivation is the ability of individuals to increase their potential in performing an activity both through sources found within themselves and from outside the individual (Prabowo et al., 2018). Companies can benefit from understanding employee motivation in their recruitment, training, and retention methods (Eberz, 2019).

The theoretical basis that underpins this research is the theory of self-determination The motivation theory (Ryan & Deci, 2000). developed by Ryan and Deci (2000) explores self-determination theory (SDT) based on changes in individual autonomy through the spectrum of extrinsic motivation, intrinsic motivation, and motivation. Motivation operates through a set of regulatory styles, which are external, introjected, identified, intrinsic regulation, and amotivation. Variations in this concept range from self-determined and autonomous (intrinsic) forms of motivation to the least determined and self-controlled (external) forms of motivation.

Intrinsically motivated individuals meet challenges at work without the need for additional compensation, recognition, or personal gain (Ryan & So L, 2017). Mahmoud et al., 2021) When work provides opportunities to learn and grow, intrinsic motivation is present. (Rigby & Ryan, 2018) Intrinsically motivated individuals will cultivate meaningful relationships, as they are able to provide higher levels of satisfaction, contribution, and personal growth (Mahmoud et al., 2020).

Extrinsic motivation is involved in activities caused by external influences and Extrinsic activation (Gagné et al., 2015). also refers to societal values or expectations that include money or popularity In (Mahmoud et al., 2020). extrinsic motivation, individual motivation is governed through four different styles of regulation: external regulation, introjected regulation, identified regulation, and Next, external regulation is divided into material or social factors in which individuals seek to(Gagné et al., 2015; Ryan & Deci, 2000).obtain additional compensation, appreciation or recognition An individual moves closer toward intrinsic motivation (Mahmoud et al., 2021) when they make it through each style of regulation.

Amotivation It is described as a lack of motivation in performing actions, and individuals who experience amotivation are not driven either extrinsically or intrinsically. This is apathetic behavior towards an activity (Imran et al., 2017). On the motivation scale, amotivation is measured at the lowest level of autonomy (Gagné et al., 2015). Individuals with undetermined and unregulated motivation Understand these (Ryan & Deci, 2000). work motivation items in SDT can help companies increase recruitment, training, retention, and reward generations in the workforce Companies can plan to meet the needs of employees in order (Eberz, 2019). to find the right way to motivate them.

Generation Z Work Motivation

Researchers have found that Generation Z tends to be more intrinsically motivated at work. Based on research that has been done, the three main things that motivate Generation Z are opportunities for advancement, meaningful work, and money. Research on Generation Z students entering the workforce shows that they focus on work-life balance and the nature of work (Kirchmayer & Fratričová, 2018). (Mahmoud et al., 2021) found that Generation Z tends to be more motivated to work on tasks thatgive them satisfaction. This generation is highly motivated by job security as they have lived through times of financial recession (Patel, 2017). Although salary is determined as the most important factor in deciding a career, Gomez et al (2019)state that Generation Z actually values salary lower than other generations. Generation Z will prefer

meaningful job offers even with lower salaries compared to jobs with higher salaries but less challenging and interesting jobs (Gomez et al., 2019). Instead, it found that most (Iorgulescu, 2016; Lanier, 2017) Generation Z cares about salaries, and job benefits after witnessing the effects of the Great Recession. In addition, finding that salary is a top priority for (Stuckey, 2016)Generation Z is followed by the need for work-life balance and flexibility.

Forbes (2019) found that 38% of Generation Z view work-life balance as their top priority. Similarly, finding that (Chillakuri & Mahanandia, 2018) it's important for companies to provide flexibility and work-life balance for Generation Z. They seek more autonomy as well as responsibility in the workplace (Patel, 2017). Therefore, companies must provide them with opportunities for growth, increased responsibility, and recognition (Baldonado, 2018). In addition, Generation Z is very passionate about their views and morals. Gomez (2019) found that in relation to ethics and social responsibility, 77% of individuals said it was very important that company values align with their own. Therefore, it is important for companies to reconsider their values in order to increase the possibilities of attracting and motivating this particular workforce.

Some researchers have found generational differences in work motivation when looking at smaller components of different types of motivation. What motivates employees may depend on their regulatory views and motivational style Generation Z employees are motivated by work that is meaningful, fulfilling, exciting, and fun, while older generation employees seem to be more motivated by materialistic rewards(Gagné et al., 2015)(Eberz, 2019). Based on research by, (Fratričová & Kirchmayer, 2018; Kirchmayer & Fratričová, 2018)Motivational factors for Generation Z employees are enjoying work, quality of relationships with coworkers, achieving personal goals, opportunities for learning and professional development, financial rewards, work culture, and flexibility. In between, they want to know that they are valued and that their boss cares about their success and is transparent about growth opportunities (Hall, 2018). (Mahmoud et al., 2020) explores the differences in regulatory motivation styles between the three youngest generations in Canada. The findings of Mahmoud, Reisel et al. (2020) show that Generation Z is more sensitive to lack of motivation, they are also the generation most influenced by intrinsic motivation compared to Generation X and Generation Y (Mahmoud et al., 2020). The researchers' findings suggest that there are inconsistencies in what factors motivate employees when a closer focus is placed on motivational setting styles.

Chillakuri, (2020) noted that many studies investigating Generation Z are leading to confusion. Thus, it is important for companies to clearly understand the main motivators of Generation Z to increase the attractiveness of companies to build and gain a significant competitive advantage in the market. Companies also need to learn more about Generation Z and how their work behavior compares to other generations. By knowing the characteristics and motivations of Generation Z, companies can attract and retain members of this generation (Gaidhani et al., 2019).

Motivation Measurement

The measurement of motivation in this study uses the Multidimensional Work Motivation Scale (MWMS) which is designed to measure the dimensions of work motivation. MWMS consists of six sub-scales: motivation, external regulation-social, external regulation-material, introjected regulation, identification regulation, and intrinsic motivation developed based on the concept of Self-determination Theory (SDT) by Deci and (Gagné et al., 2015) Ryan (2000) where each dimension in MWMS has the same understanding and subject matter. Motivation is the attitude of no motivation towards the activities carried out, so the lower a person's motivation, the better the motivation he has. The next dimension, Extrinsic Social Regulation, focuses on the influence of social factors in the work environment, such as praise and criticism obtained from colleagues. While Extrinsic Regulation Material focuses more on the influence of material factors such as financial rewards, namely salary, and job security. Then Introjected Regulation is the involvement of a person's emotional feelings towards his work, such as a feeling of pride if he is able to complete his task well or feelings of shame and guilt if he fails to do his job. While Identified Regulation is a match between work and personality values that a person has so that the person will be more motivated to work when they feel the work done is in line with their

personality. The last dimension, Intrinsic Motivation, refers to a person's activities that are carried out for their own sake because they are considered interesting and can be enjoyed.

RESEARCH METHOD

The study is designed to explore what they expect from employers to identify key Generation Z motivational factors and to develop practical recommendations for employers to attract and retain Generation Z employees to compete in society 5.0.

The method used in this study is descriptive, through quantitative and qualitative approaches with explanatory design models: Follow-up explanations to clarify or expand Quantitative results. This method is in accordance with the research design, wherein the initial step is to collect (Creswell & Plano Clark, 2017) quantitative data through questionnaires to determine the main work motivation of Generation Z, then the results of the first stage will be further explored by taking qualitative data through in-depth interviews with several randomly selected Generation Z employees to re-examine and complete the results of quantitative methods by exploring on The aspects of motivation in particular that have a great influence.

The population in this study is Generation Z employees in Indonesia who are specifically located in Java. The choice of location for Java Island is based on the results of the EV-DCI digital competitiveness ranking in 2022, where for 3 consecutive years Java Island has been ranked one for digital competitiveness in Indonesia (East Ventures et al., 2022). Generation Z employees aged 17-28 years with at least 1 year of work experience, digital competence, and domiciled in Java Island are the criteria for selecting participants. The technique used for sample composition is called Snowball, where initial respondents are selected to identify other respondents in the target population.

Instruments in quantitative research use online questionnaires to collect responses from participants, and participation is voluntary. All respondents are guaranteed anonymity and an appropriate data management plan is followed in compliance with EU GDPR principles. The questionnaire in this study contained 19 MWMS question items based on the perspective of work motivation. Answers were given taking into account the seven-point Likert scale, with 1 strongly disagreeing and 7 strongly agreeing. The results of the questionnaire answers were then processed using Microsoft Excel 2016 and tools for presenting data using graphs and data analysis by calculating the average value of all respondents' answers on each dimension to determine the level of motivation they had.

At the qualitative stage, the instrument used is an interview based on MWMS aspects from the perspective of work motivation. The results from stage 1 are used as a reference to be further explored in qualitative research through in-depth interviews to review and complement quantitative results by exploring the aspects of motivation that have the greatest influence. Participants in this qualitative research consisted of five employees who had previously participated in quantitative research.

RESULTS AND DISCUSSION

The study respondents who were successfully collected were 293 participants with the largest proportion of distribution being in DKI Jakarta (32.76%) and West Java (29.01%). Of the 293 generation z who participated in the study, 68.60% were women, and 31.40% were men. Most respondents were aged 25-28 years or 61.43% of the total. 73.38% are S1 graduates with an average work experience of 1-3 years (56.66%). The demographics of study participants are presented in Figure 1.
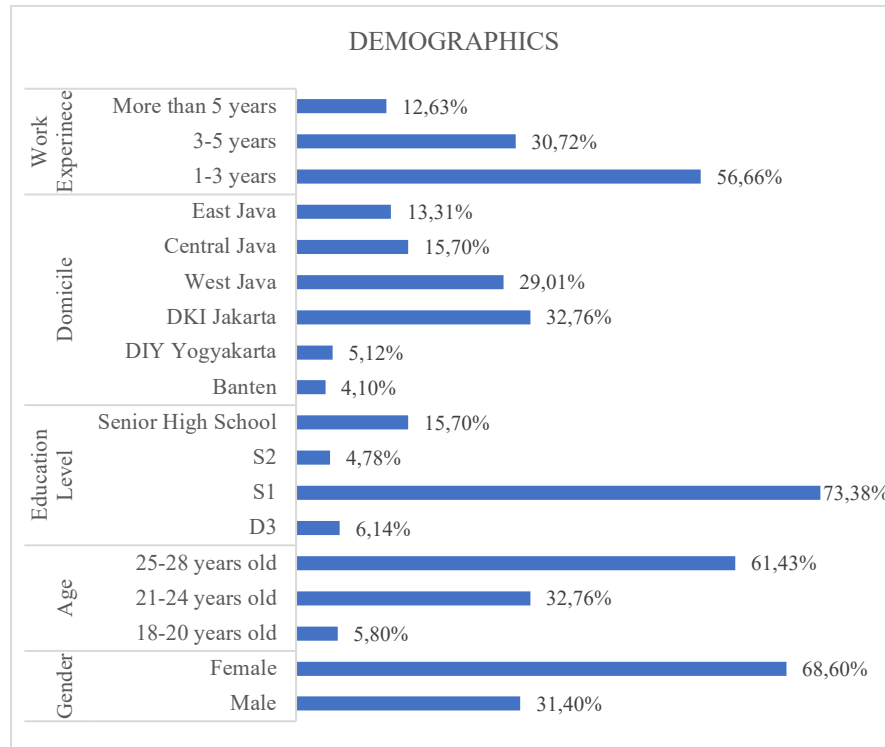
Figure 1
Participant demographics

The average, minimum and maximum standard deviations associated with the 6 dimensions found in the application of MWMS in generation z samples in Indonesia are shown in Table 1.

Table 1
**Descriptive analysis by dimension**

Dimension	Mean	95% interval of confidence for the average		Median	S. Dev.	Minimum	Maximum
		Lower bound	Limit superior				
Intrinsic Motivation	5.664	5.532	5.797	6.000	1.156	1.000	7.000
Identified Regulation	5.678	5.561	5.795	6.000	1.025	1.667	7.000
Introjected Regulation	5.800	5.684	5.916	6.000	1.013	1.250	7.000
Extrinsic Regulation-Material (M)	5.055	4.895	5.215	5.667	1.397	1.000	7.000
Extrinsic Regulation-Social (S)	4.816	4.649	4.982	5.000	1.454	1.000	7.000
A motivation	2.999	2.834	3.164	2.667	1.442	1.000	7.000

Source: Compiled by the author based on research data.

Through the results presented in Table 1, it was identified that all questions ranged from a minimum to a maximum scale (from 1 to 7, i.e. from strongly disagree to strongly agree). We highlight the results obtained in the median for the motivation dimension (2.667), which obtained an index lower than the average (2.999) and below the lower bound of the confidence interval (2.834). In contrast, the introjection regulation dimension obtained a median (6,000) higher than its mean (5,800) and above the upper limit of the confidence interval (5,916). For Controlled

Motivation, the results suggest that, for this sample, Regulation of Identification and Extrinsic Regulation of Materials is more important than Social Extrinsic Regulation.

The following is the average total score of Generation Z's work motivation depicted in the form of a net graph below to see the most important dimensions of work motivation based on quantitative results.
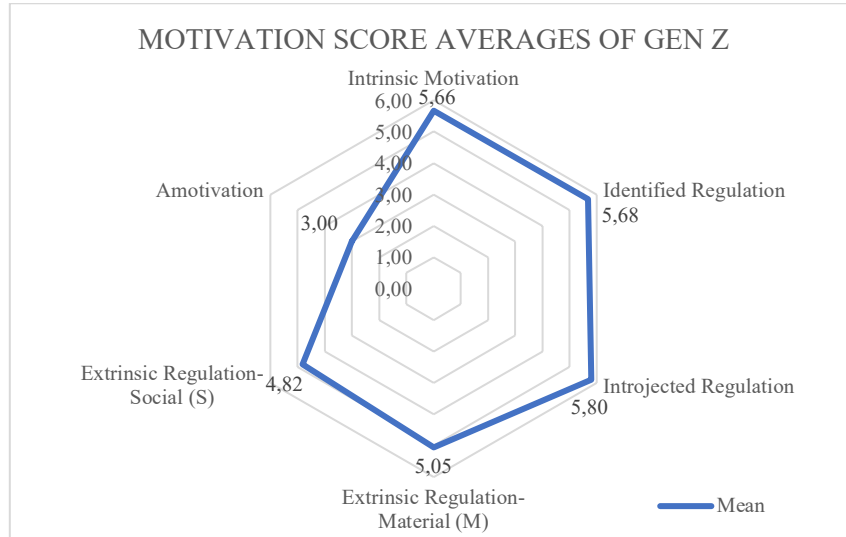
Figure 2
Average Gen Z motivation score (N = 293)

As Figure 2 shows, the dimension with the highest mean is the introjection regulation dimension (M=5,800, sd=1.01). It can be seen that the dimension with the lowest average is a motivation (M = 2.999, sd = 1.44). Thus, based on quantitative results, the main work motivation that plays the most role is in the introjective regulation dimension, followed by the intrinsic motivation dimension and identification regulation. While it can be seen that the value of gen z work motivation is lowest in the motivation dimension, it is further followed by external-material regulation and external-social regulation.

In the qualitative stage, five structured interviews were conducted with participants from the population studied based on the results obtained from the questionnaire (quantitative). The interviewees had digital competencies, selected taking into account the diversity of profiles relating to (a) age; (b) level of education; (c) position or position; (d) work experience, and (e) residence/domicile.
Table 2 presents their sociodemographic data from the qualitative stage.

Table 2
Sociodemographic Data of Interview Participants

Identification	Age(Years)	Gender	Education Level	Position	Work Experience	Home
Participants 1	26	Male	S1	Software Development Engineer	3-5 Years	Jakarta
2 participants	27	Male	S1	Digital Marketing Specialist	3-5 Years	West Java
3 participants	28	Male	S1	Senior Programmer	3-5 Years	East Java
4 participants	25	Female	S2	Content Creator	1-3 Years	Central Java
5 participants	20	Female	SHS	Administration	1-3 Years	DIY Yogyakarta

Source: Compiled by the author based on research data.

For the qualitative stage, as a descriptive indicator, participants were on average 25 years old, and in terms of gender, 60% were male and 40% female. The level of education varies from high school (SMA) to S2 as well as their positions in current jobs vary, most of them have special positions related to digitalization in their jobs and 60% have 3-5 years of work experience filled by male participants and 40% have 1-3 years of work experience filled by female participants. The variation in the distribution of participants described based on the location of residence is specifically for those who live in each major city on the island of Java so that the samples taken are able to represent the actual situation.

Table 3 shows the main findings in the qualitative stage:

Table 3
Key Findings at the Qualitative Stage

Factor	Qualitative Key Results
Intrinsic Motivation	· Variety in the work done daily · Can develop and improve knowledge · Love challenging situations
Identified Regulation	· Have an influence on the work and development of the company · Feeling trusted and valued or recognized professionally and personally · Get clear instructions and outputs for the work given · Acceptance of diversity and ways of working
Introjected Regulation	· Feelings of self-worth and social and professional self-perception · Gain internal and external professional recognition of the organization · Satisfaction when able to overcome difficulties in carrying out work
Extrinsic Regulation-Material (M)	· Financial reward (market-appropriate remuneration) · Allowances · Career advancement (rise and social status)
Extrinsic Regulation-Social (S)	· Gain recognition, equal treatment and trust · A sense of attachment and a sense of belonging in the Team · Performance at work (feeling of competence)
A motivation	· Not growing · Excessive demands and unclear job instructions · Poor relationships with leaders and teams · Unequal treatment

Source: Compiled by the author based on research data.

The results of this qualitative intend to confirm the quantitative results obtained. In quantitative analysis, for the group Controlled Motivation was the construct that proved to be strongest in this sample, followed by Autonomic Motivation. A motivation stands out for performing with a low average (2,999).

In Controlled Motivation, Introjection Regulation is the strongest, followed by Extrinsic Regulation-Material Regulation and Extrinsic-Social (Table 1). Reports from the qualitative stage are consistent with the results of the quantitative stage and show that Generation Z employees are motivated by feelings of self-worth and social and professional self-perception.

Satisfaction when being able to overcome adversity while doing their jobs is a feeling that motivates generation z employees. In addition to self-recognition in relation to their work, they are inspired by internal professional recognition (leaders, co-workers, and subordinates) and social recognition through family and friends. Honesty and bonds of trust in relationships are very relevant since they are considered factors of recognition of their work and maintaining the quality of interpersonal relationships. This relationship has the potential to improve performance and improve results. They are proud of their achievements and therefore do not like to make mistakes

and feel ashamed of them. In these cases, the sense of competence becomes vulnerable and it is not uncommon for them to lose motivation to carry out their activities.

Material rewards also motivate Generation Z employees. Appropriate remuneration gives this young working group a sense of value and being treated fairly financially. With regard to benefits, that generation Z cares about financial bonuses, educational bonuses; Additional benefits, such as insurance and also old-age benefits, and other benefits that the company offers for the welfare of employees, especially those related to their long-term welfare and career growth both professionally and personally.

In social factors, a positive work environment is important for them in choosing and staying in a company. Where a sense of connection and a sense of belonging in the team that is built at work will motivate them every day when working. They are also classified as a sensitive generation so they highly value equal treatment, trust given, and recognition of their performance.

In quantitative analysis, for the Controlled Motivation group, Introjection Regulation was the strongest, followed by Extrinsic Regulation-Material Regulation and Extrinsic – Social (Table 1). Reports from the qualitative stage are consistent with the results of the quantitative stage and show that generation z employees are motivated by feelings of self-worth and social and professional self-perception. Those who naturally like to compete, solve complex problems, and are challenged to become even better in their areas of expertise. Naturally, inspired to know, learn, and constantly strive to improve his knowledge. Generation Z employees who have 3-5 years of work experience obtain relevant average positions for Extrinsic Regulation -Material and for Introjected Regulation, which forms Controlled Motivation. That is, these people are the ones who value the most aspects related to ego satisfaction and material rewards.

In Autonomy Motivation, the main factors motivating Generation Z employees have stimulated Identified Rules. The motivation was identified as the second factor with the highest average (5,678). This high score is reinforced by qualitative findings, which associate the motivation of Generation Z employees with feelings related to influence, trust, clarity, and diversity. The interview revealed that it is important for Generation Z employees to be able to influence their own work and the development of the company. They also need to feel trusted, get clear instructions for their work, and acceptance of diversity and ways of working.

Influencing in the workplace proves to be crucial to this profile of workers, and a big part of being able to openly discuss their new ideas, acceptance of new ideas, and their implementation. In addition, it is important to be able to see the results of their influence. It characterizes that they feel listened to and allowed to share their ideas.

Trust in this context is trust between employees and their leaders. In the interview, it is important to highlight the case of trust. Generation Z employees appreciate it when their leaders trust them to do their jobs independently or never before, that way they have the opportunity to demonstrate their own abilities.

Knowing the specifics of the goals and desired end results for the tasks they receive is important for them so that they have the right mindset and have clarity about what to do and expectations of them. In addition to clear instructions, the role of the leader's existence, if there are questions about the work of the task, is also highlighted.

The acceptance of diversity is contextual with the recognition and acceptance of different people and differences in ways of working. That they value where a good work environment is an environment where everyone can work in their own way. Giving space to do things their own way.

Qualitative analysis for intrinsic motivation shows that Generation Z feels motivated when there is variety in their work, it motivates them to take on new challenges, such as opportunities to be part of different projects, and to develop their own work or the company in general. This brings interest and becomes an opportunity for them to develop themselves.

At the qualitative stage, for the Amotivation factor, the interviewees reported that most of them mentioned conditions when they did not experience growth or development either professionally or personally, excessive guidance on their work while they did not get clear job

instructions, bad work environment with poor team and leader relations and unequal treatment. These conditions are most commonly found during interviews and are a factor that causes their work motivation.

In the qualitative stage, participants highlighted that flexibility is another important motivating factor. Generation Z employees are motivated by flexibility in work settings just as much as they can work remotely or with flexible hours. As a summary for the qualitative stage, of the six MWMS factors, four elements appear more frequently in the analysis of the content of the interview: The need for autonomy, competence, relationships, and compensation. Relationships are the most prevalent, four of the six factors.

CONCLUSION

The purpose of this study is to answer the research question of what is the main work motivation of Generation Z employees. Based on the empirical findings of this study, it can be concluded that intrinsic and extrinsic motivation factors are important for Gen Z. The Controlled Motivation Group, namely Introjection Regulation, is the construct that has proven to be the strongest, indicating that feelings of self-worth and social and professional self-perception are important aspects of the work motivation of generation Z employees. Those who naturally like to compete, solve complex problems, and are challenged to become even better in their areas of expertise. Naturally, inspired to know, learn, and constantly strive to improve his knowledge. At the qualitative stage, of the six MWMS factors, four appear more often in the analysis Content of the interview: The need for autonomy, competence, relationships, and compensation. Relationships are the most prevalent, four of the six factors. In addition, in this study, it was found that flexibility is another important motivating factor. Generation Z employees are motivated by the flexibility with which they have access to remote work.

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