



The Expectations of Gen Z in Learning Methods

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Article Info	Abstract
Article History Received: 2024-08-07 Revised: 2024-09-22 Published: 2024-10-02 Keywords: <i>Gen Z; Generation Z; Learning; Students; Teachers; Technology.</i>	<p>This study aims to explore the learning methods of current Gen Z students, particularly at the high school level, and their expectations regarding classroom teaching approaches. The study adopts a qualitative approach, where data are collected and analyzed through words and descriptions. An incidental sampling technique is applied to select samples based on coincidence. The four questions outlined by Messineo et al. (2007) were utilized to gauge the learning method expectations of Gen Z students. The results indicate that the predominant teaching method in schools is teacher-centered, with a focus on the interaction between the teacher and students. The learning methods preferred by Gen Z students, however, include student-centered learning, instructional strategies that emphasize teacher-student interaction, and teacher-centered approaches. Additionally, Gen Z students express a preference for incorporating technology in the classroom.</p>
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-08-07 Direvisi: 2024-09-22 Dipublikasi: 2024-10-02 Kata kunci: <i>Gen Z; Generasi Z; Pembelajaran; Siswa; Guru; Teknologi.</i>	<p>Penelitian ini bertujuan untuk mengeksplorasi metode pembelajaran yang diterapkan pada siswa Gen Z saat ini, khususnya di tingkat sekolah menengah, serta harapan mereka terkait pendekatan pengajaran di dalam kelas. Penelitian ini menggunakan pendekatan kualitatif, di mana data dikumpulkan dan dianalisis melalui kata-kata dan deskripsi. Teknik pengambilan sampel insidental diterapkan untuk memilih sampel berdasarkan kebetulan. Empat pertanyaan yang dijelaskan oleh Messineo et al. (2007) digunakan untuk mengukur harapan metode pembelajaran siswa Gen Z. Hasil penelitian menunjukkan bahwa metode pengajaran yang dominan di sekolah adalah metode yang berpusat pada guru, dengan fokus pada interaksi antara guru dan siswa. Namun, metode pembelajaran yang diharapkan oleh siswa Gen Z meliputi pembelajaran yang berpusat pada siswa, strategi pengajaran yang menekankan interaksi antara guru dan siswa, serta metode yang berpusat pada guru. Selain itu, siswa Gen Z juga menunjukkan preferensi untuk memasukkan teknologi dalam pembelajaran di kelas.</p>

I. INTRODUCTION

Generation Z, also referred to as Gen Z, is composed of individuals born between 1996 and 2010 (McNeil, 2018) and currently dominates the educational landscape. Many of them are enrolled in primary schools, high schools, colleges, and a small percentage have entered the workforce (Nicholas, 2020). Known as the most digitally native generation, Gen Z is highly connected to technology (Mahapatra et al., 2022), as they have grown up with electronic devices, the internet, and social media. This exposure has made the internet a key tool for social interaction and a primary source of knowledge. According to Dass et al. (2021), for Gen Z, entertainment and information are closely intertwined, with technology being integral to their daily lives.

A study conducted by Ozman et al. (2021) aimed to explore the learning preferences of Malaysian Gen Z, specifically focusing on their

inclination toward technology-enhanced instructional methods. The findings revealed that 169 students were identified as visual learners. Smart PLS analysis confirmed that Malaysian Gen Z students predominantly prefer active, technology-driven learning experiences.

Using technology in teaching Gen Z yields positive results. However, despite their proficiency with technology and enjoyment of its use, certain challenges arise in the classroom. In a 2019 survey, 80% of participants reported missing lessons due to digital distractions (McCoy, 2019). A study by Glass and Kang (2018) found that the use of digital devices in class distracted college students, diminishing their long-term retention of the material, which ultimately impacted their exam performance. Aside from distracted attention, using digital devices also leads to other concerns. According to Cickovska's (2020) study on the perspectives of

educators at the Faculty of Tourism and Hospitality in Ohrid, 91.67% of educators reported that Gen Z students were passive in class, and 70.83% said they lacked interest in learning. It is the responsibility of teachers to adapt to Gen Z's learning preferences, find ways to motivate and engage them, and provide opportunities for them to achieve their academic goals (Cickovska, 2020). Teachers can apply various learning methods in the 21st century classroom, such as Discovery/Inquiry Learning, Problem-Based Learning, and Project-Based Learning (Hayani, 2019).

It is crucial for educators to understand the characteristics of Generation Z in order to adapt to the learning methods they prefer. The expectations of Gen Z regarding these methods should be explored. However, research on Gen Z's learning preferences, particularly in Indonesia, is still limited, especially studies involving senior high school students. This study aims to explore the current learning methods for Gen Z and their expectations for learning approaches in senior high school.

II. METHOD

1. The Qualitative Method

The aim of qualitative research is to gain a deep understanding of the subject, with an emphasis on the quality of the findings rather than the quantity (Pfeiffer, 2019). This study used a qualitative approach to explore students' responses to learning methods in schools and their expectations regarding those methods.

2. Research Respondents

The participants in this study were students from SMAN 1 Garum. The incidental sampling technique was applied, which means that anyone who happens to meet the researcher can be selected as a sample if they are considered suitable as a data source (Sugiyono, 2018). To align with the research's theme and objectives, factors such as the students' enrollment in at least two semesters of the eleventh or twelfth grade at SMAN 1 Garum were taken into consideration when choosing the respondents.

3. Research Instrument

Semi-structured interviews were used to collect data regarding the expectations of Generation Z students. The research instrument was an interview guide created by the researcher, with several questions

adapted from Messino et al. (2007). To address the first research question concerning the learning methods used in schools, the following questions were asked:

- a) What activities take place in class?
- b) How does the teacher deliver the material?
- c) Do teachers use digital devices in the classroom?
- d) Do you use digital devices during class?
- e) How do teachers conduct assessments?

To address the second research question, the researcher will use questions based on a previous study by Messineo et al. (2007), which explored college students' preferences for learning materials. These same questions, related to students' learning methods, were also employed by Nicholas (2008) in his study of Millennial Generation learning methods. The questions regarding student expectations of learning methods proposed by Messineo et al. (2007) include:

- a) What type of learning activities do you expect in class?
- b) What are your expectations for teachers' behavior when delivering material in class?
- c) What are your expectations regarding the test format used by the teacher?
- d) What skills do you consider most important for success in learning?

The researcher will add further questions regarding Gen Z students' expectations of learning methods:

- a) What facilities should be used to improve learning in the classroom?
- b) Are there other aspects of classroom activities that could help you succeed in learning?

4. Data Analysis

The analysis technique employed is qualitative data analysis. The first step in the data analysis process involves interviewing Generation Z students at SMAN 1 Garum. The data analysis begins with transcribing the interview results by submitting the recorded interview to <https://aurisai.io/>. This AI-based, web service transcribes audio. After receiving the transcript from the AI, the researcher listens to the interview tape again, carefully compares it with the AI's transcript, and makes any necessary revisions. The researcher then reduces the data by extracting the most relevant information based on the study's context or eliminating irrelevant parts

to keep only the main ideas. The discussion is ensured to remain aligned with the respondents' perspectives.

5. Data Validity

Ensuring the validity of the research is an essential aspect in qualitative studies. To improve the reliability of the study's findings, the researcher employs member checking. In this study, respondents actively verify the accuracy of the findings by reviewing a draft to ensure that their interview responses are represented correctly.

6. Findings

Learning Methods of Gen Z Students Used in Schools. This section presents the findings based on the research question regarding the learning methods of Gen Z students applied in schools. The data was collected from student responses to five questions about learning in the classroom. The majority of students reported that classroom activities typically involved listening to the teacher's explanations. Other students mentioned activities like group discussions, student presentations, hands-on exercises, and games. Additionally, students pointed out activities such as practical work, outdoor learning, and completing assignments as part of their classroom experience.

Table 1. Activities in Class

"The teacher explains well, group activities, activities outside the classroom, observations outside the classroom."
"Group discussion, presentations, independent assignments such as making videos, working in books usually. Some teachers explain at length."
"Discussions, listening to teacher explanations."
"Listening to the teacher's materials, and practices. There are such things as group work, presentations, and projects."

When students were asked the second question regarding how teachers present the material, most students reported that the teacher delivered the content verbally. A few students mentioned that the material was presented using PowerPoint, explained on the board, or accompanied by learning videos. Some students also noted that the teacher referred to textbooks to explain the material. Other responses included teachers using games to teach or encouraging students to explore the material on their own.

Table 2. The Way Teachers Deliver Materials

"Some teachers explained clearly, some were asking students to find their own materials, some teachers PowerPoint."
"Most of the teachers explained directly, some use PowerPoint, some use tools, and doing practice."
"Orally and written on the board."
"Presentation and discussion between teachers and students."

Regarding the use of digital devices by teachers, students reported that some teachers use digital devices while others do not. Some teachers use smartphones during lessons, while others use laptops. Students mentioned that teachers use laptops to display PowerPoint presentations and smartphones to share materials in the form of files with class groups, as well as to provide links for tests.

When asked about the digital devices used by students, most students indicated that they use digital devices when instructed by the teacher. They use these devices in class if the assignment requires them. All students confirmed that they primarily use smartphones for learning purposes, such as searching for information, completing assignments like creating PowerPoint presentations, making and editing videos, and preparing reports. Additionally, a few students also use laptops, particularly for presentations.

Table 3. The Use of Digital Devices During Learning in Class

"Some do, some don't. Some use cellphones and laptops. To search the internet and open power point. Laptops for power point and LCD"
"Yes, laptops, LCDs, cellphones. To give assignments via WhatsApp."
"Yes, like projectors, laptops, cellphones. Laptops for presentations. Cellphones for tests and looking for materials."
"Yes. Laptops and cellphones. Laptops for presentations. Cellphones for sharing assessments."

Table 4. The Types of Digital Devices Used by Students in Class

"Yes. Cellphone. To do assignments from the teacher."
"Depends on the teacher. If asked to use cell phone, use it. To find reference materials and to find answers."
"Yes. Cellphone. To be used on exams via Google Form, create POWERPOINTS, create posters via Canva"
"Yes. Cellphone. To do assignments from the teacher."

Finally, regarding the assessment model used by teachers, most students mentioned

that teachers administer digital tests. In addition to digital assessments, students also noted that teachers conduct written or paper-based tests, oral exams, and some students stated that assessments are not always conducted through tests but are based on assignments and student participation.

Table 5. The Assessment Models from The Teachers for The Students

"Some teachers use Google Form, some use oral tests, some use written tests. Multiple choice essays and complex multiple choices"
"By conducting tests. Some are written on paper, oral, in the form of Google form."
"Oral tests and paper-based test are rare, mostly use Google form."
"In the form of presentation assignments and daily tests. the models vary. Some are in the form of written tests, cell phones, and oral tests."

Gen Z's Expectations of Learning Methods in School The interviews revealed that Gen Z students have diverse preferences for learning activities. Many students expressed a desire for engaging activities such as playing games. Some students expect teachers to present lessons using PowerPoint presentations. Additionally, students hope for more practical activities, group discussions, opportunities to listen to teacher explanations, and time for exercises during class.

Table 6. Gen Z's Expectations toward Activities in Class

"Want to study outside the classroom so you don't get bored."
"Learning activities through discussion forums and learning activities that follow current technological developments. It's better to learn by discussion if you're confused by yourself"
"I hope the teacher uses POWERPOINT more fun."
"You can learn in a relaxed and serious way. Learning by playing games is fun but rarely done"

Next, regarding students' expectations of teacher behavior in delivering lessons, most students expressed a desire for teachers to avoid rushing through the material. Some students mentioned that they hoped teachers would be patient during lessons. Additionally, students expected teachers to be more approachable and to explain the material in a way that is easy to understand.

Table 7. Gen Z's Expectations toward Teachers' Attitude in Delivering Material

"If delivering materials is easy for students to understand, kind, clear the material and articulation."
"Kind and humble. To be closer to students so that during learning it is easy for students to accept"
"Explained more clearly."
"Not too serious because if they are serious the students are afraid"

When students were asked about the assessment model they expected, most students expected the assessment to be in the digital form. Some mentioned Google Forms and some mentioned Quizizz. Several students expected the assessment to be a written test or a paper-based test. Also, there are students who expected an oral test. A student also expected a project-based assessment.

Table 8. Gen Z's Expectations toward the Assessment Models

"Digital-based test, from the link it is easier to do."
"Oral test. Because the ability is more visible there, no one cheats so it is more honest."
"I want digital-based test. Because if it is digital, it is easier to do it by typing directly, the score appears immediately."
"Writing tests allow students to think more. If using digital, students can open other website to cheat."

Next is about the most important skills for Gen Z students in classroom learning. The answers are varied. Most students stated that the skills they use are listening. Some students said they prefer listening and writing. There is a student who stated that all skills, reading, writing, listening, and speaking are important to him/her.

Table 9. Gen Z's Important Skills to Support Success in Learning

"Wi-Fi and laptop because nowadays if you don't use a cellphone, you're behind the times."
"Textbooks or worksheets for practice questions, and enough ink markers."
"Books and cellphones. Physical books because they are more comfortable to look at than electronic books. I choose cellphones because there are many sources of information that are clearer and more detailed."
"It seems that the facilities in schools today already support learning."

When Gen Z students were asked about important facilities in learning, almost half of the students stated that the use of smartphones is important in learning in class. Several of them said that books are the most important thing to support learning. Some

students said that Wi-Fi is important in learning. Some of them also said that projectors are important in class to display PowerPoint and/or learning videos. The other important things in learning according to the students are a laptop, practical tools, and the teacher. Some students also said that the important thing in class is a fan so that the classroom atmosphere is comfortable. Few students said that they felt that the facilities available at school were sufficient. There are other opinions such as the use of e-books, markers, and speakers in class.

Table 10. Facilities Should Be Used to Enhance Learning in The Classroom

"Wi-Fi and laptop because nowadays if you don't use a cellphone, you're behind the times."
"Textbooks or worksheets for practice questions, and enough ink markers."
"Books and cellphones. Physical books because they are more comfortable to look at than electronic books. I choose cellphones because there are many sources of information that are clearer and more detailed."
"It seems that the facilities in schools today already support learning."

When asked about the other things they wish in classroom activities that could help them succeed in learning, the answers were varied. Most of the students expect the teachers' attitudes in class such as explaining casually, giving examples of questions, re-explaining the material that has been delivered, and giving materials through videos. Some expressed their hopes related to classroom activities such as group activities, games, and practicum. There are also students who hope for a pleasant classroom atmosphere related to relationships with friends.

Table 11. The Other Gen Z Students' Expectations in Learning

"A more pleasant class atmosphere makes the class less boring"
"Doing practical activities and have fun, the students are relaxed, teachers and students can understand each other's conditions."
"Teachers are more approachable with students."
"Just interact more with friends in teacher discussion groups. We prefer games that we do it together."

III. RESULT AND DISCUSSION

A. Result

According to the results, there are a variety of classroom activities, but lectures—which are categorized under the teacher-centered method—are the most popular. Other

activities that emphasize teacher-student contact include practicums, group discussions, group presentations, assignments, and games. Additionally, it said that lecturing is the primary method by which teachers impart knowledge, which is consistent with the first component of classroom activities. Then, there are differences in how teachers use digital gadgets. While some teachers use technology in their classes, others do not. Students' use of digital gadgets in class is primarily governed by teacher guidance. Almost all of the students said they only used digital devices when instructed to do so by the teacher. The results also demonstrate the kinds of tests that teachers provide. The results indicate that as technology is incorporated into education, digitally based tests are growing in popularity.

The results demonstrate that Gen Z demands instructional strategies that emphasize teacher-student engagement. Games, written, oral, and practical exercises, discussions, and demonstrations are a few examples of these techniques. Because this generation wants active learning experiences, student-centered, interactive approaches are also ideal for them. Their preferred methods of learning include brainstorming, panel discussions, problem-solving, and star-bursting. The study does point out, though, that Gen Z still favors teacher-centered approaches, such as lectures and explanations.

B. Discussion

1. The Learning Methods of Gen Z Students in Schools

This study aims to explore the current learning methods being implemented in schools. The findings reveal five key aspects that were examined. First, classroom activities vary, with the most common being lectures, which fall under the teacher-centered method. However, other activities, such as group discussions, group presentations, practicums, assignments, and games, also focus on teacher-student interaction.

Second, it was found that teachers predominantly deliver material through lecturing, which aligns with the first aspect of classroom activities. This further supports the conclusion that teacher-centered methods are most frequently used in the classroom. However, the data also indicates that some teachers

incorporate digital devices into their teaching. Many students noted that younger teachers are more likely to use digital devices, while older teachers tend to avoid technology. This suggests that younger teachers are adapting to the technological literacy of Gen Z students.

Third, the use of digital devices by teachers varies. Some teachers integrate technology into their lessons, while others do not. Those who do use digital devices typically rely on laptops to display PowerPoint presentations, images, or videos, often using projectors provided by the school. Teachers also utilize smartphones to share materials, send WhatsApp group messages, and distribute test links. This indicates that technology is becoming a key tool in classroom learning, and students are also expected to use it.

Fourth, students' use of digital devices in class is mostly dependent on teacher instructions. Nearly all students reported using digital devices only when directed by the teacher, in line with school policies that restrict device usage to certain classroom activities. Students primarily use smartphones to access materials, complete assignments, search for information, and create content such as videos or PowerPoint presentations. This practice aligns with the previous point, where teachers also use smartphones to communicate instructions and share learning materials.

Finally, the study examined the types of assessments given by teachers. The findings suggest that digital-based assessments are becoming more common, reflecting the integration of technology into education. However, some teachers still use paper-based tests or oral assessments, while others assess students through assignments and class participation. This approach appears to encourage greater student engagement in the learning process.

In conclusion, the current learning method in schools is primarily teacher-centered, with an emphasis on the interaction between the teacher and students. A blend of traditional and modern methods is employed in classrooms. Teachers are also adapting to technological advancements by incorporating digital devices into their lessons.

Moreover, they encourage students to use digital tools for activities such as presentations, video creation, and digital assessments.

2. Gen Z's Expectations Toward Learning Methods in School

This study explores the learning methods Gen Z students expect, focusing on aspects such as classroom activities, teacher behaviors, assessment types, essential skills, and learning support facilities.

The first aspect, classroom activities, reveals that the majority of students prefer interactive and engaging activities like games. Additionally, six out of ten activities mentioned require active student participation, such as practicums, group discussions, quizzes, the use of digital devices, outdoor learning, and activities that encourage students to express their opinions. This aligns with the preferences of Generation Z, who tend to favor interactive learning that involves teamwork, active participation, and hands-on experiences (Shofiyyah et al., 2024).

Other expected activities include paying attention to PowerPoint presentations, listening to the teacher's explanations, and maintaining a quiet classroom atmosphere. While these activities are more passive, a larger number of students preferred paying attention to the teacher's PowerPoint over simply listening to verbal explanations. Using PowerPoint is seen as more engaging compared to traditional lectures without visual aids. This supports findings by Hendrastomo & Januarti (2023), who noted that students find learning uninteresting and uninspiring when teachers frequently use monologues.

The second aspect focuses on teacher behaviors. Gen Z students have high expectations for their teachers, desiring patience and a slow-paced delivery of material. They also want teachers to use simple language and explain concepts clearly to enhance understanding. Additionally, they expect teachers to develop positive relationships by being patient with varying student abilities and characteristics. Approachability is another key expectation, as students feel more comfortable asking questions and engaging with teachers they perceive as empathetic.

and interested in their well-being both inside and outside the classroom. Many also expect teachers to integrate technology into their teaching, which aligns with Hoffman's (2022) research, showing that Gen Z values trustworthiness, competence, and the use of digital tools in education.

Lastly, in terms of assessment, most students expect exams to be computer-based. The majority favor using platforms like GoogleForms, appreciating its user-friendly interface, instant feedback, and the ability to incorporate multimedia. Some also prefer Quizizz for its customizable timing and interactive features. This preference for digital-based assessments is not surprising, as Gen Z grew up in a tech-savvy, internet-driven environment. However, some students still expect written, oral, or project-based tests, citing concerns about cheating in digital exams, as noted by Noorbehbahani et al. (2022), who identified various ways students can cheat in online assessments. Students favor oral exams as they feel these assessments allow them to better express their understanding.

The next aspect examines the skills that Gen Z students consider essential for their success in the classroom. The study shows that listening skills are highly valued by students. Additionally, many students identified multiple skills, such as speaking and listening, writing and listening, and reading, writing, and listening. This indicates that "listening" is a key skill Gen Z students focus on. This finding contrasts with their expectations for classroom activities, where only a few students expect to spend time listening to the teacher's explanations. This variation in learning preferences highlights the diverse ways in which students engage with content.

The study also reveals the types of facilities Gen Z students believe are necessary to enhance classroom learning. Smartphones are the most frequently mentioned tool, followed by technologies like Wi-Fi, laptops, projectors, and e-books. This reflects Gen Z's strong inclination toward using technology in their education, which aligns with their upbringing in a digitally connected world.

Lastly, the study explores additional desires of Generation Z. Many students

reiterated their expectations regarding teachers and classroom activities, emphasizing the importance of a positive classroom environment and relationships with classmates. A good classroom atmosphere, according to some respondents, is crucial for learning. Research by Helaluddin et al. (2023) supports this, noting that a comfortable and supportive learning environment fosters more effective studying.

In conclusion, Gen Z expects learning methods that prioritize interaction between teachers and students. Examples of these methods include games, exercises (written, oral, and practical), conversations, and demonstrations, where information is presented through concrete objects, actions, or phenomena. Student-centered, participatory methods are also well-suited for this generation, as they desire active learning experiences. Methods like brainstorming, panel discussions, problem-solving, and star bursting align with their learning preferences. However, the study also highlights that Gen Z still values teacher-centered methods like lectures and explanations, where the teacher presents a logical sequence of ideas. Importantly, Gen Z also expects the integration of technology in their education, a finding that aligns with previous research by Paulina & Ernawati (2022), which stresses the importance of using digital technologies in ways that engage Gen Z students in the learning process.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The current learning approach in schools is teacher-centered, with most classroom activities involving listening to the teacher's lectures, and the lecture method remains dominant in how material is delivered. Alongside this, there is also a learning method that focuses on the interaction between teacher and student. Teachers incorporate digital devices into the learning process and encourage students to use these devices as well.

Gen Z students, however, expect a learning method that prioritizes interaction between the teacher and the student. Examples of instructional strategies that align with this expectation include games, written, oral, and practical exercises, discussions, and

demonstrations. Given that Gen Z students look forward to active learning activities such as brainstorming, discussions, and problem-solving, the student-centered learning approach is also well-suited to their needs. However, it is important to note that Gen Z also expects to engage in teacher-centered methods as part of their learning. Additionally, they are strongly in favor of integrating technology into classroom activities.

B. Suggestion

As this study focuses on the learning methods preferred by Gen Z students from their perspective, additional research is needed to explore learning methods for Gen Z from the teacher's viewpoint. Furthermore, further investigation into the effectiveness of implementing specific learning methods is necessary. Given that Gen Z is now the dominant generation in education, this study is recommended for teachers to help them select learning methods that align with Gen Z's preferences. By adopting the right teaching strategies, teachers can enhance student learning and motivation.

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