

## Intra and Interpersonal Skills of Gen Z Teachers: Exploring Issues and Solutions for Becoming a Professional Teacher

Hilhamsyah<sup>1</sup>, Suyatno<sup>2</sup>, Sri Tuter Martaningsih<sup>3</sup>

Universitas Ahmad Dahlan, Yogyakarta, Indonesia<sup>1,2,3</sup>

Email: 2436082034@webmail.uad.ac.id<sup>1</sup>,

suyatno@pgsd.uad.ac.id<sup>2</sup>, sri.martaningsih@pgsd.uad.ac.id<sup>3</sup>

Draft article history  
Submitted: 06-12-2025;  
Revised: 04-18-2026;  
Accepted: 04-24-2026;

**ABSTRACT:** Gen Z teachers have high technological skills but face challenges in intra- and interpersonal competencies, potentially affecting teaching quality and professionalism. This study aims to identify the weaknesses in these skills and the strategies used by Gen Z teachers to improve them in support of their professional development. Using a qualitative approach, data were collected through interviews. Informants included five Gen Z teachers, an education coordinator, and a school principal, selected through purposive sampling. Data were analyzed using the steps of data collection, reduction, presentation, and conclusion. The findings reveal that Gen Z teachers at SD Muhammadiyah Yogyakarta face intrapersonal challenges such as emotional vulnerability, mood instability, and difficulty adapting to systemic changes. Interpersonal challenges include limited social interaction, generational gaps, and feeling undervalued by students. However, teachers make efforts to improve through self-development, emotional regulation, and seeking broader educational insights. Interpersonal improvements are pursued through collaboration, empathy, and support from their environment. These findings highlight the need for educational institutions to address these challenges through psychological support, reflective practices, and professional training programs tailored to Gen Z teachers' needs, ensuring sustainable professional growth.

**Keywords:** gen Z teachers, intrapersonal, interpersonal.

**ABSTRAK:** Guru Generasi Z memiliki keterampilan teknologi yang tinggi, namun menghadapi tantangan dalam kompetensi intrapersonal dan interpersonal yang berpotensi memengaruhi kualitas pembelajaran serta profesionalisme mereka. Penelitian ini bertujuan untuk mengidentifikasi kelemahan pada kompetensi tersebut serta strategi yang digunakan oleh guru Generasi Z untuk meningkatkannya dalam mendukung pengembangan profesional mereka. Penelitian ini menggunakan pendekatan kualitatif dengan pengumpulan data melalui wawancara. Informan terdiri atas lima guru Generasi Z, seorang koordinator pendidikan, dan seorang kepala sekolah yang dipilih melalui teknik purposive sampling. Data dianalisis melalui tahapan pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru Generasi Z di SD Muhammadiyah Yogyakarta menghadapi tantangan intrapersonal berupa kerentanan emosional, ketidakstabilan suasana hati, serta kesulitan beradaptasi dengan perubahan sistem. Tantangan interpersonal yang dihadapi meliputi keterbatasan interaksi sosial, kesenjangan antargenerasi, dan perasaan kurang dihargai oleh siswa. Meskipun demikian, para guru berupaya meningkatkan kompetensinya melalui pengembangan diri, pengelolaan emosi, serta memperluas wawasan pendidikan. Peningkatan kompetensi interpersonal dilakukan melalui kolaborasi, pengembangan empati, dan dukungan dari lingkungan sekitar. Temuan ini menegaskan pentingnya peran institusi pendidikan dalam mengatasi tantangan tersebut melalui dukungan psikologis, praktik reflektif, serta program

*pelatihan profesional yang dirancang sesuai dengan kebutuhan guru Generasi Z guna mendukung pertumbuhan profesional yang berkelanjutan.*

**Kata Kunci:** guru generasi Z, intrapersonal, interpersonal.

## INTRODUCTION

The contemporary labor market is currently facing significant challenges and undergoing substantial transformations driven by several factors, including the impact of the COVID-19 pandemic, which has altered working practices across various sectors, and the emergence of Generation Z in the workplace (Surugiu et al., 2025). This emergence introduces new dynamics and distinct work trends. Generation Z, having been born in the internet era, possesses a different perspective on work compared to previous generations (Szymkowiak et al., 2021). From an early age, they have been adept at navigating advanced technologies, making them more familiar with and creative in utilizing digital tools, unlike earlier generations that had to adapt to technological developments (Alruthaya et al., 2021). Generation Z is often referred to as “digital natives,” typically defined as individuals born between 1997 and 2012, reflecting that they grew up during a period of rapid technological advancement (Pichler et al., 2021; Zahari & Puteh, 2023). However, this technological proficiency is also associated with a high level of dependence on digital technology, which may increase their vulnerability to psychological disorders. This concern is supported by the findings of Karina et al. (2021), indicating that the use of digital technology can elevate the risk of depression and even suicidal behavior.

Generation Z currently represents the youngest cohort in the workforce. By the end of 2018, a survey conducted by Network of Executive Women in collaboration with Deloitte (2019), involving 6,000 individuals across various demographic categories such as race, generation, gender, income, education, and location identified 1,531 respondents as belonging to Generation Z (Agarwal & Vaghela, 2018; Deloitte, 2019; Rachmawati, 2019). Generation Z is often characterized as a workforce accustomed to an instant culture and frequent job mobility. Consequently, they are sometimes labeled as mentally fragile and less committed to their professions (Cubukcu Cerasi & Balcioglu, 2024; Zahari & Puteh, 2023). Factors contributing to their tendency to change jobs include burnout, stress, and job insecurity.

In the field of education, Generation Z has also begun to enter educational institutions as teachers (Lee & Jun, 2023). As educators, Generation Z teachers play a crucial role in achieving students' academic success (Dyosini, 2024). They are required to adapt to the evolving demands of the modern era in teaching practices, including attitudes, habits, and curricula that are integrated with digital technology (Szymkowiak et al., 2021). Moreover, intrinsic motivation among Generation Z teachers is essential in enhancing their professional competencies, thereby supporting the development of high-quality and sustainable teaching careers (Surugiu et al., 2025; Suyatno et al., 2024).

The changing characteristics of the workforce in this decade require organizations to adapt to the working styles of Generation Z (Robaina-Calderín et

al., 2023). This condition presents an opportunity for organizations to enhance the quality and effectiveness of performance by aligning human resource management strategies with the characteristics of this generation. Generation Z is known to prefer flexibility in the workplace, as well as a balance between personal life and work, which are considered important factors in supporting their professional achievement and performance (Agarwal & Vaghela, 2018; Jasmine & Utomo, 2024; Martyna Bieleń & Jakub Kibucek, 2020; Surugiu et al., 2025). However, on the other hand, Generation Z also faces challenges related to the high intensity of social media usage. This condition has the potential to affect the development of intrapersonal and interpersonal skills, particularly in terms of self-management, communication, and social interaction. Therefore, a balanced approach is required between the utilization of technology and the strengthening of intrapersonal and interpersonal skills in order to support the professionalism of Generation Z in the workplace.

The low levels of intrapersonal and interpersonal skills among Generation Z are reflected in the emergence of various psychological challenges, such as a greater tendency to experience stress, anxiety, and restlessness. In addition, Generation Z demonstrates a more individualistic approach to work, greater independence, and a stronger preference for individual performance evaluation (Annamalai et al., 2025; Febrianty & Muhammad, 2023; Insider, 2021). This condition has implications for how Generation Z manages themselves and interacts with their social environment. Intrapersonal skills play a crucial role in enabling individuals to understand themselves, regulate emotions, and control behavior. Meanwhile, interpersonal skills are associated with an individual's ability to build relationships, communicate, and interact effectively with others (Au et al., 2025). Both sets of skills constitute fundamental aspects in supporting individual success, particularly within professional contexts.

In the field of education, intrapersonal and interpersonal skills play a crucial role in supporting teaching effectiveness and the quality of social interactions within the school environment. Intrapersonal skills enable teachers to recognize their strengths and weaknesses, thereby facilitating continuous self-development. On the other hand, interpersonal skills assist teachers in establishing effective communication with students, colleagues, school principals, and parents (Paolini, 2020). Thus, strengthening these two sets of skills becomes a key factor in supporting teacher professionalism in the modern era.

Research on teacher professionalism in the digital era indicates that teachers are no longer solely focused on pedagogical and cognitive aspects, but also encompass social and emotional dimensions that play a crucial role in the learning process. Recent studies suggest that teachers' social-emotional competencies, which include intrapersonal and interpersonal skills, contribute significantly to teaching effectiveness, teacher well-being, and student engagement in the classroom (Collie, 2025; Gebre et al., 2025). In addition, teachers' ability to regulate emotions has been shown to be an important factor in supporting professionalism and in fostering a positive learning environment (Xu et al., 2026). Furthermore, other studies emphasize that intrapersonal and

interpersonal skills play a role in improving the quality of teacher–student interactions, as well as helping teachers cope with work-related challenges such as stress and job pressure (Mornar, 2024; Nanda et al., 2025). These findings indicate that intrapersonal and interpersonal skills constitute an integral component of teacher professionalism in the 21st century.

However, existing studies tend to remain general in nature and have not specifically examined the dynamics of intrapersonal and interpersonal skills, particularly among teachers from a specific generational group, namely Generation Z. The presence of Generation Z in the field of education introduces both changes and new challenges, along with distinctive characteristics such as strong familiarity with technology, more open communication patterns, and a greater need for emotional support and flexible working environments. Nevertheless, studies that specifically investigate the problems and solutions related to the intrapersonal and interpersonal skills of Generation Z teachers within the context of teacher professionalism remain limited.

RQ1: What are the intrapersonal and interpersonal skill challenges faced by Generation Z teachers in the context of teacher professionalism?

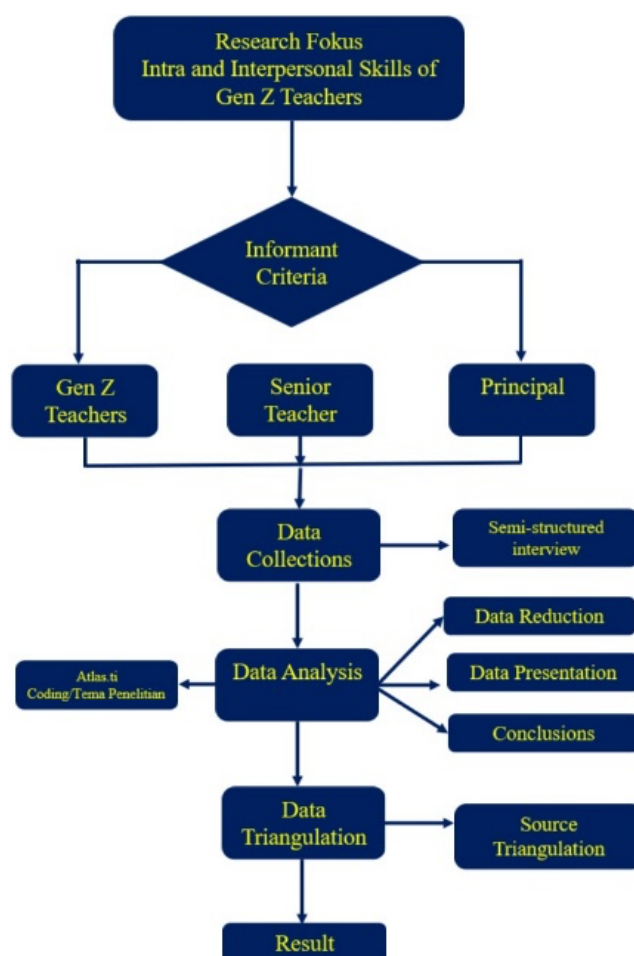
RQ2: What efforts are undertaken by Generation Z teachers to address these intrapersonal and interpersonal skill challenges?

## **RESEARCH METHOD**

### **Research Design**

This study employs a qualitative research design using a case study approach. This approach is utilized to examine the problems and solutions related to the intrapersonal and interpersonal skills of Generation Z teachers. It enables the researcher to explore phenomena within a real-life context in depth, particularly those associated with the skills possessed by Generation Z teachers in the school environment.

The research design follows the framework proposed by Yin (2018), which defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and the context are not clearly evident. Yin’s case study design emphasizes “how” and “why” research questions. Accordingly, this study aims to explain the relationship between intrapersonal and interpersonal skill challenges and the efforts undertaken to enhance teacher professionalism. This research focuses on a single case, namely Generation Z teachers in one elementary school, and is therefore categorized as a single-case study. Multiple informants are involved to obtain a comprehensive understanding of the phenomenon under investigation. The research procedure is presented in Figure 1.



**Figure 1.** Research Method

### Setting and Participants

This study was conducted at a Muhammadiyah Elementary School in Bantul, Yogyakarta. The selection of the research site was based on several considerations. First, Yogyakarta is widely recognized as a “city of education,” characterized by diverse and dynamic educational institutions, making it a relevant research setting. In addition, Yogyakarta is known for its openness to innovation and pedagogical development, which allows for the emergence of various dynamics in teaching and learning practices within schools.

Second, the elementary school level was chosen because it represents a crucial stage in students’ developmental processes. At this level, teachers’ intrapersonal and interpersonal skills are essential in supporting the learning process and fostering effective interactions with students. Third, the selection of the research site was also based on accessibility and the availability of suitable research subjects. The selected school employs Generation Z teachers who meet the study criteria, thereby enabling the researcher to obtain relevant data on intrapersonal and interpersonal skills within the context of teacher professionalism. Thus, the Muhammadiyah Elementary School in Bantul, Yogyakarta was selected as the research setting as it is considered capable of providing a contextual representation of the phenomenon under investigation.

The participants in this study consisted of Generation Z teachers born between 1995 and 2003, senior teachers, and the school principal. Participants were selected using purposive sampling, based on specific criteria aligned with the research objectives, in order to obtain in-depth and relevant data.

### Data Collection

Data were collected through interviews, observations, and documentation. The interview protocol consisted of 18 open-ended questions designed to encourage participants to articulate the challenges they face, as well as the strategies they employ to strengthen their intrapersonal and interpersonal skills in carrying out their professional roles within the school context.

The study was conducted over a period of one month. Each informant participated in a single interview session lasting approximately 45–60 minutes. Interviews were conducted within the school environment, such as in the library and the prayer room, in order to create a conducive atmosphere. Prior to the interviews, participants were provided with a brief explanation of the research topic to avoid any misunderstandings regarding the discussion. In addition, informed consent was obtained from all participants before the interviews were conducted. The main interview questions are presented in Table 1.

Furthermore, observations and documentation were also carried out to support and complement the interview findings.

**Table 1.** Main Interview Questions

|                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------|
| <b>A. Intrapersonal Skills</b>                                                                                    |
| 1. Why are intrapersonal skills important for teachers in the digital era?                                        |
| 2. What challenges have you faced related to intrapersonal skills?                                                |
| 3. What are the greatest challenges you encounter in developing intrapersonal skills as a Generation Z teacher?   |
| 4. What strategies do you use to overcome these challenges?                                                       |
| 5. How do you improve your intrapersonal skills?                                                                  |
| 6. How does the work environment influence the development of your intrapersonal skills?                          |
| 7. Can you describe a personal experience in applying intrapersonal skills in the workplace?                      |
| 8. How do your intrapersonal skills impact student learning outcomes and classroom atmosphere?                    |
| 9. What suggestions would you give to other teachers regarding the importance of developing intrapersonal skills? |
| <b>B. Interpersonal Skills</b>                                                                                    |
| 1. Why are interpersonal skills important for teachers in the digital era?                                        |
| 2. What challenges have you faced related to interpersonal skills?                                                |
| 3. What are the greatest challenges you encounter in developing interpersonal skills as a Generation Z teacher?   |
| 4. What strategies do you use to overcome these challenges?                                                       |
| 5. How do you improve your interpersonal skills?                                                                  |

6. How does the work environment influence the development of your interpersonal skills?
7. Can you describe a personal experience in applying interpersonal skills in the workplace?
8. How do your interpersonal skills impact student learning outcomes and classroom atmosphere?
9. What suggestions would you give to other teachers regarding the importance of developing interpersonal skills?

### **Data Analysis**

Following the data collection process, all interview results were transcribed verbatim to ensure data accuracy. The data were then analyzed through the stages of data reduction, data display, and conclusion drawing. In the analysis process, the researcher utilized ATLAS.ti 9 software to perform coding, categorize themes, and identify patterns related to the challenges and solutions of intrapersonal and interpersonal skills among Generation Z teachers.

Data analysis was conducted by identifying key themes emerging from the interview results, such as challenges in emotional regulation, communication with students and colleagues, and strategies employed by teachers to enhance their professionalism. To ensure data validity, the researcher applied source triangulation by comparing data from multiple informants, as well as conducting member checks to verify the alignment between the researcher's interpretations and the participants' experiences.

In the final stage, the analysis results were interpreted to identify patterns of relationships between the challenges and the solutions implemented by Generation Z teachers in developing their intrapersonal and interpersonal skills. The research findings were then systematically organized into a scientific report to provide an in-depth and contextual understanding of Generation Z teacher professionalism in the elementary school setting.

### **Trustworthiness**

To ensure the rigor of the data, this study applied the criteria of trustworthiness, including credibility, transferability, dependability, and confirmability. Credibility was established through source triangulation by comparing data obtained from Generation Z teachers, senior teachers, and the school principal, as well as through member checking to ensure the alignment of the data with participants' experiences. Transferability was achieved by providing a detailed description of the research context, allowing readers to assess the applicability of the findings. Dependability was maintained through systematic documentation of the research process, while confirmability was ensured by grounding the findings in field data supported by evidence such as interview transcripts and field notes.

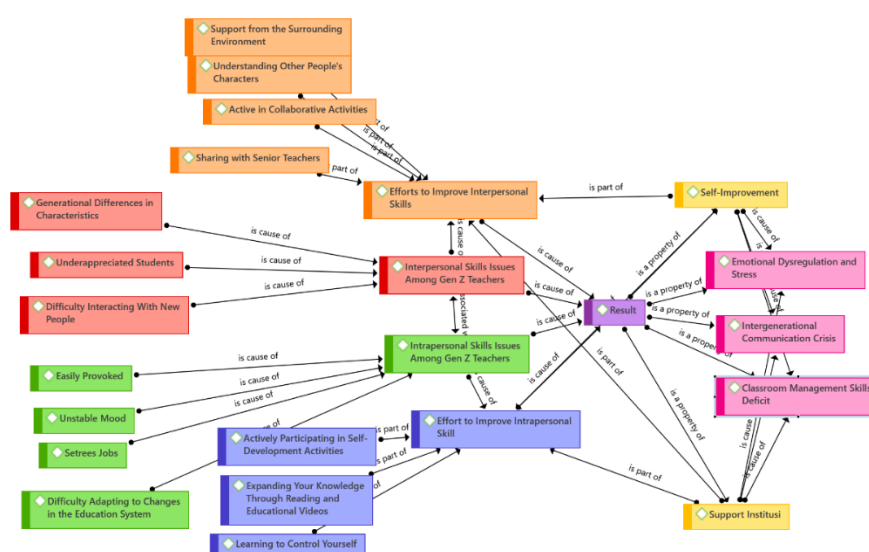
### **Ethics**

Ethical integrity was upheld throughout the research process. Participant consent, privacy, and autonomy were prioritized. All data were securely stored, and pseudonyms were used in all research reports to protect participants' identities. Participants were also given the opportunity to review their interview transcripts (member checking) to ensure data accuracy, which further enhanced the credibility of the qualitative research findings.

## RESULT AND DISCUSSION

### Result

This study aims to explore the intra- and interpersonal skills issues of Gen Z teachers and their efforts to improve these skills in order to become professional teachers. The results of this study are shown in Figure 2:



**Figure 2.** Concept Map of Intra- and Interpersonal Skills of Gen Z Teachers

### *Intra and Interpersonal Skills Issues Among Gen Z Teachers*

Based on the analysis of research data, several intra- and interpersonal skills issues among Gen Z teachers were identified. For more details, see Table 2 below:

**Table 2.** Intra and Interpersonal Skills Problems of Gen Z Teachers

| Theme                                            | Category                                                         | Code                                                                                 |
|--------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Intrapersonal Skills Issues Among Gen Z Teachers | Emotionally Vulnerable                                           | Emotional Tendencies                                                                 |
|                                                  | Fluctuating Mood Swings                                          | Unstable mood, prone to mood swings, experiencing burnout, fatigue due to workload   |
|                                                  | Difficulties in Adapting to the Dynamics of the Education System | Difficulty adapting to the new curriculum, Slow to adapt, Confused about the changes |
| Interpersonal Skills Issues                      | Difficulties in Building Social Interactions                     | Lacks confidence with seniors, introverted, awkward when joking,                     |

|                      |                                             |                                                                                                                |
|----------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Among Gen Z Teachers |                                             | has difficulty adapting to new people                                                                          |
|                      | Generational Differences in Characteristics | Differences in technology use, Differences in skills, Differences in flexibility, Differences in social values |
|                      | Feeling undervalued by students             | Viewed as a friend by students, Not respected by students, Ridiculed by students                               |

### ***Intrapersonal Skills Issues Among Gen Z Teachers***

#### ***Emotional Vulnerability***

Intrapersonal skills are essential competencies that teachers must possess. These skills are closely related to self-management, including how individuals regulate themselves and understand their own thoughts and emotions. Informants P2, P3, and P5 revealed that they are easily triggered emotionally. These emotions tend to be negative, such as anger, frustration, and a loss of self-control. They reported that such emotional reactions are often triggered by students' difficult behavior. This is reflected in the statement of informant P2:

"When I am in the classroom, I get emotional very easily and find it difficult to control my emotions. Sometimes there are students who are very hard to manage, which makes me easily lose control." [P2]

In addition to challenging student behavior, the emotional responses of Generation Z teachers are also influenced by fatigue and heavy workloads at school, which contribute to burnout. Furthermore, students' inappropriate behaviors, such as mocking teachers, also create discomfort. As expressed by informant P1:

"As a teacher, I sometimes feel easily emotional and unable to control myself. For example, when students mock me, it quickly triggers my emotions." [P1]

These findings indicate that Generation Z teachers experience difficulties in managing their emotions effectively, which in turn affects the learning process. This condition reflects an underdeveloped level of emotional regulation among Generation Z teachers. They may not yet be fully capable of exercising effective self-control, which is understandable given that they are in the early stages of their careers. Limited experience further contributes to their emotional vulnerability compared to more senior teachers. This situation is exacerbated by excessive workloads that lead to burnout, ultimately disrupting emotional stability. In the long term, such challenges may negatively impact the effectiveness of classroom instruction.

### ***Fluctuating Mood Changes***

The findings indicate that Generation Z teachers experience unstable mood fluctuations, which directly affect their teaching motivation and the quality of instruction. These mood changes lead to inconsistencies in both lesson planning and implementation. As expressed by informant P4, a decline in mood often delays lesson preparation, thereby influencing classroom readiness and execution:

“Before teaching, I usually look for inspiration for my lessons. But sometimes my mood drops. When I feel motivated, I really try my best to find engaging learning ideas. But when I feel lazy or lack motivation, I tend to think, ‘maybe tomorrow,’ so it gets delayed. As a result, it also affects the class.” [P4]

This phenomenon not only reflects situational emotional changes but also indicates challenges in emotional regulation and self-management among Generation Z teachers. The observed mood instability suggests that their emotional regulation skills have not yet been fully developed, particularly when dealing with job-related pressures and professional demands.

Similarly, informant P1 reported experiencing mood-related difficulties during teaching, sometimes leading to emotional exhaustion or feeling “down.” This condition is largely attributed to excessive workload. Generation Z teachers indicated that such conditions contribute to work-related stress. Informants P1, P3, and P5 revealed that job stress negatively affects their teaching performance. This stress is often linked to limited competencies and weak self-management, which in turn contribute to burnout.

In addition, limited teaching experience among Generation Z teachers further affects their classroom management abilities. They often face difficulties in managing disruptive students or those who are unwilling to follow instructions, which further exacerbates the challenges they encounter in the teaching process.

### ***Difficulties Adapting to the Dynamics of the Education System***

Another intrapersonal skill issue identified among Generation Z teachers is their difficulty in adapting to changes in the education system. This challenge becomes particularly evident when changes occur suddenly. Generation Z teachers often feel unprepared to cope with such transitions, especially those initiated by the government, such as curriculum reforms and new policies that require adjustments in teaching methods and demand additional time for learning, while they must simultaneously manage their existing responsibilities.

As expressed by informants P1, P2, and P5, frequent changes in the education system and curriculum create confusion and make it difficult for Generation Z teachers to adapt. These changes require them to continuously readjust to new systems. For example, informant P1 described the need to repeatedly adapt to curriculum changes:

“When there are changes, we have to readapt, especially with curriculum changes. Usually, I analyze them first. Although there are some weaknesses,

such as in developing modules or lesson plans, they are actually quite similar. However, the word 'change' itself has become a stigma among teachers. We tend to think that everything must be completely new. As a result, we focus more on the idea of change rather than the actual content. In fact, if we analyze it carefully, it is almost the same. If we internalize that there is no significant change, we can carry out our tasks without feeling too pressured. It is not entirely new; it is similar to what we have done before." [P1]

Similarly, informant P3 also reported difficulties in adapting to changes in the education system:

"As a Generation Z teacher, I feel the need to attend workshops to adapt more quickly, especially because curriculum changes occur frequently, such as the transition from the 2013 Curriculum to the Merdeka Curriculum. Before teaching here, when I was still in kindergarten, I often attended workshops on implementing the Merdeka Curriculum. This is important because my generation often has to adapt quickly to the continuously evolving education system." [P3]

This phenomenon highlights the high demands for adaptability faced by Generation Z teachers within a rapidly evolving educational environment. Although Generation Z is often characterized as an adaptive generation, these findings suggest that complex systemic changes in education, particularly those involving technical and administrative aspects, pose significant challenges. Moreover, the need for continuous self-development indicates that adaptation does not occur automatically, but rather requires both external support and individual capacity. This underscores the importance of intrapersonal skills, particularly self-readiness and flexibility, which necessitate targeted professional development and training for teachers.

### ***Interpersonal Skills Issues Among Gen Z Teachers***

#### ***Difficulties in Building Social Interactions***

Interpersonal skills refer to an individual's ability to understand others, interact effectively, collaborate, and respond to their surrounding environment. Based on the interview findings, Generation Z teachers experience several challenges related to interpersonal skills. One prominent issue is the sense of awkwardness when communicating with senior teachers. Despite the importance of communication in supporting professional performance, Generation Z teachers often encounter difficulties when interacting with colleagues from older generations.

As reported by informants P2, P4, and P1, they tend to feel uncomfortable when discussing important matters with senior teachers or the school principal. For instance, informant P2 stated:

“For general communication or interaction with teachers here, it feels normal. However, when it comes to important matters, I feel awkward communicating with senior teachers or the principal.” [P2]

Similarly, informant P4 also experienced communication difficulties, largely due to being introverted, which makes direct interaction more challenging. These findings indicate that differences in age, experience, and communication styles influence the quality of interactions. Generation Z teachers demonstrate that their interpersonal skills are not yet fully developed, which may affect their professional performance. In fact, effective communication is essential for fostering collaboration and enhancing professional effectiveness. However, underlying social dynamics and interaction patterns further explain why Generation Z teachers encounter difficulties in establishing effective relationships with colleagues.

### *Generational Differences in Characteristics*

Another interpersonal challenge faced by Generation Z teachers is the presence of a generational gap, which includes differences in competencies, values, communication styles, and teaching approaches. Informant P2 highlighted that the key difference between Generation Z teachers and senior teachers lies in flexibility: “Perhaps Generation Z is more flexible in nature. The older generation tends to be more rigid. However, we can still adapt and engage with them.” [P2]. Similarly, informants P3 and P5 emphasized noticeable differences in social interaction and communication with senior colleagues. Informant P3 stated:

“It is clearly different. When interacting with senior teachers, the way we communicate cannot be casual. For example, when there is an official directive, we tend to follow the latest information among fellow Generation Z colleagues. However, when it comes to senior teachers, we involve them less.” [P3]

Generation Z teachers also encounter difficulties when interacting with new individuals. This challenge affects their professional performance, particularly in communication with colleagues and students. For instance, informant P3 expressed difficulty in engaging with unfamiliar individuals, which also impacts their ability to understand students:

“Some people find it difficult to talk to new individuals, which creates a sense of awkwardness. This is a challenge for me. Similarly, when interacting with students, I sometimes struggle to understand them.” [P3]

Likewise, informant P5 reported feeling uncomfortable when communicating with unfamiliar individuals or those with whom they do not share similar perspectives:

"I feel awkward. I am also not good at small talk. Usually, if I feel aligned with someone, I can communicate easily." [P5]

From an institutional perspective, the school principal emphasized that senior teachers and school leaders need to take the initiative to understand Generation Z teachers in order to foster effective interaction. According to the principal, generational differences require older staff to approach younger teachers more actively. Once a sense of openness is established, Generation Z teachers are more likely to express their ideas, innovation, and creativity.

In line with this, the Coordinator of Educational Staff also acknowledged the existence of generational differences, particularly in interaction styles. Younger teachers tend to show respect toward senior colleagues, while senior staff reciprocate this respect. However, differences remain evident, as older generations tend to integrate more easily within their peer groups.

Overall, these findings indicate that generational differences significantly influence interpersonal interactions in the workplace. Such differences require mutual understanding and adaptive communication strategies to enhance collaboration and professional effectiveness among teachers.

### *Feeling Undervalued*

Another issue indicating challenges in interpersonal skills among Generation Z teachers is the lack of respect from students. Due to their relatively young age, Generation Z teachers are often perceived as peers rather than authority figures, which leads to reduced respect from students. This issue was reported by informants P3, P2, and P1. As expressed by informant P3:

"Generation Z teachers are still quite young, almost like teenagers. So sometimes students see us as friends. There is a clear difference in how students respect senior teachers compared to younger teachers. That seems to be the main weakness. So, it becomes important to manage students so that mutual understanding can be built." [P3]

Similarly, informant P2 also reported feeling undervalued and underestimated by students:

"They feel comfortable communicating with me, even sharing personal stories. But the downside is that they sometimes underestimate me, especially in front of other teachers. They become too familiar with me, particularly the female students." [P2]

This phenomenon indicates a challenge in establishing professional authority among Generation Z teachers. Excessive interpersonal closeness, when not balanced with appropriate role management, can create ambiguity in the teacher's position in the eyes of students. On the one hand, close relationships

may foster more open communication; on the other hand, they may reduce authority and classroom control if not managed effectively.

### **Efforts by Gen Z Teachers to Improve Intra- and Interpersonal Skills**

Based on the results of field research, there are various issues regarding the intra- and interpersonal skills of Gen Z teachers. Therefore, efforts are needed to improve these skills. The following table 3 shows the efforts to improve the intra- and interpersonal skills of Gen Z teachers:

**Tabel 3.** Efforts to Improve Gen Z Teachers' Intra- and Interpersonal Skills

| Theme                                                         | Category                                 | Code                                                                                                              |
|---------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Efforts to Improve the Intrapersonal Skills of Gen Z Teachers | Proactive in Self-Development            | Self-development, Attending training courses, Attending workshops, Continuing master's studies                    |
|                                                               | Maintaining Emotional Stability          | Take a moment to be alone, learn how to manage your emotions, learn from experience, rest to restore your energy. |
|                                                               | Expanding Educational Horizons           | Reading references, Watching educational videos                                                                   |
| Efforts to Improve the Interpersonal Skills of Gen Z Teachers | Sharing with Senior Teachers             | Talk to your homeroom teacher, ask your seniors, share experiences with your seniors.                             |
|                                                               | Active in Collaborative Activities       | Joined the KKG (Teacher Working Group), Active in the committee                                                   |
|                                                               | Support from the Surrounding Environment | Receiving support from the work environment, Building good relationships with colleagues                          |
|                                                               | Understanding other people's characters  | Understanding coworkers' personalities, learning students' needs and personalities                                |

### **Efforts to Improve Gen Z Teachers' Intrapersonal Skills**

#### ***Proactive in Self-Development***

In response to the various challenges described earlier, Generation Z teachers have undertaken several efforts to address these issues and enhance their intrapersonal skills. One of the primary strategies involves actively participating in self-development activities such as training programs, workshops, and seminars, as well as engaging in personal development initiatives.

For instance, informant P1 emphasized the importance of individual self-development by creating personal development programs: "Since this is related to personal growth, I develop myself through my own self-development program." [P1]. Similarly, informant P2 reported participating in training programs to adapt to changes in the educational system:

"There were adjustments in teaching, especially for TPA teachers. There was a transition from the Tilawati method to BTQ using Iqro. We also had training sessions and report card assessment training. Through these, we develop ourselves." [P2]

In line with this, informant P3 also highlighted participation in workshops and training as a means of self-development:

"I joined workshops. Previously, we used the 2013 Curriculum, and then it shifted to the Merdeka Curriculum. Before working here, when I was teaching in kindergarten, I often attended workshops on the implementation of the Merdeka Curriculum. It helped me develop myself."  
[P3]

These findings indicate that Generation Z teachers demonstrate a strong interest in developing their competencies in order to cope with the challenges of adapting to changes in the education system. Such involvement serves as an important strategy for strengthening their capacity to navigate ongoing transformations in the educational landscape. Moreover, participation in professional development activities not only enhances intrapersonal skills but also reflects teachers' commitment to sustaining their careers in the field of education.

#### *Maintaining Emotional Stability*

Another effort undertaken by Generation Z teachers at Muhammadiyah Elementary School in Yogyakarta to enhance their intrapersonal skills is learning to regulate themselves through self-reflection. This includes practices such as pausing, reflecting, and conducting self-evaluation. For instance, informant P2 explained that they choose to remain silent initially as a way to control their emotions: "I control it by staying silent first. Once I feel more patient, then I approach the student again." [P2]. Furthermore, informant P2 emphasized the importance of self-awareness and reflection regarding the teacher's role:

"It is better to be self-aware and reflect on ourselves. We need to set an example. Sometimes students observe us, even unintentionally. They might say, 'Earlier the teacher did this or that.' So we must realize that our behavior at school is always being observed and imitated by students." [P2]

Similarly, informant P4 acknowledged the need for continuous learning in emotional regulation: "In terms of intrapersonal skills, I think we need to keep learning and realize that we still need to manage our emotions better." [P4]. Meanwhile, informant P5 emphasized learning through experience and sharing with others: "Learning from experience and also sharing with family members helps." [P5]. These findings indicate that Generation Z teachers actively strive to maintain emotional stability through reflective practices and self-evaluation. Such activities not only support emotional regulation but also serve as a means of personal growth by enabling teachers to identify their weaknesses and areas for improvement when interacting with students. These reflective practices represent constructive efforts that contribute to the development of intrapersonal skills, ultimately helping teachers become more proficient in managing their emotions.

### ***Enhancing Educational Knowledge***

Based on research findings, efforts to improve the intrapersonal skills of Gen Z Based on the research findings, another effort to enhance the intrapersonal skills of Generation Z teachers is by expanding their knowledge through reading books and engaging with educational content, such as videos. For example, informant P2 stated: "I read books and discuss with my college friends, sometimes sharing experiences with them." [P2]. In line with this, informant P1 also reported: "I usually read materials on the internet or in journals—tips and strategies like that." [P1]. Informant P4 added: "I watch content about anxiety issues and emotional regulation on YouTube." [P4]. These findings suggest that intrapersonal skills can be enhanced through increased exposure to reading materials and educational media, particularly those related to mental health and emotional regulation.

This condition indicates that Generation Z teachers are actively engaged in self-directed learning and demonstrate strong digital literacy. Their approach reflects a tendency not to rely solely on formal training provided by schools, but also to seek alternative resources to support continuous professional and personal development.

### ***Efforts to Improve Interpersonal Skills***

Based on the data analysis conducted, there are four efforts to improve Gen Z teachers' interpersonal skills. From the coding results using atlati.9, there are several codes: sharing with senior teachers, actively participating in collaborative activities, support from the surrounding environment, and understanding others' personalities. The following is an explanation based on the analyzed themes:

#### ***Sharing with Senior Teachers***

To improve interpersonal skills, Gen Z teachers undertake various efforts, one of which is sharing experiences and knowledge through various forms of sharing, such as consulting with senior teachers to gain deeper insights and perspectives, casually discussing with colleagues to build closer relationships, venting to cope with emotional stress faced at work, and sharing experiences related to effective teaching practices to create a collaborative work environment and support professional development. As mentioned by Narasumber P2, who chooses to vent to senior teachers when facing weaknesses:

Usually, I communicate first with the class teachers who are more senior. Usually, I vent first. After class, the subject teacher usually vents to the classroom teacher. Usually, there's an incident, and the student is like this. Oh, yeah. Then, we end up talking about how the student knows this, and how to respond to them like that. [P2]

Further, source P2 continued that they learned again with the seniors: Outside, coincidentally, the TPA coordinator is an older teacher, a senior. Naturally, I need to learn again and communicate with them.[P2]

### **Active in Collaborative Activities**

Gen Z teachers revealed that to improve interpersonal skills, they actively participate in collaborative activities to build relationships, practice socializing, and enhance their skills as teachers. Like source P1, who is part of the KKG.

Teachers' competencies are usually developed through KKG programs. These are funded by the school. KKG stands for Teacher Working Group. The Teacher Working Group is facilitated by the school. Every month, the school provides funds for these activities. The funds are collected by the KKG, and then used to build the group. We will interact directly with teachers. For example, if we are religion teachers, we will be gathered with religion teachers from various schools in the sub-district. We will interact and exchange information. From there, we will build something. [P1]

The Tendik coordinator also confirmed that schools often have committees to prepare school programs. This is done to create collaboration among teachers and improve their skills, especially in terms of cooperation:

Committees. Then committees. We also have school activities. School activities can be diverse, right? So we have events related to the curriculum, and so on. Then, practically speaking, on the ground, responsibilities will be assigned, for example, who is in charge of this. Then what other activities will be assigned to whom.[P6]

The principal's statement also mentions the same thing, that there are often collaborative activities at school, especially to improve teachers' skills. These activities include learning the Quran together, participating in study groups, and activities from the school level to the sub-district level.

### **Work Environment Support**

Next is Gen Z teachers improving their interpersonal skills by learning to understand the characteristics and support of the environment around their workplace. As stated by source P2, the environment has a significant influence on personal development and must be able to filter the environment:

Yes, the environment does have an important influence. Especially when we are adults, we can already distinguish between good and bad. If, for example, we are still in elementary school, it is very important to set boundaries, which might be more appropriate. [P2]

Source P2 also mentioned further that they feel their work environment is supportive.

If it's the school environment, of course it supports personal development, because everyone plays a role in it. If it's from outside, it's more about friends. Coincidentally, I'm from out of town. [P2]

From the interviewee's response, Gen Z teachers at SD Muhammadiyah Bantul Kota support Gen Z teachers and feel comfortable with them. When there are issues, teachers will help each other and provide support to Gen Z teachers. A supportive school environment makes teachers feel comfortable interacting, supporting, and helping one another.

### ***Understanding Others' Personalities***

Based on the analysis conducted, efforts to improve Gen Z teachers' interpersonal skills can be made by understanding the characteristics of their colleagues. It is important to observe colleagues' behavior before adjusting interactions with them. Narasumber P1 explained that they typically assess someone's tendencies whether they lean toward certain traits—and adjust their communication style accordingly. Similarly, Narasumber P4 mentioned that they must first adapt to others' personalities before deciding how to respond and communicate effectively.

In the classroom, Gen Z teachers use different strategies to understand their students' personalities. In understanding students, it is necessary to differentiate approaches based on gender and temperament. For example, male students often respond better to a firm tone, while female students prefer softer communication.

In learning, yes, it's important. Because children have different personalities. Then, the way we respond to them is also different. Girls and boys are very different. Boys, if you soften your tone, I mean, the ones in the back won't move. They won't move. That's why you have to be firm. Yes, the intonation is raised a bit. For girls, why is that? Girls are treated more gently. [P2]

Source P2 also shows that while outgoing students are easier to communicate with, quiet students require more effort to connect with. Gen Z teachers reveal that understanding and empathizing with students is one way to improve teachers' interpersonal skills.

## **Discussion**

### ***Intra and Interpersonal Skills Issues Among Gen Z Teachers***

Generation Z teachers face various challenges that hinder the achievement of professionalism, both in terms of self-management and interaction with others. In practice, Generation Z teachers experience intrapersonal skill issues, particularly emotional dysregulation and stress. They tend to be easily triggered emotionally when dealing with students who are difficult to manage. This condition reflects difficulties in emotional control influenced by external factors, such as student behavior (Gałajda, 2025). In addition, emotional responses may also be influenced by internal factors, such as individual thought patterns that shape how situations

are perceived and responded to (Putra & Rachmiatie, 2023). If teachers are unable to manage their emotions effectively, this can negatively impact the learning process in the classroom. Therefore, emotional intelligence becomes a crucial competency that teachers must possess in order to create a conducive learning environment (Heilman, 2025).

This is further supported by findings indicating that teachers with higher levels of emotional intelligence tend to be more effective in managing classrooms and maintaining student discipline (Valente et al., 2024). They are better able to understand, regulate, and express their emotions, which contributes to improved instructional effectiveness. Moreover, the ability to regulate emotions also has a significant influence on an individual's overall quality of life (Gardner, 2000).

During classroom instruction, Generation Z teachers often experience mood fluctuations that affect the quality of learning. Such instability can disrupt the teaching process, making students more difficult to manage and potentially leading to a less controlled classroom environment. This is supported by Deng (2021), who found that when teachers are in a positive mood, students tend to be more enthusiastic and engaged, instructional delivery becomes clearer, and the classroom atmosphere is more conducive to learning. Conversely, when teachers are in a negative mood, the learning environment becomes less comfortable and effective. Teachers' moods are often influenced by emotional exhaustion resulting from their work, which in turn affects the effectiveness of classroom instruction (Klusmann et al., 2016). Furthermore, Ahmed et al. (2020) suggest that teachers who experience happiness in the workplace are more likely to maintain positive moods and high levels of motivation, which can carry over into subsequent workdays. This, in turn, may help reduce the risk of work-related stress.

Work-related stress is a condition that affects an individual's emotions and cognition, arising from the interaction between job demands and human activities. Stress occurs when there is a mismatch between an individual's capabilities and the demands of the job (Akyüz, 2023; Dewangan & Goswami, 2025). This typically arises when individuals are unable to cope with such discrepancies. As a result, work tasks may not be completed optimally, and unmanaged stress can further disrupt other responsibilities. Moreover, such conditions can negatively affect interpersonal relationships, including interactions with colleagues in the workplace. The conditions of stress and burnout experienced by Generation Z teachers not only affect their psychological well-being but also influence their performance in the teaching process, particularly in classroom management.

Effective learning is supported by effective classroom management, which relies on teachers' competence in maintaining a conducive learning environment despite potential challenges and disruptions during instruction. As emphasized by Moreno (2025), classroom management is a crucial element of teacher professionalism and serves as a foundation for creating an effective learning environment. Key aspects of classroom management include organizing the classroom setting, managing student behavior, preparing instructional materials, and maintaining student discipline.

Generation Z teachers often experience confusion when facing changes in the education system, as these changes require rapid adaptation without adequate preparation. This highlights adaptability as a key challenge, often influenced by limited self-development and unsupportive organizational environments (Amai, 2022; Karataş & Yüce, 2024). However, other perspectives suggest that organizations should also adapt to the characteristics and needs of Generation Z by fostering more flexible and supportive cultures (Benítez-Márquez et al., 2022). Teachers who adapt well typically demonstrate analytical thinking, openness, creativity, and innovation, which are essential in responding to ongoing educational changes (Aziez et al., 2025).

In terms of interpersonal skills, Generation Z teachers often feel awkward when communicating with senior colleagues, leading to ineffective interactions and potential miscommunication (Berkers & Wijngaarden, 2025; Plakias, 2024). They tend to prefer digital communication over direct interaction, which is influenced by their developmental background and familiarity with technology (Hapsari et al., 2024). This indicates limitations in cross-generational communication skills, which can be improved through self-development and adaptation to professional communication norms.

Additionally, generational differences in values, perspectives, and working styles create challenges in interaction and collaboration. These differences may lead to social gaps and negative perceptions of Generation Z, particularly due to their reliance on technology and preference for instant solutions (Admiraal et al., 2023). Communication patterns also differ, with Generation Z favoring digital communication, which has transformed interactions in educational settings to be more responsive and interactive (Citraningtyas et al., 2025; Mohd Kamal et al., 2025). Nevertheless, effective communication remains a critical factor in enhancing teacher performance and collaboration within schools (Fu & Zhang, 2024).

### ***Efforts to Improve Gen Z Teachers' Intrapersonal and Interpersonal Skills***

Based on the identified weaknesses in intrapersonal and interpersonal skills, Generation Z teachers strive to improve these competencies through self-development. This includes participating in educational activities, building professional relationships, and learning from experience. In addition, technological advancements facilitate more effective and accessible self-development opportunities.

Research by Abou Assali and Al Abdoul (2024) highlights that teacher self-development is essential for managing time, emotions, and stress. Similarly, Peters et al. (2024) emphasize that participation in workshops, training, and professional development programs enhances the quality of human resources and teacher competencies. Furthermore, Hu et al. (2026) assert that self-development plays a crucial role in career success, serving not only to improve individual quality but also to contribute positively to the surrounding environment.

Research indicates that self-development focused on emotional, mental, and professional competencies can enhance teachers' intrapersonal skills (Apridayani

et al., 2024). This aligns with the characteristics of Generation Z, who demonstrate a strong interest in self-development and actively seek opportunities to acquire new skills (Sukmawati et al., 2025)

Continuous self-development further supports the enhancement of teacher professionalism, including teaching practices, collaboration with colleagues, and interactions beyond the school context (Vadivel et al., 2021). In addition, teachers with strong self-awareness tend to have a positive impact on the learning process, benefiting both their students and their own professional growth (Sipman et al., 2024).

In line with individual self-development efforts, the improvement of Generation Z teachers' interpersonal skills is also achieved through collaboration and active engagement in professional communities. Collaboration enables individuals to build relationships and work effectively with others (Castaño Muñoz et al., 2023). This is supported by Cutillas et al. (2025), who emphasize that collaboration and social interaction can enhance interpersonal skills among Generation Z teachers.

Professional communities also serve as platforms for sharing experiences and knowledge, as well as providing inspiration and emotional support. One such platform is the Komunitas Belajar (Kombel), a community of teachers committed to educational transformation, particularly in the implementation of the Merdeka Curriculum. Through participation in such communities, Generation Z teachers can broaden their perspectives, increase self-confidence, and gain collaborative experiences that support their professionalism (Fatihah, 2024).

Furthermore, collaboration not only benefits individuals but also contributes to improving the overall quality of education. Collaboration among teachers, including across generations, facilitates the exchange of knowledge and skills, especially in the use of digital technologies (Kasmawati, 2020). In this context, Generation Z teachers contribute positively due to their ability to collaborate flexibly, both face-to-face and online (Kamat et al., 2025).

In addition, enhancing interpersonal skills among Generation Z teachers requires strong environmental support. Research by Nurqamar et al. (2022) highlights the importance of support from school principals and organizational culture in fostering teachers' interpersonal development. Similarly, Eusebio et al. (2025) Moore Johnson (2025) emphasize that a positive and supportive school environment can significantly improve teachers' social competencies. Therefore, efforts to enhance interpersonal skills among Generation Z teachers are closely linked to the support provided by their working environment.

## CONCLUSION

Generation Z teachers bring new dynamics to education, particularly in non-technical aspects influencing professionalism. Despite strong technological proficiency, they face challenges in intrapersonal skills, such as emotional instability, mood fluctuations, and adaptability, as well as interpersonal skills, including communication, generational interaction, and classroom authority. Efforts to address these issues include self-development, emotional regulation,

continuous learning, and collaborative engagement supported by the work environment. Theoretically, this study highlights the importance of integrating intrapersonal and interpersonal competencies within teacher professionalism frameworks, especially in a generational context. Practically, it underscores the need for targeted professional development, mentoring, and emotional skill training. From a policy perspective, it emphasizes the importance of supportive educational policies that promote teacher well-being, continuous development, and collaborative school cultures to sustain professional growth.

## ACKNOWLEDGMENTS

The authors would like to express their sincere gratitude to all participants who generously shared their experiences and insights throughout this study. Special appreciation is extended to the Gen Z teachers, the education coordinator, and the principal of SD Muhammadiyah Yogyakarta for their valuable cooperation and support during the data collection process. The authors also thank colleagues and reviewers for their constructive feedback, which significantly improved the quality of this manuscript. Their contributions were essential to the successful completion of this research.

## REFERENCES

- Abou Assali, M., & Al Abdouli, K. (2024). Unleashing the power of teacher's wellbeing and selfcare. *Research Journal in Advanced Humanities*, 5(1). <https://doi.org/10.58256/3nrd9d62>
- Admiraal, W., Kittelsen Røberg, K. I., Wiers-Jenssen, J., & Saab, N. (2023). Mind the gap: Early-career teachers' level of preparedness, professional development, working conditions, and feelings of distress. *Social Psychology of Education*, 26(6), 1759–1787. <https://doi.org/10.1007/s11218-023-09819-6>
- Agarwal, H., & Vaghela, P. (2018). Work Values Of Gen Z: Bridging the Gap to the Next Generation. *National Conference on Innovative Business Management Practices in 21st Century*, 1(2), 1–26.
- Ahmed, N. E., Hushin, H., & Mahayadin, M. (2020). Workplace Happiness and the Relationship to the Work Motivation among Primary School Teachers in Pasir Gudang District/ Kebahagiaan di Tempat Kerja dan Hubungannya terhadap Motivasi Kerja Guru Sekolah Rendah di Daerah Pasir Gudang. *Sains Humanika*, 12(2–2), 35–39. <https://doi.org/10.11113/sh.v12n2-2.1782>
- Akyüz, İ. (2023). Job stress management in forest administration chief officers in Turkey. *Turkish Journal of Agriculture and Forestry*, 47(1), 11–22. <https://doi.org/10.55730/1300-011X.3060>
- Alruthaya, A., Nguyen, T. T., & Lokuge, S. (2021). The Application of Digital Technology and the Learning Characteristics of Generation Z in Higher Education. *ACIS 2021 - Australasian Conference on Information Systems, Proceedings*, 1–7.
- Amai, K. (2022). Adolescents' mental health problems, teacher support, and school adaptation: A qualitative analysis based on the Trajectory Equifinality

- Model. *International Journal of School & Educational Psychology*, 10(4), 510–526. <https://doi.org/10.1080/21683603.2021.1901812>
- Annamalai, S., Vasunandan, A., & Mehta, A. (2025). Social isolation and loneliness among Generation Z employees: can emotional intelligence help mitigate? *Cogent Business and Management*, 12(1). <https://doi.org/10.1080/23311975.2024.2441474>
- Apridayani, Warsah, I., & Murniyanto. (2024). Model Optimalisasi Pemberdayaan Soft Skills Guru Pada Lembaga Pendidikan Islam. *Jurnal IdraTech*, 15(1), 37–48.
- Au, A. K. Y., Cheng, S. K. L., Wu, W. C. H., Shum, D. H. K., Nezlek, J. B., & Hui, B. P. H. (2025). Understanding age-related differences in online prosocial behavior: A qualitative thematic analysis of interpersonal, ideological, and mixed patterns. *Computers in Human Behavior Reports*, 17, 100557. <https://doi.org/10.1016/j.chbr.2024.100557>
- Aziez, F., Rinjani, R., Agung, R. M., Wiarsih, C., & Irianto, S. (2025). Being An Introverted Teacher: Student Teachers' Experience During the Internship Program. *Educational Process International Journal*, 16(1). <https://doi.org/10.22521/edupij.2025.16.196>
- Benítez-Márquez, M. D., Sánchez-Teba, E. M., Bermúdez-González, G., & Núñez-Rydman, E. S. (2022). Generation Z Within the Workforce and in the Workplace: A Bibliometric Analysis. *Frontiers in Psychology*, 12(February), 1–16. <https://doi.org/10.3389/fpsyg.2021.736820>
- Berkers, P., & Wijngaarden, Y. (2025). *A Sociology of Awkwardness*. Routledge. <https://doi.org/10.4324/9781003247302>
- Castaño Muñoz, J., Vuorikari, R., Costa, P., Hippe, R., & Kampylis, P. (2023). Teacher collaboration and students' digital competence - evidence from the SELFIE tool. *European Journal of Teacher Education*, 46(3), 476–497. <https://doi.org/10.1080/02619768.2021.1938535>
- Citraningtyas, C. E. C., Puspita, R., & Winarty, S. (2025). *Examining Digital Communication Etiquette Among Gen-Z in the Smart City Context: A Case Study of Universitas Pembangunan Jaya Students in Indonesia BT - Proceedings of 8th ASRES International Conference on Intelligent Technologies* (V. K. Tripathi, K. V. Arya, & C. Rodriguez, Eds.; pp. 419–430). Springer Nature Singapore.
- Collie, R. J. (2025). Teachers' perceived social-emotional competence: a personal resource linked with well-being and turnover intentions. *Educational Psychology*, 45(3), 257–274. <https://doi.org/10.1080/01443410.2025.2466652>
- Cubukcu Cerasi, C., & Balcioglu, Y. S. (2024). Bridging Generations and Values: Understanding Generation Z's Organizational Preferences and the Mediating Role of Sustainability and Innovation Attitudes in Turkey. *Administrative Sciences*, 14(9). <https://doi.org/10.3390/admsci14090229>
- Deloitte. (2019). *Welcome to Generation Z*. 1–24.

- Deng, R. (2021). Emotionally engaged learners are more satisfied with online courses. *Sustainability (Switzerland)*, 13(20). <https://doi.org/10.3390/su132011169>
- Dewangan, R. L., & Goswami, T. (2025). Organizational role stress, quality of work life, organizational citizenship behavior, and psychological well-being among university faculty members. *BMC Psychology*, 13(1), 538. <https://doi.org/10.1186/s40359-025-02883-x>
- Dyosini, T. P. (2024). Professional development of teachers: Perceptions and challenges of foundation phase teachers. *South African Journal of Childhood Education*, 14(1), 13. <https://doi.org/10.4102/sajce.v14i1.1572>
- Eusebio, E. J. G., Baldera, P. R., C. Patiam, A. M., F. Sombria, C., F. Gan, J. R., & G. Castillo, C. (2025). Influences of educational and personal contexts on self-efficacy and job satisfaction of public elementary school teachers. *International Journal of Evaluation and Research in Education (IJERE)*, 14(6), 4468. <https://doi.org/10.11591/ijere.v14i6.33510>
- Fatihah, W. (2024). Webinar Komunitas Belajar (KOMBEL): Berbagai Praktik Baik dalam Meningkatkan Kompetensi Guru. *Jurnal Abdimas Kartika Wijayakusuma*, 5(2), 440–450. <https://doi.org/10.26874/jakw.v5i2.451>
- Febrianty, S. E., & Muhammad, S. (2023). *Manajemen Sumber Daya Manusia yang Pro Gen Z*. UPPM universitas malahayati.
- Fu, Q., & Zhang, X. (2024). Promoting community resilience through disaster education: Review of community-based interventions with a focus on teacher resilience and well-being. *PLOS ONE*, 19(1), e0296393. <https://doi.org/10.1371/journal.pone.0296393>
- Gałajda, D. (2025). Understanding the Perception of Emotionality of GenZers as a Way of Developing Well-Being. *Theory and Practice of Second Language Acquisition*, 1–23. <https://doi.org/10.31261/TAPSLA.16422>
- Gardner, H. E. (2000). *Intelligence reframed: Multiple intelligences for the 21st century*. Hachette Uk.
- Gebre, Z. A., Demissie, M. M., & Yimer, B. M. (2025). The impact of teacher socio-emotional competence on student engagement: a meta-analysis. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1526371>
- Hapsari, R. N., Agustina, S. M., Wijaya, R., & Romadona, M. R. (2024). *Kurangnya Keterampilan Komunikasi Generasi Z Memasuki Pasar Kerja Inadequate Communication Skills of Generation Z Entering the Workplace*. <https://doi.org/10.56873/jpkm.v9i1.5241>
- Heilman, E. E. (2025). Supporting Gen Z teachers' emotional well-being. *Phi Delta Kappan*, 107(1–2), 13–18. <https://doi.org/10.1177/00317217251377820>
- Hu, P.-P., Huang, F.-M., Yang, X.-F., Chen, X.-M., Cao, C.-H., & Chen, I.-H. (2026). How novice teacher identity affects student psychological resilience: A multi-level analysis. *Acta Psychologica*, 263, 106273. <https://doi.org/10.1016/j.actpsy.2026.106273>
- Insider, B. (2021). *Generation Z News: Latest Characteristics, Research, and Facts*. Insider Inc. <https://www.businessinsider.com/generation-z?IR=T>

- Jasmine, J. A., & Utomo, P. (2024). The role of transformational leadership, work-life balance, and employee engagement on Gen Z's organizational commitment in the Indonesian creative industry. *Problems and Perspectives in Management*, 22(4), 576–587. [https://doi.org/10.21511/ppm.22\(4\).2024.43](https://doi.org/10.21511/ppm.22(4).2024.43)
- Kamat, M. M., Udayakumar, S., Selvakumar, P., Kamalakkannan, M. K., Reddy, E. M., & Manjunath, T. C. (2025). Increase in Work Productivity Through Intergenerational Collaboration. In *Enhancing Intergenerational Social Connections Using Shared Common Values* (pp. 147–172). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3373-4367-9.ch006>
- Karataş, F., & Yüce, E. (2024). AI and the Future of Teaching: Preservice Teachers' Reflections on the Use of Artificial Intelligence in Open and Distributed Learning. *International Review of Research in Open and Distributed Learning*, 25(3 Special Issue), 304–325. <https://doi.org/10.19173/irrodl.v25i3.7785>
- Karina, M., Bila, N. S., Primantari, R., Tara, J. D., Rahmawati, A. F., Murti, N. W., Qintara, M. A., Hanifah, F., Wahyuni, D., & Novita, M. V. (2021). *Gen Z Insights: Perspective on Education*. Unisri Press.
- Kasmawati, Y. (2020). Peningkatan Kompetensi Melalui Kolaborasi: Suatu Tinjauan Teoritis Terhadap Guru. *Equilibrium: Jurnal Pendidikan*, 8(2), 136–142. <https://doi.org/10.26618/equilibrium.v8i2.3377>
- Klusmann, U., Richter, D., & Lüdtke, O. (2016). Teachers' emotional exhaustion is negatively related to students' achievement: Evidence from a large-scale assessment study. *Journal of Educational Psychology*, 108(8), 1193–1203. <https://doi.org/10.1037/edu0000125>
- L. Cutillas, A., E. Balili Jr., E., C. Rellin, E., & S. Pangandoyon, M. J. (2025). Teaching strategies and activities across all disciplines that appeal to Gen-Z learners. *Environment and Social Psychology*, 10(6). <https://doi.org/10.59429/esp.v10i6.3176>
- Lee, S., & Jun, J. (2023). International Journal of Educational Methodology Active Job Behaviors of Generation Z Elementary School Teachers \*. *International Journal of Education Methodology*, 9(4), 801–814. <https://doi.org/https://doi.org/10.12973/ijem.9.4.801> International
- Martyna Bielen, & Jakub Kibucek. (2020). Response of the labor market to the needs and expectations of Generation Z. *E-Mentor*, 86(4), 87–94. <https://doi.org/10.15219/em86.1486>
- Mohd Kamal, N., Wan Afandi, W. N. H., & Alias, N. Z. I. (2025). Concept Paper: Exploring Gen Z's Communication Tools in Enhancing Post-COVID Educational Settings Through the Lens of Media Richness Theory. *PaperASIA*, 41(5b), 362–368. <https://doi.org/10.59953/paperasia.v41i5b.729>
- Moore Johnson, S. (2025). Pursuing the School as a Workplace. In *Handbook on Teachers' Work* (pp. 119–136). Routledge. <https://doi.org/10.4324/9781003479659-10>
- Moreno, G. (2025). Teacher Preparation for Diverse K-12 Settings: Advocating for the Theoretical Fusion of Culturally Competent Classroom Management and

- Person-Centered Therapy Principles. *The New Educator*, 21(4), 356–375.  
<https://doi.org/10.1080/1547688X.2025.2512721>
- Mornar, M. (2024). Teachers' Social and Emotional Competencies and Their Role in Occupational Well-Being. *Psihologijske Teme*, 33(3), 503–526.  
<https://doi.org/10.31820/pt.33.3.2>
- Nanda, S. B., Satapathy, D., Panda, G., & Pradhan, D. K. (2025). Socio-emotional learning and competencies in 21st-century education: a systematic review of teacher and student perspectives. *Discover Education*, 4(1), 338.  
<https://doi.org/10.1007/s44217-025-00796-w>
- Nurqamar, I. F., Ulfa, S., Hafizhah, I., Fadhilah, N., & Rahmi, N. (2022). The Intention of Generation Z To Apply For a Job. *JBMI (Jurnal Bisnis, Manajemen, Dan Informatika)*, 18(3), 218–247.  
<https://doi.org/10.26487/jbmi.v18i3.16493>
- Paolini, A. C. (2020). Social Emotional Learning: Key to Career Readiness. *Anatolian Journal of Education*, 5(1), 125–134.  
<https://doi.org/10.29333/aje.2020.5112a>
- Peters, D., Sadek, M., & Ahmadpour, N. (2024). Collaborative Workshops at Scale: A Method for Non-Facilitated Virtual Collaborative Design Workshops. *International Journal of Human-Computer Interaction*, 40(19), 5997–6014.  
<https://doi.org/10.1080/10447318.2023.2247589>
- Pichler, S., Kohli, C., & Granitz, N. (2021). DITTO for Gen Z: A framework for leveraging the uniqueness of the new generation. *Business Horizons*, 64(5), 599–610. <https://doi.org/10.1016/j.bushor.2021.02.021>
- Plakias, A. (2024). *Awkwardness*. Oxford University Press New York.  
<https://doi.org/10.1093/oso/9780197683606.001.0001>
- Putra, R. P., & Rachmatie, A. (2023). Manajemen Emosi dalam Dimensi Komunikasi Antarpribadi. *Bandung Conference Series: Public Relations*, 3(2), 563–569. <https://doi.org/10.29313/bcspr.v3i2.8197>
- Rachmawati, D. (2019). Welcoming Gen Z in Job World (Selamat Datang Generasi Z di dunia kerja) Dewi. *Proceeding Indonesia Career Center Network Summit IV*, 21–24.
- Robaina-Calderín, L., Martín-Santana, J. D., & Muñoz-Leiva, F. (2023). Immersive experiences as a resource for promoting museum tourism in the Z and millennials generations. *Journal of Destination Marketing and Management*, 29. <https://doi.org/10.1016/j.jdmm.2023.100795>
- Sipman, G., Martens, R., Thölke, J., & McKenney, S. (2024). Exploring teacher awareness of intuition and how it affects classroom practices: conceptual and pragmatic dimensions. *Professional Development in Education*, 50(4), 746–759. <https://doi.org/10.1080/19415257.2021.1902839>
- Sukmawati, Suriani, S., Karim, A., Setiawan, L., & Yunus, M. K. (2025). Building sustainable human resource work meaning: A case study of Generation Z. *International Journal of Management and Sustainability*, 14(3), 787–802.  
<https://doi.org/10.18488/11.v14i3.4367>
- Surugiu, C., Surugiu, M. R., Grădinaru, C., & Grigore, A. M. (2025). Factors Motivating Generation Z in the Workplace: Managerial Challenges and

- Insights. *Administrative Sciences*, 15(1).  
<https://doi.org/10.3390/admsci15010029>
- Suyatno, S., Wantini, W., & Patimah, L. (2024). Intrinsic Motivation of Gen Z to be a Teacher in Elementary Schools. *Futurity Education*, 4(3), 169–181.
- Szymkowiak, A., Melović, B., Dabić, M., Jeganathan, K., & Kundi, G. S. (2021). Information technology and Gen Z: The role of teachers, the internet, and technology in the education of young people. *Technology in Society*, 65(March). <https://doi.org/10.1016/j.techsoc.2021.101565>
- Vadivel, B., Namaziandost, E., & Saeedian, A. (2021). Progress in English Language Teaching Through Continuous Professional Development—Teachers’ Self-Awareness, Perception, and Feedback. *Frontiers in Education*, 6(November), 1–10. <https://doi.org/10.3389/educ.2021.757285>
- Valente, S., A. Lourenço, A., S. Almeida, L., Sainz-Gómez, M., & Amaro, P. (2024). La inteligencia emocional del docente como predictor de la gestión del aula y de la eficacia de la disciplina. *Revista Argentina de Ciencias Del Comportamiento*, 16(3), 96–106.  
<https://doi.org/10.32348/1852.4206.v16.n3.42311>
- Xu, G., Haratyan, F., & Tian, H. (2026). A 2025 systematic review of teacher emotion regulation and well-being: implications for student engagement, learning outcomes, and professional development in EFL contexts. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1715266>
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods*.
- Zahari, S. N. S., & Puteh, F. (2023). Gen Z Workforce and Job-Hopping Intention: A Study among University Students in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 13(1), 902–927.  
<https://doi.org/10.6007/ijarbss/v13-i1/15540>