



Gen Z Teacher Transformation : Self-Development Strategy to Improve Social and Personality Competence

Widya Utami, Achadi Budi Santosa*, Suyatno

Educational Management Study Program, Universitas Ahmad Dahlan, Indonesia.

*Corresponding Author. Email: budi.santosa@mp.uad.ac.id

Abstract: This study aims to reveal the transformation of Gen Z teachers by highlighting the problem of improving social and personality competencies and identifying the strategies they use. This research used a qualitative approach with a case study method. Data collection was carried out using in-depth interview techniques with five Gen Z teachers in Lubuklinggau City who were selected using purposive sampling. The data analysis technique uses the Miles and Huberman model which includes the stages of data collection, data reduction, data presentation, and conclusions. The findings of this study reveal that Gen Z teachers face problems such as lack of self-awareness, dependence on technology, minimal training, and limited time and workload. As a result, Gen Z teachers are at risk of experiencing gaps in communication skills and emotional intelligence, being less prepared to face challenges involving collaboration in the workplace, and in their social lives. The strategies used by Gen Z teachers in their social and personality development include self-assessment, self-development, and utilization of technology. They also continue to learn and adapt in developing their personality and social interactions, in order to improve the quality of their teaching and social relationships.

Article History

Received: 28-01-2025
Revised: 30-02-2025
Accepted: 17-03-2025
Published: 25-04-2025

Key Words:

Gen Z Teacher;
Transformation;
Self-Development;
Social Competency;
Personality.

How to Cite: Utami, W., Santosa, A., & Suyatno, S. (2025). Gen Z Teacher Transformation : Self-Development Strategy to Improve Social and Personality Competence. *Jurnal Paedagogy*, 12(2), 379-390. doi:<https://doi.org/10.33394/jp.v12i2.14575>



<https://doi.org/10.33394/jp.v12i2.14575>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Generational grouping based on age is generally divided into several groups with different age ranges. Generation Z consists of people born between 1995 and the early 2010s and has become a hot topic of conversation on social media (Dolot, 2018). Compared to previous generations, Gen Z has various terms, such as Gen Tech, Digital Natives, Igeneration, or Online generation (Nichols & Smith, 2024). This is the impact of Gen Z's life, which was born and raised on social networks (Venida, 2022). Gen Z's life centered on digital and technology is their strong identity. Gen Z is the youngest generation to enter the workforce and blend in with the other three generations (Carter, 2018).

As a new generation entering the workforce, Gen Z has spread into various fields of work, including teaching. Generation Z teachers are known to have unique characteristics compared to their senior generations (Suyatno et al., 2024). The fact that they were born and raised amid rapid technological developments makes them skilled in social interactions using digital platforms (Suyatno et al., 2024). They are also known to be critical, quick to access information, curious, and have social interaction skills in the digital world.

The strong influence of digital technology on the lives of Gen Z teachers brings both convenience and challenges. Although Gen Z is considered proficient in technology, they have difficulty in social interactions in the real world (Nguyen Ngoc et al., 2022). Gen Z teachers often face problems such as work pressure, emotional regulation, and negative self-



image (Suyatno et al., 2025). Two important characteristics of Generation Z are that they need to learn a lot due to lack of experience and often make mistakes (Dangmei et al., 2016).

Generation Z has filled educational institutions as professional teachers (Sobarningsih & Muhtar, 2022). Teachers have an important role in improving the quality of learning in schools. The influence of technology and social change requires teachers to be more active as agents of social transformation, role models, and catalysts in forming a learning environment that supports the growth of students' critical, creative, and innovative attitudes (Yasin et al., 2024). One of the competencies that Gen Z teachers must have is social and personality competency. By developing these skills, Gen Z teachers can build positive relationships, increase the effectiveness of communication and social interaction, build cooperation and adapt to diverse student backgrounds, and improve work professionalism. However, Gen Z teachers are often faced with several problems. Their dependence on technology makes them very intense in communicating and interacting using digital platforms, reducing the ability for social interaction and real collaboration in a professional environment (Nguyen Ngoc et al., 2022).

Social and personality competencies are essential for teachers facing the ever-dynamic flow of education. Social competence is communicating and interacting socially (Griffith et al., 2024). Effective communication is crucial for teachers. Dorlan Naibaho (Silalahi & Naibaho, 2023) describes four social competencies that teachers must have, namely (1) being skilled at communicating, (2) having a sympathetic attitude, (3) being able to work together, and (4) being able to socialize with educational partners. Teachers are always considered role models for those around them (Bahi & Santosa, 2022). Therefore, they need to improve their communication and interaction with the community. This certainly helps improve teachers' social and emotional quality and increases student learning effectiveness (Kager et al., 2023).

Personality competence is the primary basis for other competencies, such as social competence, pedagogical competence, and professional competence (Sukoyo & Juhji, 2021). The didactic behavior of teachers in the learning process is greatly influenced by the teacher's personality (Aliyev, 2023). Personality competence is closely related to individual self-development. This is because no self-development process will occur if the individual does not know about all his personality's ins and outs and unique characteristics (Aliyev, 2023). In its implementation, teachers often experience problems related to personality competence. Some of the problems that often arise include the inability of teachers to control emotions due to stress or pressure, lack of enthusiasm, attention, and concern of teachers in caring for students with diverse characteristics, neglect of teaching and coaching students due to the inability of teachers to manage time in balancing their duties (Sutrisna & Artajaya, 2022).

This research is important to do considering that Gen Z teachers have now blended with their senior generation and will be the generation that dominates educational institutions in the next few years. This research is important to do considering that Gen Z teachers have now blended with their senior generation and will become the generation that dominates educational institutions in the next few years. This research will respond to the shortcomings that have been written in previous studies that tend to be general, through the social perspective and emotional tendencies of Gen Z teachers, the approach in this study will provide a more comprehensive color. In addition to its attention to continue to reveal the phenomena that have been carried out in developing the overall professional abilities of teachers.



Research Method

This study uses a qualitative research approach with a case study method. The case study method explores a case carried out over time through in-depth data collection and involves various sources of rich information in a context (Hirose & Creswell, 2023). From this statement, it can be concluded that a case study is a study where researchers explore a particular phenomenon in a time and activity and collect detailed and in-depth information using various data collection procedures over a certain period. Participants who are also key informants in this study are Gen Z teachers selected by purposive sampling from several schools in Lubuklinggau. Purposive sampling is a data source sampling technique that selects a group of subjects based on specific characteristics related to the characteristics of the population to be studied (Nyimbili & Nyimbili, 2024). The characteristics of the selected participants are shown in the table below,

Table 1. Participant Characteristics

	Criteria	Total
Gender	Male	1
	Female	3
Age (years)	23-25	2
	26-28	2
Teaching experience (years)	1-3 years	3
	4-6 years	1
Educational Qualification	Sarjana	4
Level taught	Elementary	4
School status	Public	1
	Private	3

Data was collected using in-depth interview techniques to explore various views and experiences related to the studied topic. The analysis technique used in this study uses the Miles and Huberman model, which consists of data collection, data reduction, data display, and conclusion (Salmona & Kaczynski, 2024). Data validity is carried out using source triangulation techniques. Data is obtained from coding results using an atlas. ti 9, and the patterns formed are then grouped based on specific themes and concluded to produce valid data.

Results and Discussion

Based on the data analysis that has been carried out, there are problems and strategies in developing the social and personality competencies of Gen Z teachers. The coding results from the analysis of the interview transcripts that have been carried out are as follows:

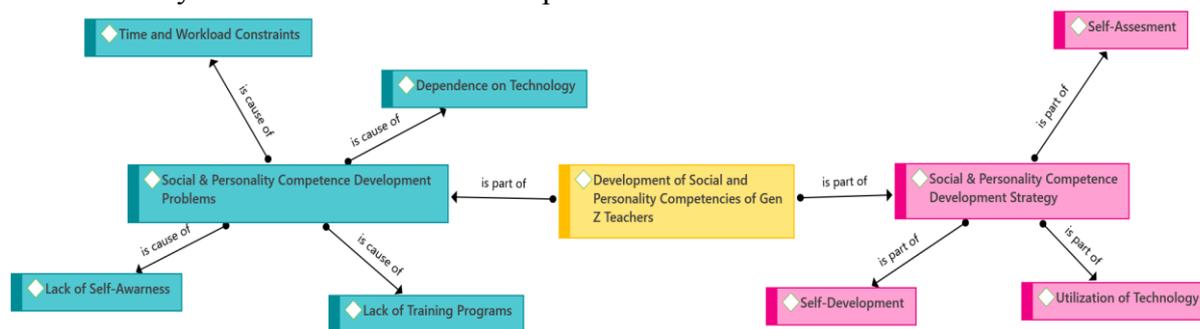


Figure 1. Concept Map of Gen Z Teacher Competency Development



Problems of Social and Personality Competence Development

The following are problems found in the social and personality development of Gen Z teachers obtained through interview data coding:

Lack of Self-Awareness

Gen Z teachers tend to be oriented toward students' academic achievement. Therefore, they prioritize improving technical skills and academic knowledge and pay little attention to social and personality competence development aspects. This is as conveyed by N1 below:

"We see that parents will be happy if they see good learning outcomes for their children, so our focus is on teaching methods and forming interactive classes. So the implications are on children's learning outcomes [N1]."

N3 also confirmed this through the following statement:

"Changes in education policy are unpredictable, disrupting my focus on developing more stable social or personality skills. I must learn new things about technical competence again if the curriculum changes [N3]."

Lack of Training Programs

Training programs are still limited, especially those covering social and personality competencies. Most of the available training focuses more on academic competencies and technical skills in teaching. This is as conveyed by N3 below:

"We can probably see social and personality competency development materials on Instagram or YouTube. However, this topic is not widely discussed directly in teacher forums. We rarely get training on developing social or personality competencies. There is only technical training. Such as training on using technology for learning or implementing the independent curriculum [N3]."

This was also conveyed N4 when talking about the training programs she had attended while working as a teacher. Here is the interview:

"I think our social and personality competencies already have their innate basis. Because in schools, the available training is usually about academics or effective teaching methods, ma'am [N4]."

Dependence on Technology

The strong influence of digital on the lives of Gen Z teachers makes it difficult for them to build effective communication with others, and they are less accustomed to face-to-face interactions. This is as conveyed by N1 below:

"Maybe because we are used to communicating via social media or messaging applications. This sometimes reduces my ability to interact directly [N1]."

Agreeing with this, N2 confirmed that gadgets influence their interaction ability in the real world. Here is an excerpt from her interview:

"Most of them play with gadgets, ma'am, so there is more interaction on social media. Indirectly, it affects the way we interact in real life. It's a bit nervous when we communicate with parents face to face [N2]."

Time and Workload Constraints

The high demands of managing classes and fulfilling various administrative obligations are challenging for Gen Z teachers. These demands leave them little time to focus on self-development, especially in social and personality aspects. This is as conveyed by N2 below:

"I am often pressured to adjust to high professional expectations at school. There is pressure to continue to innovate and use technology in teaching and to achieve strict academic standards [N2]."

Agreeing with this idea, N3, and N4 also admitted that the burden of school assignments and limited rest time at home did not leave them enough time to focus on developing social and personality competencies.



“Besides, we are already full of assignments at school, so if we have to study at home, it is a bit stressful [N3].”

“We are tired; we come home from school at 4 o'clock, so we need time to rest at home [N4].”

Social and Personality Competence Development Strategy for Gen Z Teachers

The following are strategies and approaches used by Gen Z teachers in developing social and personality competencies obtained through interview data coding:

Self-Assessment

Gen Z teachers conduct self-assessments to evaluate their strengths and see areas that need to be developed in their social and personality aspects. This is like the statement made by N2 below:

“At school, we develop ourselves by conducting self-assessments. Seeing what our weaknesses are. We must know that social and personality competencies are important for teachers [N2].”

N3 also confirmed this statement through the following statement:

“Developing their social and personality competencies through lifelong learning and regular self-reflection [N3].”

Self-Development

Gen Z teachers self-develop through reflective learning and collaboration with colleagues to share practical experiences.

"Focusing on reflective learning, creating a collaborative environment inside and outside the classroom. We work with colleagues and participate in collaborative projects in the Teacher Working Group forum, [N1]."

In line with this, N2 also said that the teacher community they often hold once a month helps them share experiences and get solutions from more experienced teachers. The following is a statement in an interview with N2:

"Active in social activities, expanding their social interactions and building deeper connections. Meeting with colleagues in the same profession helps us find solutions to problems we often find in class. The point is to keep learning and never get tired. Because teachers are lifelong learners [N2]."

Utilization of Technology

Utilization of digital platforms more wisely to access content that supports the development of social and personality competencies. This is following N4's statement in the following interview:

"Utilizing digital tools to develop their social competence. We are active in online communities that support self-development, participating in forums or discussions that challenge their perspectives [N4]."

This was also confirmed by N2, which stated that access to self-development content can be achieved by accessing gadget content. The following is an excerpt from the interview:

"Utilizing technology well. Gen Z teachers can also learn from content on social media if they don't have much time to attend training [N2]."

Discussion of Social and Personality Competence Development Issues

Gen Z teachers often face problems such as a lack of self-awareness in developing social and personality competencies. Self-awareness is a core part of social education and professional practice. Self-awareness is how we view ourselves, and our impact on ourselves and the environment affects our behavior (London et al., 2025). Self-awareness is important for individual behavior, satisfaction, and performance (Carter, 2018). If there is a deviation in self-awareness, it can affect mental health and social life (Pan et al., 2024). Self-awareness brings many psychological benefits, including increased self-regulation, seeing more of the needs of others, and less stress and anxiety. (Carden, Passmore, et al., 2022). Self-awareness



develops deep and meaningful thinking and builds relationships to create an environment in which challenging work can be done (Carden, Jones et al., 2022)

The existing literature review shows that teachers with low social competence tend to have difficulty building relationships with students, increasing intrinsic motivation and effective communication, and influencing the success of the teaching and learning experience (Ferguson-Patrick, 2023). Training positively influences teacher performance in implementing and developing the learning process because there is a more profound understanding when carrying out training. Training provides clear guidelines for implementing and developing the learning process (Faudiah N et al., 2023). However, the training program for developing Gen Z teachers' social competence and personality has not been implemented optimally. The results of previous studies show that most of the teacher development carried out in a professional environment is improving academic abilities and technical skills in teaching (Sihombing & Naibaho, 2025).

As a generation born and raised with rapid technology, Gen Z faces difficulties in utilizing the role of technology in self-development (Barnes & Noble College Insight, 2018). They often face emotional changes due to social media (Schroth, 2019). Previous studies have shown that Generation Z's dependence causes narcissistic traits to emerge in them, weakening social interactions in the real world. Gen Z teachers are less accustomed to deep face-to-face interactions or building effective communication with others in the real world. This also weakens the relationships they have with their families. Individuals of this generation care more about the opinions of their peers. They are also known to be emotionally and intellectually weak (Demirbilek & Keser, 2022)

Generation Z teachers are also burdened with tasks when they are at school. This causes quite a heavy workload for them (Fitria & Limgiani, 2024). Few Gen Z teachers experience stress in the work environment (Ardiansyah et al., 2024). This emotional impact requires them to develop emotional management skills (Galih et al., 2024). Previous research shows that teachers unable to personally regulate their feelings and emotions tend to experience stress and fatigue, affecting the quality of teaching and student interactions (Oser et al., 2021). In addition, other findings show that Gen Z teachers are faced with expectations of rapidly changing work demands, causing difficulty in controlling emotional reactions in dealing with difficult situations, such as criticism or failure to fulfill duties and responsibilities (Demirbilek & Keser, 2022).

Discussion of Social and Personality Competence Development Strategies for Gen Z Teachers

Self-assessment is a fundamental strategy important for every teacher, including Gen Z teachers. This self-assessment is through a continuous reflection process to explore strengths and weaknesses and important parts that need to be reviewed for improvement (Quddus et al., 2019). The essence of Self-Assessment is the desire to seek accurate information about oneself (London et al., 2025). The implementation of Self-Assessment allows teachers to consider the effectiveness of their teaching, self-regulation, and self-efficacy in the context of education (Huang, 2022). Previous research findings indicate that self-assessment is important in the learning process to help teachers identify their skill gaps, lack of knowledge, and the focus of teaching to be achieved. In addition, teachers who carry out Self-Assessment in a structured and systematic manner will support more realistic goal setting, reorganize their work, and check the extent of progress they have made (Olokooba & Uyanne, 2022). Teachers who engage in self-assessment demonstrate a commitment to



personal and professional development and contribute to a positive educational environment (Masuwai et al., 2024).

Self-assessment is the first step that helps teachers plan and direct the Self-development process. Continuous self-development is one way that significantly influences the improvement of individual skills, qualities, abilities, and competencies (Ergasheva & Qizi, 2022). Self-development helps individuals determine their direction in life by developing and enriching their potential and other dimensions (Stoliarchuk et al., 2024). Self-development is not only related to academic ability but involves various aspects such as character development, social skills, and emotional stability (Shakhnoza Abdulakimovna, 2021). Implementing self-development aims for self-growth, goal setting, planning, continuous learning, and increasing emotional intelligence and well-being (Shokirovna, 2024).

Using technology in self-development allows individuals to continue learning, develop skills, and improve their quality of life more effectively and efficiently. Technology is important in Gen Z's self-development (Nurjayanti & Santosa, 2022; Rafiq et al., 2024). The progressive flow of information drives their awareness of the importance of motivation to seek new opportunities and realize career goals (Madina et al., 2022). Therefore, it is not surprising that they always rely on new technology and want to apply it in their work to improve performance (Dolot, 2018). Gen Z teachers inherit digital skills and bring a more flexible, collaborative, and innovative perspective to teaching. For this reason, they believe that teaching effectively and improving skills and professional development can often be done without following a linear path (Klijnstra et al., 2024). Research findings show that the activities of a teacher unable to utilize modern technology today will make the self-development process not run significantly (Aliyev, 2023). Teachers can utilize the digital transformation era to access information needed to improve their competence (Assa et al., 2024).

Based on the findings and discussions above, the conceptual and practical implications that emerge are that conceptually self-development is not just an additional step, but an integral part of improving teacher competency. This reinforces the concept that continuous learning and self-reflection are the foundation for effective professional growth (Ferreira, 2021; Hamilton, 2021). Self-development is not limited to academic aspects but also includes character, social skills, and emotional stability. This expands the traditional concept that often only focuses on improving technical or pedagogical skills. This study underlines the role of technology in accelerating and expanding access to learning resources. This supports the concept that technology is not just a tool, but a key element in shaping a more flexible and innovative teacher mindset. Generation Z teachers have a more dynamic approach to professional development. They do not always follow a linear path in improving competency but are more adaptive and based on digital experiences. This shows a paradigm shift in teacher learning that is more technology-based and collaborative. Meanwhile, the practical implications that emerge are that educational institutions and policymakers need to design more flexible and technology-based training programs. Digital platforms, online learning, and AI-based applications can be used to support the continuous development of teacher skills. Teachers need to be trained to utilize technology more optimally in teaching and self-development. This can be done through workshops, webinars, and online learning communities that allow them to continuously access the latest information. Schools and educational institutions can integrate self-assessment mechanisms into the professional development system. Teachers can be provided with digital tools or platforms to reflect on



their achievements and design personal development plans independently. As Generation Z teachers are more flexible and innovative in adopting new learning methods, teacher training curricula need to be adjusted to be more interactive, project-based, and in the form of learning communities (Düzenli, 2021; Szymkowiak et al., 2021). Teachers who do not utilize technology are at risk of experiencing stagnation in self-development. Therefore, the integration of Learning Management Systems (LMS), Artificial Intelligence (AI), and digital media in the teaching process needs to be encouraged to increase learning effectiveness. Overall, these findings emphasize the importance of technology-based self-development for teachers, especially Generation Z, and the need for changes in teacher training approaches to be more in line with the demands of the digital age.

Conclusion

Gen Z teachers' self-transformation is a process that involves changes in technological, social, and personality aspects. Although highly skilled in the use of technology, Gen Z teachers in Lubuklinggau City experience problems in developing social and personality competencies. These problems include lack of self-awareness, limited training programs, dependence on technology, and limited time and workload. As a result, Generation Z teachers are at risk of experiencing gaps in communication skills and emotional intelligence. They are less prepared to face challenges involving collaboration in the workplace or their social lives. Social and personality competencies are two important aspects of improving the quality of education. Both competencies are fundamental aspects that contribute to developing other competencies. Sharpened social and personality competencies will strengthen a teacher's professional abilities. The self-transformation strategy carried out by Gen Z teachers in developing social and personality competencies is conducted wisely through self-assessment, self-development, and the use of technology.

Recommendation

Recommendations for Teachers

Based on the results of this study, teachers need to play an active role in continuous self-development. Teachers should periodically evaluate their strengths and areas for improvement to guide their professional development. The use of digital tools, such as self-assessment applications and e-portfolios, can help in tracking progress effectively. Teachers are also advised to leverage technology for professional growth. Participation in online courses, webinars, and digital learning communities can enhance their skills. In addition, AI-based educational platforms can be used to provide a more personalized learning experience. The approach to teacher development should be holistic. In addition to improving academic skills, teachers also need to develop emotional intelligence, leadership, and classroom management strategies. Involvement in activities that enhance social and collaborative skills is highly recommended. Furthermore, teachers need to develop a flexible and innovative teaching mindset. Non-linear career development can be explored by exploring various learning opportunities. Teachers are also encouraged to experiment with innovative teaching methods, such as gamification, blended learning, and flipped classrooms. Finally, teachers should leverage digital tools in teaching and learning. Learning management systems (LMS), AI-based assessments, and interactive educational applications can be integrated into the learning process (Aji & Santosa, 2023; Nurjayanti & Santosa, 2022). Building a technology-based and student-centered learning experience will increase engagement and effectiveness of learning.



Recommendations for Policymakers

To improve the quality of education, policymakers need to strengthen teacher training programs. The training programs designed must integrate digital literacy and innovative teaching methods while ensuring that the training curriculum can adapt to technological developments. In addition, digital transformation in education needs to be promoted. The government must provide access to the latest technology and build adequate digital infrastructure in schools. The use of artificial intelligence (AI), big data, and edtech solutions also needs to be encouraged to create more personalized learning. To support teacher professional development, policies that encourage lifelong learning must be implemented. Incentives such as funding for further education, certification programs, and research opportunities can be a stimulus for teachers to continue improving their competencies. Awards for teachers who are active in self-development also need to be considered. Building a collaborative professional learning community is also a priority. Digital and physical facilities must be available as a space for teachers to collaborate, share best practices, and develop innovations in learning. Partnerships between educational institutions, edtech companies, and research centers can accelerate improvements in the quality of education. Finally, policies should ensure equity in access to technology. Specific strategies need to be developed to bridge the digital divide, especially for teachers in remote or underserved areas. Targeted support for schools in disadvantaged areas will ensure that all teachers have equal access to the necessary technology resources. By implementing these recommendations, teachers can improve their competencies and adapt to the digital transformation, while policymakers can create a more dynamic education system that is ready to face future challenges.

References

- Aliyev, N. A. (2023). Formation of Self-Development Skills for Future Primary Teachers. *International Scientific Impulse Journal*, 15(1).
- Ardiansyah, D., Montessori, M., & Muchtar, H. (2024). Beban Kerja Guru Perempuan Sekolah Dasar dalam Menyeimbangkan Karir dan Keluarga. *Jurnal Ideologi Dan Konstitusi*, 4(2).
- Assa, N. S., Risal, ;, & Merentek, M. (2024). Implementasi Program Peningkatan Kompetensi Guru Menuju Era Digitalisasi Pendidikan. *Jurnal Ilmiah Wahana Pendidikan*, 10(17), 857–864. <https://doi.org/10.5281/zenodo.13913082>
- Aji, F. A. S., & Santosa, A. B. (2023). Student Character in the Use of Learning Technology. *Asian Journal of Education and Social Studies*, 48(1), 70–77.
- Bahi, C. M., & Santosa, A. B. (2022). Pengembangan Kepemimpinan Guru Melalui Strategi Kepala Sekolah Yang Efektif. *Jurnal Ilmiah Mandala Education*, 8(4).
- Barnes & Noble College Insight. (2018). *Conversation With Gen Z: Values and Beliefs*. <https://www.bncollege.com/wp-content/uploads/2021/08/Conversations-with-Gen-Z-Report.pdf>
- Carden, J., Jones, R. J., & Passmore, J. (2022). Defining Self-Awareness in the Context of Adult Development: A Systematic Literature Review. *Journal of Management Education*, 46(1), 140–177. <https://doi.org/10.1177/1052562921990065>
- Carden, J., Passmore, J., & Jones, R. J. (2022). Exploring the role of self-awareness in coach development: A grounded theory study. *International Journal of Training and Development*, 26(2), 343–363. <https://doi.org/10.1111/ijtd.12261>



- Carter, T. (2018). *Preparing Generation Z for the Teaching Profession*. SRATE Journal Arkansas Tech University. 27 (1).
- Demirbilek, M., & Keser, S. (2022). Leadership Expectations of Generation Z Teachers Working in Educational Organizations. In *Research in Educational Administration & Leadership* (Vol. 7, Issue 1).
- Dolot, A. (2018). *Location: The Characteristics of Generation Z The Characteristics of Generation Z Citation style: The joined archive of hundreds of Central-, East-and South-East-European publishers, research institutes, and various content providers*
- Düzenli, H. (2021). A systematic review of educational suggestions on generation Z in the context of distance education. *Journal of Educational Technology and Online Learning*, 4(4), 896–912.
- Ferreira, M. (2021). Teachers' well-being, social and emotional competences, and reflective teaching—a teacher's continuous training model for professional development and well-being. In *International Approaches to Promoting Social and Emotional Learning in Schools* (pp. 109–130). Routledge.
- Ergasheva, D., & Qizi, S. (2022). Methods of Professional Self-Development OF A Primary School Teacher. *Science And Innovation International Scientific Journal*, 1(8). <https://doi.org/10.5281/zenodo.7438042>
- Faudiah, N., Fadhilah., Fitriana, Dewi, R. 2023. The Impact of Training and Development on Teacher Performance. *Jurnal Manajemen Pendidikan Islam*, 8(3). <https://doi.org/10.31538/ndh.v8i3.4361>
- Ferguson-Patrick, K. (2023). Teacher Perceptions of Primary-Aged Students' Social Capabilities in Australia, England, and Sweden and Their Importance to Inclusive Classrooms. In *Contemporary Global Perspectives on Cooperative Learning* (pp. 82-93). Routledge, [doi: 10.4324/9781003268192-9](https://doi.org/10.4324/9781003268192-9)
- Fitria, A. S., & Limgiani, L. (2024). Pengaruh Beban Kerja dan Disiplin Kerja terhadap Kinerja Guru (Literature Review). *Journal of Student Research (JSR)*, 2(4), 141–155. <https://doi.org/10.55606/jsr.v2i4.3163>
- Galih, B., Pradana, V., & Mayasari, A. (2024). Manajemen Beban Kerja: Strategi Efektif Untuk Peningkatan Kualitas Pendidikan. In *Community Development Journal* (Vol. 5, Issue 4).
- Griffith, Z. M., Polet, J., Lintunen, T., Hamilton, K., & Hagger, M. S. (2024). Social cognition, personality and social-political correlates of health behaviors: Application of an integrated theoretical model. *Social Science and Medicine*, 347. <https://doi.org/10.1016/j.socscimed.2024.116779>
- Huang, Q. (2022). Influence of EFL Teachers' Self-Assessment on Their Self-Regulation and Self-Efficacy. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.891839>
- Hamilton, N. (2021). The foundational skill of reflection in the formation of a professional identity. . . *Mary's J. on Legal Malpractice & Ethics*, 12, 254.
- Hirose, M., & Creswell, J. W. (2023). Applying core quality criteria of mixed methods research to an empirical study. *Journal of Mixed Methods Research*, 17(1), 12–28.
- Iorgulescu, M.-C. (2024). Generation Z and its perception of work. *Cross Cultural Management Journal*, 18(1). <https://www.cceol.com/search/article-detail?id=531928>
- John W. Creswell. (1998). *Qualitative Inquiry And Research Design: Choosing Among Five Traditions*. London: SAGE Publications



- Kager, K., Mynott, J. P., & Vock, M. (2023). A conceptual model for teachers' continuous professional development through lesson study: Capturing inputs, processes, and outcomes. *International Journal of Educational Research Open*, 5. <https://doi.org/10.1016/j.ijedro.2023.100272>
- Klijnstra, T., Stoel, G. L., Savenije, G. M., & van Boxtel, C. A. M. (2024). Teachers' professional growth in teaching students' social scientific reasoning. *Teaching and Teacher Education*, 152. <https://doi.org/10.1016/j.tate.2024.104783>
- London, M., Sessa, V. I., & Shelley, L. A. (2025). *Annual Review of Organizational Psychology and Organizational Behavior Developing Self-Awareness: Learning Processes for Self-and Interpersonal Growth*. 27. <https://doi.org/10.1146/annurev-orgpsych-120920>
- Madina, Z., Aubakirova, R. Z., Manyapova, T., Rakhmetollauly, B. R., Anatolyevna, K. A., & Mishchenko, E. V. (2022). Self-development as a factor of professional growth of future teachers. *Cypriot Journal of Educational Sciences*, 17(3), 903–919. <https://doi.org/10.18844/cjes.v17i3.6984>
- Masuwai, A., Zulkifli, H., & Hamzah, M. I. (2024). Self-assessment for continuous professional development: The perspective of Islamic Education. *Heliyon*, 10(19). <https://doi.org/10.1016/j.heliyon.2024.e38268>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* sage.
- Nguyen Ngoc, T., Viet Dung, M., Rowley, C., & Pejić Bach, M. (2022). Generation Z job seekers' expectations and their job pursuit intention: Evidence from transition and emerging economy. *International Journal of Engineering Business Management*, 14. <https://doi.org/10.1177/18479790221112548>
- Nichols, A., & Smith, S. M. (2024). What do Gen Z really want from a workplace? *Strategic HR Review*. <https://doi.org/10.1108/SHR-10-2024-0082>
- Nurjayanti, A. I., & Santosa, A. B. (2022). Pengembangan Learning Management System (LMS) Untuk Mendukung Minat Siswa Pada Program Keahlian Desain Komunikasi Visual. *Jamp: Jurnal Administrasi Dan Manajemen Pendidikan*, 5(4), 354–363.
- Nyimbili, F., & Nyimbili, L. (2024). Types of purposive sampling techniques with their examples and application in qualitative research studies. *British Journal of Multidisciplinary and Advanced Studies*, 5(1), 90–99.
- Olokooba, I. N., & Uyanne, E. O. (2022). Usage and Impact of Teachers Self-Assessment Practices on Teaching of Upper Basic Social Studies in Kwara State. *SPEKTA (Jurnal Pengabdian Kepada Masyarakat: Teknologi Dan Aplikasi)*, 3(2), 137–146. <https://doi.org/10.12198/spekta.v3i1.4016>
- Oser, F., Heinrichs, K., Bauer, J., & Lovat, T. (2021). *The International Handbook of Teacher Ethos: Strengthening Teachers, Supporting Learners*. In *The International Handbook of Teacher Ethos: Strengthening Teachers, Supporting Learners*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-73644-6>
- Pan, T., Chen, H., Li, X., & Li, X. (2024). Enhancing Self-Awareness by Basic-Element Model. *Procedia Computer Science*, 242, 1249–1255. <https://doi.org/10.1016/j.procs.2024.08.147>
- Quddus, L., Khalid, M., & Waris Ali Khan, M. (2019). Teachers' Self-Assessment of Their Teaching Effectiveness at Higher Secondary Level in Pakistan: A Case Study. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v3i22.5089>
- Rafiq, A., Santosa, A. B., & Hidayati, D. (2024). Model Pengembangan Profesionalisme



- Guru. *Academy of Education Journal*, 15(2), 1607–1614.
- Salmona, M., & Kaczynski, D. (2024). Qualitative data analysis strategies. In *How to conduct qualitative research in finance* (pp. 80–96). Edward Elgar Publishing.
- Schroth, H. (2019). Are you ready for gen Z in the workplace? *California Management Review*, 61(3), 5–18. <https://doi.org/10.1177/0008125619841006>
- Shakhnoza Abdulakimovna, S. (2021). Teachers Self-Development as a Criterion for Increasing Professional Competence. *World Bulletin of Social Sciences*, 3(1). <https://www.scholarexpress.net>
- Shokirovna, S. D. (2024). Self-Development and Its Importance for Personal Life. *International Scientific Journal Modern Science And Research*, 3(4). <https://doi.org/10.5281/zenodo.10962620>
- Silalahi, L., & Naibaho, D. (2023). Pentingnya Kompetensi Sosial Guru dalam Proses Pembelajaran. *Jurnal Ilmiah Multidisiplin*, 1(1), 151–158. <https://doi.org/10.62017/merdeka>
- Sihombing¹, R., & Naibaho², D. (2025). Pediaqu : Jurnal Pendidikan Sosial dan Humaniora Pentingnya Profesionalisme Guru Dalam Pendidikan. In *Jurnal Pendidikan Sosial dan Humaniora* (Vol. 4). <https://publisherqu.com/index.php/pediaqu>
- Singh, A., & Dangmei, J. (2016). Understanding The Generation Z: The Future Workforce. *South-Asian Journal of Multidisciplinary Studies (SAJMS)*, 3(3), 2349–7858. <https://www.researchgate.net/publication/305280948>
- Sobarningsih, I., & Muhtar, T. (2022). *Kompetensi Pedagogik Guru Abad Ke-21: Sebuah Tinjauan Peran Guru Pada Generasi Z*. 7(5).
- Stoliarchuk, O., Serhieienkova, O., Khrypko, S., Prorok, N., Kalishchuk, S., Kolinko, M., & Binkivska, K. (2024). Self-Development as a Vector of Sustainable Development of Society: The Perspective of Ukrainian Students. *European Journal of Sustainable Development*, 13(1), 428. <https://doi.org/10.14207/ejsd.2024.v13n1p428>
- Sugiyono. 2013. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sukoyo, & Juhji. (2021). Interaksi Kompetensi Kepribadian Guru dengan Kepuasan Kerja. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 2(2), 95–102. <https://doi.org/10.31538/munaddhomah.v2i2.98>
- Sutrisna, G., & Artajaya, G. S. (2022). Problematika Kompetensi Kepribadian Guru yang Memengaruhi Karakter Peserta Didik. *Jurnal Stilistika*, 11(1). <https://doi.org/10.5281/zenodo.7416908>
- Suyatno, Pambudi, D. I., Wantini, Haryadi, D., Hendra, & Naini, R. (2025). How do Gen Z Teachers Develop Their Intrapersonal Skills? Evidence from Indonesia. *Educational Process International Journal*, 14(1). <https://doi.org/10.22521/edupij.2025.14.16>
- Suyatno, Wantini, & 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, 101565.
- Venida, A. C. (2022). Exploring Generation Z teachers' Work Values: Implications to Educational Leadership and Management. *International Journal of Education*, 15(1), 1–9. <https://doi.org/10.17509/ije.v15i1.46153>
- Yasin, M., Ikhsan, M., Hawa, E., Nadila, A. D., Pendidikan, P., Islam, A., Sangatta, S., & Timur, K. (2024). *Peran Guru Sebagai Agen Perubahan di Sekolah Dan Masyarakat*.