Generation Z's Attitudes and Expectations in the Workplace and Their Implications for Education Policy in Indonesia

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Abstract

Generation Z (Gen Z) refers to those who were born between mid-1990s and mid-2010s or currently between 12 and 27 years' old as per 2024. In many parts of the world, the number of Gen Z employees is growing as this generation has just entered the workforce after finishing college. There has been much research on Gen Z in their work environment, however research on Gen Z and its implications related to educational policy is very limited. Understanding Gen Z's attitudes and expectations in the workforce helps leaders, educators and other stakeholders to develop curriculum or business plans tailored to their needs and characteristics. This research aims to investigate Gen Z's attitudes and expectations in the workplace. Data were collected from a survey involving 138 Gen Z who are ready to enter the workforce and in their final year of their study from Indonesia, Thailand and Afghanistan, which is followed up by a focus group discussion. Findings from this study indicate that Gen Z can be described as critical, open-minded and financially literate. Their expectations in their future employment include having 'smart-office' technology while at the same time they express an interest in Corporate Social Responsibility. It is expected that the findings will help educators to reconceptualize curriculum and identify strategies in assisting this generation to further develop their potential while maintaining a positive work ethic and realistic expectations in their workplaces.

Keywords: *Gen Z, educational policy, attitudes, work expectations*

Introduction

In many parts of the world population, Gen Z is significant in size, constituting nearly one-third of the global population of 7.7 billion (Thach et al., 2020), and a huge number of Gen Z reside in developing countries, including in Indonesia (BPS Statistics Indonesia, 2021). Consequently, organizations including those in the education domain, must prepare to accommodate this substantial influx of new employees bringing their unique characteristics and perspectives to the workforce.

In the Indonesian context, based on the 2020 population census released by BPS Statistics Indonesia (2021), it was revealed that the Indonesian demographic has changed significantly from the 2010 population census. As per 2020, the structure of the Indonesian population is dominated by Gen Z which is nearly about 27.94 percent of the total population, followed by Millennials (25.87%), Gen X (21.88%), Baby Boomers (11.56%), Post Gen Z (10.88%) and Pre-Boomers (1.87%). With the dominance of Gen Z in the Indonesian 2020 demographic, it means their existence is important to Indonesian development and expected to bring a strong influence to our economics now and in the future (Ngoc et.al., 2022).

Previously, researchers tended to focus their attention on Millennials (Ngoc et al., 2022), who are said to have become a community catalyst behind economic development in many countries. Now, a major shift in research has emerged to delve deeper into Gen Z as they dominate the world population. This generation, which is said to share common characteristics with Millennials, such as maintaining a healthy work-life balance, utilizing digital communication methods, aspiring to leadership roles, and demonstrating a strong entrepreneurial mindset, behave differently due to the major events occurring around them. Hence, they deserve to be treated uniquely (Ngoc et.al., 2022).

Research about Gen Z has been flourishing especially in the field of business, management and marketing (Seifert et al., 2023), industrial and organizational psychology (Wright, 2016; Chudzicka-Czupała et al., 2012), business and psychology (Zabel et al., 2016), and

entrepreneurship (Hossain et al., 2023; Nguyen & Tran, 2023). Against this backdrop, however, very little published research has investigated Gen Z and its implications in the education domain, especially in an emerging economy as in Indonesia where they are significant in population. Therefore, this research fills significant gaps in the literature, particularly by looking into Gen Z attitudes, expectations and work ethic in the workforce and its implications in educational policy at tertiary level. I believe that developing understanding on Gen Z attitudes, expectations and work ethic will help education policy makers and academics to identify important factors in developing curriculum and syllabuses that meet their needs and are relevant to current job markets.

The focus of this research is stated in the following research questions:

What are Gen Z's attitudes, expectations and work ethics in the workforce?

What are the implications we can infer for Indonesian tertiary educational policy?

This section provides relevant literature in the study encompassing two main sections: Generation Z, and Indonesian tertiary educational policy.

Generation Z: Characteristics and Their Attitudes Towards the Workplace

Gen Z is the generation born between the mid-1990s and mid-2010s and came into existence during a period marked by economic recession, elevated unemployment rates, and the swift expansion of the Internet and mobile technology (Turner, 2015); not to mention an increase in tuition fees (Villarreal, 2021). Some characteristics of Gen Z, according to researchers such as Katz et al. (2021), include being an individual who takes initiative, prioritizes the well-being of others, seeks inclusivity, thrives in teamwork and social settings, and appreciates adaptability, authenticity, and egalitarian leadership. Despite concerns about ongoing challenges like climate change, they approach problem-solving with a practical mindset, recognizing the necessity of addressing

such issues. Growing up within a society connected through the Internet, since childhood, Gen Z views the world operated in speed and they tend to quickly learn about people from different parts of the world and this helps them to appreciate diversity while maintaining their unique traits.

Related to the characteristics of Gen Z in the workplace, Katz et al. (2021) explain that these individuals love to work collaboratively and flexibly, with the focus on getting the job done efficiently. They are practical and prioritize clear, direct communication, as well as relevance, and realize the importance of self-care. Unlike previous generations, Gen Z are more inclined to question authority due to their accustomed independence in seeking information. Despite this, they may not always be correct, especially in unfamiliar environments, highlighting the importance of intergenerational dialogue. Both older and younger colleagues can benefit from each other's perspectives, fostering mutual respect, appreciation and trust. Older colleagues can gain insights into new methods, while younger ones may understand the rationale behind established practices.

Other research has also found that this generation has its expectations regarding jobs. They prioritize work-life balance, appreciate regular feedback from supervisors, and value both high-tech and personal connections (Ngoc, et.al, 2022). Furthermore, they are drawn to organizations that frequently engage in corporate social responsibility (CSR) activities as evident in many studies such as from Ariker and Toksoy (2017), Sun, Leung and Zhang (2022), and Cyfert, Glabiszewski and Zastempowski (2021).

Gen Z is considered to have clear expectations for their leaders and career progression (Villarreal, 2021). They highly value autonomy, both inside and outside of the workplace, and prefer managers who encourage them to share their ideas openly, respect their opinions, and allow them to work independently, as indicated by Ozkan and Solmaz (2015). This generation also believe that positivity and inclusivity are important to them, both at the organizational level and from their supervisors (McGaha, 2018). They anticipate rapid advancement in their careers and

are likely to seek new opportunities if they cannot visualize their path forward in a role (Villarreal, 2021). While they are willing to be flexible with work-related travel, they expect this flexibility to be linked to increased opportunities for career growth (Cohen, et al., 2013).

Indonesian Higher Education Policy

The current direction of Indonesian tertiary education as stated by the acting officer of Indonesian secretary of the director general of higher education, Junaidi (2020), is aimed at creating quality human resources and outstanding future leaders. This indicates that issues of employment and educational access are considered to be very important. As job placements brought about by educational expansion will spur economic growth, Indonesia is now transitioning to a knowledge-based economy and promotes high-quality education to produce a highly qualified workforce that ensures quick expansion of the economy. Academic education programs are synonymous with high-quality and high-level education (university research centers), professional education programs, vocational (skilled graduates), and the application of human resources based on scientific and technological advancements (Kyrychenko, 2018).

In order to achieve the goals above, the Ministry of Education and Culture has implemented numerous programs, for example the internationalization program which means that Indonesia will 'go international' in all facets of higher education, including research activities, outputs (graduates), and the standards of the educational system (Kyrychenko, 2018). Along with internationalization, the Indonesian Higher Education Board also prioritizes students' mobility in and outside the country (Junaidi, 2020). The program is called *Merdeka Belajar Kampus Merdeka.*

Literally translated as freedom of learning and independent campus, *Merdeka Belajar Kampus Merdeka,* known as MBKM in 2020 or Emancipated Learning, is a program targeted to be implemented from

the basic level of education to higher education and is intended to create competent, thriving lifelong learners who embody the character traits in Pancasila—the Indonesian national ideology. These efforts are intended to transform the perception that school is a chore and that students are passive participants, and instead aim to create school to be a joyful experience. By empowering students with a sense of agency and equipping teachers through practical training, the program aspires to foster an environment where education is both enjoyable and effective.

The new Emancipation Curriculum focuses on foundational competencies and twenty-first century skills, utilizing holistic and formative assessment methods. It simplifies content and incorporates innovative teaching approaches, while enhancing teachers' flexibility and autonomy within schools. Additionally, it introduces a new model for teacher professional development.

Regarding higher education level policy, the aims of *Kampus Merdeka* are to bring benefits both for universities and their students (Nizam, 2020). The programs are: 1) automatic re-accreditation for a study program, 2) students' rights to study for three semesters outside their homebase university and outside their major, 3) autonomy to establish study programs for qualified universities, and 4) freedom for state universities to become legal corporations (*PTN Berbadan Hukum*). These four programs are basically intended to give freedom for Higher Education Institutions (HEIs) to be more autonomous, independent, less bureaucratic, and innovative (Nizam, 2020).

Within the MBKM policy, students can select one of the following programs as illustrated in the following table.

Table 1. *The Six Programs of MBKM at the Higher Education Level*

Program	Aims
Kampus Mengajar (Teaching Internship)	To improve quality of basic education by conducting internship in schools in Indonesia
Magang Bersertifikat (Certified Internship)	To gain hands-on experience at work organized by the Indonesian Ministry of Education and Culture
Studi Independen (Independent Study)	To give options for students to finish their undergraduate study with a more independent study/research project, not only through thesis
Pertukaran Mahasiswa Merdeka (Students Exchange)	To give opportunity for students to study outside their homebase university and outside their main major in any universities in Indonesia.
Wirausaha Merdeka (Entrepreneurship)	To help students build and create their own sense of entrepreneurship by participating in relevant programs at any universities
Indonesian International Student Mobility Awards	To support talented students to study for one semester overseas
Magang Mandiri (Independent Internship)	An internship program which gives more flexibility than the certified internship and organized locally by students' homebase university

From all these programs, the Indonesian Ministry of Education and Culture emphasizes students' mobility outside their campus and encourages immersion into different environments. The programs have added new meanings to learning as it is not only defined traditionally as listening to lecturers in the classroom setting but as experiencing real-life outside their campuses and provides earlier exposure for them to participate actively in their own community or do any voluntary work (Junaidi, 2020). The internship programs, for example, give flexibility for students to join any organizations which may or may not directly relate to their field of study. In other words, as interns, a majority of Gen Z members who are now at university, are joining the workforce in many organizations or institutions.

Student-centered Learning as a Core in Indonesian Higher Education Policy

According to the Indonesian national standard at tertiary education level, one of the learning characteristics within the MBKM program that should be emphasized is student-centered learning (Partiwi, 2023) This approach represents a significant shift in education, moving from a traditional teacher-centered model focused on knowledge dissemination to a student-centered model that emphasizes learning experiences (Colet, 2017). Some elements of student-centered learning include increased students' autonomy towards learning, transformation from passive to active learners, reliance on deep learning and understanding, enhanced responsibility and accountability of learners, developing mutual understanding and respect between learners and teachers, and adopting and recognizing the students' world in the teaching process (Lea, 2010).

If we carefully examine the government programs above, a proper understanding about Gen Z's characteristics and their expectations in the workforce will help to make accurate decisions in education policy in Indonesia. By recognizing their characteristics, it is expected that education policy makers may consider to reconceptualize their

curriculum and other relevant aspects of learning to match with the reality of the working environment, especially in the emerging era of the Emancipated Curriculum recently launched in Indonesia. Therefore, the current research is timely important, not only to fill the gap of literature between Gen Z and its implication in education which is still very limited, but also to help society, including education policy makers, to design a relevant curriculum, and prospective employers to learn better about this unique generation who is now a new cohort in a job market.

Method

In line with the aims of the study, this study was conducted with a mixed-method approach. Participants of the study were 138 Gen Z from many places in Indonesia. The respondents were recruited based on convenience sampling. Convenience sampling employed in this study was grounded on the premise that, considering the study's aims and objectives, certain types of individuals might possess unique and significant perspectives regarding the topics and issues being investigated, thus they need to be included in the research where they have some opportunity to be selected in the study (Mason, 2002; Robinson, 2014). In other words, participants were invited if they met the criteria of the age of Gen Z who were fully embedded or about to join the workforce and students of the university where I work and also from students of the university granted this research project.

In the first stage, an online questionnaire was distributed to the participants who were from different disciplines such as education, linguistics and literature, economics, engineering, and communication. The rationale of recruiting participants from different disciplines is to have a more diverse perspective which is expected to generate richer data in this research (Mason, 2002). The questionnaire was adopted from Robertson (2023), Ngoc et al. (2022), and Miller, Woehr and Hudspeth (2002) and divided into five sections. The first part is demographic data where they have to fill out their age, gender, their study program and the university. The second part is their expectations of the workplace environment from both

work and context dimensions (Ngoc et al., 2022). The work dimension includes job description, job achievement and task variety. The context dimension is physical and social working conditions, such as whether the office should be comfortable and look like a co-working space or whether the task should be 'fun' (Ngoc et al., 2022, p. 5). The third section of the questionnaire relates to Gen Z expectations of their future supervisors and colleagues at work and, finally, the fourth section asks them about other expectations they may have during the recruitment process, adaptation and staff development. The fifth section is about Gen Z work ethic modified from the Multidimensional Work Ethic Profile (MWEP) developed by Miller, Woehr and Hudspeth (2002). The format of the questions is a five-point Likert-type scale ranging from 5 = Strongly Agree to 1 = Strongly Disagree. A sample of questionnaire items is provided in Table 2 below and was distributed both in Indonesian and English to ensure clarity of the questions for all respondents who were from different fields of study.

In the second stage, as a means to ensure validity of findings of this research (Creswell & Poth, 2018), the questionnaire data was triangulated in a focus group discussion with representatives of participants. Only ten Indonesian respondents attended the focus group discussion in which I sought for clarification and detailed explanation from what they have said in the questionnaire. In this focus group discussion, to maintain the anonymity of the respondents and ease of reference, participants are referred to as R1 to R10 and consist of six female and four male respondents. The focus group discussion was recorded and conducted online and lasted about 90 to 120 minutes.

After the data collection phase, data was analyzed using an inductive approach adopted from Bernard (2011), Goddard and Melville (2004), Saunders, Lewis and Thornhill (2012), and Thomas (2006) through the following steps: (1) analyzed findings from raw data; (2) identified patterns, themes, and logical connections between problems of the research and preliminary findings; and (3) developed relevant frameworks or even theories based on the findings.

Table 2. *Samples of Questionnaire Items.* Adapted from Ngoc et al., (2022), Robertson (2023) and Miller et al., (2002)

Dimensions	Sample questions in 5-point Likert scale
Demographic data	-Age
	-Gender
	-Current residence
	-Study major
Expectations of Gen Z on future jobs (work dimension and context dimension)	Work dimension:
	-I want to have a clear job description from my supervisor even before my contract starts.
	-I am capable of leaving my current job if the tasks are too demanding even if I need money.
	Context dimension:
	-My office should incorporate up-to-date technology and comfortable facilities for all employees.
Expectations of Gen Z on relationships with future supervisors and colleagues	-My ideal supervisor should have a warm personality (friendly, fun, good-looking, fair)
	-It is acceptable for me to question my supervisors' policy if something does not feel 'right'.
Expectations of Gen Z on work recruitment,	-The recruitment process should be clear for all employees.

adaptation process, staff development	-Supervisors and HRD managers should create adaptation processes and guidance for new employees.
	-Staff development should be fair to all employees.
Gen Z work ethic in the workforce	-The job that provides the most leisure time is the job for me.
	-It is very important for me to always be able to work.

Results

In this section, I will elaborate on the findings and connect them to overarching literature related to Gen Z at the workplace, and Indonesian tertiary educational policy as stated earlier in the Introduction section. Based on the data analysis and findings of this study, the research questions were answered partially or fully. The first finding of this study directly answered the first research question: What are Gen Z attitudes, expectations and work ethics in the workforce? Then, these findings helped to answer the second research question: What are the implications we can infer for Indonesian tertiary educational policy?

The following table summarizes the findings of this study to answer research question number one.

Table 3. *Summary of Findings*

Research question #1	Findings	
	attitudes	expectations
What are Gen Z attitudes, and expectations in the workplace?	-critical (questioning authority is acceptable) -financially literate	-work dimension: CSR-values; 'smart office' technology -context dimension: friendly supervisors and co-workers

Gen Z's Attitudes at the Workplace

In answering the first part of the research question on Gen Z's attitudes at work, the first finding that emerged from the questionnaires is that Gen Z who participated in this study are not afraid to question authority, or their supervisors at work, when they believe something is not 'right'. There are about 76.6 percent of respondents who agreed that questioning authority is a norm as illustrated in Table 4.

Figure 1. *Gen Z's Attitudes at the Workplace*
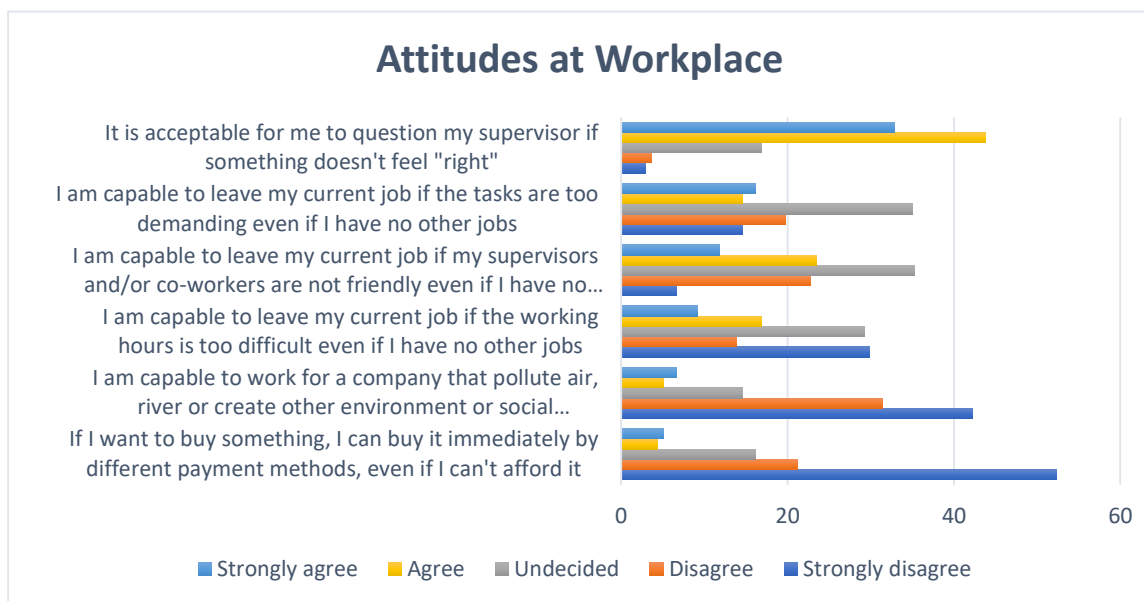
To further investigate this matter, I asked the same question in the focus group discussion where they maintained the same point of view as evident in the following quotes:

I think if it is just questioning my supervisor about the company's policy, that's ok. But I will not try to deep dive into personal matters, that is not acceptable. I will also not try into, like, 'suggesting' my supervisor to change a policy, something like that. That'll be too deep (R2).

I think it's fine, in fact I do that to make sure that we are at the same edge with the company (R5).

I wouldn't feel uncomfortable doing that, especially when that is what everyone is experiencing. However, I think I'll be careful, I mean if the problem is not very big, I wouldn't question it, I'll see how my colleagues react to the matter. If it's something everyone can accept, I'll follow it (R8).

When I asked further whether it is still appropriate to question supervisors who are older or have higher positions than them at work, most of them said it is still an appropriate behavior, as R4 confirmed:

Well…that's fine if they are older or more senior in many ways. What is important for me, we need to clarify with them so we understand what's going on (R4).

This finding may indicate that Gen Z are more open in communicating their ideas and do not consider the authority figure in the office as someone who is immune to criticism or being questioned.

In the second part of attitudes, the survey asked about Gen Z's capability to survive in their work if the tasks, working hours, or their supervisors are too demanding. In general, the data shows that they are relatively resilient in overcoming hardships. Respondents who are willing to stay in their current job when the tasks are too demanding are 34.3 percent; and when the working hours are not flexible are 43.8 percent. Interestingly, when being asked whether they were capable of resigning from the job when the supervisors are not friendly, those who agree to leave are 35.5 percent. This category needs further investigation because the number of respondents who were 'undecided' is high in each of the categories as can be seen in Table 4.

In the focus group discussion, I explored these attitudes further and participants' responses are summarized in the following excerpts:

It's difficult, but … I think what I'm really looking for right now is to get as much experience as I can. So, I shouldn't be bothered if the tasks are too demanding (R1).

I'm not that type of employee who just leaves. When I'm assigned to a certain task and I accept it, then I'll try to find many ways to do it even if it's very difficult (R3).

Well …, I would stay, because there's no such thing as an easy job. There are always consequences behind anything. So, if I apply for this job, I have to be ready with the consequences (R6).

If my supervisor or coworkers are not friendly… well, let them be, I think I'll just ignore them. I'll just do my work and go home because I think finding jobs is not gonna be easy, so, I won't leave (R10).

The next question revealed that Gen Z possesses a high level of awareness on social and environmental issues in their workplace. Data showed that this generation did not show any interests in working for a company that causes environmental damage (73.7%). This may indicate that this generation was born when the issue of environmental awareness was at the frontline. The famous Swedish green activist, Greta Thunberg, is a Gen Z-renowned figure who may represent the majority of Gen Z who are aware of environmental damage.

The last question in this section is related to their financial attitudes. Gen Z is this study seemed to demonstrate a moderate degree of careful financial planning. When questioned about their inclination to use different pay methods to buy something they were unable to afford, this generation rejected this idea. Seventy-four and a half percent of respondents believe that the use of credit cards, automatic salary deduction or, even worse, online loans are not their preferences. This could be because generation Z is marked by the effects of the various financial crises and the pandemic, giving more value to money (Gomes, 2023).

Gen Z's Expectations in the Work Dimension

Under the work dimension, I divided the questions into types of job they desired including task variety, the value of a job, and the career development process. In general, Gen Z in this research expect that everyone should be treated equally. For example, Gen Z emphasized

transparency in the recruitment process (88.2%), guidance and proper adaptation procedures for new employees (89.8%), and equity in career development (89%). This may indicate that Gen Z is the generation that puts high values on social justice and equality (Gomes, 2023). Related to equality, Gen Z in this research believed that everyone should be given the same opportunity in their career development and this must be based on someone's capability to perform above average in their tasks, not because of other factors, like seniority.

Figure 2. *Gen Z's Expectations in the Work Dimension*
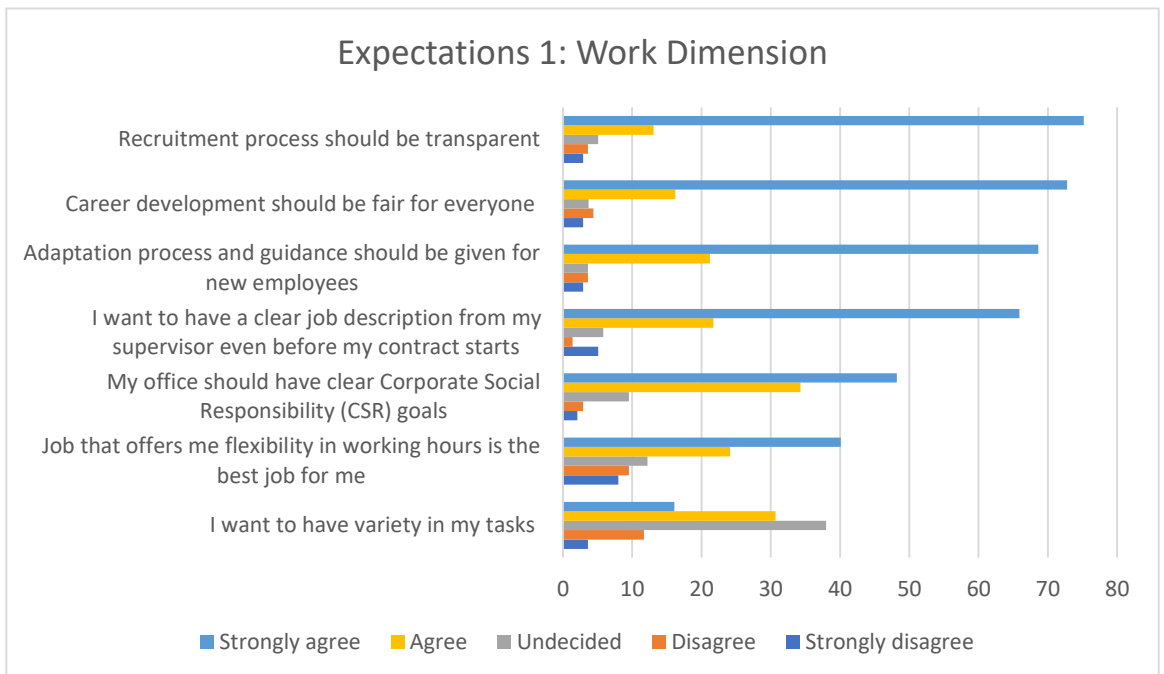
In the focus group discussion, all of the respondents believed that being promoted to a higher position should be achieved through hard work as explained in the following excerpts:

I think if someone is promoted to higher level in the office, it must be because that person is very smart and very capable to do the tasks (R3).

I guess it's not fair that someone is promoted because she/he is a senior person in the office. Sure, someone's experience is important but your capability to do something is also important (R6).

All of the other respondents agreed to this point of view which may indicate that this generation is more open-minded than previous generations (Kaplan, 2020). However, it can also be misinterpreted as them being ignorant or disrespectful to the older generation. The attitude of prioritizing skills over age may not be applicable in all situations. In the Indonesian context, for example, respect for older people is still widely practiced both in social and professional life. Oftentimes, especially in the cases of civil servant-related work, a senior tends to be given more privilege to be promoted. Therefore, more understanding between generations is important to avoid unnecessary conflicts.

Data from this set revealed that 87.6 percent Gen Z also expect to have a clear job description prior to their contracts, meanwhile 46.8 percent demand a variety in their tasks. Finally, 82.5 percent of respondents were attracted to work for a company that has clear CSR goals and 64.2 percent were enthusiastic to work for a company that offers flexible working hours.

Finally, that Gen Z are interested in CSR companies is similar to studies by Nguyen (2023) and Gomes (2023) who found that CSR-related products and services are more interesting for them. This generation was born with high environmental awareness; for instance, they are willing to spend more money for earth-friendly products (Casalegno et al., 2022; Ham et al., 2022).

Gen Z's Expectations in the Context Dimension

In the context dimension, 70.1 percent of Gen Z in this research wanted to work in a comfortable atmosphere with wide-ranging facilities (e.g., internet connection, IT staff availability, automated attendance

machine, coffee maker, hybrid meeting space) and were willing to work in a co-working space environment (78.8%). In relation to supervisors and co-workers, Gen Z expected their supervisors to be fun, friendly and warm (81%). Almost half of the respondents (48.5%), also expected their co-workers to attend other social activities together after work, such as going to a coffee shop, gym or shopping as illustrated in Table 6 below.

Figure 3. *Gen Z's Expectations in the Context Dimension*
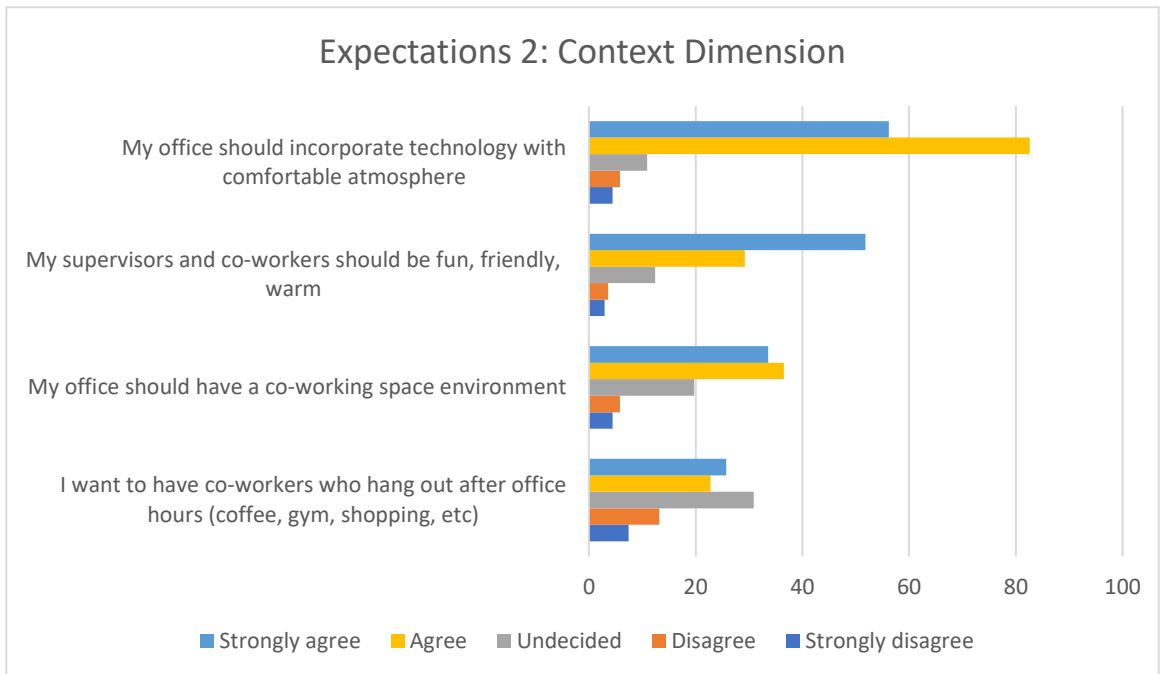
During the focus group discussion, all respondents said that having 'smart-office' technology will bring benefits not only for employees, but also for the company itself. Respondents believed that in this era, working environments that do not facilitate employees with smart technology will cause the company to be left behind.

Meanwhile, their expectations for having friendly and warm supervisors and supportive colleagues who spend time together outside office hours may indicate an image that work should have elements of

'fun' (Nguyen et al., 2023); and also found in a study by Ozkan and Solmaz (2015). In a similar vein, the physical appearance of an office is an added value for Gen Z in Vietnam. Nguyen's study (2023) revealed that Gen Z in Vietnam were also attracted to office space, design and arrangement of furniture which is similar to Gen Z in this study who seemed to enjoy a modern touch in the office, such as the co-working space design.

Discussion

Characteristics of Gen Z and Their Implications for Education Policy in Indonesia

The first part of the findings above helped to answer the second research question as will be elaborated in this section. In terms of educational implications, understanding Gen Z's expectations and attitudes regarding the workplace can help educators and policy makers tailor their policies and practices more effectively. Seifert et al. (2023) argued that ignoring this can be costly, leading to issues like high turnover rates (Gursoy et al., 2008) and 'quiet quitting' (Harter, 2022), which may negatively impact organizational profitability and performance (Cogin, 2012). Recognizing the distinct attitudes and expectations of Gen Z offers educators and other policy makers a chance to better understand the commonalities and differences among their workforce.

Findings of this study have implications for education policy in Indonesia in several ways. First, the demand for educators to align their courses with students' needs and characteristics is increasing. That the younger group of Gen Z is now studying at secondary and tertiary level of education, while the older group is fully embedded in the workforce, leads to a fact that Gen Z is dominating both in academic and professional domains.

Learning that focuses on students' needs, characteristics and their personality is essential in Indonesian education policy as mandated in the Emancipated Learning or MBKM program. Designing courses incorporating technology, for example, should be embedded in the curriculum. Educators in general, including teachers at secondary school whose students belong to this age category, must be equipped with adequate practical knowledge on how technology can be used in a meaningful way, not simply using it to move the traditional way of teaching and learning into digital platforms.

As an example, teachers who use technology only to hook students' attention may result in a lack of motivation in learning. Therefore, teachers and all educators in general are urged to use technology to enhance the quality of their teaching. From the teachers' perspective, professional development that focuses only on the mechanics of using computers or technology without proper training on how to use it to improve teaching will be less likely to bring optimal benefits for both teachers and students. From the students' perspective, despite Gen Z's famous reputation as digital natives, educators still need to ensure that they are able to effectively process and comprehend the information because there is a huge disparity between accessing information and using the information for learning purposes critically (Huss, 2023). Support that is well-structured and directions from teachers and parents on how to use technology wisely remains a huge task. Cases on how Gen Z fail to use technology wisely in their daily lives are increasing and, frequently, they have to face legal consequences or social punishments.

Second, preparing Gen Z to join the workforce or even as an intern starts earlier now. With the launch of the MBKM Program by the Ministry of Education and Culture, students are given flexibility to participate in internships or any mobility programs outside their home-based university. Integrating soft skills into the curriculum has to be more

explicit. Critical thinking, communication and listening skills, teamwork, negotiation, time management, problem solving, leadership and empathy will help Gen Z to thrive in both their personal and professional lives. On the other hand, as this generation is more prone to mental health issues, open and non-judgmental communication has to be maintained by both educators and Gen Z.

Acknowledgements

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