

Gen Z Indonesia in the Era of Post-Pandemic Disruption

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Abstract

The post-pandemic era has had a significant impact on student time management, especially for middle-level students who do not have enough time to complete their school assignments, they also experience difficulties in studying different subjects in a limited time. Students during the pandemic and early post-pandemic, learning is carried out via smartphones and the implementation does not take up to 5-6 hours like the implementation of learning at school, this results in students having free time that is not optimal if it is not properly optimized it will be one of the factors weakening student quality in Indonesia. One way that can be done to deal with stress is to apply time blocking techniques. Time Blocking is a time management technique that helps students to schedule and plan learning activities by blocking certain time slots so that more learning activities will be completed more quickly and increase productivity. This study aims to photograph the Gen Z time blocking phenomenon and find its specificity in the Indonesian Z generation in the post-pandemic disruption era who are still in high school. The method in this study uses a quantitative descriptive, population of high school-level students in Indonesia. The sample that became the respondent of this study were high school level students, using a random sampling technique, with as many as 350 respondents. The research results obtained an average of 3.72. Based on the statement regarding the time blocking variable which consists of 14 indicators. That the characteristics of time blocking in gen Z of high school students in Indonesia tend to have very good time blocking abilities. This research can be developed further and broadly, one of which is to compare the results of instruments from two different areas so that the accuracy and usability of this initial instrument can be tested on a wider scope.

Keywords: Gen Z, Schedule, Students, Time Management, Time Blocking

Introduction

In the era of disruption, effectiveness and time efficiency are necessary to complete programmed and planned activities. In fact, with the development of several technologies and applications based on automation, it will certainly make it easier to carry out different activities at the same time. Precisely what happens is the opposite, because with the development of technology and applications instead of making it easier for humans in all matters but instead adding to human activities that become overlapping, time management is still needed in dealing with various pressures of modern life without having to experience a lot of stress (Gea, 2014).

In the post-pandemic era, the introduction of an online learning environment has significantly affected student time management (Batbaatar and Amin, 2021). At each level of education, there is a different impact felt by students, students always comment that they don't have enough time to complete all the assignments given. Intermediate-level students especially suffer because they have to study different subjects in a limited time (Das & Bera, 2021; Prasetyanto et al., 2022). Good time management requires a positive relationship between students' communication skills, free time management, and motivation levels (Demirdağ, 2021; Wilson et al., 2021). The need for time management for students can affect students' stress levels because they have to cope with assignments and their achievements (Nasrullah & Khan, 2015).

Research in Indonesia on time management shows that it does not have a positive effect on learning outcomes but the influence of interconnected learning independence (Hendra & Purbojo, 2022; Putri, 2022). An overview of the learning time given to students during the pandemic and early post-pandemic is only within the reach of teachers via smartphones and the implementation does not take up to 5-6 hours like the implementation of learning in schools, this results in students having free time that is not optimal if it is not optimized properly it will become one of the factors weakening the quality of students in Indonesia (Wahidaty, 2021).

Meanwhile, the ability to manage time for students is carried out in a guided and supervised manner by the teacher (Prasetya & Prasetiawan, 2022). However, at the same time, some students doubt their ability to carry out the plans they have drawn up (Usroh et al., 2022; Mediastuti & Nurhadianti, 2022). This mentality is related to the concept of thinking of the Indonesian people themselves who do not value a future value orientation highly, which is narrowed down to the assumption that the time orientation in life is only limited to today and now (Koentjaraningrat, 1984: 384). On the contrary, there is a strong belief that better time management will prevent students from getting stressed in Indonesia (Juniarti & Regina, 2021).

One way that can be done to deal with stress is to apply time blocking techniques. Time Blocking is a time management technique that helps students to schedule and plan learning activities by blocking certain time slots so that more learning activities will be completed more quickly and increase productivity. Time preference when using the time blocking technique is seen as a promising alternative solution to help students learn (Espina & Monte, 2022).

Time management, which is strictly structured by following conventional methods, does not match the spirit of development in the era of disruption, which demands very fast changes (Oreopoulos et al., 2022). Meanwhile, the values of innovation, creativity, and divergent thinking patterns are important values that are needed now without having to be bound by a tight time but are advised to be more flexible (Fletcher & Benveniste, 2022). Of course, Gen Z, as a digital native, is the generation where the majority are students. This study aims to

photograph the Gen Z time blocking phenomenon and find its specificity in Indonesia's Gen Z generation in the post-pandemic disruption era who are still in high school.

Literature Review

As with residents in other parts of the world, Indonesia is entering the digital native era, where it is near and easy for technology to end old industries, replaced by communication technology-based, innovative, and creative industries (Wijoyo et al., 2022). In this situation, Gen Z is the leading generation needed to face the era of disruption because they can multitask, reach across geographic boundaries, work with people from different ethnic backgrounds, have a career orientation, and have broad and positive entrepreneurial prospects. The dominance of online learning, which is dominated by Gen Z, also shows that they are self-motivated and self-driven, and willing to explore and learn new things compared to previous generations (Ravindran et al., 2022).

Who is Gen Z?

Generation Z students, going from birth 1995-2010, are most relationship motivated, advocating for something they believe in, and working to achieve milestones so they prefer to study independently, but in a social environment, using videos, and with passionate instructors, knowledgeable, and caring is their character (Kleinjohann & Reinecke, 2020: 4-6).

Broadly speaking, the emphasis on the characteristics of the Z gene is divided into four main characteristics: (a) Building integrity based on the values of honesty, fairness, loyalty, responsibility, and consideration; (b) The pattern of openness is shown in the values of creativity, open-mindedness, sense of humor, curiosity, adventurous spirit, spontaneity, courage to take different perspectives and tolerance for differences; (c) The specificity of the meaning of perseverance stems from values that uphold deep aspirations, have the spirit of hard work, high motivation, can make decisions, can compete but are well-directed; and (d) Caring comes from values that emphasize the ability to understand other people, to be attentive, to show affection based on the implications of doing good (Seemiller & Grace, 2018: 30; Wicaksana & Adhiningtyas, 2020).

Gen Z and the Learning Process

The needs of Gen Z students accustomed to accessing the internet as a medium that promises easy community connectivity, starting from how to communicate, collaborate, create, solve problems, make decisions, and consume information, which has an impact on improving the quality of learning in technical, cognitive, and social aspects (Dewi et al., 2021; Costa & Faria, 2022). However, in different studies, Gen Z does not constantly read books via the Internet, because in some situations they maintain traditional reading (Mushtaq et al., 2021).

Gen Z is subject to inequality to overcome the dynamics of learning through the media of participation and their choice (Black, Gray, & Deana, 2015: 169). Other characteristics of learning that are required in the learning process are flexible scheduling and instant access as the best features when fully online, but they demand more real-time interaction with teachers and peers, multimedia resources, and various applications. Finally, enabling students to demonstrate metacognitive and thinking skills is key to succeeding in fully online learning (Yu & Suny, 2020).

Why Gen Z Needs Proper Time Management?

Negative indicators in the development of learning are weak time management, unplanned learning, inappropriate learning, and disruption of learner attitudes and behavior (Sözer, 2021; Yanti et al., 2022). Therefore, proper time management should be owned by students and should refer to clear and regular principles: (a) In principle, each individual will always perform better at certain times of the day. Therefore, you should use the current period to be able to concentrate more optimally in class, not when doing assignments or in a relaxed state; (b) Start with the most difficult subjects before reaching easier or more enjoyable subjects, but it is advisable to work on one subject at a time for maximum focus; (c) Try to study in a shorter time blocking divided by short breaks so that you will not tire easily physically and your brain must process information during breaks; (d) Choose a study area and always use it exclusively for learning to train critical thinking skills. The criteria for a comfortable area should contain quiet conditions, have good lighting, with low traffic or minimal disturbances; (e) Use breaks effectively, easily, and flexibly; (f) Don't forget to sleep and eat properly and regularly because getting a regular night's sleep makes the individual much more effective during waking hours and efficient during working hours; (g) If you find that your thoughts tend to wander when you are trying to study, keep a notebook to record these thoughts. This will clear your mind so you can refocus on what you are focused on. If a particular problem won't go away, then make a quick mini-plan with clear steps and a timetable; (h) Value study time and encourage others to respect this time; (i) All activities that are often carried out continuously make the student quickly bored, so good time management will allow a balance of activities to minimize boredom; (j) Plan the day starting each morning and estimate the means needed to reach that day; (k) Reward yourself when achieving goals and determine the rewards needed; (l) Maybe it could be that the individual had a busy day and is tired of seeing another busy tomorrow, but make sure to have a greater sense of accomplishment for a better day; (m) If individuals experience problems with a particular class, learn skills, or understand the problem, then seek help immediately before problems get out of hand; and (n) Time in class is very important and clear, so make sure that individuals use their time effectively by being alert and prepared as best they can (Walsh, 2008: 161-163; Caunt, 2010).

Time Blocking As An Alternative Solution

Time management with time blocking will help perfect planning skills. Seavers (2021) formulates a time-blocking mindset based on five main rules: (a) Maintaining a single focus. The opposite of multi-tasking is single focus, which does not mean single-tasking as opposed to multi-tasking. That's because orientation is not an all-around ability or being able to do just one task, but more on focusing on one activity that is carried out in earnest and maximally to do it. Therefore, the problem of focusing on more than one thing at a time has not only disrupted the activities carried out but has also damaged all areas of ongoing life. To maintain a single focus would be a fundamental shift in the individual's way of looking at the world. Change only happens to everyone who is single-focused, multi-tasking individuals will find it difficult to make changes because it has the potential to self-sabotage and damage productivity. Start making priority goals to be more present and not think about problems that have nothing to do with the current moment when the current activity is being pursued; (b) Determining the criteria for the importance of an activity begins with mapping: (1) The value of the value of the activity is carried out so that it must be carried out; (2) How much value is contained in the activity to be carried out by making an estimated activity plan; (3)

Profits and losses when the activity plan is prioritized when compared to other activities that are not prioritized; (4) confirming priority activities and non-priority activities to be written into the list of priority activities (to-do list) and list of non-priority activities (said it and forget it list); and (5) From the list of priority activities, choose three activities that are planned to be carried out at that time; (c) More results should be achieved by putting less effort into these activities, by carrying out: (1) Triggering productivity based on efforts to generate motivation to trigger focus on prioritized activities; (2) Focus can only occur if the individual is able to efficiently spend time for himself, that time for himself or rest should be part of carrying out prioritized activities; and (3) Time to be alone should be as meaningful, efficient and effective as possible as part of recharging energy to move on to other activities; (d) Plan rescheduling if necessary in the following way: (1) Emphasizing efforts to increase the productivity of an activity chosen because at one time there will be a decrease in alertness because focusing too long on the first activity will hinder individual performance for subsequent activities due to brain capacity tends to record constant stimulation as unimportant and ordinary so further measures are needed; and (2) Determine the time to rest or relax, in two ways that can be chosen, namely using ultradian rhythms which say, the human brain works in 90 minutes to reach a focus point so make sure that within 90 minutes it can complete one job Meier-Koll (1998), while other techniques used can use the pomodoro technique suggesting reducing working time to 25 minutes of which 5 minutes are allocated for breaks (Milojevic, 2022); and (e) Taking back control of time by making promises to oneself, so that individuals can be the best productive with time blocking: (1) Avoiding being a person who easily says 'yes' to every wish or invitation of others that violates schedule prepared and determined, so that the individual loses the schedule of activities he has wanted or is currently carrying out; (2) Trying to fulfill commitments to promises made by oneself to build criteria, respect, and keep promises to complete planned activities; and (3) Avoiding too much communication in the form of requests and offers made to carry out new activities that are not planned or find talks on hot topics that take too long because they are too engrossed in them.

Methodology

This study uses a quantitative descriptive research method, using a population of high school-level students in Indonesia. The sample who became the respondent of this study were students who were randomly sampled, as many as 350 respondents.

In detail, the steps of the research method are as follows: (a) Formulate the five main rules of time blocking proposed by Seavers (2021) as data retrieval instruments using a Likert scale and closed questionnaire types; (b) Validating and reliability of the questionnaire instrument intended for a limited population of students; (c) The results of the questionnaire instrument which are considered valid and reliable will be shared online via the Google form with the intermediary of 'sharing' on various social media platforms; (d) The distribution of questionnaire instruments is given a period of three months from January to March 2023; and (e) Performing data analysis so that the results of the data obtained show all the data obtained, using descriptive statistical analysis.

Table 1

Instrument lattice characteristics of the time blocking gene Z.

Construct	Indicator	Item Number
Maintain single focus	Multitasking or single focus	P1, P15
Determine the criteria for the importance of an activity	Appreciation of the value of the activity	P2
	How much value is contained in the activity	P3, P16
	Advantages and disadvantages when the activity plan is prioritized	P4
	Develop a list of priority activities	P5
	Choose three priority activities	P6
	Efforts to carry out activities	Have the motivation to do activities
Focus on the activities being carried out		Q8
Make time for yourself		P9, P19
Planning to reschedule	Gradual focus from one activity to another	P10
	Set a time to rest or relax	P11
Take control of time	Refuse assertive requests for disruptive activities	Q12
	Fulfill commitments made by yourself	P13
	Avoiding communication in the form of requests for new, unplanned activities	P14, P20
Total number		20

Reliable research results must be based on reliable information. Accurate information can only be obtained if the research information used meets eligibility as a data collection tool. Before measuring the variables under study, the validity of the instrument is first tested by using the calculation technique R arithmetic using Pearson's correlation so that the data obtained can be trusted and the truth is acknowledged. Finally, it was found that P2, P3, P15, P16, P17, and P19 had invalid decisions, but the following validity test table was declared valid as shown in Table 2 below.

Table 2

Test the validity of the instrument for the Z gen time blocking characteristics.

Number Items	R count	R Table	Decision
P1	0.571	0.361	Valid
P4	0.602	0.361	Valid
P5	0.703	0.361	Valid
P6	0.533	0.361	Valid
P7	0.437	0.361	Valid
P8	0.534	0.361	Valid
P9	0.582	0.361	Valid
P10	0.450	0.361	Valid
P11	0.634	0.361	Valid
Q12	0.689	0.361	Valid
P13	0.680	0.361	Valid
P14	0.690	0.361	Valid
P18	0.456	0.361	Valid
P20	0.609	0.361	Valid
Number of Statement Items			14

Based on the table above, it can be seen that all of the question items on the time blocking characteristic instrument of gene Z have a value of R count > R table (0.361). Therefore it was concluded that of the 20 question items, 14 question items were declared valid.

Then a reliability test is carried out aimed at measuring the degree of consistency of measurement from one respondent to another or in other words the extent to which the question can be understood so that it does not cause different interpretations in understanding the question. Testing the reliability of the instrument was carried out by testing the scores between items using the Alpha Cronbach technique by comparing the alpha coefficient with 0.600. A set of questions to measure time blocking is said to be reliable and successful in measuring the time blocking that we measure if the reliability coefficient is greater than or equal to 0.600 with an alpha coefficient value of 0.840.

Results

The characteristics of time blocking in Gen Z of high school students in Indonesia tend to have very good time blocking abilities. This is supported by the frequency distribution of respondents' answers which indicates that they are generally used to accessing the internet to make it easier for them to carry out and complete an online learning activity. However, even though Gen Z is known to be more skilled at using technology, rumors that they are more effective at online learning are not entirely true. Data shows that more than 70% of them will choose face-to-face learning over online learning (Schlotter & Hubert, 2020: 55).

Even so, in the post-Covid-19 pandemic or the new normal era, Gen Z students have the opportunity to actualize their learning style in the best form of learning activities, namely hybrid/blended learning. In this case, they can utilize technology to support both face-to-face and online learning simultaneously, to maximize their learning process. Therefore, for educators and education stakeholders, it is important to understand the characteristics of the

Z gene and develop appropriate learning strategies to support their ability to face future challenges.

On the other hand, the importance of using information and communication technology in learning today, especially in the era of the Covid-19 pandemic, forced students and teachers to use applications and digital learning resources connected to the internet. This requires more interaction between teachers and Gen Z learners with a variety of digital learning applications and media.

The best learning method currently is hybrid/blended learning, in which most of the learning activities are carried out collaboratively and independently with project-based learning inquiry and/or team-based project/problem-based learning-discovery methods and strategies. However, this requires multitasking abilities from Gen Z learners in managing study time. If they are not good at managing study time, time management disruptions will impact their learning performance.

To overcome this, process assessment and performance evaluation of Gen Z learners is very important. Therefore, in this study, a description was made regarding the statement of time blocking item numbers consisting of 14 indicators in the application of project-based learning inquiry and/or team-based project/problem-based learning-discovery methods and strategies. This aims to help teachers and students manage their study time better and more effectively, to improve their overall learning performance. In this case, time blocking can be an effective strategy to help Gen Z learners manage their study time more effectively and efficiently.

This is evident from the quantitative descriptive analysis to find out the frequency distribution of respondents' answers to statements regarding the time blocking variable which consists of 14 indicators in Table 1, described in Table 3 regarding the quantitative descriptive analysis of time blocking.

Table 3

Quantitative descriptive analysis of time blocking.

Number Items	Strongly agree		Agree		Don't agree		Very Don't agree		Average
	F	%	F	%	F	%	F	%	
P1	305	87.1	31	8.9	14	4.0	0	0.0	3.83
P2	324	92.6	9	2.6	17	4.9	0	0.0	3.87
P3	274	78.3	71	20.3	5	1.4	0	0.0	3.76
P4	238	68.0	73	20.9	39	11.1	0	0.0	3.56
P5	274	78.3	43	12.3	33	9.4	0	0.0	3.68
P6	262	74.9	76	21.7	12	3.4	0	0.0	3.71
Q7	262	74.9	73	20.9	15	4.3	0	0.0	3.70
P8	230	65.7	110	31.4	10	2.9	0	0.0	3.62
P9	285	81.4	40	11.4	25	7.1	0	0.0	3.74
P10	299	85.4	40	11.4	11	3.1	0	0.0	3.82
P11	286	81.7	38	10.9	26	7.4	0	0.0	3.74
P12	263	75.1	51	14.6	36	10.3	0	0.0	3.64
P13	255	72.9	93	26.6	2	0.6	0	0.0	3.72
P14	243	69.4	102	29.1	5	1.4	0	0.0	3.68
Overall Average									3.72

The results of the quantitative descriptive analysis in Table 3 show that the first statement item (P1) indicates that the majority of respondents strongly agree with the statement that they prefer to carry out activities in stages rather than simultaneously. This can be interpreted as Gen Z students prefer to focus on one activity before moving on to the next activity. This finding illustrates that Gen Z students tend to be more disciplined in managing their time and can do better time management (Seemiller, 2017; Partlow & Talarczyk, 2021; Tkacová et al., 2022).

However, these findings also show that Gen Z students prefer educational communication channels that involve information and communication technology, such as gadgets or computer equipment. This can have an impact on their time management because the use of technology often invites the temptation to multitask or do other activities while studying. Therefore, teachers and Gen Z students need to be more careful in managing time for learning activities (Demir & Sonmez, 2021). Of course, this proves that Gen Z students can no longer be satisfied with the application of traditional learning methods and strategies, so learning technology needs to be adopted to meet meaningful learning needs for them. Thus, the use of learning technology can help Generation Z students manage their time and maximize their learning effectiveness.

Based on the results of the quantitative descriptive analysis in Table 3, the second statement item (P2) shows that the majority of respondents strongly agree that when they decide to carry out an activity, they consider that the activity is important. A total of 324 respondents (92.6%) stated that they strongly agreed, 9 respondents (2.6%) agreed, and 17 respondents (4.9%) did not agree. The average respondent's answer to the second statement item was 3.86, which was included in the strongly agree category. These findings indicate that Gen Z students tend to understand the importance of carrying out activities and assume that every activity they carry out has important values and benefits.

This second statement item shows that Gen Z students understand the importance of carrying out meaningful and quality activities, so they choose to carry out activities that are considered important and provide optimal benefits. This also shows that Gen Z students have a high awareness of the importance of using time effectively and efficiently to carry out activities that have important values and benefits for them. Therefore, teachers and students are expected to be able to take advantage of this to design and implement relevant and meaningful learning for Generation Z students, as well as help them to understand the importance of carrying out meaningful and quality activities.

Based on the results of the descriptive analysis on the third statement item (P3), the majority of respondents (as much as 78.3%) strongly agreed that the activities they carried out were activities of great value to them. While as many as 20.3% of respondents answered agree and only 1.4% of respondents answered disagree. In this case, the average respondent's answer to the third statement item is 3.76 which is also included in the strongly agree category.

From these results, it is believed that the activities carried out by respondents have great value for themselves. This shows that respondents feel compelled to carry out activities that are important and valuable, so they spend time and effort to do so. However, this also suggests that activities that are of less value to respondents are likely to be ignored or undertaken with less vigor. Therefore, students need to understand the value and importance of the activities they do, so that they can optimize their time and effort to achieve the desired goals.

This is continuous with the fourth statement item (P4) which shows that the majority of respondents answered strongly agree that one of the conditions why these activities are planned to be prioritized is because these activities are more profitable to do now. From 350 respondents, 238 respondents (68%) answered strongly agree, 73 respondents (20.9%) answered agree, and 39 respondents (11.1%) answered disagree. The average respondent's answer to the fourth statement item is 3.76, which is included in the strongly agree category. In other words, it can be said that the majority of respondents choose to plan profitable activities to do now.

This is in line with the results of the analysis in the previous statement item, where the majority of respondents also stated that the activities they carried out were activities that were important and of great value to them. Respondents chose activities that they considered important and profitable to do now, so they could use their time effectively and efficiently.

Based on the results of the descriptive analysis on the fifth statement item (P5), it can be seen that the majority of respondents (78.3%) strongly agree that the activities carried out are obtained from a list of activities that have been previously recorded. This shows that respondents have a habit of writing down a list of activities to be carried out, and when deciding to carry out an activity, they refer to this list. In addition, 12.3% of respondents also agreed that the activities carried out came from a list of activities that had been recorded, while only 9.4% of respondents disagreed. With an average answer of 3.56 which is included in the strongly agree category, it can be concluded that the activities carried out by respondents did come from a list of activities that had been recorded. This shows that the respondents do have good habits in managing and planning their activities.

In the sixth statement item (P6) the majority of respondents (74.9%) answered that they strongly agreed that in scheduling activities, they would first prioritize the three activities to be carried out. The average respondent's answer to this statement is 3.71 which is included in the strongly agree category. This shows that respondents tend to choose and prioritize the three activities that are considered the most important or urgent to do.

In this case, it can be seen that respondents have the ability to choose activities to be carried out selectively and effectively, so they can manage their time better and more productively. This also shows that respondents already can evaluate the most important activities to do first, so they are not overly burdened with a large number of activities.

In the seventh statement item (P7), the majority of respondents (74.9%) answered that they strongly agreed that they were motivated to carry out the activities being carried out now. While as many as 20.9% of respondents answered agree and only 4.3% of respondents answered disagree. The average respondent's answer to this item is 3.70 which is included in the strongly agree category.

From these results, it was found that the respondent was indeed motivated to carry out the activities being carried out now. This shows that respondents have strong internal motivation in completing the activities they have chosen and planned. This internal motivation can come from various factors, such as the desire to achieve the goals that have been set, personal satisfaction with the achievements that have been achieved, or a sense of responsibility to finish the job well. Strong internal motivation like this is very important in maintaining productivity and quality of work so that it can help respondents to achieve success in various aspects of life.

In the eighth statement item (P8) the majority of respondents answered strongly agree, as many as 230 respondents or 65.7%, that they would focus on completing the activity in carrying out an activity to completion. Meanwhile, 110 people (31.4%) agreed to answer and

10 people (2.9%) disagreed. The average respondent's answer to the 8th statement item is 3.62, which is included in the strongly agree category. From the results of this analysis, it was found that the majority of respondents had a very positive and responsible attitude in completing activities to completion. This can be considered as an indication that respondents have a strong motivation to complete their work and have good concentration and focus on the tasks that must be completed.

Based on the results of the descriptive analysis on the ninth statement item (P9), it can be seen that the majority of respondents (81.4%) answered that they strongly agreed that on the one hand, they did not forget to take time for themselves to reflect on what they had done. While respondents who answered agreed were 11.4% and respondents who answered disagree were 7.1%. The average respondent's answer to this statement item is 3.74, which is included in the strongly agree category. The majority of respondents consider it important to provide time for themselves to reflect on the work they have done. This shows that respondents have high awareness and concern for the balance between work and time for themselves. Thus, they can maintain mental health and avoid stress that can affect productivity at work.

In the tenth statement item (P10), the majority of respondents strongly agreed (85.4%) that when carrying out prioritized activities, they were very focused on completing these activities gradually and then moving on to other activities. This can be seen from the average respondent's answer to the fourth statement item which reached 3.82 and is included in the strongly agree category. Even so, some respondents disagreed (3.1%) or only agreed (11.4%) with this statement. Therefore, it can be concluded that a small number of respondents still need development in terms of focus and priority in completing activities. However, in general, the majority of respondents tend to focus on completing priority activities before moving on to other activities.

In the eleventh statement item (P11), the majority of respondents (81.7%) strongly agreed that they took the time to rest and relax after completing priority activities to organize themselves. In addition, as many as 10.9% of respondents also agreed with this statement. Only a few respondents (7.4%) disagreed with this statement.

From the average respondent's answer of 3.74 which is included in the strongly agree category, it can be concluded that the majority of respondents consider it important to provide time to rest and relax after completing prioritized activities to better manage themselves. Thus, this shows that respondents tend to understand the importance of maintaining a balance between work and rest to achieve optimal productivity in the long run.

In the twelfth statement item (P12), the majority of respondents who answered strongly agreed (75.1%) indicated that respondents had a firm attitude towards solicitations that were considered to interfere with the priority activities carried out. This shows that respondents have a high commitment to completing priority activities and are not easily distracted by other invitations that are considered unsupportive in achieving the goals set.

In addition, the answers agreed by 14.6% and disagreed by 10.3% indicating that some respondents are still considering and are not fully convinced to act decisively towards invitations that are considered to interfere with priority activities. Therefore, it is necessary to provide education or training regarding the importance of maintaining focus on priority activities and how to reject invitations that do not support achieving the set goals.

In this case, the average respondent's answer to the 12th statement item is 3.64 which is included in the strongly agree category. This shows that the majority of respondents have a firm attitude towards solicitations that are considered to interfere with priority activities

carried out. However, keep in mind that these results only represent answers from respondents who filled out the questionnaire, so they cannot be generalized to a larger population.

In the thirteenth statement item (13), the majority of respondents (72.9%) answered that they strongly agreed that they had promised themselves to complete the activities that had been prepared to complete. While the respondents who answered agreed were 26.6% and did not agree as much as 0.6%. From the average value of respondents' answers on this item of 3.72, it can be concluded that the majority of respondents tend to strongly agree with this statement. That is, respondents feel that maintaining a commitment to complete the activities that have been prepared is very important. This shows that respondents have a positive attitude in managing time and work, by committing themselves to complete the activities that have been planned.

In the fourteenth statement item (14), the majority of respondents (69.4%) answered that they strongly agreed that they avoided invitations to carry out unplanned activities. In addition, 29.1% of respondents answered that they agreed and only 1.4% answered that they did not agree. With the average respondent's answer to the fourth statement item of 3.68 which is included in the strongly agree category, it can be concluded that respondents generally tend to avoid invitations to carry out unplanned activities.

In the context of productivity, unplanned activities can disrupt the focus and time that should be allocated to complete priority activities. Therefore, the respondent's tendency to avoid unplanned activities can be considered a productive strategy to ensure that time and energy are focused on priority activities that have been planned.

Time blocking can help teachers and students of Generation Z improve their learning goal-planning skills. The majority of respondents in this study showed agreement in statements related to time management and time blocking, such as the 11th, 12th, 13th, and 14th statement items which show that respondents tend to strongly agree or agree with these statements.

Discussion

The principles of time blocking, constant scheduling, and organization are important keys to increasing the effectiveness of time management. This can also be seen from the scheduling of time blocking which is generally done for 20 to 90 minutes. This time duration is considered a focal point in doing assignments and learning priorities before losing the energy to complete other learning tasks. Thus, time blocking can help teachers and students of Generation Z in improving their skills in planning and organizing their time in learning (Nelson, 2021).

The results of the analysis of the frequency distribution of respondents' answers that maintain a single focus, the value of an activity value, the meaningfulness of the value contained in an activity, as well as the pros and cons when the activity plan is prioritized. In this case, respondents stated that they strongly agreed that doing activities in stages rather than simultaneously would be more effective and that activity was important to learn on a scale of 3 priorities.

From the results of the analysis, it is also stated that Gen Z teachers and students will be greatly assisted by the time blocking technique in planning learning objectives. Time blocking is a constant method of scheduling, organizing, and finding specific times to complete various assignments and study priorities. For approximately 20 to 90 minutes,

students can focus on learning tasks and priorities before losing the energy to complete other learning tasks.

Adaptation of learning technology is also very important to help students and teachers in collaborative learning. Gen Z students prefer collaborative learning with tutors or peers by utilizing a variety of appropriate learning technologies. Learners can focus on a task and learning priorities that are carried out for each individual, to avoid multitasking in learning activities.

The results of the analysis also show that students choose to focus on one activity first before moving on to other activities. This is very important in collaborative learning, where students will present the results of their learning activities in groups and provide feedback and responses to other group learning activities. Learners also fulfill the commitments made themselves by learning more about the subjects that have been studied in a class by self-study to reach a point of satisfaction and meaningfulness in learning or completing their assignments to completion.

In creating meaningful learning experiences like that, time blocking techniques are needed so that learning is not distorted by other activities that interfere with learning activities. Learners must also be able to assertively refuse disruptive invitations to engage in activities and as much as possible avoid communication in the form of requests for unplanned new activities, which in turn can disrupt the learning process.

Therefore, the ability of educators to be able to present learning materials that are contextual with adaptations of learning technology and meaningful is very closely related to the daily life of Gen Z students, which incidentally is how educators can create a flexible learning climate, able to meet the needs of independent learning with adaptations of learning technology. , and maintaining the suitability/balance of Gen Z learning styles is an important factor for attracting Gen Z in terms of learning (Agarwal & Vaghela, 2018). In the world of education, the formation of meaningful learning experiences with process assessment and or performance evaluation is important and fundamental rather than talking about mastery of material/competence with outcome assessment (Springer & Newton, 2020; Penuel et al., 2022). Creating meaningful learning experiences requires the necessary time management to support the alignment, ability, and involvement of Gen Z educators and learners to always develop learning readiness and a single focus on learning to completion (Sulaeman et al., 2022; Corsino et al., 2022). Time management is essentially seen as an effort to maximize health and achieve optimal personal effectiveness, to promote inner peace, harmony, and mental well-being because feeling "out of control" of time is a major source of stress, anxiety, and depression (Tracy, 2013). As quoted by Hoover (2009) mentions, on the one hand, time management is about managing goals or how to prepare yourself and plan well. If the Gen Z learner knows what he wants in learning, what is useful for his daily life, and what is meant to complete, and uses that time as a dream goal for his future, so that time is measured in line with his daily actions, then this will create a complete learning experience (*life-long learner*).

Conclusions

Based on the results of the descriptive analysis in this study, it can be concluded that the time blocking characteristics of the Z gene have a significant influence on the hybrid/blended learning process in the new normal period. Research respondents showed high approval of learning activities carried out using project-based learning inquiry and/or team-based project/problem-based learning-discovery methods and strategies.

Gen Z students can prioritize learning activities by compiling a list of priority activities, choosing the three most important activities, having the motivation to carry out activities, focusing on activities carried out, and providing time for themselves. They can also carry out collaborative learning activities by compiling a list of priority activities through the division of tasks and forming groups/communities of Gen Z students to influence motivation in prioritizing predetermined learning activity tasks. In addition, Gen Z students are also able to present learning outcomes or group performance collaboratively, provide responses and feedback from the results of other group learning activities, or reflect on the tasks of their learning activities to make them meaningful.

The time blocking technique is also very necessary for creating a meaningful learning experience. By using the time blocking technique, students can avoid distractions from other unplanned activities that can disrupt the learning process. Gen Z students show high levels of agreement to assertively decline invitations to disruptive activities.

This study limited itself to the initial instrument of the Gen Z time blocking characteristics questionnaire which contained the frequency distribution of respondents' answers to statements regarding the time blocking variable which consisted of 14 indicators, with respondents randomly distributed to find the determination of the need for time blocking in senior high schools. Therefore, this research can be further developed and expanded by comparing the results of instruments from two different regions to test the accuracy and usability of this initial instrument on a wider scope.

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