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Adapting Teaching Methodologies For Gen Z: Exploring Learning Preferences and Engagement Strategies in Senior High School Settings

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**ADAPTING TEACHING METHODOLOGIES FOR GEN Z: EXPLORING
LEARNING PREFERENCES AND ENGAGEMENT STRATEGIES IN
SENIOR HIGH SCHOOL SETTINGS**

A THESIS

**Submitted to the Teachers Training and Education Faculty
as Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan**

By:

MIKAEL SINAGA

STUDENT NUMBER: 210930020



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITAS KATOLIK SANTO THOMAS**

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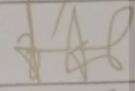


MEDAN

2025

APPROVAL

This thesis was examined by Board of Examiners on 25 June 2025 and declare acceptable.

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Sinaga, Mikael. 2025. Adapting Teaching Methodologies for GEN Z: Exploring Learning Preferences and Engagement Strategies in Senior High School Settings. A Thesis, Faculty of Teachers Training and Education: Catholic University of Saint Thomas.

ABSTRACT

This study explores the landscape of AI-driven instructional strategies aligned with Generation Z's learning preferences, with a focus on their application in senior high school education. Employing a Systematic Literature Review of 200 journal articles sourced from The Lens.org, and analyzed through Biblioshiny (R-based bibliometric software), the research identifies key trends, contributors, and evolving themes in the scholarly discourse from 2015 to 2025. The findings reveal a dominant concentration of research in higher and medical education contexts, with themes such as e-learning, blended learning, digital literacy, and student-centered pedagogy frequently emerging. A thematic evolution is evident—from foundational digital delivery models to more advanced strategies involving adaptive learning, gamification, and AI-powered personalization. Despite these advancements, there remains a significant research gap in addressing the needs of senior high school students, particularly within non-Western educational systems. The study concludes that while AI technologies hold transformative potential for learner engagement and performance, their practical application in secondary education is still underdeveloped. Thus, this research not only maps the current intellectual structure of the field but also highlights the urgency for context-specific innovations and further empirical studies focused on Generation Z learners in high school settings.

Keyword: *Generation Z, AI in Education, Adaptive Learning, Bibliometric Analysis.*

ACKNOWLEDGEMENTS

For the first and foremost, the writer would like to express his deepest gratitude to Almighty God, Jesus Christ, for his marvelous and amazing grace, for the countless blessings and love so the writer has finally completed this thesis. The writer intends to fulfill the requirements for achieving the degree of *Sarjana Pendidikan* at the English Language Education Study Program, Teacher Training and Education Faculty at Universitas Katolik Santo Thomas.

The writer could not be able to complete this thesis without some contribution and support from many people. The writer would like to express this greatest gratitude and special thanks to:

1. **Prof. Dr. Maidin Gultom, SH., M.Hum** as the Rector of Universitas Katolik Santo Thomas Medan.
2. **Regina Sipayung, S.Pd., M.Pd** as the Dean of Teachers Training and Education Faculty of Universitas Katolik Santo Thomas.
3. **Fiber Yun Almanda Ginting, S.Pd., M.Pd** as the Head of English Language Education Study Program Faculty of Teachers Training and Education Universitas Katolik Santo Thomas.
4. **Meikardo Samuel Prayuda, S.Pd., M.Pd** as the consultant and **Fiber Yun Almanda Ginting, S.Pd., M.Pd** as the co-consultant, for their advices, supports and comments during the processes of accomplishing this thesis.

5. **Bogor Lumbanraja, S.Ag., M.A.Ed., Ph.D** as the first examiner, and **Junita Siahaan, S.Pd., M.Pd** as the second examiner for their advices, Suggestions and comments until this thesis is completed.
6. **All her beloved lectures** at English Education Study Program Faculty of Teachers Training and Education Universitas Katolik Santo Thomas, who have been teaching and supporting the writer.
7. **All administrative staff** of Teachers Training and Education Faculty, Universitas Katolik Santo Thomas.
8. **Regu Sinaga** and **Sarmiala Lumbantungkup** his extra ordinary parents who have provided her with guidance and endless love beyond her expectations. They serve as a model of kindness, offering prayers, advice, and warm support throughout the various challenges in my life.
9. **Boimaruli Sinaga, Jupriadi Sinaga, Hetti Roselina Sinaga**, more than amazing brothers and sister who have been present in providing assistance, encouragement, and inspiration to complete my education.
10. **His beloved friends English Education'21**, for being together for four years.
11. Lastly, I would like to express my gratitude to **myself**. Thank you for believing in my own abilities, for working hard through every challenge, and for never giving up throughout this journey. Thank you for always striving to give more than I received, and for consistently choosing to do what is right, even when it was not easy. For every small step that has brought me to this point, I am always truly grateful to myself.

Finally the writer hopes this thesis would be useful for the readers. He is aware that this thesis is still imperfect. Therefore, suggestions, corrections, and criticism for the improvement of this thesis are highly appreciated.

The Writer,

Mikael Sinaga

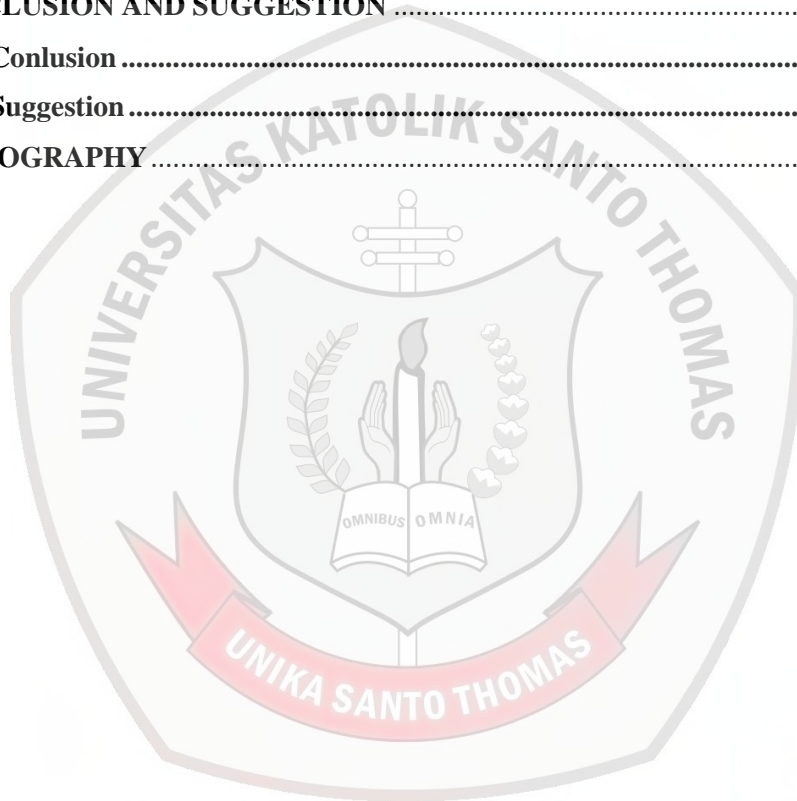
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TABLE OF CONTENT

ACKNOWLEDGEMENTS	iv
LIST OF FIGURES	ix
CHAPTER I	1
INTRODUCTION.....	1
1.1 The Background of The Study.....	1
1.2 The Problem of the Study.....	6
1.3 The Scope of the Study	6
1.4 The Formulation of the Study.....	7
1.5 The Objectives of the Study	8
1.6 The Significance of the Study.....	9
CHAPTER II.....	12
LITERATURE REVIEW	12
3.1 Teaching Methodologies.....	12
3.1.1 Characteristics of Effective Teaching Methodologies for Generation Z 12	
3.1.2 Types of Teaching Methodologies Relevant for Gen Z in Senior High School Settings.....	13
3.2 Gen Z.....	13
3.3 Learning Preferences.....	14
2.3.1 Types of Learning Preferences	15
2.4 Engagement Strategies	16
2.4.1 Engagement strategies in Learning	17
2.4.1.1 AI-Driven Instructional Strategies	18
2.4.1.2 Gamification	19
2.4.1.3 Adaptive Learning	21
2.5 Relevant Research.....	23
2.6 Framework of Thinking	27
CHAPTER III	30
RESEARCH METHODOLOGY	30
3.1 Research Design	30
3.2 Research Paradigm.....	30
3.3 Research Approach.....	31

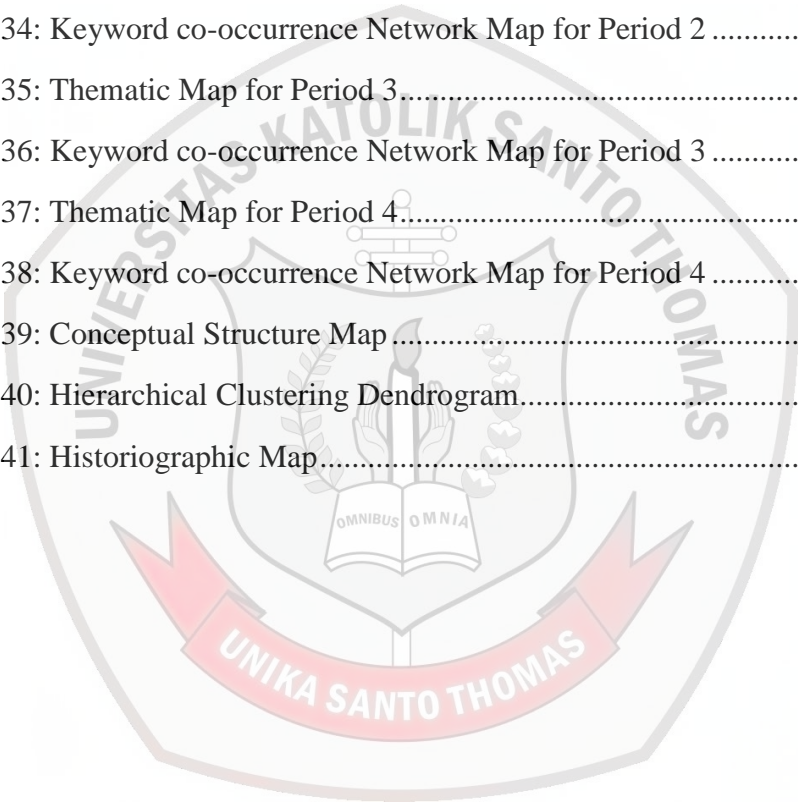
3.4 Research Methodology	31
3.5 Data Sources and Selection Criteria.....	33
3.6 Research Validity and Reliability	33
CHAPTER IV.....	35
DATA ANALYSIS AND DISCUSSION	35
4.1 Data Analysis.....	35
4.2 Discussion.....	99
CHAPTER V	109
CONCLUSION AND SUGGESTION	109
5.1 Conclusion	109
5.2 Suggestion	110
BIBLIOGRAPHY	112



LIST OF FIGURES

Figure 1: Bibliometric Analysis of AI in Education	2
Figure 2: Bibliometric Analysis of Instructional Strategies.....	3
Figure 3: Framework of Thinking.....	26
Figure 4: PRISMA Flowchart	31
Figure 5: Missing Data.....	35
Figure 6: Annual Scientific Production.....	38
Figure 7: Average Citations per Year	39
Figure 8: Three-Fields Plot	41
Figure 9: Most Relevant Sources	43
Figure 10: Core Sources by Bradford's Law	45
Figure 11: Sources Local Impact by H index.....	46
Figure 12: Sources' Production Over Time.....	48
Figure 13: Most Relevant Authors.....	50
Figure 14: Authors' Production Over Time.....	51
Figure 15: Author Productivity through Lotka's Law	53
Figure 16: Authors' Local Impact by H index	54
Figure 17: Most Global Cited Documents	55
Figure 18: Most Local Cited Documents	57
Figure 19: Most Relevant Words	58
Figure 20: Word Cloud	60
Figure 21: Tree Map.....	61
Figure 22: Words' Frequency Over Time.....	63
Figure 23: Trend Topics.....	64
Figure 24: Clusters by Document Coupling	67
Figure 25: Coupling Network of Documents using TI (Title Information).....	69
Figure 26: Keyword Co-Occurrence Network.....	72

Figure 27: Node Degrees	74
Figure 28: Thematic Map.....	75
Figure 29: Keyword co-occurrence Network.....	77
Figure 30: Thematic Evolution Map.....	78
Figure 31: Thematic Map for Period 1.....	79
Figure 32: Keyword co-occurrence Network for Period 1.....	81
Figure 33: Thematic Map for Period 2.....	82
Figure 34: Keyword co-occurrence Network Map for Period 2	84
Figure 35: Thematic Map for Period 3.....	85
Figure 36: Keyword co-occurrence Network Map for Period 3	87
Figure 37: Thematic Map for Period 4.....	88
Figure 38: Keyword co-occurrence Network Map for Period 4	89
Figure 39: Conceptual Structure Map	90
Figure 40: Hierarchical Clustering Dendrogram.....	95
Figure 41: Historiographic Map.....	97



LIST OF APPENDIXES

Appendix 1: Kartu Bimbingan Skripsi

Appendix 2: Surat Undangan Seminar Proposal

Appendix 3: Surat Permohonan Penelitian

Appendix 4: Surat Izin Penelitian

Appendix 5: Surat Bebas Pustaka

Appendix 6: Daftar Jurnal



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