

Influence of Education and Skills Level on Generation Z Employee Performance at PT Solomon Indo Global

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Abstract

This research aims to determine the influence of education level and job skills on the performance of Generation Z employees at PT Solomon Indo Global. As the youngest demographic in the workforce, Generation Z possesses unique characteristics shaped by digital exposure and technological adaptability. However, there remains debate regarding whether formal education alone can significantly impact work performance, especially in industrial settings. This study uses a quantitative approach with a population of 83 Gen Z employees, all selected using a saturated sampling technique. Data were collected through a structured questionnaire and analyzed using multiple linear regression with SPSS version 26. The results showed that the education level variable has a positive but not statistically significant effect on employee performance (Sig. = 0.073 > 0.05; $t = 1.814$), suggesting that formal education alone is not a direct determinant of workplace effectiveness. Meanwhile, the skills variable had a strong and significant positive effect (Sig. = 0.000 < 0.05; $t = 14.067$), highlighting the importance of both technical and soft skills in improving individual productivity. Simultaneously, the F-test confirmed that both variables together significantly influence performance ($F = 177.750$; Sig. = 0.000), with an R^2 value of 0.812, meaning 81.2% of the variation in employee performance can be explained by education and job skills. These findings suggest that companies must integrate education and skills training in their HR development programs. For Generation Z to thrive in competitive work environments, strategies must go beyond formal education and emphasize continuous skill enhancement aligned with industrial needs.

Keywords: Education Level, Job Skills, Employee Performance, Generation Z, Industrial Workforce

1. Introduction

Generation Z (Gen Z) is currently emerging as a dominant force in the workforce. According to data from the Central Statistics Agency (BPS), Gen Z constituted approximately 27.94% of Indonesia's total population in 2023. This generation is known for being born and raised in the digital age, characterized by creativity, rapid learning abilities, and strong technological skills. However, these shifts also present unique challenges for organizations in creating supportive work environments that can enhance the performance of Gen Z employees.

One of the major issues faced by Gen Z is the difficulty in securing employment that aligns with their educational background. The limited availability of industries that can absorb graduates according to their field of study, combined with intense labor market competition, has led many individuals from Gen Z to

work in areas outside their expertise. This mismatch not only reduces job satisfaction but also has a direct impact on overall employee performance.

The ever-evolving nature of the workplace demands a high level of adaptability from individuals. Digital transformation, workplace flexibility, and rapidly advancing technologies have changed the structure of modern employment. In this context, education and relevant job skills have become essential. While formal education lays the foundation, without the necessary technical and non-technical competencies aligned with industry demands, employees will struggle to perform effectively in competitive work environments (Suciati & Deswarta, 2024).

Gen Z possesses significant potential due to their fluency with technology. They have widespread access to information and online learning platforms such as digital courses and training. However, this potential cannot be fully realized without structured skills development programs aligned with industry needs. Therefore, formal training is a crucial investment that can enhance the competitiveness of Gen Z in the labor market (Dessler, 2017).

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This phenomenon highlights the need to investigate how education and skills affect the work performance of Gen Z employees. There remains limited research specifically examining the influence of these two variables on this generation. In fact, Gen Z holds a vital role in long-term economic development, necessitating human resource strategies tailored to their unique characteristics.

Education is broadly understood as a systematic process of enhancing an individual's knowledge and competencies through formal and informal learning. Formal education provides the basic knowledge and initial skills that serve as a foundation for performance improvement (UNESCO, 2015). According to Suciati & Deswarta (2024), the level of education has a positive influence on the work performance of Gen Z employees.

However, education alone is not sufficient. Job-related skills are critical variables that complement education in improving individual performance. These include both technical skills (e.g., software proficiency) and non-technical skills such as communication, teamwork, and time management (Dessler, 2017). Khan, Raza, & Farooz (2020) further emphasize the importance of problem-solving abilities and adaptability to technology for Gen Z employees in addressing workplace challenges.

As a generation raised in the digital era, Gen Z demonstrates strengths in technology use and adaptability. These qualities provide them with greater opportunities to improve performance when supported by relevant skills. Gen Z employees equipped with the appropriate skills tend to be more effective, collaborative, and efficient in problem-solving tasks (Halizah, 2024).

Moreover, communication and technical skills play a central role in determining workplace success. Khan, Raza, & Farooz (2020) found that these two aspects significantly affect job performance, particularly among younger employees. Generation Z individuals who master these skills are more capable of handling job pressure and completing tasks efficiently.

From a human resource perspective, Human Capital Theory by Becker and the Resource-Based View (RBV) by Barney highlight that education and skills are valuable assets for enhancing performance and gaining competitive advantage. Investments in improving human resource quality through education and training lead to increased productivity at both the individual and organizational levels (Jiang et al., 2016; Hitt et al., 2016).

Additionally, Herzberg's Motivation Theory posits that intrinsic factors such as achievement and personal development including education and skills can enhance job satisfaction and intrinsic motivation. When employees feel competent and supported in developing their skills, they are more likely to work productively and demonstrate high commitment to their roles (Michael A. Campion, 2011).

Considering these theoretical frameworks and empirical findings, this research is deemed essential. The study aims to examine the extent to which educational level and job skills influence the performance of Generation Z employees, both partially and simultaneously, particularly at PT Solomon Indo Global. The results are expected to contribute both theoretically and practically to the development of human resource management strategies suited for the current generational workforce.

2. Literature Review

2.1. Education and Its Influence on Work Performance

Education is a fundamental factor in shaping an individual's knowledge, mindset, and problem-solving ability. According to Suciati & Deswarta (2024), education contributes positively to employee performance by providing the cognitive foundation required for analytical thinking and decision-making. In workplace settings, employees with higher educational backgrounds are expected to adapt faster to organizational systems and perform tasks more effectively. However, studies such as Pongoh (2021) suggest that the influence of education on performance may vary depending on the relevancy of the education to the job scope, especially in production industries where practical competencies may outweigh theoretical knowledge.

2.2. Job Skills as Determinants of Performance

Skills both technical and non-technical are considered direct drivers of work performance. Khan, Raza, & Farooz (2020) highlight that specific job-related skills such as communication, time management, and problem-solving are critical in enhancing the productivity of young employees, including those from Generation Z. Technical skills enable

individuals to operate equipment or systems efficiently, while soft skills enhance collaboration and adaptability. In the era of Industry 4.0, skill flexibility is vital, and companies that invest in continuous upskilling are better positioned to sustain competitive advantage.

2.3. Generation Z Workforce Characteristics

Generation Z is known for being digitally fluent, fast learners, and innovation-oriented. However, as Halizah (2024) points out, despite their technological comfort, Gen Z employees may face challenges in maintaining professional discipline and emotional resilience in high-pressure environments. Their workplace expectations differ significantly from previous generations they seek flexibility, purpose, and personalized growth. These generational traits must be considered in designing performance evaluations and development frameworks within organizations like PT Solomon Indo Global.

2.4. Human Capital Theory Perspective

The Human Capital Theory, originally proposed by Becker, asserts that investment in education and skills yields returns in the form of improved productivity and economic performance. This theory underpins the rationale for employee development programs. Jiang et al. (2016) and Hitt et al. (2016) support this view, stating that human capital is a key strategic asset for organizational growth. In this study's context, education and skill development are viewed as long-term investments that enhance Generation Z employees' contributions to corporate objectives.

2.5. Competency-Based Approach to HR Development

Modern human resource management increasingly adopts a competency-based approach, where performance is evaluated based on specific behavioral indicators and skill mastery. Dessler (2017) emphasizes that organizations must map competencies that align with their strategic goals and industry demands. This approach is especially useful for managing younger generations who thrive in performance-based environments. At PT Solomon Indo Global, applying competency frameworks for Gen Z employees can bridge the gap between formal education and expected job performance.

3. Research Method and Materials

This study employed a quantitative research approach to analyze the effect of education level and job skills on the performance of Generation Z employees. The research was conducted at PT Solomon Indo Global, located in the Jababeka Industrial Area. The focus was on evaluating how education and skills, both individually and simultaneously, influence the work performance of Gen Z employees in an industrial context.

The population in this study consisted of all Generation Z employees at PT Solomon Indo Global. A total of 83 respondents were involved, selected using a non-probability sampling method with a saturated sampling technique, which means the entire accessible population of Gen Z employees was included in the sample. This approach was chosen because the population was relatively limited and could be fully studied.

Data were collected through a structured questionnaire designed based on theoretical constructs and previous literature. The questionnaire employed a 5-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree," and contained items representing indicators of education, job skills, and employee performance. The performance variable included dimensions such as task completion, responsibility, efficiency, and collaboration.

Before conducting hypothesis testing, several data quality tests were performed. Validity tests confirmed that all questionnaire items had a correlation coefficient (r count) greater than the critical r table value, and reliability testing yielded a Cronbach's Alpha > 0.6 , indicating internal consistency. Classical assumption tests including normality (Kolmogorov-Smirnov test), multicollinearity (tolerance and VIF), and heteroscedasticity were also conducted to ensure the suitability of the regression model.

The main analysis used multiple linear regression, processed with SPSS version 26. Additional analyses included the t-test (to determine the partial effects of each independent variable), F-test (to assess simultaneous effects), and the coefficient of determination (R^2) to measure the proportion of variation in employee performance explained by the education and skills variables.

4. Results and Discussion

This study aims to analyze the influence of education level and skills on the performance of Generation Z (Gen Z) employees at PT Solomon Indo Global. Using a quantitative approach with 83 respondents, data were collected through a questionnaire that had been validated and tested for reliability. The validity test results showed that all indicators for the variables of education level, skills, and employee performance had significance values below 0.05, indicating that the items were valid. Likewise, the reliability test yielded Cronbach's Alpha values above 0.70 for all three variables, indicating that the instruments used were reliable.

The results of classical assumption tests confirmed that the data met the necessary requirements for regression analysis, with no signs of multicollinearity (tolerance > 0.10 and VIF < 10), and passed both normality and heteroscedasticity tests. Multiple linear regression analysis resulted in the equation $Y = 1.277 + 0.1X_1 + 0.874X_2$, indicating that the skills variable had a greater regression coefficient than the education level. The t-test showed that the education level (X_1) did not have a statistically significant effect on employee performance (Sig. 0.073 > 0.05), while skills (X_2) had a positive and significant influence (Sig. 0.000 < 0.05). Although education had a positive directional influence, its partial impact on Gen Z performance was not strong enough.

In contrast, skills proved to be a key factor in improving the performance of Gen Z employees in this company. Employees with higher skill levels demonstrated greater effectiveness and efficiency in their work. The study also conducted an F-test to assess the simultaneous effect of the two independent variables. The results showed an F-value of 177.750 with a significance value of 0.000, indicating that education level and skills together significantly affect employee performance.

The coefficient of determination (R^2) analysis revealed that the combination of education level and skills could explain 81.2% of the variance in employee performance, while the remaining 18.8% was explained by other factors outside the model. This confirms that although formal education is important, practical skills play a much greater role in determining how well Gen Z employees perform their tasks in the workplace.

Overall, the findings emphasize the importance of prioritizing skill development as a strategic approach in human resource management, especially for the younger Gen Z workforce who are highly adaptive to change and technology. The study recommends that companies actively organize technical training and soft skill development programs to enhance overall employee performance.

4.1. The Effect of Education Level on Employee Performance (Partial Influence)

The findings reveal that the education level has a positive but statistically insignificant effect on the performance of Generation Z employees at PT Solomon Indo Global. This is evidenced by the t-test result ($t = 1.814 < t\text{-table} = 1.990$) and a significance value of 0.073 (> 0.05). Although the regression coefficient for education is positive, indicating a potential supportive role, it does not exhibit a statistically strong contribution to employee performance in isolation. This aligns with the conclusions of Pongoh (2021) and Azzahro (2024), who also found that educational attainment did not significantly impact performance outcomes.

In practice, many Gen Z employees may have formal educational qualifications but lack industry-specific practical experience. In the context of a fast-moving consumer goods company, theoretical knowledge must be matched with contextual understanding and application. Education may provide a foundation, but on its own, it does not guarantee productivity. Hence, companies should avoid over-relying on educational credentials when evaluating or predicting employee performance.

From the perspective of Human Capital Theory, education is indeed an investment, but its returns are conditional. When education is misaligned with job demands, or when it lacks integration with real-world tasks, its impact on performance diminishes. Therefore, PT Solomon Indo Global and similar companies should view education as a baseline that must be complemented with additional skill development efforts.

4.2. The Effect of Skills on Employee Performance (Partial Influence)

This study confirmed that skills significantly and positively affect the performance of Gen Z employees. The t-test result ($t = 14.067 > t\text{-table} = 1.990$) and significance value (0.000 < 0.05) strongly support the conclusion that better-developed skills directly enhance employee performance. Among the two variables tested, skills had the most dominant effect, as reflected in both its regression coefficient ($\beta = 0.874$) and statistical significance.

The skills measured in this research included technical abilities, problem-solving, teamwork, and communication. These are critical in adapting to dynamic workflows, completing tasks efficiently, and collaborating effectively with other departments. This finding reinforces Khan, Raza, & Farooz’s (2020) research that emphasizes the role of communication and technological adaptability in increasing job productivity among Gen Z.

The evidence also validates Competency-Based Theory, suggesting that structured skill acquisition and practice contribute more directly to performance than formal education alone. Therefore, PT Solomon Indo Global should continue investing in training programs, mentorship, and practical workshops tailored to the evolving needs of its employees.

Table 1. Summary of Research Results on the Influence of Education Level and Skills on Gen Z Employee Performance at PT Solomon Indo Global

No	Type of Test	Variables Tested	Key Findings	Conclusion
1	Validity Test	X1 (Education), X2 (Skills), Y (Performance)	All items have Sig. < 0.001	All indicators are valid
2	Reliability Test	X1, X2, Y	Cronbach’s Alpha > 0.70	Instruments are reliable for all variables
3	Normality Test	Residual data	Sig. (Asymp. Sig) = 0.200	Data are normally distributed
4	Multicollinearity Test	X1 and X2	Tolerance = 0.651, VIF = 1.537	No multicollinearity detected
5	Heteroscedasticity Test	X1 and X2	Sig. X1 = 0.859, Sig. X2 = 0.356	No heteroscedasticity issues
6	Multiple Linear Regression	X1, X2 → Y	Y = 1.277 + 0.1X1 + 0.874X2	Both variables have a positive effect on performance
7	R-Square (Coefficient of Determination)	X1 & X2 → Y	Adjusted R ² = 0.812 (81.2%)	X1 and X2 explain 81.2% of the variation in employee performance
8	F-Test (Simultaneous)	X1 & X2 → Y	F = 177.750, Sig. < 0.001	X1 and X2 significantly influence Y simultaneously
9	t-Test (Partial)	X1 → Y and X2 → Y	X1: t = 1.814, Sig. = 0.073 (not significant) X2: t = 14.067, Sig. = 0.000 (significant)	Only skills (X2) have a significant effect

4.3. The Simultaneous Influence of Education and Skills on Employee Performance

The simultaneous regression analysis showed that education level and skills together have a significant effect on employee performance. The F-test result (F = 177.750, Sig. = 0.000) confirms the joint contribution of these two variables. Furthermore, the adjusted R² value of 0.812 means that 81.2% of the variance in employee performance can be explained by education and skills combined, making this a highly explanatory model.

This finding highlights that while education alone may be insufficient, its combination with skills results in a strong and synergistic effect on performance. Education provides the theoretical grounding, whereas skills enable execution.

When both are developed simultaneously, employees are more prepared to meet task demands, adapt to organizational change, and engage in collaborative work.

This supports the Resource-Based View (RBV), which states that human capital—when both rare and valuable—can become a competitive advantage. Companies that strengthen both education and skills are better positioned to boost employee output and overall organizational performance.

4.4. The Role of Technical and Non-Technical Skills in Performance Enhancement

The research results underscore that both technical and non-technical skills are vital for improving performance among Gen Z employees. In PT Solomon Indo Global's work environment, technical skills (such as the use of digital tools or supply chain systems) are linked with speed, accuracy, and task completion. Meanwhile, non-technical skills (like communication and adaptability) influence team effectiveness and individual initiative.

The significant effect of skills (as shown in the regression coefficient and t-test) supports the notion that skill balance—rather than academic attainment—is more predictive of performance. Employees with both strong hard and soft skills are more likely to solve problems independently, support team goals, and perform consistently even under pressure.

Dessler (2017) emphasizes that organizations must design performance-based training that develops both types of skills. PT Solomon Indo Global should prioritize hands-on, scenario-based learning combined with digital tools that appeal to Gen Z's learning preferences.

4.5. Strategic Implications for Human Resource Development

The overall results offer practical implications for HR practices in companies adapting to Industry 4.0. With 81.2% of employee performance explained by education and skills, HR departments must adopt integrated strategies that focus on both components. Rather than relying on formal education alone, HR managers should assess real-world capabilities, learning agility, and motivation.

Competency-based training frameworks, regular performance appraisals, and cross-departmental projects can help enhance the workforce. Furthermore, aligning development initiatives with Gen Z's characteristics—such as digital learning platforms, feedback-rich environments, and clear career pathways—will improve retention and productivity.

Ultimately, the findings show that Generation Z's workplace success depends on dynamic learning and development ecosystems. By combining formal education with continuous skill improvement, PT Solomon Indo Global can build a future-ready workforce equipped to handle rapid change and deliver high performance.

5. Conclusion

This study concludes that the level of education has a positive but statistically insignificant effect on the performance of Generation Z employees at PT Solomon Indo Global. Although education serves as the foundation for knowledge and logical reasoning, it does not directly translate into higher work performance without practical application. This suggests that formal academic qualifications alone may not sufficiently prepare Gen Z employees for the dynamic demands of modern industrial work unless accompanied by contextual experience and job-relevant competencies.

On the other hand, job skills both technical and non-technical demonstrated a significant and positive influence on employee performance. Skills such as communication, adaptability, time management, and operational expertise were shown to play a vital role in enhancing task efficiency, collaboration, and output quality. These findings affirm that competency development is a more reliable predictor of performance than educational background alone, particularly in an industry that requires agility and precision.

Furthermore, the simultaneous analysis revealed that education and skills together contribute significantly to employee performance, with a coefficient of determination (R^2) of 0.812. This indicates that an integrative approach in developing both academic and practical capabilities is essential for maximizing workforce productivity. Therefore, it is imperative for companies to implement human resource development strategies that combine formal education support with ongoing skills training tailored to the unique characteristics of Generation Z.

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