

The Effect of Motivation and Demotivation through Social Media Facilities on Improving the Quality of Generation-Z Human Resources in Tambak Oso Village

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Abstract

This research aims to analyze the influence of motivation and demotivation through social media on the quality improvement of Generation Z human resources in Tambak Oso Village, Sidoarjo. As digital platforms become integral to daily life, Generation Z who are highly exposed to online content are simultaneously influenced by both motivational and demotivational material. The study uses a quantitative approach with a survey method, involving 55 respondents selected through purposive sampling. Data collection was conducted using questionnaires and analyzed through multiple linear regression using SPSS version 21. The findings reveal that motivational content, such as educational messages, self-improvement narratives, and inspirational media, significantly affects the development of Generation Z's personal and professional attributes. Demotivational content such as hate speech, cyberbullying, and negative comparisons also impacts development, albeit to a lesser extent. The results of the t-test indicate that both motivation ($p = 0.001$) and demotivation ($p = 0.040$) have partial effects on the quality of human resources. The F-test results ($p = 0.001$) further confirm that both variables together have a simultaneous effect. The coefficient of determination ($R^2 = 0.224$) suggests that 22.4% of the variance in human resource quality is explained by these two variables. This study highlights the importance of digital literacy, emotional readiness, and strategic policy to ensure that social media becomes a constructive tool in shaping the future of Generation Z. Educational institutions and local governments are encouraged to promote motivational digital content while mitigating exposure to negative influences through media education and community engagement.

Keywords: Motivation, Demotivation, Social Media, Generation Z, Human Resource Quality

1. Introduction

Throughout the history of human civilization, technological progress has brought about significant changes in society. One of the most notable outcomes is the emergence of Generation Z, defined as individuals born between 1997 and 2012. This generation is the first to be exposed to technology from an early age, including computers, smartphones, and the internet (Singh & Dangmei, 2016). Their behaviors, communication patterns, and daily interactions have been significantly shaped by these technological developments.

Today, Generation Z dominates the social media landscape as the most active group of users. Social media, as an online technology-based platform, facilitates global communication by transforming conventional communication into interactive dialogues. Over time, it has evolved into a lifestyle element used not only for social networking but also to showcase talents, business ventures, and creative content (Singh & Dangmei, 2016).

It is now common knowledge that social media allows for the rapid dissemination of both positive and negative content. Positive content often includes educational materials related to knowledge, infographics, language skills, technical skills, productivity, and motivation. Motivation itself is described as an internal or external drive that stimulates enthusiasm and effort toward achieving goals (Hasibuan in Febrianti, 2019; Salwa Haifa et al., 2025).

In the digital age, motivational efforts are not limited to physical seminars or mentoring. They can also be delivered through written and visual media such as webinars, livestreams, and online classes. This evolution has been facilitated by technological advancement, which reduces barriers of distance, time, and cost. However, the accessibility of

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digital content also opens doors to negative influences propaganda, cyberbullying, misinformation, and demotivational messaging that can weaken one's drive to succeed (A.D. Hardiyani, 2024; Salwa Haifa et al., 2025).

Demotivation is defined as a decline in motivation caused by external negative factors that are internalized by an individual. It has become a concern, especially among youth, due to the prevalence of harmful content online. A study by Riwan Fauzi et al. (2022) found that 79.5% of gadget users in Indonesia are children and adolescents, highlighting their high exposure to digital media. Another report by Suharno (2018) indicates that around 40% of Indonesians are considered active internet users.

This presents a dilemma. On one hand, young Indonesians are growing up tech-savvy and globally competitive. On the other, they are at high risk of exposure to the negative impacts of social media, such as hoaxes, violence, pornography, and cyberbullying. Sari (2018) also reported that 13–18% of children in Indonesia experience developmental issues, with 9.5–14.2% of preschoolers facing emotional-social problems that could affect their school readiness.

This raises an urgent question about how society should address the dark side of technological advancement. Are we adequately prepared for the consequences of rapid digitalization? And what happens if these consequences degrade the quality of human resources particularly among Generation Z, who are projected to comprise over 20% of the workforce within the next few years (Deloitte, 2017)?

Based on this context, this study aims to examine the effects of both motivational and demotivational content accessed through social media on Generation Z. The focus is on Tambak Oso Village in Sidoarjo Regency, which is currently undergoing urban development and demographic change, particularly with an increasing presence of Generation Z residents.

This topic was chosen for its urgency and relevance to human capital development. High-quality human resources are characterized by education, creativity, ethical conduct, and adaptability. All these characteristics are influenced by how frequently and deeply individuals engage with social media (A. Mahdiah, 2018; R. Damanik, 2020).

Moreover, the discourse on the role of social media in shaping behavior is highly relevant today. Social media has become an integral part of daily life used for self-expression, interaction, communication, and community building. Thus, understanding its impact on Generation Z's development is crucial to shaping future strategies for national human capital enhancement.

2. Literature Review

2.1. Motivation in the Context of Human Resource Development

Motivation is commonly defined as an internal or external force that stimulates individuals to take action toward achieving specific goals. According to Hasibuan (in Febrianti, 2019), motivation drives work enthusiasm, fosters cooperation, and helps individuals reach satisfaction through effective performance. Motivation has also been described as the desire to act and pursue goals despite obstacles (Salwa Haifa et al., 2025). In the context of Generation Z, motivation is not only derived from conventional mentoring or face-to-face communication but also from digital platforms such as webinars, inspirational posts, and online learning. As found by A. Mahdiah (2018), exposure to positive content on social media particularly from influencers can increase psychological well-being among youth. These motivational messages, often packaged in engaging formats, play a significant role in shaping emotional intelligence and self-awareness.

2.2. Demotivation and Its Psychological Impact

Demotivation is defined as a psychological condition in which an individual loses interest or enthusiasm for achieving goals, often due to negative external influences. According to Salwa Haifa et al. (2025), demotivation is the antithesis of motivation and can be triggered by harsh criticism, discouragement, or exposure to toxic content on social media. A.D. Hardiyani (2024) supports this view, stating that emotional loss and traumatic experiences, particularly in digital spaces, can significantly undermine motivation. Social media has become a major channel through which young people experience both inspiration and mental exhaustion. Content that features negative comparisons, discriminatory comments, or unrealistic standards can cause self-doubt and anxiety, thereby hindering the formation of high-quality human resources.

2.3. The Role of Social Media in Shaping Behavior

Social media platforms serve as both communication tools and lifestyle drivers, especially for digital-native generations like Gen Z. According to Rafiq (2020), social media is a medium where users participate, share, and create content while forming virtual social bonds. Nasrullah (2015) also defines social media as an internet-based medium that allows users to represent themselves and interact freely. In practical terms, Generation Z uses social media not only for entertainment but also for expressing emotions, seeking inspiration, and building identity. However, as noted by Miranti & Putri (2021), the influence of media content is a double-edged sword—it may support educational and social progress but can also lead to behavioral deviation and reduced interpersonal interaction when misused.

2.4. Characteristics of Generation Z and Their Digital Engagement

Generation Z refers to individuals born between 1996 and 2010 who have been immersed in digital technology from a young age. According to Singh & Dangmei (2016), Gen Z is the first generation exposed to the internet and digital tools during early developmental stages. This has shaped their communication patterns, preferences, and learning behaviors. Brown (2020) and Atika et al. (2020) also define Gen Z as tech-savvy, individualistic, and socially aware. Research by D.R. Sawitri (2022) emphasizes that Gen Z holds great potential as the next wave of competitive human capital in Indonesia. However, this potential must be managed through education and psychological development to ensure they can critically interpret online content and apply it constructively in real life.

2.5. Media Literacy and Readiness to Engage Online

Digital engagement must be accompanied by media literacy to ensure that Generation Z can navigate online spaces responsibly. Fauzi et al. (2022) emphasize that internet usage is like a double-edged sword—offering opportunities but also exposing users to risks. Therefore, clear indicators of digital readiness include understanding the main functions of social media, possessing mental resilience, adhering to ethical standards, and taking responsibility for one's online behavior (Kurniasih & Apriani, 2022; Ainil Khuryati et al., 2023). Suryati (2020) also highlights the importance of parental guidance in overseeing children's media consumption. Without these safeguards, even educated youth may fall victim to misinformation, online hostility, or digital addiction, all of which undermine the long-term development of human capital.

3. Research Method and Materials

This research employed a quantitative approach with a survey method, aimed at analyzing the influence of motivation and demotivation through social media on the improvement of Generation Z human resource quality in Tambak Oso Village. A quantitative approach was chosen because it allows for measurable and statistical analysis of the variables involved. According to Sugiyono (2019), quantitative research is based on positivism philosophy and is typically used to examine specific populations or samples with data collected through structured instruments and analyzed using statistical tools. In this study, multiple linear regression analysis was used to examine the partial and simultaneous relationships between the independent variables—motivation and demotivation—and the dependent variable—human resource quality among Generation Z.

The research was conducted in Tambak Oso Village, located in the Waru sub-district, Sidoarjo Regency, East Java, Indonesia. This village was selected because it is currently undergoing significant demographic and infrastructural development, with a growing number of Generation Z residents. The population of the study consisted of Generation Z individuals born between 1996 and 2010 who had been residing in Tambak Oso for more than five years, owned smartphones, and were active social media users. A purposive sampling technique was employed to select 55 respondents based on specific inclusion criteria, such as permanent residence in the village and regular engagement with social media platforms.

The data collection techniques used in this study included field research, literature review, and questionnaire distribution. Field research involved direct observation and interaction with respondents in Tambak Oso, while the literature review comprised relevant journals, books, and articles to support the theoretical framework. The primary data source came from structured questionnaires, which were designed based on operational definitions of each variable. The questionnaire included statements that captured the respondents' perceptions regarding motivational and demotivational content on social media and its perceived effect on their personal development and human capital quality. A Likert scale with five response options—from “strongly disagree” to “strongly agree”—was used to measure each statement.

The independent variables in this research were motivation (X1) and demotivation (X2), both delivered through social media content, while the dependent variable was the improvement in the quality of Generation Z human resources (Y). Each variable was measured through several indicators. Motivation included positive elements such as inspiration, enthusiasm, and self-awareness, while demotivation included exposure to hate speech, discriminatory content, and self-doubt. The dependent variable was measured through indicators such as character education, career guidance, education quality, and workplace adaptability.

To ensure the reliability and validity of the instrument, validity tests and reliability tests were conducted. Validity was assessed using the corrected item-total correlation method, and items with a correlation above 0.3 were considered valid. Reliability was evaluated through Cronbach's Alpha, with values above 0.6 indicating that the questionnaire items were reliable. Afterward, classical assumption tests were performed, including normality, multicollinearity, and heteroscedasticity tests, to ensure the appropriateness of the regression model.

The data were analyzed using multiple linear regression, with further tests including the t-test (to measure partial influence), F-test (to assess simultaneous influence), and the coefficient of determination (R^2) to evaluate how much of the dependent variable's variation could be explained by the independent variables. The analysis was conducted using SPSS (Statistical Program for Social Science) version 21.

4. Results and Discussion

The validity and reliability tests revealed that all items in the questionnaire for Motivation, Demotivation, and the Improvement of Generation Z Human Resources (HR) were valid and reliable. Each item exceeded the 0.3 threshold for validity, and the overall Cronbach's Alpha was 0.711, indicating internal consistency. This affirms that the survey instruments were appropriate for measuring the intended constructs accurately and consistently.

The classical assumption tests confirmed the adequacy of the data for regression analysis. The data passed the normality test with a significance value of 0.917, showing a normal distribution. Furthermore, multicollinearity was not present as indicated by VIF values below 10 and tolerance values above 0.1. Additionally, no heteroscedasticity was detected, which strengthens the statistical validity of the regression model used.

The partial t-test indicated that both independent variables—Motivation (X1) and Demotivation (X2)—significantly influenced the dependent variable, namely the quality improvement of Generation Z HR. Motivation showed a stronger influence with a significance level of 0.001 and a t-value of 3.426, while Demotivation also had a significant impact with a p-value of 0.040 and a t-value of 2.102. These findings underscore that both positive and negative content on social media have real effects on the behavior and development of Generation Z.

The F-test provided further confirmation of the simultaneous effect of Motivation and Demotivation. With an F-value of 7.503 (greater than the critical value of 3.17) and a significance level of 0.001, the test showed that these two variables together significantly influence the quality of human resources among Generation Z. However, the R^2 value of 0.224 suggests that only 22.4% of the variation in HR quality can be explained by these two factors. This implies that other variables outside the model may also play substantial roles and should be considered in future research.

4.1. The Effect of Motivation Through Social Media on Human Resource Quality

The results indicate that motivation conveyed via social media has a significant partial effect on improving the quality of Generation Z human resources in Tambak Oso. The t-test result for the Motivation variable (X1) shows a significance value of 0.001 ($p < 0.05$) and a t-count of 3.426, which exceeds the critical value of 2.006. The regression coefficient ($\beta = 0.424$) implies that for every one-unit increase in motivational influence through social media, the perceived quality of human resources rises by 0.424 units, assuming other variables are constant.

These findings are in line with Hasibuan's definition of motivation as a driving force that encourages individuals to work effectively and pursue satisfaction (Febrianti, 2019). Respondents acknowledged the role of motivational content in enhancing self-awareness, ambition, and emotional drive. For instance, 24 respondents agreed and 20 strongly agreed that motivation via social media positively affects their self-development, as indicated in the questionnaire response to statement three.

Motivational posts often trigger self-reflection and goal-setting behavior. According to R. Damanik (2020), individuals with motivation tend to realistically assess their abilities and limitations. This was reinforced in the study, where respondents reported being more focused and optimistic after engaging with motivational media, such as educational reels, affirmations, or career-oriented content.

Table 1. Summary of Research Results

No	Type of Test	Main Findings	Conclusion
1	Validity Test	All items > 0.3	The research instrument is valid
2	Reliability Test	Cronbach's Alpha = 0.711 > 0.6	The questionnaire is reliable and consistent
3	Normality Test	Sig = 0.917 > 0.05	Data are normally distributed
4	Multicollinearity Test	VIF = 1.008; Tolerance = 0.992	No multicollinearity detected
5	Heteroscedasticity Test	Sig X1 = 0.992 and X2 = 0.365 > 0.05	No heteroscedasticity detected
6	t-Test (Partial)	X1: Sig = 0.001 (t = 3.426 > 2.006), X2: Sig = 0.040 (t = 2.102 > 2.006)	Motivation and Demotivation both significantly affect Y individually
7	F-Test (Simultaneous)	F = 7.503 > 3.17 and Sig = 0.001	Simultaneous influence of Motivation and Demotivation on the quality of Gen Z HR
8	Coefficient of Determination	R ² = 0.224 (22.4%)	X1 and X2 explain 22.4% of the variation in the improvement of Generation Z HR quality
9	Multiple Linear Regression	Y = 9.379 + 0.424X ₁ + 0.155X ₂	Each increase in X ₁ and X ₂ positively impacts the improvement of Generation Z HR quality

In conclusion, motivation through digital platforms does more than inspire—it cultivates constructive attitudes and adaptive behaviors among Generation Z. As a digitally native cohort, they are particularly receptive to motivational stimuli, which serve as catalysts for cognitive development, career orientation, and emotional growth.

4.2. The Role of Demotivation in Hindering Human Resource Quality

While motivation acts as an enabler, demotivation presents as a barrier to human resource development. The t-test for the Demotivation variable (X₂) resulted in a significance value of 0.040 and a t-count of 2.102, both meeting the threshold for partial significance ($p < 0.05$). Despite having a lower regression coefficient ($\beta = 0.155$), demotivation still shows a measurable impact on the quality of Generation Z human resources.

Demotivation in this study was represented by content involving hate speech, discrimination, and unrealistic social comparisons—elements commonly encountered on social media. Respondents exposed to such content were more likely to express feelings of self-doubt and diminished motivation. These results support Salwa Haifa et al. (2025), who defined demotivation as a psychological decline triggered by external negativity.

Notably, 18 respondents agreed and 9 strongly agreed that negative social media content affected their confidence and emotional state. This aligns with Hardiyani's (2024) finding that emotional trauma caused by loss or online hostility can weaken individual resilience and decrease one's desire to pursue goals.

Thus, demotivation, though less influential than motivation, must not be underestimated. Its presence in online environments subtly disrupts the psychological readiness of youth. Without proper emotional filtering, such influences can lead to behavioral passivity and disengagement.

4.3. Simultaneous Influence of Motivation and Demotivation

The F-test results demonstrate that motivation and demotivation, when considered simultaneously, significantly affect human resource quality. The F-statistic value of 7.503 exceeds the critical value of 3.17, with a significance level of 0.001. This supports hypothesis H3, indicating that both variables together contribute meaningfully to the variation in Generation Z's human resource quality.

The coefficient of determination (R²) was 0.224, meaning that 22.4% of the variation in the dependent variable (HR quality) can be explained by the combined influence of motivation and demotivation. This percentage, while moderate, is considered acceptable in social science studies due to the complexity of human behavior (Sugiyono, 2019).

These findings suggest that although motivation and demotivation act independently, their simultaneous presence in the digital experience of Generation Z creates an overlapping effect—reinforcing or negating each other depending on content exposure. Hence, digital environments should not be viewed as neutral—they are dynamic ecosystems with emotional and cognitive consequences.

Effective interventions must therefore address both poles: enhancing motivational content while mitigating demotivational risks. Digital literacy education, content regulation, and algorithmic design must aim to balance this interaction to foster resilience and growth.

4.4. Psychological Readiness and Emotional Vulnerability

Beyond statistical relationships, qualitative observations from the survey responses reveal an underlying factor: psychological and emotional readiness. Respondents reported mental fatigue and anxiety after repeated exposure to polarizing or toxic content. This emotional toll, though not directly measured in regression, plays a critical role in how motivation or demotivation is processed.

Research by Rafiq (2020) and Miranti & Putri (2021) suggests that unregulated digital exposure contributes to declining empathy and moral awareness. Similar sentiments were echoed by respondents who found themselves emotionally disengaged or demotivated after encountering online hostility, suggesting that digital influence is not merely cognitive—it is deeply affective.

This underlines the need for emotional education and digital resilience training. Media literacy should encompass not only technical skills but also emotional intelligence—such as identifying triggers, managing screen time, and critically analyzing digital content.

Generation Z must not only be digitally competent but also emotionally equipped to navigate social media constructively. This capacity is foundational for sustainable HR development.

4.5. Strategic Implications for Human Capital Development

The findings of this research suggest actionable implications for policy, education, and community-based development. Since both motivation and demotivation affect human capital outcomes, localized interventions should focus on amplifying positive digital engagement while reducing psychological risks.

Programs initiated at the village level—such as digital literacy workshops in Tambak Oso—could bridge gaps in awareness and equip youth with content evaluation tools. Integrating modules on emotional resilience, motivation-building, and responsible media use can foster healthier digital behavior.

At the institutional level, schools should embed motivational content creation and ethical digital behavior into their curricula. These efforts will support national human capital goals while nurturing well-rounded individuals.

Finally, collaboration between government and digital platforms is essential. Content moderation algorithms should prioritize educational and motivational material, while limiting exposure to harmful and misleading content. Such systemic regulation can shape a digital environment that reinforces positive development.

In sum, enhancing Generation Z's human resource quality requires a multi-pronged approach: content reform, educational innovation, and emotional capacity building. Motivation should be institutionalized, while demotivation must be mitigated through deliberate policy and community action.

5. Conclusion

This study concludes that both motivation and demotivation through social media significantly influence the quality improvement of Generation Z human resources in Tambak Oso Village. Motivation, delivered through inspirational and educational content, has a strong positive effect by encouraging personal growth, strengthening psychological resilience, and enhancing self-awareness. This was statistically supported by a significant t-test result ($p = 0.001$), indicating that motivational exposure on social media platforms can effectively foster productive and capable individuals among Generation Z.

Demotivation, on the other hand, also exerts a meaningful yet less dominant influence. Exposure to negative content such as hate speech, unrealistic comparisons, and online bullying can erode emotional stability and reduce enthusiasm for achieving personal goals. Although its statistical contribution ($p = 0.040$) is smaller compared to motivation, it still poses a threat to the development of human resources, especially when consumed passively or without critical

filtering. Therefore, emotional readiness and media literacy become crucial components for managing demotivational risks.

Simultaneously, both variables when analyzed together contribute significantly to shaping the human capital quality of Generation Z. This indicates that digital platforms can either become a strategic tool for development or a barrier to growth depending on content exposure. As such, it is imperative for stakeholders governments, educators, communities, and families to design integrated interventions that enhance motivational engagement, reduce exposure to demotivational content, and equip youth with the skills to critically navigate the digital ecosystem. By doing so, we prepare a generation that is not only digitally competent but also emotionally and socially resilient.

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