Optimizing The Transformation of Gen Z in Facing Prospect to Create Indonesian with Character through Learning English Using Social Media

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Publisher	ABSTRACT
FKIP Universitas Timor, NTT- Indonesia	The 21st century brings major changes in this era of globalization. The impact of globalization makes Indonesian people tend to ignore the importance of forming national character. The biggest challenge facing Generation Z is the rapid technological advances in Era 5.0. The research to identified and character formation are obstacles that Generation Z must overcome so that they are not easily influenced and eroded by rapidly developing technology. This research methodology uses a descriptive qualitative approach, with questionnaires and observation as data collection methods.to gather insights into their usage patterns, preferences, and perceptions of social media as a learning tool. The research sample is Generation Z students who study English. Research findings show that social media platforms such as "YouTube, Instagram, and TikTok" are not only popular among Gen Z but also serve as powerful tools for improving language skills through interactive and engaging content. The result of this research concludes that the use of social media strategies in learning English can make a significant contribution to the development of a young generation with broad insight and character. From the results of data collection using structured questionnaires distributed Using Google Form, 50 respondents were obtained, As many as 100% of respondents felt motivated to learn English through technology and social media, which shows that digital platforms are very effective in increasing learning motivation. **Kata kunci:** Generation Z, Social media, English learning, Character development, Digital era.

INTRODUCTION

Indonesia is currently facing big challenges in realizing the vision of "Indonesia Emas 2045," which aims to make Indonesia one of the five largest economies in the world. This vision hopes that Indonesia will become a globally competitive country, where Generation Z is projected to play a major role in achieving this vision. Known for their proficiency in technology and social media, Generation Z has great potential to drive change through innovation in various sectors.

Mastery of English is an important factor in preparation for "Indonesia Emas 2045", Good English language skills not only increase competitiveness at the international level, but also support the formation of a nation's character that is adaptive, innovative and has a global perspective.

The development in social media offer new opportunities in English language learning, providing tools to improve students' skills and providing interactive platforms that support the teaching and learning process. However, the application of technology and social media in education also presents its own challenges.

This research focuses on Generation Z's use of technology and social media in learning English, as well as how Indonesia Emas". By exploring the roles and innovations carried out by Generation Z, it is hoped that this research can provide comprehensive insight for educators and policy makers in designing educational strategies that are more effective and relevant in line with current developments.

Research Question

1. What are the challenges and opportunities faced by Gen Z in utilizing social media as an English learning tool?

2. How can technology and social media be used by Generation Z to enhance English language learning?

Research Objective

This research aims to explore and analyze the role and innovation carried out by Generation Z in utilizing technology and social media for English language learning, with a focus on several specific aspects as follows:

1. Identifying Use of Technology and Social Media:
   o Examining effective ways used by Generation Z in utilizing technology and social media for English language learning.
2. Exploring the Challenge of Interference in English Language Learning:
   o Understanding the challenges of language interference and the strategies used by Generation Z in learning English.
3. Evaluating the Opportunities and Challenges of Using Social Media
   o Examining the opportunities and challenges faced in using social media for English language learning in the digital era.
4. Providing Practical Recommendations to Educators:
   o Develop recommendations for educators and policy makers to design more effective and innovative English language learning strategies in the digital era.
5. Developing Insight into Generation Z's Contributions Towards an Indonesia with Character:
   o Examining how the innovations made by Generation Z in learning English contribute to building national character in order to realize the vision of a "Indonesia Emas 2045".

Scope of Research

1. Benefits for Educators:

   Practical Guide: Provides practical guidance for teachers and instructors in integrating technology and social media in English language learning, so as to increase teaching effectiveness.

   Learning Strategies: Provides innovative learning strategies that can be adopted to overcome language interference and improve EFL students' writing skills using artificial intelligence.

Understanding the Character of Gen Z: Helps educators understand the characteristics and learning preferences of Generation Z, so they can adapt teaching methods according to their needs and learning styles.

2. Benefits for Students:

Learning Motivation: Increasing students' learning motivation by presenting learning methods that are more interactive and in line with their habits in using technology and social media.

Language Skills: Help students develop better English language skills through the use of technology and social media.

Knowledge of Technology: Increase students' digital literacy by utilizing technology wisely and effectively in the learning process.

3. Benefits for Education Policy Makers:

Policy Information: Provides relevant data and findings to assist policymakers in designing educational policies that support the use of technology and social media in English language learning.

Curriculum Development: Provide recommendations for curriculum development that is more adaptive and responsive to technological developments and student needs in the digital era.

4. Benefits for Other Researchers:

Research Reference: Become a reference for other researchers who are interested in exploring similar topics, such as the use of technology in education, English language learning, and developing national character.

Advanced Research Opportunities: Provides a theoretical and empirical foundation for advanced research that can deepen and expand understanding of the role of technology and social media in learning.

REVIEW OF LITERATURE

Indonesia, as a country with a significant young population, has great potential to develop a generation that is ready to face global challenges. Generation Z, known as the digital generation, has extraordinary abilities and access to information technology, including social media. In this context, learning English, as a global communication tool, becomes very relevant.

Generation Z, born between the mid-1990s and early 2010s, is known for its high digital skills and dependence on technology, especially social media. In Indonesia, Generation Z plays an important role in education, especially in learning English, which is an essential skill in the era of globalization. Learning English through social media can be an effective bridge to achieve national education goals, especially in supporting the vision of "Indonesia Emas 2045".

Generation Z, characterized by their digital expertise, requires innovative pedagogical approaches. Susanti, Saha, and Mallya (2024) explored various pedagogical strategies appropriate for this generation. Their bibliometric analysis emphasizes the importance of incorporating technology in language teaching, suggesting that methods that suit Gen Z's digital habits can significantly improve learning outcomes. They recommend leveraging social media to create immersive and interactive learning experiences that suit this generation's preferences.

In the educational context, especially in English language learning, Generation Z has great potential to innovate and optimize their learning experience through various digital platforms. This study aims to explore the roles and innovations carried out by Generation Z in facing the opportunities and challenges of learning English, and how these efforts can support the vision of a "Indonesia Emas 2045".

The Role of Social Media in English Language Learning

Social media provides an interesting and interactive platform for English language learning. According to Gunawan (2019), the use of social media can improve the writing skills of EFL (English as a Foreign Language) students in

Indonesia. Students can practice writing more freely and creatively through platforms such as Facebook, Instagram, and Twitter, where they can share content and receive feedback from peers and teachers.

Social media platforms offer an interactive and engaging environment that can support language learning. Fithriani and Alharbi (2021) discuss the use of Edmodo in hybrid EFL classes, revealing how such a platform can bridge the gap between traditional and digital learning. They argue that digital tools facilitate collaborative learning and provide immediate feedback, which is critical for language acquisition. This research highlights how social media can enhance EFL teaching by making learning more dynamic and participatory.

Ariyanto (2020) highlighted the importance of digital literacy in teaching English. In this context, teachers need to utilize social media as a tool to improve students' English competence. By understanding how to use social media effectively, students can expand their vocabulary, improve their communication skills, and develop confidence in speaking English.

Social media also functions as an interactive and interesting tool to support English learning. Chik (2019) argues that platforms such as Facebook and Instagram not only allow students to interact with each other, but also to learn from content shared by various sources. This creates opportunities for students to practice English informally, while building a mutually supportive learning community.

Fischer (2020) added that Generation Z uses social media not only for socializing, but also for learning. They tend to seek out educational content and use the platform as a resource to find relevant learning materials. This shows that social media can be an effective tool in learning English, as long as its use is well directed.

Research by Lee (2021) shows that technology can increase student autonomy in learning. Generation Z tends to be more independent and proactive in seeking information. By utilizing technology, they can access various learning resources that support their English learning. This is in line with the results of research by Lai (2019), which shows that the integration of mobile learning can increase student involvement in the learning process.

Challenges in Learning English through Social Media

While social media offers many opportunities, there are also a number of challenges that need to be overcome. Fauzi and Widodo (2021) note that the integration of information and communication technology (ICT) in English language teaching is often hampered by a lack of training for teachers and inadequate infrastructure. This problem must be resolved so that learning English through social media can be done effectively.

Additionally, Nordin (2020) identified various challenges for students, such as distraction caused by non-educational content on social media. Therefore, it is important for educators to provide clear and strategic guidance on how students can utilize social media for learning purposes.

Although social media offers many benefits, its use in English learning also faces a number of challenges. Hartono and Putra (2020) observed that during the COVID-19 pandemic, many students reported difficulties in adapting to online learning. This highlights the need for better support for students in utilizing technology for learning.

Utami and Permana (2020) also identified other challenges, such as privacy and data security risks which are often a concern when students interact on social media. Therefore, it is very important to provide education to students about ethics and safe use of social media.

Innovations Implemented by Gen Z

Generation Z is known for their innovative and creative nature. They tend to look for new and interesting methods to learn. Rahmawati and Sugiyono (2021) revealed that digital storytelling is an innovative method that can be used to improve students' speaking skills. By using digital tools, students can create stories in English that can be shared via social media, thereby increasing their motivation and engagement in learning.

Generation Z is also famous for its ability to think critically and innovate. Through the use of applications and digital platforms, they can create interesting

and relevant content for English language learning. For example, digital storytelling proposed by Wu (2020) can be an effective method for improving students' speaking and writing skills. By telling stories in English, students not only learn the language, but also develop their creativity. Mulyani (2020) emphasized that students in Indonesia are greatly helped by the existence of mobile devices which allow them to study anywhere and at any time.

Alharbi (2021) found that the use of social media such as TikTok and YouTube can increase student engagement in English language learning. Students can create short videos in English, which not only practices their language skills, but also increases their self-confidence.

RESEARCH METHOD
Research Design

This research uses a qualitative descriptive design, which aims to describe the phenomenon in detail and in depth. The focus of this research is on how Generation Z utilizes technology and social media in learning English.

Population and Sample

The population of this study consists of Generation Z students who are currently or have been involved in English language learning in high school or college. The research sample was selected based on certain criteria that were relevant to the research objectives. For example, students who actively use technology and social media in learning English will be selected as respondents.

Research Instrument

A structured questionnaire was used as the main instrument to collect data. This questionnaire consists of closed and open questions designed to gather information regarding the use of technology, social media, and language interference challenges.

Document analysis was carried out on learning materials, student assignments, and social media content used in English language learning. These

documents were analyzed to understand how technology and social media were integrated in the learning process.

Data Collection & Analysis

Questionnaires will be distributed online via digital platforms, such as Google Form, to students who meet the target sample criteria. This data collection allows researchers to obtain broad and varied responses from students.

Researchers will also collect and analyze documents related to English language learning, including assignments involving the use of technology, as well as student-generated content on social media related to English language learning.

Data obtained from questionnaires and document studies will be analyzed using the thematic analysis method. This process aims to identify main themes and interpret the findings in the context of relevant theory and literature.

To increase the validity of research results, researchers will compare data between questionnaires and document studies. This approach aims to ensure that research findings are supported by multiple data sources.

RESULT AND DISCUSSION

The obtained data has been verified previously to discard invalid data which will influence the results of research data analysis. Profile of respondents in this study was observed to give an idea of what the sample of this study was like. Respondents were categorized into several groups based on type gender (*figures 4.1*), and age (*figures 4.2*)
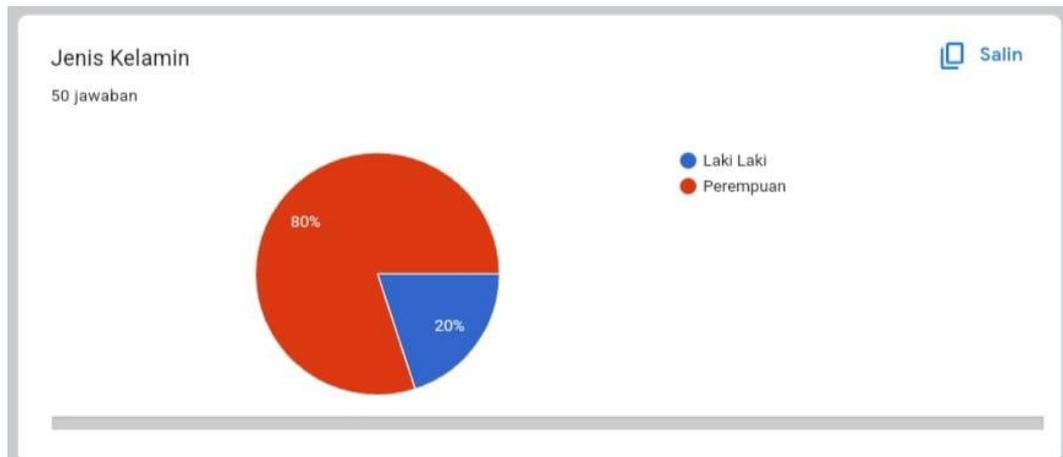
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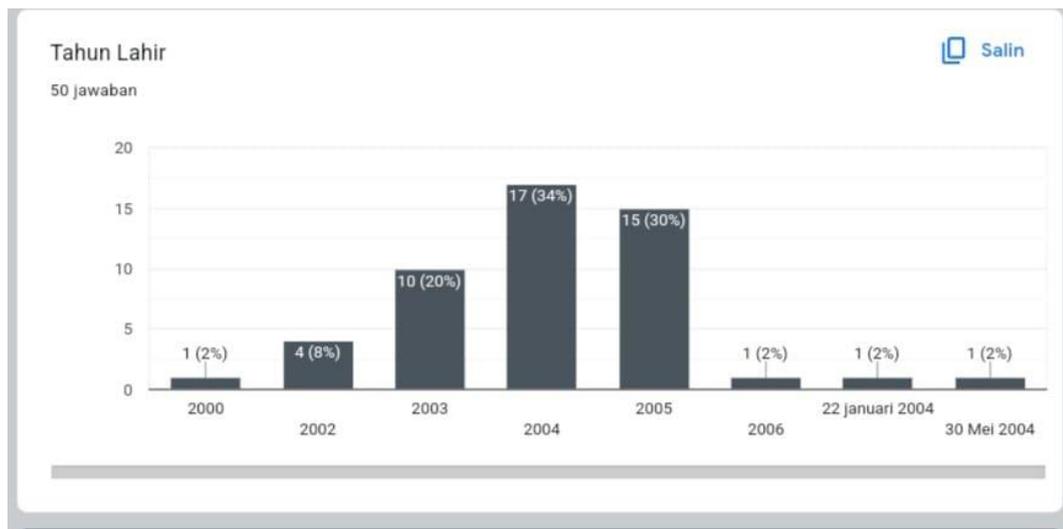
Figure 4,1 Gender

Figure 4.2 Birth years

Challenges in Learning English through Technology and Social Media

From the results of data collection using structured questionnaires distributed Using Google Form, 50 respondents were obtained, the main challenges faced by Generation Z in learning English through technology and social media include:

- Consistency in Learning (14 people): The biggest challenge faced by most participants is maintaining consistency in learning, which may be influenced by lack of motivation or external distractions.

- How to Understand (2 people): A small number of participants experienced difficulty in understanding English material delivered via social media, perhaps because the delivery method did not suit their learning style.

- Grammar and Similar Pronunciations (6 people): A more common challenge is difficulty in distinguishing between the grammatical structure and pronunciation of similar words, which is a common problem in foreign language learning.

- Boredom Talking to Yourself (3 people): Some participants experienced boredom due to the lack of direct interaction with other language users, which caused them to feel like they were talking to themselves without any interactive dialogue.

- Paid Feature Limitations (2 people): Some participants felt limited in using learning applications or platforms that had superior features that were only available to paid users.

- Adapting Content to Learning Style (2 people): Another challenge is adapting learning materials delivered on social media to individual learning styles, which are not always suitable for every user.

- Remembering Material (5 people): Some participants also experienced difficulty remembering the material they had studied, which may have been caused by a lack of revision or repetition in learning.

- Cannot Practice Directly (4 people): Lack of opportunities to practice English directly with native speakers or in real situations was also a barrier for some participants.

- Unstable Internet Connection (7 people): Slow internet connections are a significant obstacle to online learning, indicating that technological infrastructure still needs to be improved in some areas.

- Language Interference and Writing Errors (5 people): Respondents also faced challenges with grammar and correct writing, indicating the need for further support in this aspect.

Motivation for Using Technology and Social Media

Figure 4.3 How important the role of technology and social media

As many as 100% of respondents felt motivated to learn English through technology and social media, which shows that digital platforms are very effective in increasing learning motivation.

The results of the questionnaire show that motivation to learn via social media is very high, with 58% of respondents feeling important and 42% respondent feeling very important (*figures 4.3*). This indicates that technology and social media have succeeded in responding to modern learning needs, which emphasize flexibility and accessibility. Rahmawati and Sugiyono (2021) also found that the use of social media can increase learning motivation, especially when the material is presented in an interesting and interactive way.

Figure 4.4 How often respondents use social media to learn English

The majority of respondents (52%) often use technology such as language learning applications to improve their English skills, and 16% always use them (*figures 4.4*). This indicates that technology has become an important tool in learning English among Gen Z.

The Effectiveness and Impact of Social Media in Learning English

Figure 4.5 How effective is the use of social media in improving English language skills

All respondents felt that social media was effective in improving their English language skills, with 50% stating social media was very effective and 50% quite effective (*figures 4.5*). This finding is consistent with Fischer's (2020) research, which shows that Generation Z significantly utilizes social media in the language learning process.

Respondents also felt the great benefits of technology and social media in improving their English vocabulary and writing skills, as supported by the studies of Alharbi (2021) and Chao (2020).50% stated there was a big improvement in writing ability after using technology such as grammar checker apps.
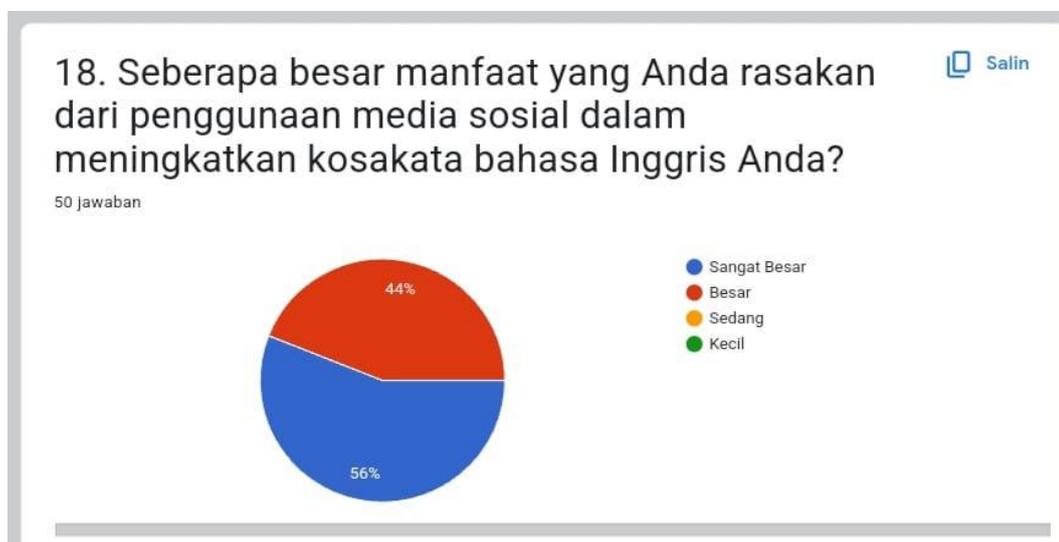
Figure 4.6 How big are the benefits of using social media in increasing vocabulary

Based on the results of the questionnaire, the majority of respondents stated that social media had a positive impact on improving their English language skills. As many as 56% of respondents felt that the use of social media was very useful in expanding their vocabulary (*figures 4.6).* This finding is in line with research by Utami and Permana (2020), which shows that social media provides a rich learning environment with authentic language content, which is very important in language learning.
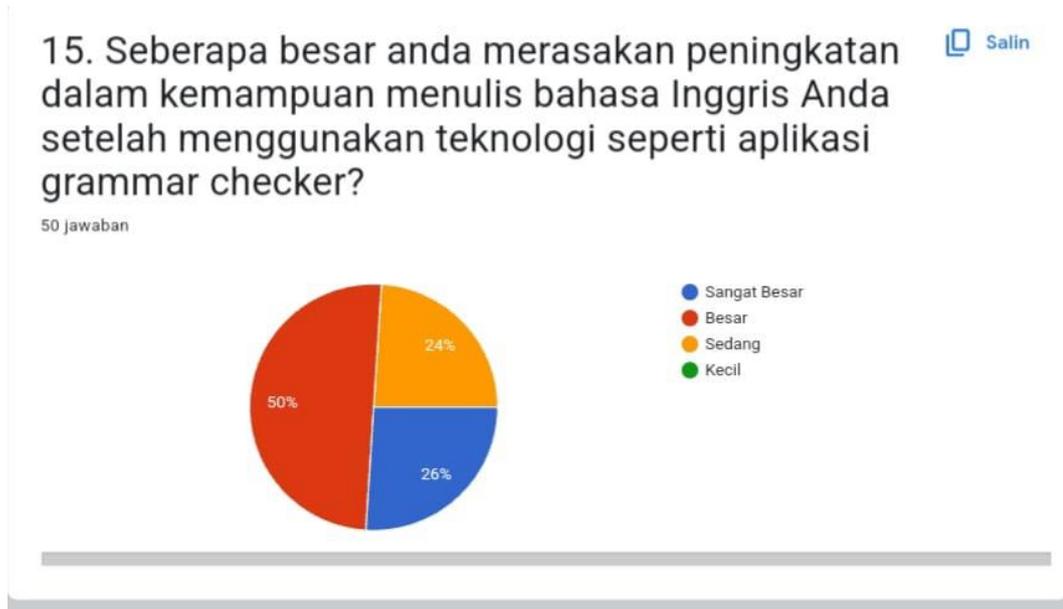
Figure 4.7 improvement in writing ability after using social media

Additionally, 50% of respondents stated that they experienced significant improvements in their writing skills through the use of technology such as grammar checker apps (*figures 4.7*). Gunawan (2019) in his study also emphasized that social media can improve the writing skills of English as a foreign language (EFL) students through interaction and feedback provided in real-time.

Figure 4.8 How often respondents interact via digital platforms

The questionnaire also revealed that 54% (*figures 4.8*) of respondents sometimes interact with native English speakers or other learners via digital platforms. This shows that there are great opportunities that have not been utilized optimally by most students. Chik (2019) states that interaction with native speakers in digital environments, such as through forums or social media, can significantly improve language skills because it provides exposure to more natural and contextual language use.

Consistency and Discipline in Learning

Consistency in learning was the main challenge for respondents, with 14 people (28%) reporting difficulty in maintaining study discipline through technology and social media. This indicates the need for a more structured approach to the use of technology for learning. Lai (2019) highlights that although technology provides flexibility in learning, without targeted learning strategies, students tend to lose focus.

For example, the daily study reminder feature available on some language learning apps can help improve consistency. Fischer (2020) also emphasized the importance of online learning communities which can provide additional motivation for students to remain consistent.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on analysis of questionnaire data and existing references, it can be concluded that Generation Z's use of technology and social media in learning English has a significant positive impact. The biggest challenge faced is maintaining consistency in learning and limited technological infrastructure, such as internet connections. However, overall, motivation to learn increased, and English language skills, especially in vocabulary and writing, experienced significant improvements.

Overall, the research results show that technology and social media have a very positive impact on English language learning among Generation Z. Social

media not only expands vocabulary and improves writing skills, but also encourages increased learning motivation. However, challenges such as unstable internet connectivity and lack of consistency in learning are still obstacles that need to be overcome.

Recommendation

There are some recommendations offered. (1) It is necessary to improve the quality of technological infrastructure, especially in terms of internet connectivity, to support more effective English language learning. (2) It is important to develop more interactive and social media-based learning materials, as well as ensuring the availability of subtitles to improve accessibility and understanding. (3) Strategies or programs designed to help students maintain consistency in learning, such as automated reminders or online learning communities, need to be implemented. (4) Governments and service providers must work together to improve internet quality, especially in remote areas, to ensure all students can access online learning smoothly. (5) Implementation of programs that help students stay consistent in learning, such as daily reminders and community support, should be a priority in learning applications. (6) Students should be encouraged to increase interactions with native speakers or other students via digital platforms, for example through online language exchange programs or discussion forums. (7) Further research is needed to understand how social media technologies can be more effectively integrated into the English language learning curriculum in Indonesia, as well as how they can be used to overcome existing technical and pedagogical challenges.

This research shows that technology and social media are powerful tools in English language learning for Generation Z, but further efforts are needed to overcome existing challenges.

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