



Z GENERATION: LIVING IN SOCIETY 5.0 OR LEARNING RELIGIOUS SCIENCE IN PESANTREN

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Abstract: In the contemporary landscape, the age-based classification of individuals has gained prominence, with a focus on Generation Z, encompassing those aged between 11 and 28 years. This Generation, shaped by rapid technological advancements, particularly embraces social media as a pivotal digital platform. This research aims to investigate whether Generation Z prioritizes Society 5.0 ideals or emphasizes religious knowledge within the constraints of pesantren, where social media use is restricted. Employing a quantitative survey design with purposive sampling, the study included 100 respondents, conducting a comparative analysis between public school and pesantren students. The findings, presented through tables and graphs, underscore Generation Z's open-mindedness and their inclination towards socializing through social media to connect with their community. Public school students perceive social media as beneficial, acknowledging its negative impacts. Conversely, pesantren students prioritize religious education for their future. Despite limited social media access, they express a desire to utilize it to stay informed about technological developments in Society 5.0. The results indicate that 80% of Generation considers social media indispensable, irrespective of their educational setting. This study provides valuable insights for students, parents, and educational practitioners, highlighting the intricate relationship between Generation Z, social media, and its multifaceted impacts on their future. It suggests the need for a balanced approach in addressing the diverse needs and preferences of this Generation in different educational environments.

Introduction مقدمة

The pace of technological evolution, particularly in Information Communication and Technology (ICT), has transformed the way we communicate. However, amidst the swift currents of technology and communication, a new generation hammered Generation Z. Born and raised in the era of rapid technological advancement, Mintage Z is currently between 11 and 28 years old. Gen Z, born between 1996 and 2012, currently falls within the age range of 11 to 26 years old, with a significant population in Indonesia being students (Rahmadanty et al., 2022). This Generation is marked by diverse and global characteristics, capable of influencing the culture of their society. They seamlessly integrate technology into their daily lives, viewing it as natural as breathing (Swanzen, 2018). Gen Z is prolific on

multiple social media platforms, expressing opinions, sharing photos and videos, and actively engaging with digital content (Dolot, 2018).

Lives kinesin society converges with the vision of a human-centric society, emphasizing a balance between economic progress and addressing social issues through the integration of cyberspace and physical space (Darwin, 2019). It is imp important to understand the relationships between technology and society, as well as the technology-mediated relationships between individuals and society in the context of Society 5.0 (Carayannis & Morawska-Jancelewicz, 2022).

Society 5.0 related to the Use of social media. The affinity for social media among Gen Z is evident, using technology-based platforms for socialization and communication (Kurnia et al., 2020). Living in Society 5.0, a concept centered around human and technology integration, Gen Z is exposed to a virtual environment that closely mirrors reality. Unlike the emphasis on business in the fourth industrial revolution (Industry 4.0), Society 5.0 adds new value by eliminating social barriers and tailoring products and services to diverse individual needs (Nastiti & Abdu, 2020).

Generation Z depends more on information from digital media than previous generations (Chang & Chang, 2023). Gen Z's life is intricately woven with social media, with platforms like YouTube, Facebook, Instagram, Twitter, and more taking center stage. While initially conceived as a marketing tool, social media has evolved based on user needs, becoming a global medium for information exchange. This Generation is a vigorous contributor, high consumer of online content, and creative and e, and mash-up experts; they have a gravitational bond for online communication that they prefer to participate and remain connected via technology available at their fingertips (Prakash Yadav & Rai, 2017).

Gen Z is accustomed to virtual classrooms through various social media platforms, which was especially evident during the COVID-19 pandemic. E-learning or online learning proved more effective and efficient than traditional face-to-face methods, becoming a staple for Gen Z's education in the digital era. (Dwiaryanti & Rahman, 2021). It is important to understand the relationship between technology and society, as well as the technology-mediated relationship between individuals and society in the context of Society 5.0 (Carayannis & Morawska-Jancelewicz, 2022).

The impact of ICT development is profound, reshaping societal aspects such as culture, ethics, and norms. Social media, a hallmark of Gen Z's existence, carries both positive and negative implications for this Generation. Social media's positive impacts include facilitating easy communication, information sharing, photo/document sharing, and cost-effective promotion of services and products. However, the negative impacts cannot be ignored, encompassing the spread of hate, easy access to explicit content, societal and attitude changes, and time wastage on online gaming. In line with globalization's opposition, it has brought a far-reaching impact, including in education both in public schools and pesantren. Therefore, one of the impacts of globalization on the education system today. It is the Use of e-learning in learning activities, so this learning process using

e-learning can be understood, has various advantages, and can overcome differences in learning problems (Abidin, 2020).

From a parental perspective, choosing the right educational institution becomes crucial in character development. Pesantren, as an alternative educational institution, emphasizes strong religious education to prepare students for the challenges of the modern era (Dedi Supriatna, 2018). Some parents opt for pesantren to shield their Gen Z children from the negative effects of social media, recognizing the importance of religious education. In the context of Pesantren education, certain Gen Z individuals deviate from the Society 5.0 narrative. Pesantren, once considered traditional, has transformed into a competitive Islamic institution with formal educational levels, attracting societal interest as a viable option for education (Rindiani, 2022). Pesantren in Indonesia can be categorized as either Salafi or modern, each with distinct learning styles and environments. Salafi pesantren centers around the figure of the "kyai" and ancient books (kitab), embodying traditional methods and often found in rural areas (Prayoga, 2020).

Pesantren, as an Islamic institution, not only serves as a place for academic pursuits but also emphasizes the importance of good moral conduct (akhlaq) as a guiding principle in daily life (Chonitsa et al., 2022). This research aims to delve into the contrasting choices made by Gen Z, exploring whether they lean towards the digital landscape of Society 5.0 or prefer the traditional and religious educational environment offered by Pesantren, shedding light on the motivations behind these decisions. Pesantren, characterized by a larger focus on religious science than general science, imposes restrictions on smartphone usage, keeping students away from social media and the virtual world. Despite being pesantren in Pamekasan categorized as traditional (salafy) pesantren, it remains a conscious choice for parents who believe in preserving their Gen Z children from social media's negative impacts (Maimun & Haris, 2021)

The study aims to unravel the intricate choices made by Gen Z individuals aged 11 to 28 in navigating between the allure of Society 5.0's digital advancements and the restrictive environment of pesantren, where social media usage is curtailed to counteract its potential negative impacts. By exploring the influence of parental guidance and personal aspirations, the research seeks to provide a comprehensive understanding of how Gen Z shapes their educational journey within the context of evolving technological and religious landscapes.

The research gap lies in its focus on exploring Gen Z's interest in either Society 5.0 or religious science improvement in pesantren in terms of social media usage, diverging from previous research that concentrated on exploring the awareness of the present Gen Z's Use of social media and also to review its repercussion on them as an individual's, organizations and society as a system (Yadav, 2017).

This research seeks answers to several pivotal questions: What defines the characteristics of Generation Z (Gen Z)? Is social media truly an indispensable aspect of their lives? Do they genuinely prefer studying with digital media, particularly social media, in

public schools to keep pace with ICT developments and navigate its ensuing impacts? Are they inclined towards studying religious science in Pesantren, deliberately distancing themselves from the realm of social media to avoid its negative repercussions? Do they enroll in Pesantren due to parental influence or personal aspirations? Can they truly detach from the Society 5.0 they were born into?

I am strongly inclined to conduct this research to determine whether the Z generation can detach themselves from the Society 5.0 in which they were born and raised, considering both its positive and negative influences. This inquiry applies to individuals studying in both public schools and pesantren. My aspiration is that this research will be valuable for the Z generation, parents, and educators, providing insights that can be beneficial to their understanding and decision-making processes.

Method | منهج

The research employed a quantitative approach with a survey design, utilizing purposive sampling to include 100 respondents. The study focused on respondents in Pamekasan falling within the Z generation criteria: (1) Residents of Pamekasan, (2) Students of a public school or santri of a Pesantren, (3) Born between 1995-2012 (11-28 years old), and (4) Users of social media, online games, and applications from the Play Store and Apps Store.

Questionnaires served as the primary tool for data collection. Fifty questionnaires were distributed to students of public schools, and another fifty were given to students of Pesantren. The questionnaires contained open-ended questions to extract in-depth insights from primary sources. The delivery method included WhatsApp messages for long-distance respondents and paper-based questionnaires for others. Interviews were conducted with parents of the Z generation in public schools and parents to understand the reasons behind supporting their children's education choices as additional data.

Data analysis involved displaying the survey results in charts to illustrate the percentage distribution of each answer. Conclusions were drawn after aggregating the responses based on the given questions. Some data were presented in tables, while additional insights were derived from the narrative provided in the interview responses.

Result | نتائج

The Z generation, born and raised amidst the rapid evolution of advanced ICT, exhibits characteristics unique to the previous Generation. Smartphones have become integral to their daily activities, and social media serves as a lifestyle. The table below provides an overview of the different generations and their defining characteristics (Swanzen, 2018):

Table 1. Age Ranges and Characteristics of Each Generation

Generation	Period
Baby Boomer	This Generation was born between 1946 and 1965. They are called baby boomers because the number of births is huge, like a boom after World War II. They are space explorer, economic prosperity, and women's liberation movement.
X Generation	This Generation was born between 1965 and 1980. They are called baby busts because of the significant decline in the number of births to the previous Generation. They live in a new era of technology. They are independent, hard-working, career-oriented, flexible, and problem solvers, rising up of mass media.
Y Generation (Millennial)	This Generation was born between 1980 and 1995. They were born in an era when advanced technology was being developed. They are expert in ICT, but they were seen as a lazy generation because they like to use cellular phones. Actually, millennials are confident and have been raised with information and novel modes of communication, but it is easy to get depressed.
Z Generation	This Generation was born between 1995 and 2012. They are still young and never know life without technology. They are ambitious, experts in digitalization, confident, always use slang language, cyberbullying, physically inactive, online time, like build networking by social media.

Z generation is ambitious, digitally savvy, confident, and heavily engaged in social media. They exhibit various characteristics shaped by the ICT environment, emphasizing their desire to connect with society through social media. Identified traits of the Z generation include (Kurnia et al., 2020):

1. They are unfamiliar with a world without the internet.
2. Constant Use of the internet and social media.
3. Global connectivity, flexibility, smartness, tolerance, and adaptability to different cultures.
4. Use of social media as a primary communication tool.
5. Act as both consumers and providers of information.
6. Proficiency in using gadgets.
7. Ownership of multiple online phone numbers.
8. Quick decision-making abilities.
9. Unrestricted by time and place, seeking information globally.
10. Different learning and play patterns compared to previous generations.
11. The tendency towards emotional incompetence is due to excessive online gaming.

The Z generation displays a unique learning style, identified as "Student-centered learning," in contrast to the traditional "Teacher-centered learning" of previous generations. Notably, Z-generation individuals studying in pesantren (traditional Islamic boarding schools) adhere to strict rules prohibiting the Use of smartphones. In the digital era, technology and social media are integral parts of the Z generation's lives, having grown up

in this environment. The ubiquitous nature of smartphones, replacing traditional mobiles, underscores their everyday reliance on technology (Csobanka, 2016).

The research collected data through questionnaires, with 100 Z generation respondents from various age groups, including students from public schools and santri (students) of Pesantren in Pamekasan. The results are presented in the following graph and tables:

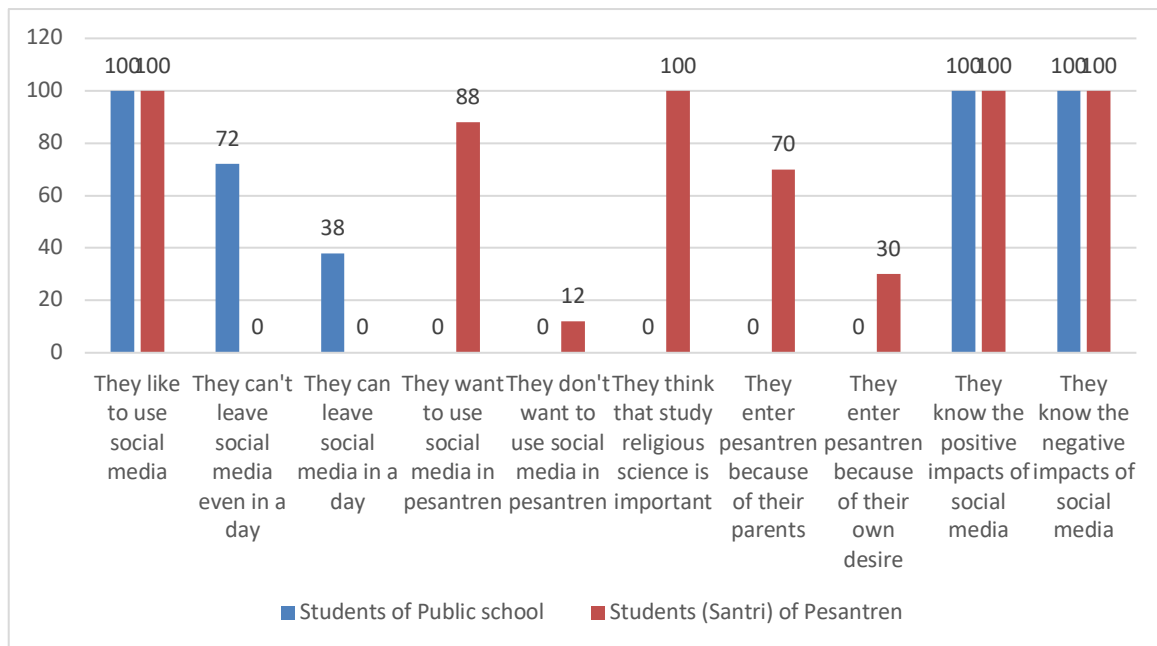


Figure 1: Perspectives of Generation Z on Social Media

Figure 1 illustrates respondents comprising students from public schools and santri from pesantren in Pamekasan. These respondents belong to the Z generation, ranging from 13 to 28 years old.

This research focuses on exploring Gen Z's interest in either Society 5.0 or religious science improvement in pesantren in terms of social media usage, diverging from previous research that concentrated on exploring the awareness of the present Gen Z's Use of social media and also reviewing its repercussion on them as an individual's, organizations and society as a system (Prakash Yadav & Rai, 2017).

1. Interest in using social media:

- 100% of public-school students and pesantren santri express a liking for social media.
- Public school students use social media for study support and entertainment.
- Santri of Pesantren uses social media for communication and information acquisition during holidays.

2. The Use of social media:

- 72% of public-school students cannot go a day without social media, driven by the fear of missing out (FOMO), but 38% of them can leave it.

- 88% of santri express a desire to use social media in pesantren, emphasizing the need to follow technological developments and acquire information, but 12% of them feel better without social media.
- In summary, the combined need for social media among students from public schools and pesantren (72% + 88%): 2 equals 80%, and the others (38%+12%): 2 equals 20% don't need social media as the main part of their life.

3. The Importance of Studying Religious Science:

- 100% of the Z generation in pesantren agree that studying religious science is crucial for their future.

4. The Impacts of social media:

- 100% of the Z generation acknowledges both the positive and negative impacts of social media (see Table 2).

Table 2 Outlines the Positive and Negative Impacts of social media on Students.

Positive Impact	Negative Impact
<ul style="list-style-type: none"> • Obtaining and sharing information easily • Communicating with friends through video calls • Easy completion of assignments • Connection to Society 5.0 anytime • Entrepreneurial opportunities online • Productive activities such as making learning videos • Watching religious science videos • Open-mindedness, smartness, and independence • Global exploration without the time and place limitations • Downloading applications for daily needs 	<ul style="list-style-type: none"> • Obtaining and sharing hoax information or hate speech • Wasting time • Addiction to gadget usage • FOMO (Fear Of Missing Out) • Limited communication and interaction with close ones • Disturbance to mental and physical health • Use for wrongful activities such as cheating • Moral degradation (less respect for others due to excessive focus on the virtual world) • Easy imitation of negative behaviors • Wasting money

5. Reasons for Choosing Public School and Pesantren:

- Public school students choose their institutions for general science learning, fewer rules, extracurricular activities, proximity to parents, connection to Society 5.0, exploration opportunities, daily return home, and enjoyable study with social media.
- Santri of pesantren mainly enters for religious science learning, with 70% influenced by parental decisions and 30% driven by personal desire.

6. Reasons for Parental Choices:

- Parents of public-school students prioritize their Gen Z staying connected to Society 5.0, broadening knowledge, obtaining religious science at school, staying close to them daily, and responding to the absence of their children's desire for pesantren.

- Parents of pesantren santri focus on limiting the negative impact of social media, intensive Quran recitation and memorization, learning ethics, fostering independence, and strengthening religious science as a basic need of Muslims.

Discussion | مناقشة

The study was undertaken to figure out Gen Z's interest in society 5.0 and how it affects the way they choose a place of study. During the research, it was found that all respondents have an interest in social media to connect to society 5.0. The reasons for public school students are to obtain information and entertainment. Others, such as Santri from Pesantren, said that it is for communication and getting information. Besides, 100% of them said that religious science is important for their future as the basic need for Muslims. In terms of the Use of social media, 72% of students from public school cannot go a day without social media, and 88% of santri from pesantren express a desire to use social media in pesantren, emphasizing the need to follow technological developments and acquire information. It can be concluded that the need for social media among students from public schools and pesantren equals 80%. On the other hand, 20% of the Gen-Z population also agree that they feel better, relaxed, and less anxious when they spend less time on social media. Especially for students (*santri*) in pesantren, they need to focus on their religious study as a basic need for a Muslim. They also do not want the negative impacts to influence their minds. They can upgrade their knowledge and connection of Society 5.0 after they get enough religious science.

Most of the youth are addicted to checking social media, scrolling Instagram reels, sending e-mails, watching the news before bed, and keeping them awake late at night to play online games, hence negatively affecting their physical and mental health. One reason for the excessive Use of social media before bed is the fear of missing out, commonly referred to as FOMO. It is a response to this dilemma, characterized by a never-ending desire to stay connected to what others are doing and seeing. It is also pointed out that excessive social media engagement has led to a negative influence on the eating habits of the younger Generation, who are now conditioned to a concept called "Diet Culture" (Irfan et al., 2023).

Conclusion | خاتمة

Additional data were gained from interviews of Gen Z's parents. Some parents of public-school students prefer their children to study in public school because they prioritize their children staying connected to Society 5.0 under their control in social media usage, broadening knowledge, obtaining religious science at school, staying close to them daily, and responding to the absence of their children's desire for pesantren. On the contrary, parents of santri in Pesantren focus on limiting the negative impact of social media, intensive Quran recitation and memorization, learning ethics, fostering independence, and strengthening religious science as a basic need of Muslims.

Technology and social media have become indispensable aspects of daily life, particularly for the Z generation, who were born into a world dominated by social media. The implications of the research highlight the pervasive influence of technology and social media in the daily lives of the Z generation, underscoring the challenge of disengaging from these platforms. The survey results indicate a substantial reliance on social media, with 80% of public-school students and pesantren expressing a strong need for its Use. This data underscores the integral role of social media in the Z generation's pursuit of information, communication, and connection with the broader digital landscape.

Furthermore, the findings point towards a potential area for future research, particularly in the context of traditional (Salafi) Pesantren students who aspire to use social media for ICT development. Future studies could delve deeper into devising strategies to address the negative impacts of social media, offering educational interventions to enhance the Z generation's ability to discern content. Empowering them with the skills to differentiate between valuable and time-wasting material would be instrumental in fostering their overall development and resilience in the face of digital challenges.

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