

The Analysis of Y and Z Generation's Soft Skill of Work Readiness in Using Social Media

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The Analysis of Y and Z Generation's Soft Skill of Work Readiness in Using Social Media

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Keywords

social media, soft skills,
Y and Z generation

Abstract

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The focus of this research is on the analysis of work readiness soft skills of Y and Z generation in using social media, namely Y and Z generation. Y and Z generation cannot be separated from social media, either in their daily life or their studies. Higher education institutions must determine the appropriate plans and strategies in developing human resources related to generations, especially in students' readiness to meet the competencies needed by the industry, including the use of social media. The competencies expected by the industry are competence of attitudes which are classified as soft skills. This background becomes the foundation of research on the analysis of work readiness soft skills in Y and Z generation in higher education. The study was conducted on 250 students consisting of Y and Z generation who were differentiated based on the year of birth. The results showed that the acquisition rate was 66.48% (Y generation) and 67,350% (Z generation) which categorized as good. This means that they can use the social media to prepare themselves for the world of work after completing their studies at Higher Education. The analysis results can be used as an alternative for educators to determine teaching strategies.

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INTRODUCTION

The Z generation has now filled in the college. According to the research, Z generation is the generation born between 1995 and 2010, thus, currently, higher education's students consist of 2 different generations, namely Y and Z generation. The comparison of the Y and Z generation in college/universities is 50:50. Y generation is also known as the millennial generation who grew up in the era when internet is booming. In general, the characteristics of Y generation are (1) avid social media users; (2) their life is very much affected by technological developments, therefore Y generation is very reactive to environmental changes that occur around them; (3) has a very open communication pattern; (4) concerns more about wealth (Putra, 2017). Meanwhile, Z generation is the most unique, diverse and technologically sophisticated generation. This generation has an informal, individual, and very straightforward way of communication and social media in life. Z generation is the Do-It-Yourself generation who tends to prefer entrepreneurial, is trustworthy, tolerant, and less motivated by money than the Y generation (Rachmawati, 2019).

Y and Z generation cannot be separated from social media. This generation was born with the availability of social media on the side. Z generation is also known as I-generation, net-gen, and digital natives (Tunmer, 2015). For Z generation, social media is an important part of their social behavior (Prakash and Rai, 2017). Research data conducted through online surveys in Finland and England with a total of 1,534 respondents in the Z generation group shows that this generation puts full faith in the information by the social media, has a high level of online participation and involvement (Reinikainen, et. al., 2020). Z generation is a generation that emerges with a completely new mind about differences, while Y generation is a transitional generation (Tunmer, 2015). Unlike Z generation, Y generation is a generation that has initial exposure related to technology (Bolton, et. al., 2013), but they can get used to and follow technology, including social media. They use social media to interact, share, search and play. It is possible that the difference between Y and Z generation will affect the way students learn. These differences create new challenges for the practice of human resource management, including in higher education (Putra, 2017). Higher education institutions must determine the proper plans and strategies in developing human resources related to generations, particularly in the readiness of students to meet the competencies needed by the industry.

The facts in the field show that currently, higher education institutions are still lacking in preparing their graduates. There are different goals between the education world and the industrial world because the education world wants its graduates to have high scores in a short time, while the industrial world wants graduates with technical competences and good attitudes (Callan, 2003). Competencies expected by the industry are skills in accordance with their fields (hard skills) and the competence of attitudes, cooperation, and motivation which are classified as soft skills (Wibowo, 2016). Based on the research result from the National Association of Colleges and Employers (NACE) in 2002 in the United States, a survey result of 457 employers concluded that the Grade Point Average (GPA) is number 17 out of 20 qualities that are considered important for a university graduate. The survey result shows GPA is not the indicator of success but the soft skills, which is number 1 to 16. Moreover, the book of Lessons from the Top, written by Thomas J. Neff and James M. Citrin, says that the key to a person's success is determined by 90% soft skills and only 10% determined by hard skills. These studies conclude that the world of work prioritizes the soft skills of its workers. Soft skills will help someone, as a critical life-long learner, to develop work skills and self-confidence in the work environment (Sudana, et. al., 2019). The increasing complexity of today's work environment makes the need for soft skills, such as teamwork, communication, leadership, and problem solving, to be prioritized more than before (Ritter, 2018). This is a concern for universities to prepare their students in facing the world of work.

Referring to several research results, universities should train their students or prospective graduates to have the soft skills needed by the world of work. Some soft skills in the world of work include self-development, inter-personal communication and leadership as well as cooperation (USAID, 2015). Furthermore, in accordance with current technological advances, the need for soft skills is linked to social media. The background above is the research foundation on the analysis of the university's Y and Z generation's work readiness soft skills in using social media. The analysis results can become an alternative for educators to

determine teaching strategies in universities so that they can attain the competencies needed by the world of work.

LITERATURE STUDY

15 Y and Z Generation

Generation is a group of people based on the year of birth, which is also grouped based on their shared historical and sociological experiences (Subandowo, 2017). The term Y and Z generation are used to distinguish generation groups within a certain age group. The generational differences can be seen in table 1.

1 Table 1. Generational Difference

Year of Birth	Generation
1925-1946	Veteran generation
1946-1960	Baby boom generation
1960-1980	X generation
1981-1999	Y generation
2000-2010	Z generation
2010+	Alfa generation

8 Z Generation has similar characteristics to Y generation, but they are able to do all activities at one time (multi-tasking) such as: running social media using a cellphone, browsing using a laptop, and listening to music using a headset. Most of the activities relate to technology and the internet. Z generation is born into the world of technology and they feel good about it. There are significant differences in characteristics between Z and other generations. One of the main distinguishing factors is the mastery of information and technology (Schenarts, 2017). For Z generation, information and technology have become part of their lives, because they were born where access to information, especially the internet, had become a global culture thus it affects their values, outlook and life goals (Gabrielova and Buchko, 2021). The rise of Z generation will also pose new challenges for management practices in organizations, particularly for human resource management practices.

Forbes Magazine posted a survey about Z generation which stated that Z generation is the first real global generation. High technology in their blood has grown up in an uncertain and complex environment that defines their views on work, study and the world. They have different expectations in their workplace, are career-oriented, a generation of ambitious professionals, have high-level technical skills and knowledge of the language. Hence, Z generation is an excellent employees. Entrepreneurs must prepare to engage Z generation because they are effective employees in this digital era (Elmore, 2014). The generational differences in university is a challenge to determine the right strategy for each generation. The readiness of lecturers and educators in educating students in the past was very different from today. The development of the times and technology is one of the main causes of the differences. Currently, university students consist of Y and Z generation, while educators are generation X. So, the gap often causes misaligned learning process in class.

Previous research provides of learning that must be harmonized, Y generation students will do something as they wish, therefore they will not do things if they don't like them (Rifai, 2018). During the learning activities in the classroom, Y generation is lazy and reluctant to pay attention if there are too many theories and lectures. Y generation has a habit of living socially in groups, both in the real world and on social media (Ketter, 2020). Based on this, the lecturers or educators must be able to adjust to the character of the students. Lecturers must find ways to get students's interests in what they are teaching. The second Y generation need for course curriculum and adapting to the world of work, with the needs of human resources who are willing to innovate. Therefore, it is important to foster students' creativity. Nowadays, the world of work tends to look for workers not based on the grade point average (GPA) but on the ability and mastery of expertise/skills. Providing 70% practicum in the form of writing scientific papers/projects and 30% theory in each proportional subject will add value to students' insights and abilities. The different characteristics of Y and Z generation can lead to differences

in the learning system. Another difference is shown on the work readiness soft skills between generations Y and Z.

Soft Skill of Work Readiness in Making Use of social media

Soft skills are life abilities and skills, either for oneself, to be in groups, society, and with God. Soft skills help people to adapt and behave positively so that they can face the challenges of professional and effective life (Gilyazova et. al., 2021). Soft skills can be described as communication skills, emotional skills, language skills, grouping skills, ethical and moral, manner and spiritual skills. Soft skills include competences such as self-awareness, attitude in managing oneself, career, overcoming criticism, taking risks, the ability to relate to others (including oneself) (Ibrahim, 2019).

In the employee recruitment process, technical and academic competencies (hard skills) are easier to see (Gruzdev, et. al., 2018). These competencies can be found directly in the curriculum vitae, work experience, grade point index and skills mastered. Meanwhile, soft skills are usually evaluated by psychologists through psychological tests and in-depth interviews. The interpretation of the psychological test results, although it may not be guaranteed to be 100% correct, is very helpful for companies in placing 'the right person in the right place' (Sudana, et. al., 2019). Nowadays, almost all companies require an appropriate combination of hard skills and soft skills. Companies require more soft skills in their job requirements, such as team work, communication skills, and interpersonal relationships (Umbrella, 2021). When hiring employees, companies tend to choose candidates who have better personalities even though they have lower hard skills. The reason is simple: training the skills is much easier than building the character. Furthermore, a trend emerges in the recruitment strategy, namely "Recruit for Attitude, Train for Skill".

There are so many phenomena that occur in the world of work that relate to workers, the workplace, and the social environment of workers. Previous researches support the statement that soft skills are an ability that will determine success in personal and professional life (Cimatti, 2016). By having soft skills, workers can work well together, effectively and collaboratively. If connected to the current conditions, technology plays an important role in work. Currently, social media is a major necessity for Z generation in branding themselves (Vițelar, 2019). Therefore, this generation is very dependent on and use social media in their lives. In developing the soft skills of prospective workers so that they are able to accelerate and be ready to work, several indicators are needed including several main themes, among others (USAID, 2015): (a) self-development; (b) Interpersonal Communication; (c) Leadership; (d) cooperation. These soft skills can be analyzed through problem solving in Y and Z generation students. The analysis results analysis can be used as inputs and new ways can be found to deal with the characteristics differences in Y and Z generations.

METHOD

Research Design

This research uses descriptive research with a quantitative approach. The sample used was 250 students at the Engineering Faculty of UNNES. The sampling technique used was purposive sampling technique. Purposive sampling was used because it was considered the most knowledgeable about what was expected, therefore exploring the studied object/social situation was easy (Sugiyono, 2024). The number of samples in the purposive sampling technique was determined by considering information. The instrument used in this study was an observation sheet using a statement sheet which was used to understand the data collection problems in the research and to determine the benchmarks for assessment. The instrument specification is described in table 2.

Table 2. Instrument Specification

Research Aspects	Sub Variable	Indicator
Work Readiness Soft Skills	Self-Development	Have dissatisfaction in what has been obtained
	Interpersonal Communication	Can work with anyone in any scope led even though they have different backgrounds, and produce something from this collaboration
	Leadership and Cooperation	Adapt quickly with the system, and makes significant progress
	Healthy Finance	Have various ways to earn and manage income
	Healthy Finance	Have the ability to persuade in maximizing potential income to clients
	Healthy Finance	Able to adapt quickly to earn income and be able to manage it according to the times

Data Analysis Technique

The validity that was tested from the instrument was the content validity. The instrument's validity was carried out by expert validation (expert judgment). The validation was carried out using observation sheet instrument to retrieve data related to the Y and Z generation's work readiness soft skills in university. Validity in measuring the instrument was used to determine the validity level of the instrument being tested.

Data analysis method was used to modify or analyze data so that it can be interpreted to make the report understandable. Analysis was used to discover the Y and Z generation's work readiness soft skills in using social media based on self-development, interpersonal communication and cooperation. Descriptive analysis was used to describe or provide an overview of the object studied through sample or population data without analyzing and making conclusions that apply (Sugiyono, 2015). The level of work readiness of Y and Z generation was analyzed using percentage descriptive analysis.

RESULT AND DISCUSSION

The research was applied to 250 students of Engineering Faculty as respondents of Universitas Negeri Semarang. They consist of different generations according to the year of birth. 125 students were Y generation who were born between the year of 1981-1999, while another 125 students were Z generation who were born in 2000-2010. There are four indicators for assessing work readiness soft skills, including: (1) self-development; (2) interpersonal communication; (3) leadership and cooperation; (4) healthy finances. The analysis result is further described in Table 3.

Table 3. The Analysis of Y and Z Generations Soft Skills in using social media

Generation	Score	Criteria
		(%)
Y (1981-1999)	66.48	Good
Z (2000-2010)	67.35	Good

Description: 0-25=Not Good; 26-50=Average, 51-75=Good, 76-100=Very Good

The research result above means that Y and Z generation have good work readiness soft skills in using social media. This is stated by the number of percentage of 66.48% (Y generation) and 67,350% (Z generation) which categorizes as good. This means that Y and Z generation in university can use social media to develop themselves, in the aspects of leadership and financial management. Based on the questionnaire given to the respondents, Y and Z generation were able to choose the right social media to promote themselves in the context of work readiness after completing their studies at university. In addition, they are able to use the latest social

media or technology that they they will use at work. This proves that Y and Z generation have good work readiness soft skills in using social media. Z generation has internet access which has been used thoroughly as a branding media for themselves (Farrell and Phungsoonthorn, 2020). Millennials use social media to increase their income through available platforms (Sayyed and Gupta, 2020). The use of technology, including social media, becomes a new capability owned by Y and Z generation. There is a gap of 0.87% between Y and Z generation, so it can be concluded that the work readiness soft skills in using social media in Y and Z generation are not much different. If related to the characteristic theory, there is not significant difference as well between Y and Z generation.

14 CONCLUSION

Based on the research and studies that have been carried out, it can be concluded that Y and Z generation in university have good work readiness soft skills in using social media by 66.48% for Y generation and 67.35% for Z generation. Y and Z generation are able to use social media as a facility to promote themselves and adapt to the latest technology that they will use at work. The analysis result shows that there is no significant difference between the work readiness soft skills between Y and Z generation.

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