



The Influence Of Social Media Usage Intensity, Learning Style, And Organizational Experience On Interpersonal Skills Of Generation Z

Amanda Azra Safitri ¹⁾; Firman Fauzi ²⁾

^{1,2)} Study Program of Management Faculty Of Economics and Business, Universitas Mercu Buana, Indonesia

Email: ¹⁾ amandaazsa27@gmail.com

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ABSTRACT

This study aims to analyze the influence of social media usage intensity, learning styles, and organizational experience on the interpersonal skills of Generation Z. The population for this study consists of 394 undergraduate students in the Management program, Class of 2022, at Mercu Buana University. The sample consisted of 165 respondents, determined based on the appropriate sample size for SEM-PLS analysis using non-probability sampling via convenience sampling. Data collection employed a survey method, with the research instrument being a questionnaire. Data analysis utilized the Partial Least Squares (PLS) method. This study demonstrates that the intensity of social media use, passive learning style, and organizational experience have a negative and significant effect on interpersonal skills of Generation Z.

INTRODUCTION

Human resources (HR) are strategic assets in determining the sustainability and competitiveness of organizations in the era of globalization and digital transformation. Effective HR management not only emphasizes technical competence aspects, but also on strengthening social skills, including interpersonal skills that are key in building collaboration and organizational performance (Armstrong & Taylor, 2023; Dessler & Varkkey, 2023). In the context of higher education, the development of students' interpersonal skills is an important part of supporting the global agenda of the Sustainable Development Goals (SDGs), especially in the aspects of quality education and job readiness (Aust et al., 2024). Interpersonal skills are the ability of individuals to interact effectively, including communication, empathy, cooperation, and conflict management. For Generation Z who grew up in a digital environment, these skills face new challenges due to the dominance of technology-based interactions. Research shows that strong interpersonal interactions contribute to an individual's mental health and resilience in the

face of academic and professional pressures (Dong et al., 2025). However, the reality in the field shows that there is a tendency to decline the quality of interpersonal skills among students.

This phenomenon was also identified in S1 Management students of Mercu Buana University, where based on initial observations and interviews, it was found that there were limitations in communication skills, low discussion participation, and dependence on digital devices during the learning process. The results of the pre-survey even showed that 95% of students had difficulty expressing their opinions clearly, as well as low teamwork skills. This condition indicates that there are serious problems in the development of soft skills, especially interpersonal skills in the academic environment. One of the factors that is suspected to affect this condition is the high intensity of social media use. Social media, which initially functions as a means of communication, has the potential to reduce the quality of face-to-face interactions. Previous research has shown that excessive use of social media has an impact on the decline of direct communication, empathy, and emotional intelligence skills (Ningrum, 2022; Hilhamsyah et al., 2024). In addition, phenomena such as fear of missing out (FoMO) also worsen the psychological condition and social involvement of generation Z (Maharani et al., 2025).

Another contributing factor is the student's learning style which tends to be passive. Digital-based learning systems with minimal interaction cause students to be less involved in discussions and collaborations. Research shows that passive learning styles have a negative effect on students' communication and social interaction skills (Rakhmaniar, 2023; Afriadi, 2024). Additionally, learning that does not involve active participation can inhibit the development of empathy and social skills (Urba et al., 2024). Furthermore, organizational experience is also an important factor in forming interpersonal skills. Involvement in organizations provides space for students to develop communication, leadership, and teamwork skills. However, the low participation of students in organizations is a problem in itself. Research shows that students who are not actively organized tend to have lower interpersonal skills and are less prepared for the world of work (Faisal et al., 2024; Hermawan et al., 2025).

In addition, there is a research gap in previous studies that generally only examined the partial influence of social media on interpersonal skills. Previous research has shown that the interpersonal skills of Generation Z are influenced by various factors, but there are still inconsistencies in results and limitations in the scope of the study. In the context of the intensity of social media use, some studies have found negative influences on communication skills, empathy, and social interaction (Zahra & Kustanti, 2023; Ahmad et al., 2024), while other studies show the potential for positive impacts under certain conditions. In addition, a learning style that tends to be passive has also been shown to have a negative impact on interpersonal skills, although the application of active learning methods such as discovery learning can improve these abilities (Hayati, 2024; Urba et al., 2024). On the other hand, organizational experience plays an important role in improving students' interpersonal skills, especially in aspects of communication, cooperation, and leadership (Faisal et al., 2024; Hermawan et al., 2025). However, the low interest of Generation Z in formal organizations and the influence of other variables such as social anxiety and intrinsic motivation suggest that previous research is still partial. In addition, most studies have not integrated the variables of social media use intensity, learning styles, and organizational experiences in a single comprehensive research model. Therefore, this study was conducted to fill the gap by examining the three variables simultaneously on the interpersonal skills of generation Z.

Based on the empirical phenomena, pre-survey results, and research gaps, a more comprehensive study is needed on the factors that affect the interpersonal skills of generation Z. Therefore, this study focuses on analyzing the influence of social media usage intensity, learning styles, and organizational experiences on the interpersonal skills of generation Z students. human resource management as well as practical contributions to educational institutions in designing learning strategies that are able to improve students' interpersonal skills.

LITERATURE REVIEW

Gen Z Interpersonal Skills

Interpersonal skills are the ability of individuals to build and maintain social relationships effectively through communication, empathy, cooperation, and the ability to manage conflicts. In the context of Generation Z, these skills are becoming increasingly important as they grow up in a digital environment that tends to reduce the intensity of face-to-face interactions. According to Novia & Wello (2022), interpersonal skills play an important role in improving the quality of social interaction, the effectiveness of teamwork, and individual success in academic and professional environments. However, the characteristics of generation Z who are very close to technology have led to a shift in communication patterns from direct interaction to digital communication. This has the potential to reduce the ability to understand non-verbal expressions, empathy, and social responses contextually (Nugroho et al., 2025). Therefore, strengthening interpersonal skills is a strategic need in higher education to increase students' readiness to face the dynamic world of work.

Social Media Usage Intensity

The social media usage intensity refers to the level of frequency, duration, and involvement of individuals in using digital platforms to communicate, obtain information, and express themselves. Based on Media Dependency Theory, the higher an individual's dependence on the media, the greater the influence of the media on social mindsets and behaviors (Agnanto & Kurniawati 2024). In Generation Z, social media is an integral part of daily life, but its excessive use can negatively impact interpersonal skills. Research shows that the high intensity of social media use can reduce the quality of face-to-face communication, empathy, and the ability to listen actively (Alfian et al., 2025). However, under certain conditions, social media can also be a means to expand social networks. Therefore, it is important to understand how the intensity of social media use affects the ability to interact directly with social interactions.

Learning Style

Learning style is an individual's way of receiving, processing, and understanding information during the learning process. In the context of this study, the learning style that is of concern is the passive learning style, which is the tendency of students to receive information without active involvement in discussions or interactions. According to Kumari (2024), learning that does not go through a process of reflection and active experimentation can hinder the development of social skills and critical thinking skills. Passive learning styles are often associated with low participation in discussions, lack of confidence, and barriers to interpersonal communication (Aker & Şahin, 2021; Leyaley, 2023). This condition causes students to be less trained in expressing opinions, cooperating, and understanding other people's perspectives. Therefore, learning style is an important factor that needs to be considered in the development of interpersonal skills, especially in an increasingly digitized learning environment.

Organizational Experience

Organizational experience reflects an individual's involvement in a group or organization's activities that provides an opportunity to develop social skills directly. Organizational activities allow students to learn to communicate, cooperate, lead, and resolve conflicts in real situations. According to Maulana et al. (2023), organizational experience has a significant role in improving students' interpersonal skills and job readiness. On the other hand, students who do not have organizational experience tend to have limitations in communication skills, social adaptation, and teamwork. This is due to the lack of opportunities to interact directly and hone social skills in a dynamic environment.

The Influence of Social Media Usage Intensity on Interpersonal Skills of Generation Z

The high social media usage intensity in Generation Z has the potential to shift the communication pattern from face-to-face interaction to digital communication. Based on Media Dependency Theory, the higher an individual's dependence on media, the greater its influence on social behavior (Wangqu et al., 2024). Excessive use of social media can reduce the quality of direct communication, empathy, and the ability to understand non-verbal expressions (Nasution & Imsar, 2023). Previous research has shown that the intensity of social media use has a negative impact on interpersonal skills, especially in the aspects of communication and social relationships (Ahmad et al., 2024; Hilhamsyah et al., 2024). However, there are different findings that suggest that social media can also support social interaction in certain contexts. Nonetheless, in the context of overuse, negative impacts are more dominant. Therefore, the following hypothesis is formulated:

H1: The social media usage intensity has a negative and significant effect on the interpersonal skills of Generation Z.

The Influence of Learning Style on interpersonal skills of Generation Z

A learning style that tends to be passive causes low student involvement in the learning process, thereby hindering the development of interpersonal skills. Students with a passive learning style tend to be inactive in discussions, lack confidence in expressing opinions, and have limitations in social interaction (Leyaley, 2023; Aker & Şahin, 2021). In addition, learning that does not involve active participation can hinder the development of empathy and cooperative abilities (Urba et al., 2024). Previous research has shown that passive learning styles have a negative effect on students' communication and social interaction skills (Hayati, 2024; Afriadi, 2024; Rakhmaniar, 2023). Thus, the more passive the learning style that students have, the lower the interpersonal skills they have. Therefore, the following hypothesis is formulated:

H2: The learning style has a negative and significant effect on the interpersonal skills of Generation Z.

The Influence of Organizational Experience on interpersonal skills of Generation Z

The organizational experience provides opportunities for students to develop social skills through direct interaction, teamwork, and decision-making in real-world situations. Social learning theory states that interpersonal skills are formed through the process of interaction and social experience (Boiliu, 2022). Students who are active in organizations tend to have better communication, leadership, and cooperation skills. Previous research has shown that organizational experience has a positive effect on students' interpersonal skills and job readiness (Fotaleno & Coal, 2024; Faisal et al., 2024; Hermawan et al., 2025). In contrast, students who have no organizational experience tend to experience obstacles in social interaction. Therefore, the following hypothesis is formulated:

H3: The organizational experience has a negative and significant effect on the interpersonal skills of Generation Z.

METHODS

Research Design

This study uses a quantitative approach with an explanatory research design that aims to analyze the causal relationship between independent variables and dependent variables. Explanatory research is used to explain the cause-and-effect relationship between variables through testing hypotheses that have been formulated (Sugiyono, 2023). This study examines the influence of the social media usage intensity, learning styles, and organizational experiences on the interpersonal skills of generation Z. The analysis method used is Structural Equation Modeling based on Partial Least Square (SEM-PLS), which was chosen because it is able to

analyze the relationship between variables simultaneously and is suitable for a predictive research model.

Population and sample

The population of this study consists of undergraduate students from the Management Study Program, Faculty of Economics and Business, Mercu Buana University, specifically the 2022 cohort, totaling 394 students. The sampling technique used was non-probability sampling with a convenience sampling approach, where respondents were selected based on their accessibility to the researcher. The sample size in this study was 165 respondents, which meets the minimum requirements for Structural Equation Modeling–Partial Least Squares (SEM-PLS) analysis. This approach was considered appropriate due to the homogeneity of the population and the practicality of data collection.

Operational Definition and Measurement of Variable

The variables in this study consist of three independent variables and one dependent variable. Independent variables include the social media usage intensity, learning style, and organizational experience, while the dependent variable is the Gen Z interpersonal skills. According to Sugiyono (2023), the operational definition of a variable is an explanation of the variables that are studied operationally so that they can be measured empirically. Interpersonal skills are measured through indicators of effective communication, empathy, teamwork, and conflict management (Novia & Wello, 2022). The social media usage intensity was measured based on the frequency of use, duration, emotional engagement, and its impact on communication. Learning styles are measured through indicators of passive acceptance, emotional barriers, and academic passivity (Leyale, 2023). Meanwhile, organizational experience is measured through involvement in the organization, social interactions, leadership experience, and self-development (Maulana et al., 2023).

Data Collection Techniques

The data collection technique in this study uses a survey method with instruments in the form of questionnaires. According to Sugiyono (2023), a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to be answered. The questionnaire was compiled based on the indicators of each variable and distributed to respondents directly or through digital media. In addition, this study also uses literature studies as secondary data to strengthen the theoretical foundation and support the research results. All variables were measured using a Likert scale with a range of 1 to 5, ranging from strongly disagree to strongly agree (Sugiyono, 2023).

Data Analysis Techniques

The data analysis in this study uses the Structural Equation Modeling method based on Partial Least Square (SEM-PLS) with the help of SmartPLS software. According to Ghazali (2021), SEM-PLS is an analysis method used to test relationships between latent variables simultaneously and is suitable for use in studies with complex models and relatively small sample sizes. The analysis was carried out through two main stages, namely the evaluation of the measurement model (outer model) and the evaluation of the structural model (inner model). External model evaluation is used to test the validity and reliability of constructs through convergent validity, discriminant validity, and composite reliability. Meanwhile, an internal model evaluation was carried out to test the relationship between variables through R-square values, path coefficients, and significance tests using bootstrapping techniques (Ghozali, 2021).

RESULTS

Research Data Description

This research was conducted on active students of the 2022 S1 Management Study Program, Mercu Buana University. The selection of this subject is based on the characteristics of gen z which are synonymous with the intensive use of digital technology, have a passive learning style, and low involvement in campus organizations. Based on the results of observation and pre-survey, it was found that symptoms of decreased interpersonal skills were reflected in the lack of ability to express opinions, low discussion participation, and lack of experience in organizational activities. Therefore, this group was considered representative to analyze the influence of these factors on interpersonal skills. The research data was obtained through the distribution of questionnaires to 165 respondents using a non-probability sampling technique using the convenience sampling method. This research is located at Mercu Buana University, Jakarta as a place that provides academic and non-academic facilities for student development, but still shows challenges in terms of strengthening soft skills. The results of this research are expected to contribute to the formulation of more effective learning strategies and student development, especially in fostering students' interpersonal skills in the digital era.

Table 1. Result of Data Description

No	Characteristics	Description	Total	Percentage
1	Age	18-19	15	9,1%
		20-21	70	42,4%
		22-23	68	41,2%
		>23	12	7,3%
2	Gender	Male	62	37,6%
		Female	103	62,4%
3	Organization Experience	Have Experience	69	41,8%
		Don't Have Experience	96	58,2%
4	Time Spent on Social Media	1-4 Hours/Day	8	4,8%
		4-8 Hours/Day	75	45,5%
		>8 Hours/Day	82	49,7%

Source: Data Processed (2026)

Based on the results of data processing in Table 1 above, it shows that of the 165 respondents who have the highest number are respondents aged 20-21 years, namely 70 respondents or 42.4%. Then the second largest is with the age of 22-23 years, which is as many as 68 respondents or 41.2%, then the third largest is with the age of 18-19 years, which is as many as 15 respondents or 9.1%, and the lowest number is respondents with the age of >23 years, which is as many as 12 respondents or 7.3%. Gender shows that out of 165 respondents, 103 respondents or 62.4% are female and 62 respondents are 37.6% male.

Furthermore, the results of data processing showed that out of 165 respondents, 96 respondents or 58.2% did not have organizational experience, and 69 respondents (41.8%) had organizational experience. And finally on the time of social media use, it shows that of the 165 respondents who have the highest number of respondents who have used social media for a long time >8 hours/day, which is 82 respondents or 49.7%. Then the second largest is with a long time of using social media for 4-8 hours/day, which is as many as 75 respondents or 45.5%, and the lowest number is respondents with a long time using social media for 1-4 hours/day, which is as many as 8 respondents or 4.8%.

Convergent Validity

Convergent validity testing on measurement models with reflective indicators was carried out by assessing the strength of the relationship between each indicator and the latent construct it represents through testing with PLS. An indicator is declared to meet the criteria for convergent validity if it has an outer loading value of ≥ 0.70 . By looking at the output results of the correlation between the indicators and their constructs as seen in the table below:

Table 2. Result of Convergent Validity Test

Variable	Indicator	Outer Loading	Description
Interpersonal Skills of Generation Z	GIS1	0.820	Valid
	GIS2	0.775	Valid
	GIS3	0.845	Valid
	GIS4	0.809	Valid
	GIS5	0.858	Valid
	GIS6	0.848	Valid
	GIS7	0.827	Valid
	GIS8	0.861	Valid
Social Media Usage Intensity	SUI1	0.915	Valid
	SUI2	0.911	Valid
	SUI3	0.884	Valid
	SUI4	0.857	Valid
	SUI5	0.881	Valid
	SUI6	0.902	Valid
	SUI7	0.832	Valid
	SUI8	0.863	Valid
Learning Style	LS1	0.873	Valid
	LS2	0.830	Valid
	LS3	0.828	Valid
	LS4	0.807	Valid
	LS5	0.845	Valid
	LS6	0.778	Valid
	LS7	0.880	Valid
	LS8	0.813	Valid
	LS9	0.868	Valid
Organizational Experience	OE1	0.845	Valid
	OE2	0.884	Valid
	OE3	0.832	Valid
	OE4	0.837	Valid
	OE5	0.852	Valid
	OE6	0.849	Valid
	OE7	0.880	Valid
	OE8	0.828	Valid

Source: Data Processed (2026)

Based on the results of the convergent validity test in Table 2 above, it can be seen that all indicators have met convergent validity because they have a loading factor value above 0.70.

Discriminant Validity

According to (Hair et al., 2022), one of the criteria used is fornell lacker criterium analysis, where each indicator must have the greatest correlation value (loading) of the construct it is measured compared to the correlation value of other constructs in the same model. The following are the results of the discriminatory validity test:

Table 3. Result of Discriminant Validity Test

Variable	Social Media Usage Intensity	Learning Style	Organizational Experience	Gen Z Interpersonal Skills
Social Media Usage Intensity	0.880			
Learning Style	0.578	0.836		
Organizational Experience	0.315	0.453	0.851	
Interpersonal Skills of Generation Z	-0.585	-0.532	-0.456	0.831

Source: Data Processed (2026)

Based on Table which presents the results of the discriminant validity test using the Fornell-Larcker criteria, it is known that the square root value of Average Variance Extracted (AVE) in each construct, which is 0.880 in the social media use intensity variable, 0.836 in learning style, 0.851 in organizational experience, and 0.831 in the interpersonal skills of Generation Z, has a greater value compared to the correlation between other constructs in the model. These results show that each variable has a good ability to distinguish the measured construct from the other. Thus, all constructs in this study are declared to have met the criteria for discriminant validity based on the Fornell-Larcker approach, so that the measurement model can be declared valid and feasible to be used in the next analysis.

Average Variance Extracted

Table 4. Result of Average Variance Extracted

Variable	Average Variance Extracted (AVE)
Social Media Usage Intensity	0.775
Learning Style	0.700
Organizational Experience	0.724
Interpersonal Skills of Generation Z	0.690

Source: Data Processed (2026)

Based on Table , the AVE output results for the construct of Social Media Use Intensity, Learning Style, Organizational Experience, and Interpersonal Skills of Gen Z are greater than 0.50. For Social Media Use Intensity, it has an AVE value of $0.775 > 0.50$; Learning Style has an AVE value of $0.700 > 0.50$; Organizational Experience has an AVE value of $0.724 > 0.50$ and Gen Z Interpersonal Skills has an AVE value of $0.690 > 0.50$. Thus, all constructs have met the criteria for convergent validity by being able to explain that more than 50% of the variance of the indicators used is declared valid in measuring the construct being studied.

Reliability Test

According to Hair et al., (2022), the Composite Reliability and Cronbach's Alpha tests are used to assess the reliability of the internal consistency of a construct, where higher values indicate a better level of reliability. A construct is declared to meet the requirements for adequate reliability if it has a Cronbach's Alpha or Composite Reliability value of ≥ 0.70 . The test results showed that all research instruments were consistent and reliable, with the following details:

Table 5. Result of Cronbach's Alpha & Composite Reliability

Variable	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Description
Social Media Usage Intensity	0.958	0.960	0.965	Reliable
Learning Style	0.946	0.948	0.954	Reliable
Organizational Experience	0.946	0.953	0.955	Reliable
Interpersonal Skills of Generation Z	0.936	0.938	0.947	Reliable

Source: Data Processed (2026)

Based on Table 5, the results of the composite reliability and cronbach's alpha tests showed satisfactory values, because all latent variables had a composite reliability value and Cronbach's alpha ≥ 0.70 . This means that all latent variables are said to be reliable.

R-Square Test

R-square (R^2) shows how much the exogenous variable contributes to the endogenous variable, where the higher the R-square value, the stronger the predictive ability of the research model. In this study, the R-square evaluation was carried out on the endogenous variable of Generation Z Interpersonal Skills which was influenced by the variables of Social Media Usage Intensity, Learning Style, and Organizational Experience. Here is the output of R-Square:

Table 6. Result of R Square Value Test

Variable	R-Square
Interpersonal Skills of Generation Z	0.446

Source: Data Processed (2026)

Based on the results of the data in Table 6 above, it shows that the R-Square in the Gen Z Interpersonal Skills variable has a value of 0.446, with this value, the structural model indicates that the research model has a value in the range of 0.33 to 0.67 which is in the "weak" category, so that this research model has adequate explanatory ability. This means that 44.6% of the variation in Generation Z's Interpersonal Skills is influenced by the variables of Social Media Usage Intensity, Learning Style, and Organizational Experience. Then the remaining 55.4% was influenced by other variables outside this study. These findings indicate that the constructs used in the study have represented some of the key determinants of interpersonal skills, although there are still other variables that have the potential to make additional contributions to explaining the phenomenon.

Goodness of Fit Model

The Goodness of Fit test on the structural model (inner model) in this study uses a predictive relevance (Q^2) value. The Q^2 value is used to assess the model's predictive relevance to endogenous variables, if Q^2 is greater than 0 (zero) indicates that the model has good predictive relevance. The value of Q^2 is obtained based on the value of R-square on the endogenous variable, with the following formula:

$$Q^2 = 1 - (1 - R^2)$$

$$Q^2 = 1 - (1 - 0.446)$$

$$Q^2 = 1 - (0.554)$$

$$Q^2 = 0.446$$

The results of the calculation show that the predictive relevance value (Q^2) of 0.446 is greater than 0 (zero). This shows that the structural model in this study has relevant predictive

capabilities. By indicating that 44.6% of the variation in the variables of Interpersonal Skills of Generation Z can be explained by the variables of Social Media Use Intensity, Learning Style, and Organizational Experience, while the remaining 55.4% is influenced by other factors outside the research model that were not analyzed in this study.

Hypothesis

The evaluation was carried out by paying attention to the path coefficient value and the T-statistic value generated from the bootstrapping process. A relationship between variables is declared significant if the T-statistical value is greater than the T-table value at a significance level of 5% ($\alpha = 0.05$), which is 1.96. By comparing the T-statistic value of the bootstrapping results with this value, it can be determined whether the research hypothesis is accepted or rejected.

Table 7. Result of Hypothesis

Relationship Between Variables	Original Sample	Standard Deviation	T Statistics	P Values	Description
Social Media Usage Intensity → Interpersonal Skills of Generation Z	-0.397	0.059	6.688	0.000	Negative and Significant
Learning Style → Interpersonal Skills of Generation Z	-0.192	0.064	3.005	0.003	Negative and Significant
Organizational Experience → Interpersonal Skills of Generation Z	-0.244	0.059	4.126	0.000	Negative and Significant

Source: Data Processed (2026)

Based on the results of the bootstrapping hypothesis test, it was shown that the three independent variables had a negative and significant influence on the Interpersonal Skills of Generation Z. Social Media Usage Intensity (X1) had a path coefficient of -0.397 with a t-statistic value of 6.688, and a p-value of 0.000 which showed a negative influence with the most dominant contribution compared to other variables. Furthermore, the Learning Style variable (X2) obtained a coefficient of -0.192 with a t-statistic of 3.005, and a p-value of 0.003 which showed a negative influence with the lowest contribution compared to other variables. Meanwhile, the Organizational Experience variable (X3) showed a coefficient path of -0.244 with a t-statistic of 4.126 and a p-value of 0.000 which indicates that the low level of involvement in organizational activities tends to be related to a decrease in students' interpersonal skills.

These findings show that external and internal factors of students simultaneously play a role in influencing the interpersonal skills of Generation Z. The intensity of social media use as an external factor has the most dominant influence, which indicates that high exposure and involvement in social media can directly reduce the quality of students' interpersonal skills. In addition, organizational experience is also the formation of students' interpersonal skills with involvement in organizational activities, so that the lower the level of organizational involvement, the more students' interpersonal skills also tend to decrease. Meanwhile, learning styles remain influential, but their contribution is relatively small. These results show that the tendency of less participatory learning styles can hinder students' communication skills and social interaction in the academic environment.

DISCUSSION

The Influence of Social Media Usage Intensity on Gen Z Interpersonal Skills

The results of the hypothesis test show that the social media usage intensity has a negative and significant effect on the Interpersonal Skills of Generation Z. This finding is reinforced by previous research by Reinikainen et al., (2020) also found that the high intensity of social media use correlates with changes in social interaction patterns, especially in the younger

generation. Constant exposure to social media encourages individuals to stay connected online, which has the potential to reduce the quality of psychological presence in face-to-face interactions. This condition shows that students are used to dividing the focus between interpersonal communication and their digital devices. Therefore, the higher the time spent accessing social media, the greater the potential for a decrease in the quality of direct social interaction for students. The findings of this study reinforce that the length of duration of social media use can be an important indicator that explains the negative relationship between the intensity of social media use and the interpersonal skills of Generation Z of S1 Management Students Class of 2022 Mercu Buana University.

The Influence of Learning Style on Gen Z Interpersonal Skills

The results of hypothesis testing showed that Learning Style had a negative and significant effect on Generation Z's Interpersonal Skills. Students who are not used to delving into assignments or actively discussing tend to be less trained in building constructive and responsive interactions with others. Thus, the results of this study confirm that to improve the interpersonal skills of S1 Management Students of the Class of 2022 at Mercu Buana University, a learning pattern that encourages active participation, as well as reflective discussions, is more intensive so that students have enough space to practice communication skills optimally.

The Influence of Organizational Experience on Gen Z Interpersonal Skills

The results of the hypothesis test show that Organizational Experience has a negative and significant effect on Generation Z's Interpersonal Skills. However, on the other hand, students who lack organizational experience have the potential to hinder the development of the student's interpersonal competence. Thus, the results of this study confirm that to improve the interpersonal skills of S1 Management Students of the Class of 2022 at Mercu Buana University, it is necessary for active student involvement in organizations to support the strengthening of interpersonal skills of Generation Z in facing the demands of the world of work.

CONCLUSION

This research aims to analyze the influence of the social media usage intensity, learning style, and organizational experience on the interpersonal skills of generation Z. The results indicate that social media usage intensity, learning style, and organizational experience have a negative and significant effect on interpersonal skills. These findings suggest that high levels of social media use, passive learning tendencies, and limited involvement in organizational activities can hinder student communication, empathy, and social interaction skills.

Theoretically, this study contributes to the development of human resource management literature, particularly in understanding the behavioral factors that influence Generation Z's interpersonal competencies. Practically, the findings provide implications for educational institutions to regulate social media usage more effectively, implement more interactive and participatory learning methods, and encourage greater student involvement in organizational activities to enhance interpersonal skills. Therefore, the development of interpersonal skills can be optimized through a more integrated and balanced approach between digital engagement, active learning, and organizational participation.

LIMITATION

This research has several limitations that need to be considered. First, this research was only conducted on S1 Management students of Mercu Buana University class of 2022, so the results of the research could not be generalized widely to different populations. Second, this study only used three independent variables, namely the social media usage intensity, learning style, and organizational experience, so it did not include other factors that also have the potential to affect interpersonal skills, such as social anxiety, intrinsic motivation, and individual

personality. Third, the data collection method using questionnaires allows for a subjective bias of respondents, especially in self-assessment. Fourth, this study uses a cross-sectional approach, so it has not been able to capture dynamic changes in student behavior in the long term. Therefore, further research is recommended to expand the research object, add other variables, and use longitudinal methods or mixed methods to obtain more comprehensive results.

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