
COUNSELING GENERATION Z WITH SOCIAL MEDIA TO ACHIEVE CREATIVITY

Muhammad Syafrie Amali^{1*}, Putri Sherlly², Tasya Aulia Trahmawati³.
Universitas Pamulang¹, Universitas Pamulang², Universitas Pamulang³.
Safriamali2003@gmail.com¹, putrisherlly083@gmail.com²,
trahmawatitasyaaulia77@gmail.com³

Abstract

This community service program aims to enhance creativity and awareness of wise and productive social media use among Generation Z students at SMK Islam Said Na'um. The main issue addressed is the predominantly consumptive use of social media, which has not been optimally utilized as a tool for creativity development and entrepreneurship. The program employed a participatory counseling approach based on experiential learning, combining interactive lectures, hands-on workshops, and group discussions. A total of 27 students were selected using purposive sampling, considering their active engagement with social media platforms. The results indicate that interactive learning methods increased student participation, digital literacy awareness, and understanding of social media utilization for creative purposes and digital marketing. However, limitations in resources and the absence of a structured evaluation system constrained the assessment of long-term program impact. Overall, this program demonstrates positive outcomes in fostering creativity, entrepreneurial mindset, and productive social media usage among vocational high school students.

Keywords: community service, Generation Z, social media, creativity, entrepreneurship

INTRODUCTION

The development of digital technology has made social media a vital part of people's lives, especially among Generation Z. Social media serves not only as a means of communication and information exchange, but also as a space for self-expression, identity formation, and creativity development. Platforms such as Instagram, TikTok, and YouTube enable users to create and disseminate various forms of digital content that have the potential to provide social and economic value (Kaplan & Haenlein, 2010; Hidalgo et al., 2020).

Creativity is an individual's ability to produce ideas or works that are novel, valuable, and relevant to a social context (Runco & Jaeger, 2012). In the digital era, creativity is increasingly developing along with easy access to technology and social media. Social media provides spaces for collaboration, social feedback, and opportunities for recognition that can stimulate the creative process of users, especially the younger generation with high levels of technological literacy (Hidalgo et al., 2020).

However, using social media without adequate digital literacy can lead to

various problems, such as the spread of disinformation, cyberbullying, social media addiction, and psychological distress. The Pew Research Center (2022) reported that most teenagers have experienced emotional distress due to their social media activities. This demonstrates that social media has two sides: a means of developing creativity and a source of risks that must be managed wisely.

Previous studies have generally examined social media from a user behavior perspective through surveys or observational approaches. Unlike these approaches, this community service activity is designed as an educational intervention through a structured outreach program. This program not only identifies the potential of social media as a means of developing creativity but also provides education and direct guidance to Generation Z on how to use social media creatively, productively, and responsibly.

Furthermore, this outreach program emphasizes the importance of digital literacy, particularly the ability to evaluate information obtained from social media. Digital literacy encompasses not only technical skills but also critical, creative, and ethical thinking skills when consuming and producing digital content (UNESCO, 2021). In the context of the creative economy, the use of social media supported by digital literacy can open up entrepreneurial opportunities and develop the potential of the younger generation (Florida et al., 2017).

This community service activity was carried out at Said Na'um Islamic Vocational School targeting Generation Z students. The purpose of this activity is to increase students' understanding of the potential of social media as a means of developing creativity, provide practical skills in creating creative content, foster a productive mindset in using social media, and encourage students to utilize their creativity in facing opportunities in the digital era.

RESEARCH METHODS

This community service activity used a participatory outreach design with an experiential learning approach. This approach emphasizes active participant involvement through hands-on experience, ensuring that learning is not only theoretical but also practical (Kolb, 2015). The method used was a combination of interactive lectures, practical workshops, and group discussions, which have proven effective in increasing participant participation and understanding (Prince, 2004).

The activity was held on Monday, January 13, 2025, at Said Na'um Islamic Vocational School, Central Jakarta, and lasted for two hours, from 10:00–12:00 WIB. The activity involved 27 students selected using a purposive sampling technique. This technique was used to select participants based on certain characteristics, namely Generation Z students who actively use social media and have an interest in developing digital creativity (Creswell & Creswell, 2018).

The implementation stages of the activity include an initial survey to identify participant needs, activity planning, including material development and team assignments, outreach implementation, and activity evaluation. The evaluation is conducted qualitatively through participant observation and reflective discussions to determine students' level of understanding and response to the material presented (Miles et al., 2014).

RESEARCH RESULT

The results of the activity implementation showed that the extension method, which combined interactive lectures, group discussions, and hands-on practice, increased participant engagement. Students appeared enthusiastic in participating in the activities, particularly during the discussion and creative content creation practice sessions. This finding aligns with research showing that interactive learning can increase student motivation and participation compared to conventional lecture methods (Prince, 2004).

Adequate internet access allows students to directly explore various social media platforms and observe examples of creative content. Social media has been shown to be a space that encourages self-expression and the development of creativity through social sharing and feedback (Hidalgo et al., 2020).

This activity also raised students' awareness of social media's potential as a productive tool, particularly in the context of digital marketing and entrepreneurship. Students began to understand that social media isn't just for entertainment, but can also be used for promotion, education, and business development. This is relevant to data from We Are Social and Hootsuite (2023), which shows the high penetration of social media in Indonesia, which presents an opportunity for digital economic development.

However, implementation of these activities still faces several challenges, such as limited resources and a suboptimal evaluation and follow-up system. These constraints mean that comprehensive measurement of the long-term impact of these activities cannot be carried out.



Figure 1. Group Photo

DISCUSSION

The results of this activity indicate that a learning approach aligned with Generation Z's characteristics plays a significant role in the effectiveness of material delivery. Generation Z is highly familiar with digital technology and tends to be more responsive to interactive and experiential learning methods (van Laar et al., 2017). This finding aligns with constructivist theory, which emphasizes that knowledge is built through experience and social interaction (Kolb, 2015).

Increasing students' awareness of using social media wisely and creatively demonstrates that outreach programs contribute to improving participants' digital literacy. Digital literacy encompasses technical skills, critical thinking, and ethical awareness in utilizing digital media (UNESCO, 2021). In the context of entrepreneurship, using social media as a digital marketing tool provides opportunities for students to develop their economic potential from an early age (Hidalgo et al., 2020).

The results of this activity indicate that a learning approach aligned with Generation Z's characteristics plays a significant role in the effectiveness of material delivery. Generation Z is highly familiar with digital technology and tends to be more responsive to interactive and experiential learning methods (van Laar et al., 2017). This finding aligns with constructivist theory, which emphasizes that knowledge is built through experience and social interaction (Kolb, 2015).

Increasing students' awareness of using social media wisely and creatively demonstrates that outreach programs contribute to improving participants' digital literacy. Digital literacy encompasses technical skills, critical thinking, and ethical awareness in utilizing digital media (UNESCO, 2021). In the context of entrepreneurship, using social media as a digital marketing tool provides opportunities for students to develop their economic potential from an early age (Hidalgo et al., 2020).



Figure 2. Delivery of Material

CONCLUSION

Community service activities carried out at Said Na'um Islamic Vocational School showed that the experiential learning-based participatory learning approach was effective in increasing creativity and digital literacy awareness in generation Z

students. The use of interactive lecture methods, practical workshops, and group discussions encouraged active student involvement and changed the pattern of social media use from being consumptive to being more productive.

Furthermore, this activity successfully fostered students' entrepreneurial attitudes through the introduction of digital marketing as a business opportunity relevant to technological developments. Although the program's implementation still faces resource constraints and lacks a structured evaluation system, the results demonstrate the significant potential of school-based community service as a means of strengthening creativity, independence, and preparing young people to face the challenges of the digital economy. Therefore, the development of similar programs needs to be accompanied by more systematic evaluation and follow-up planning to ensure measurable and sustainable long-term impacts.

REFERENCES

- Anderson, T., & Dron, J. (2014). Teaching crowds: Learning and social media. *Athabasca University Press*.
- Arifin, R. (2022). Perkembangan pengguna internet dan media sosial di Indonesia. *Jurnal Komunikasi Digital*, 6(2), 45–56.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Florida, R., Adler, P., & Mellander, C. (2017). The city as innovation machine. *Regional Studies*, 51(1), 86–96. <https://doi.org/10.1080/00343404.2016.1255324>
- Hidalgo, A., Gabaly, S., Morales-Alonso, G., & Urueña, A. (2020). The effect of social media on creativity. *Journal of Business Research*, 115, 242–250. <https://doi.org/10.1016/j.jbusres.2019.11.053>
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(1), 59–68. <https://doi.org/10.1016/j.bushor.2009.09.003>
- Kemp, S. (2023). *Digital 2023: Indonesia*. We Are Social & Hootsuite. <https://datareportal.com>
- Kietzmann, J. H., Hermkens, K., McCarthy, I. P., & Silvestre, B. S. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*, 54(3), 241–251. <https://doi.org/10.1016/j.bushor.2011.01.005>
- Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson Education.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- OECD. (2021). *Creativity and critical thinking in the digital age*. OECD Publishing. <https://doi.org/10.1787/62212c37-en>
- Pew Research Center. (2022). *Teens, social media and technology 2022*. <https://www.pewresearch.org>
- Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223–231. <https://doi.org/10.1002/j.2168->

[9830.2004.tb00809.x](#)

- Runco, M. A., & Jaeger, G. J. (2012). The standard definition of creativity. *Creativity Research Journal*, 24(1), 92–96. <https://doi.org/10.1080/10400419.2012.650092>
- UNESCO. (2021). *Media and information literacy in the digital age*. UNESCO Publishing.
- van Laar, E., van Deursen, A. J. A. M., van Dijk, J. A. G. M., & de Haan, J. (2017). The relation between 21st-century skills and digital skills. *Computers in Human Behavior*, 72, 577–588. <https://doi.org/10.1016/j.chb.2017.03.010>
- Vogels, E. A., Gelles-Watnick, R., & Anderson, M. (2022). Teens, social media, and technology. *Pew Research Center*.
- Zhu, Y. Q., & Chen, H. G. (2015). Social media and human need satisfaction: Implications for social media marketing. *Business Horizons*, 58(3), 335–345. <https://doi.org/10.1016/j.bushor.2015.01.006>