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Transformation of Multimedia Journalism Learning Practices in The Era of Social Media: The Influence of Instagram and TikTok on Gen Z Student in West Jakarta

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ABSTRACT

Rapidly developed digital media technology has made it easier for everyone to contribute to the world of journalism. Social media, such as Instagram and TikTok, have increased students' interest in journalism and provided opportunities for them to be part of news production. Higher education learning spaces will have to adapt to this development. This study aims to examine the influence of social media on learning multimedia journalism through social media for Gen Z students at a university in West Jakarta, in order to produce quality graduates who are able to adapt to the development of digital technology. Research methodology with quantitative approach with a sample of multimedia journalism students. Data analysis based on the reliability testing method used in this study is Cronbach's Alpha. Validity testing using the SPSS program with the Pearson Correlation Method, which correlates each item with the total score of the questionnaire items. The results indicated that social media influenced multimedia journalism learning practices, which were also determined by other factors..

Keywords: *social media influence; learning practices; multimedia journalism.*

ABSTRAK

Teknologi media digital yang berkembang pesat, memudahkan setiap orang untuk berkontribusi dalam dunia jurnalistik. Media sosial seperti Instagram dan TikTok telah meningkatkan minat mahasiswa dalam jurnalisme dan memberikan peluang buat mereka terlibat dalam produksi berita. Ruang pembelajaran di Perguruan Tinggi harus beradaptasi atas perkembangan ini. Penelitian ini bertujuan guna mengkaji pengaruh media sosial terhadap pembelajaran jurnalisme multimedia melalui media sosial pada mahasiswa Gen Z di sebuah perguruan tinggi di Jakarta Barat, agar menghasilkan kualitas lulusan yang mampu beradaptasi dengan perkembangan teknologi digital. Metodologi penelitiaan dengan pendekatan kuantitatif dengan sampel mahasiswa jurnalisme multimedia. Analisa data mengunakan metode pengujian reliabilitas yang digunakan pada penelitian ini adalah Cronbach's Alpha. Pengujian validitas menggunakan program SPSS dengan metode Pearson Correlation, yaitu mengkorelasikan tiap item dengan skor total item kuisioner. Hasil penelitian mengungkapkan bahwa media sosial memberi pengaruh terhadap praktik pembelajaran jurnalisme multimedia yang juga ditentukan oleh faktor lain.

Kata Kunci: *media sosial; pengaruh media sosial; praktik pembelajaran; jurnalisme multimedia*

INTRODUCTION

Generation Z, born from 1997 to 2012, is a digital-media-obsessed generation. They are attached to digital media and have great attention to digital technology. (Nurfaiza & Prayitno, 2023). Kohnová et al. definitively found that Gen

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Z young people are highly capable of learning new things, displaying remarkable creativity, and excelling in practice on social media. Gen Z, also known as the iGeneration, has unparalleled access to internet technology and a vast array of gadgets, including smartphones, which they use to obtain and create information that significantly impacts their learning style (Damayanti et al., 2023). Gen Z's expertise in navigating social media platforms such as Instagram, WhatsApp, YouTube, and TikTok is well-documented, and they have made a substantial impact on these platforms (Miskal et al., 2023).

Gen Z relies on social media for all their social interaction and for finding information and news. Every day, they are exposed to information and news from their social media. The data is clear: social media is Gen Z's main source of news. The latest research from IDN Research Institute and Advisia in the Indonesia Gen Z Report 2024 reveals that social media is the main source of information and news for Gen Z. In May-July 2023, 73% of respondents used social media as their main reference for finding information. Conventional news sources such as magazines, newspapers, and television are being ignored. The research results show that only 7% of Gen Z uses magazine media and newspapers as a source of information, and only 1% gets it from television media. Gen Z easily adopts trends in the world because of the ease of internet access, making it simple for them to create content such as photos and videos and engage in many creative activities. It is clear that Gen Z has the longest and most active use of social media compared to Gen X and Y (Gurning, 2023).

Internet technology affects the learning process in the classroom. Semester Learning Plans (RPS) or learning syllabi in special classes for vocational campuses that prioritize practical learning must adjust to Gen Z’s use of internet technology, especially social media. Their ability to understand and learn new things quickly is undeniable. Learning syllabus development is an essential part of the educational process. It involves planning, designing, and implementing learning (Baidowi et al., 2023). The learning syllabus must have a purpose. It is essential to create a meaningful and relevant learning experience for students, especially for vocational students. An effective learning design must include a number of steps and in-depth considerations. It must be clear that the RPS meets educational standards and provides a positive contribution to the expertise of vocational students in their learning. Students must have the skills they need to thrive in the digital age, which they are exposed to daily.

In the current digital era, social media has become a primary source of information for all demographic groups. The medium of social media facilitates socialization between individuals, conducted primarily online. This process is enhanced by the use of communication technology, particularly smartphones. As Richard Hunter notes, the age of social media (or "new media") has made information readily accessible to all. Thus far, information has been largely dominated by media institutions that control the production and dissemination of news. Audiences are able to disseminate information or news that occurs in their surrounding environment with minimal barriers (Saputra & Luthfi, 2023). Furthermore, social media is utilized

not only for the dissemination of news, but also as a substitute for life in cyberspace. This includes the sending of messages, the posting of comments, the formation of new friendships, the identification of potential partners, the sharing of images, and the facilitation of discussions (Arbi & Dewi, 2017). The advent of digital technology has also transformed the landscape of journalism, giving rise to a new phenomenon known as digital journalism. In the age of new media or online media, digital technology has effectively streamlined the three fundamental processes of journalism, namely news search, news production, and news publication (Lestari, 2020).

Today's news is easily repackaged from the sources of the mainstream news media and republished in the new media. According to (Adrian & Maharani, 2019), the development of journalism today is due to the ease with which everyone has media, with their smartphones and social media accounts, and lots of data or information that is abundant in the internet world, everyone can report news. Changes have also occurred in how journalists search, produce and publish news in the digital media era, namely a journalist in the process of producing news, they get news without having to go into the field to collect data.

The abundance of data in the social media space represents a significant challenge for researchers. Thus, the role of the journalist is to research data, process it, and then create a display, which may take the form of either video content or images (footage), for the public to consume. At the advent of social media, it was perceived as a potential threat to journalism, with concerns that it would facilitate the proliferation of misinformation and disinformation. However, with the advancement of technology and the growing recognition of its potential, social media has emerged as a collaborative platform for strengthening the mainstream media network (Nasrullah et al., 2024). It was inevitable that mainstream media, established as a news organization, would follow the development of the digital media era in order to present their news to a large audience, including those who have been exposed to social media

In addition to its role as a medium for the dissemination of news and information, social media has emerged as a prominent example of digital media convergence. As a component of new media, social media is capable of integrating text, audio, visuals, and video with technological tools, a practice popularly known as multimedia journalism. In previous research conducted by Lestari (2020), it has been established that the practice of journalism on social media platforms, such as Instagram, is one of the most common forms of social media utilisation by media institutions. This research also provides a definition of social media journalism, which can be described as the practice of employing social media platforms, such as Instagram and TikTok, as a tool for journalistic activities, including data search, news production and news publication in the media.

In the present age of social media, it is imperative that all mainstream media organisations and news content creators integrate social media platforms into their dissemination strategies. It is crucial for news media to converge. The capacity to process news content that combines text, audio, and visual information

simultaneously, or the concept of multimedia journalism, is essential for social media journalism. Instagram and TikTok, for examples, allow news publications to be created in various forms and use multimedia features provided by the platform, such as feeds, stories, TV, live, and short videos.

The development of journalism in the digital media era presents a unique opportunity for every citizen to engage in the dissemination of information. In a recent study, (Bo'do', 2021) explored the phenomenon of Networked Journalism. The potential for collaboration between journalists and digital activists, facilitated by digital technology and social media, has led to an increased interest among students in engaging in journalistic activities. This suggests that there are potential opportunities for student activities to become involved in news production in a non-journalistic capacity. For this reason, it is essential that students have a comprehensive understanding of journalism, including both its conceptual and practical aspects.

One might argue that the introduction of amateur journalists with smartphones, where news is considered a public good, should be produced in strict accordance with established standards. The practice of journalism is becoming less rigid as a result of the advent of social media, which has democratized the field. This transformation offers an opportunity to learn the practice of journalism in the classroom. It is imperative that students receive practical training in journalism, as the medium of social media, which they are adept at utilizing, allows for a comprehensive understanding and experience in the processing and dissemination of news. Additionally, imparting journalism practices to Gen Z students is a crucial step in instilling an understanding of the ethical standards and regulations governing the publication of news on social media. By acquiring such knowledge, students can not only produce news that is subject to public review but also learn the ethical and regulatory nuances of publishing news on social media.

In order to provide the second-semester students in multimedia journalism courses at one of the private universities in the West Jakarta area with experience and practice in journalism, the students will go through a learning process on the concept of multimedia journalism. This will be complemented by practical training in press coverage, field reporting, and news script writing. This learning process represents an initial provision for students who have recently completed a program of study in journalism.

Multimedia journalism students are divided into eight teams, with each team containing three to four members. On a weekly basis, two teams are selected to serve as the editorial team, while the rest of the class is divided into six news content teams. The responsibility of these teams is to identify and produce news content on an alternating basis. The editorial team is responsible for coordinating with the news content team. The editorial team is charged with the responsibility of evaluating each student's proposed news items for inclusion in the media class. The team is also responsible for verifying news ideas from the news content team and is in charge of uploading news for one week.

The news content team is responsible to submit ideas and news items that meet the standards of curated news. This process involves gathering data and information from mainstream media sources that have been verified by the Press Council, editing the material into a form of multimedia journalistic content, and submitting it to the editorial team for publication in their designated media class. During each student's first week as a member of the news content team, they are required to produce two news items, then three, and finally a minimum of four. Each item must be published on both Instagram and TikTok for their respective media class. Over the course of six weeks, the students engaged in multimedia journalism through the use of social media platforms, including Instagram, TikTok, and WhatsApp.

Previously, students were required to create a social media presence for their media class on Instagram and TikTok, including a unique name, logo, and a link to their account. A select team was assembled to submit a proposed name for the media platform, a logo for the media class, and content templates for use on both TikTok and Instagram. These templates included options for feeds, stories, TV, live, and short videos. The WhatsApp group was established for the purpose of coordinating and communicating the editorial team's work with the news content team. This group also served as a platform for communication with lecturers and all students in the class.

The following is information regarding student media classes on Instagram and TikTok social media, with the media names @padulism and @liriksinii_:

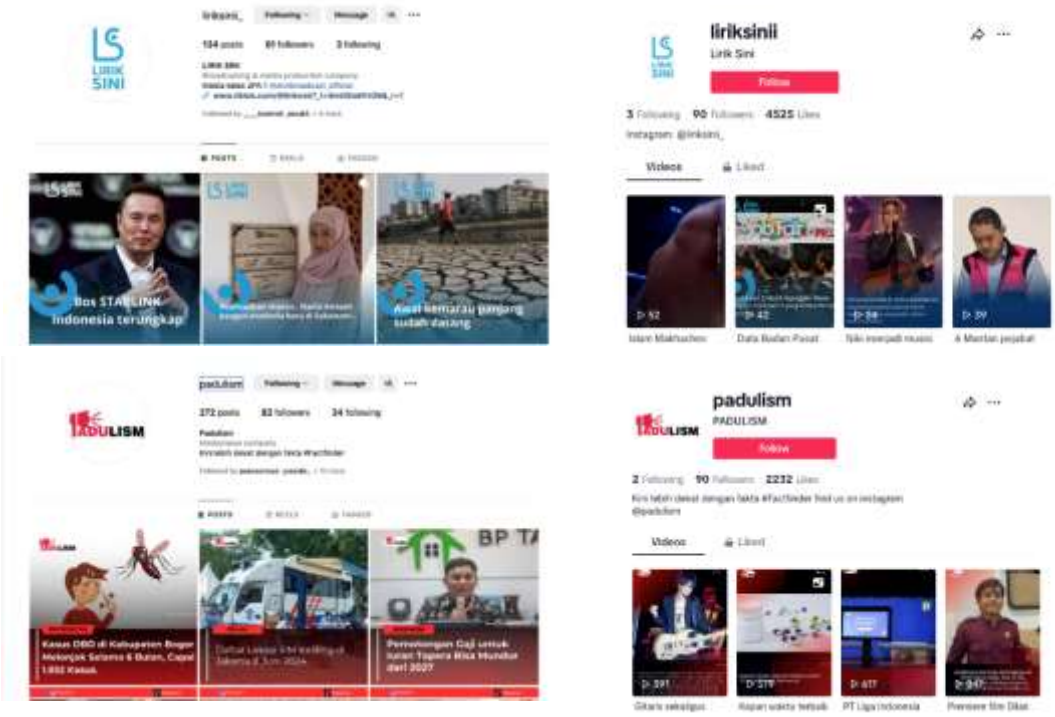


Figure 1. Media Class Instagram and TikTok @liriksinii_ and @pandulism
Source: Instagram and TikTok media class

The urgency of this research is to ascertain the implementation and implications of learning multimedia journalism practices that utilize social media, namely Instagram and TikTok, as a media class for students. This research aims to determine the efficacy of teaching multimedia journalism concepts through the lens of social media platforms. The research is designed to provide feedback that will help to produce superior graduates who are able to adapt and create news content on social media in alignment with the established rules and codes of journalistic ethics. The contribution of this research is the demonstration of the positive influence of multimedia journalism practices on student learning. Specifically, students will be able to identify reliable sources of information and create news that can be responsibly shared with the public. The study will also offer new insights into practical learning for second-semester students who are part of the Gen Z generation, with a focus on how they engage with multimedia journalism in the practice of news-making.

As has been previously indicated, as a consequence of the advent of information technology, in particular the Internet, it is now possible for any individual, regardless of their background or status, to engage in the practice of journalism. This affords citizens, including students, the opportunity to disseminate news and information in a manner akin to professional journalists (Bo'do', 2021). The digital age has effectively dismantled the traditional boundaries between professionals, citizens, activists, and students with regard to both the creation and consumption of news. Based on the aforementioned observations, the author seeks to investigate the influence of social media on multimedia journalism learning practices within one of the private universities situated in West Jakarta.

The research hypotheses are as follows:

H0 : There is no influence between social media on multimedia journalism learning practices.

H1 : There is an influence between social media on multimedia journalism learning practices

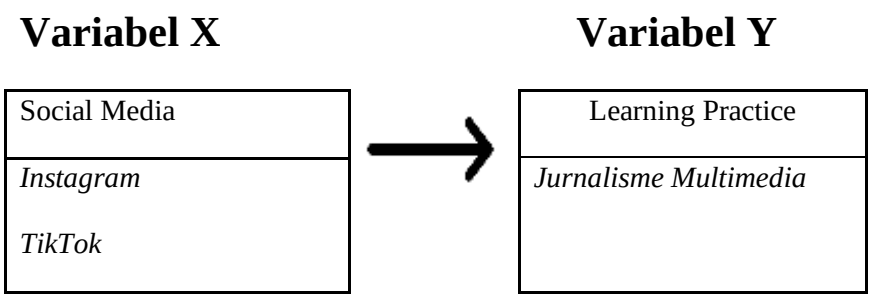


Figure 2. Framework of Thought
Source: Processed by the author (2024)

METHODS

This research employs a quantitative research method. The scientific method is a systematic approach to acquiring and evaluating scientific knowledge. It involves a series of steps, including the formulation of hypotheses, which are then tested through a combination of rational and empirical thinking (Muhamad Taufiq Azhari et al., 2023). Previously, conclusions were reached through a rational process within a framework that was aligned with scientific knowledge. A hypothesis serves as a provisional response to the issues under investigation in a scientific study. This research strategy employs a survey methodology with a research sample comprising multimedia journalism students at one of the West Jakarta universities.

The sample consisted of 53 students from two multimedia journalism courses in their second semester. The research sample comprised 50 second-semester students from two multimedia journalism courses at a West Jakarta university. As a population, the students represented the Gen Z demographic, whose daily lives are heavily shaped by social media as a source of information. Despite having received an introductory journalism course in their first semester, the students' understanding of journalism and the press remained limited.

The reliability testing method used in this study is Cronbach's Alpha. Validity testing is based on the use of the SPSS program with the Pearson Correlation method, which correlates each item with the total score of the questionnaire items. The results of observations conducted during learning practices in classrooms over a 6-week period are also included.

A research questionnaire was distributed to second-semester students at one of the universities in West Jakarta to ascertain the impact of social media on the adoption of multimedia journalism practices. A total of 49 students completed the questionnaire through a Google Form distributed via the course WhatsApp group.

The study questionnaire is comprised of 10 questions with answer options: "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree." The questions address the influence of social media on the learning practices associated with multimedia journalism courses across the span of a semester. Six inquiries pertain to social media variables, while four address learning practice variables. The following questions are included

Table 1. Questionnaire Validation and Reliability Test of Multimedia Journalism Learning Practice Transformation Research Instrument

NO.	QUESTION
1	Social media helps you understand basic concepts in multimedia journalism
2	Using social media improves your practical skills in multimedia journalism
3	You feel more confident in creating news content after learning by practicing through social media
4	Social media provides a useful resource for learning multimedia journalism techniques
5	Social media tools enrich your news writing and editing skills

6	Social media motivates you to keep learning and developing your multimedia journalism skills
7	Lecturers have utilized social media to support your multimedia journalism learning
8	Using social media accelerates your learning process in multimedia journalism
9	You feel that social media provides an effective platform to share and receive feedback on your multimedia work.
10	You have no trouble distinguishing between valid and invalid information on social media when studying multimedia journalism.

RESULT AND DISCUSSION

The results of the study are based upon data obtained from a questionnaire distributed to second-semester multimedia journalism students. The validity of the results were then tested using the IBM SPSS Statistics software, specifically employing the Pearson Correlation Method to correlate each item with the overall score of the questionnaire as a whole.

The validation test serves to verify the accuracy of the research instrument and to assess the clarity and reliability of the framework utilized in a given study. In this case, the instrument has been found to be valid and reliable (Yulia Utami et al., 2023). Asserts that the validity test is an instrument used to ascertain the veracity of a questionnaire. A questionnaire is considered valid if the questions it poses are capable of discerning the information that the questionnaire is designed to measure.

The decision for validity is:

- If the significance <0.05 and the r value is positive, then the question item is declared valid.
- If the significance> 0.05 or r count is negative, then the question item is declared invalid.

From the correlation results of the Social Media and Learning Practices variables, all question items, the Pearson Correlation value between each item and the total score, the significance value is less than 0.05 and the r value is positive. It can be concluded that the items in the questionnaire for the Social Media and Learning Practices variables are valid.

The reliability test is conducted subsequent to the validity test with the objective of ascertaining the suitability of the test tool for utilization. Reliability is defined as the extent to which measurement outcomes remain consistent when two or more measurements are taken against the same symptoms using the same measurement tool. The formula applied in the test is Cronbach's Alpha.

The reliability of quizzes distributed to respondents as a measuring tool is evaluated via Google Form. Questions 1, 2, 5, 6, 8, and 9 represent Social Media variables (X), while questions 3, 4, 7, and 10 pertain to Learning Practices variables (Y).

Reliability (Variables Social Media)

The results of the quiz process distributed to Generation Z revealed that 49 respondents declared it valid, based on variable X (see tables 3 and 4) with 6 questions and variable Y (see tables 5 and 6) with 4 questions.

Table 2. All Variables Case Processing Summary

		N	%
Cases	Valid	49	100.0
	Excluded[a]	0	.0
	Total	49	100.0

Table 3. Reliability Statistics (X)

Cronbach's Alpha	N of Items
.744	6

Table 4. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	22.20	8.874	.227	.767
Item2	22.33	8.474	.298	.753
Item3	22.47	6.504	.730	.631
Item4	22.45	6.753	.719	.639
Item5	22.27	7.282	.661	.663
Item6	22.47	7.254	.355	.759

Reliability (Variables Learning Practice)

Table 5. Reliability Statistics (Y)

Cronbach's Alpha	N of Items
.393	4

Table 6. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	13.10	3.010	.362	.184
Item2	13.24	3.022	.159	.396
Item3	12.90	3.302	.171	.370
Item4	13.35	3.190	.192	.350

The reliability testing method employed in this study is Cronbach's Alpha. The Cronbach alpha value is typically considered poor when it falls below 0.6, acceptable between 0.7 and 0.8, and good for values above 0.8 (Kartika Imasari, 2010). And states that if the alpha coefficient ≥ 0.6 then it is declared reliable, and if the alpha coefficient < 0.6 then it is declared unreliable. The reliability test results can be seen in the reliability output (at the Cronbach Alpha value), known as follows:

- The Cronbach Alpha value for the social media variable is 0.744, which is greater than the 0.600 value that is generally considered to indicate reliability. As the value is above 0.600, it can be concluded that the measuring instrument on the questionnaire is reliable.
- The Cronbach Alpha value for the learning practices variable is 0.393, indicating a reliability below the 0.600 threshold. As the value is below 0.600, it can be concluded that the measuring instrument on the questionnaire is not reliable.

Results of Descriptive Analysis of Variable Statistics

This analysis is to determine the description of variable data such as mean, minimum value, maximum value, and standard deviation. Social media variable (X) with 6 questions in the questionnaire, as previously stated, 49 respondents were valid. The minimum value is 1, the maximum value is 5, the mean is X1: 4.63, X2: 4.51, X3: 4.37, X4: 4.39, X5: 4.57, and X6: 4.37 and the standard deviation is X1: 0.698, X2: 0.739, X3: 0.834, X4: 0.786, X5:0.707, and X6: 1.035.

Table 7. Frequencies Statistics Variable X1-X6

		X1	X2	X3	X4	X5	X6
N	Valid	49	49	49	49	49	49
	Missing	0	0	0	0	0	0
Mean		4.63	4.51	4.37	4.39	4.57	4.37
Std. Deviation		.698	.739	.834	.786	.707	1.035
Minimum		1	1	1	1	1	1
Maximum		5	5	5	5	5	5

The minimum value is 1, the maximum value is 5 for variable variable Y. The mean is Variable Y1: 4.43, Y2: 4.28, Y3: 4.63, and Y4: 4.18. The standard deviation is Y1: 0.791, Y2: 1.021, Y3: 0.883, and Y4: 0.905.

Table 8. Statistics Frequencies Variable Y1-Y4

		Y1	Y2	Y3	Y4
N	Valid	49	49	49	49
	Missing	0	0	0	0
Mean		4.43	4.29	4.63	4.18
Std. Deviation		.791	1.021	.883	.905
Minimum		1	1	1	1
Maximum		5	5	5	5

Table 9. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Social Media	49	12	30	26.84	3.210
Learning Practice	49	10	20	17.53	2.152
Valid N (listwise)	49				

As can be observed in the table above, the statistical description of the variables used in this study is presented. For the variable denoting social media usage, the total data set comprises 49 observations. The minimum value is 12, the maximum value is 30, the mean is 26.84, and the standard deviation is 3.210. The Learning Practices variable comprises 49 data points, with a minimum value of 10 and a maximum value of 20. The mean is 17.53, and the standard deviation is 2.152.

Classical Assumption Test Results

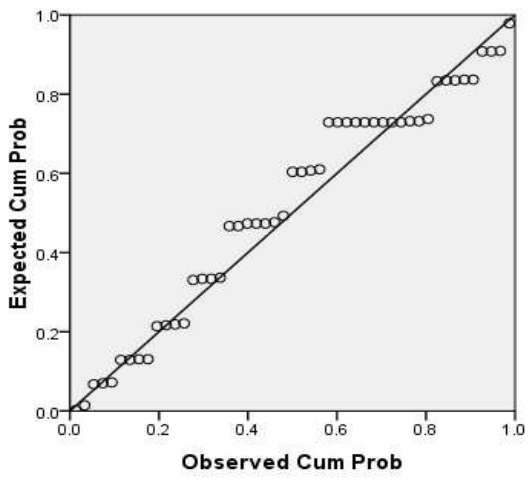
The Classical Assumption Test is a prerequisite test for linear regression analysis. The following represents the classic assumption test.

a. Residual Normality Test

The objective of the residual normality test is to determine whether confounding or residual variables in a regression model exhibit a normal distribution. As is well established, the t- and F-tests are predicated on the assumption that the residual values follow a normal distribution. If this assumption is violated, the statistical test becomes invalid for a small sample size (Imam Ghazali, 2016). In the context of statistical analysis, the term "residual" refers to the value representing the difference between the observed value of the Y variable and the estimated value of the Y variable based on the regression model.

The method for detecting this is to examine the distribution of data on the diagonal sources on the Normal P-P Plot of regression, which serves as the basis for data interpretation and decision-making. If the data is distributed around the line and follows the diagonal line, the regression model is normal and suitable for predicting the independent variable. The same is true in reverse.

Chart 1. Dependet Variable Learning Practice



The results of the normality test can be seen in the Regression output on the Normal P-P Plot Chart image. It can be seen that the points spread around the line and follow the diagonal line, so the regression model is normal.

Another way to test normality is with the One Sample Kolmogorov Smirnov test method. According to (Duwi Priyatno, 2014)the test criteria are as follows:

- If the Significance value (Asym Sig 2 tailed) > 0.05, then the data is normally distributed.
- If the Significance value (Asym Sig 2 tailed) ≤ 0.05, then the data is not normally distributed.

From the output of the residual normality test results (Table 5), it can be seen that the significance value (Asym.sig 2 tailed) is 0.165> 0.05, so the residuals are normally distributed.

Table 10. NPar Tests (Residual Normality Test)
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		49
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	1.41137991
Most Extreme Differences	Absolute	.160
	Positive	.079
	Negative	-.160
Kolmogorov-Smirnov Z		1.117
Asymp. Sig. (2-tailed)		.165

a. Test distribution is Normal.

The output above demonstrates that the significance value, calculated using the Asymptotically Significant Two-Tailed Test, is 0.165, which is greater than 0.05. This indicates that the residuals are normally d istributed

b. Heteroscedasticity Test

The heteroscedasticity test is designed to ascertain whether there is an inequality of variance in the residuals of the regression model, whereby the variances of the residuals from one observation to another are unequal. If the variance of the residuals from one observation to another is constant, it is referred to as homoscedasticity. If the variance is not constant, it is referred to as heteroscedasticity.

A regression model is considered to be of good quality if it exhibits homoscedasticity or no heteroscedasticity (Imam Ghazali, 2016). The presence or absence of heteroscedasticity can be identified by analysing the pattern of dots on the regression scatter plots. In the absence of a discernible pattern and the presence of dots positioned above and below the number 0 on the Y-axis, it can be determined that there is no heteroscedasticity.

The results of the heteroscedasticity test are presented in the regression output as part of the scatterplot. An analysis of the data reveals a spread of points above and below the number 0 on the Y-axis, suggesting that there is no heteroscedasticity problem in the regression model.

An additional method for evaluating heteroscedasticity is through the implementation of the Glejser test. This Glejser test is conducted by regressing the independent variables on the absolute residual value. A residual is defined as the difference between the value of variable Y and the predicted value of variable Y. In this context, the term "absolute" refers to the absolute value of the resulting value, which is always positive. If the significance value between the independent variable and the absolute residual is more than 0.05, it can be concluded that there is no heteroscedasticity problem (Imam Ghazali, 2016).

The results of the heteroscedasticity test indicate that the two independent variables have a significance value exceeding 0.05, suggesting that heteroscedasticity is not a concern in the regression model.

Linear Regression Analysis Results

a. Linear Regression Equation

The method of multiple linear regression is a statistical technique used to determine the effect of two or more independent variables on one dependent variable. Multiple linear regression equations are employed to establish regression equations and to identify the value of an increasing or decreasing variable (Y) in response to changes in a variable (X). The general form of the multiple linear regression equation is as follows:

$$Y = a + bX +$$

Result output:

Table 11. Output Result Coefficients[a]

Unstandardized Coefficients		Standardized Coefficients	t	Sig.
B	Std. Error	Beta		
3.955	1.733		2.282	.027
.506	.064	.755	7.888	.000

The regression equation is as follows (Table 7):

$$Y = 3{,}955 + 0{,}506X$$

From these results can be stated,

- The constant is 3.955; meaning that if the value of X is 0, then the value of Y is 3.955.
- The regression coefficient of variable X is 0.506; meaning that every increase in X by 1 unit, it will increase Y by 3.955 units.

b. Results of the t-test:

The test is used to determine whether the independent variable regression model has a significant effect on the dependent variable, based on the following hypothesis:

H0 : There is no influence between social media and multimedia journalism learning practices.
H1 : There is an influence between social media and multimedia journalism learning practices.

Decision-making criteria and based on significance value:

- H0 is accepted if the significance value > 0.05 (no effect)
- H0 is rejected if the significance value ≤ 0.05 (effect)

From the results of the coefficient output, it can be concluded that social media has an effect on learning practices. This is because the

significance value of 0.000 is less than 0.05, indicating that the alternative hypothesis (H1) is accepted and therefore the null hypothesis (H0) is rejected. The effect is positive, as indicated by a positive t-value. This implies that an increase in social media usage is associated with an increase in learning practices, a relationship that is similarly observed in the opposite direction, where a decrease in social media usage is associated with a decrease in learning practices.

c. Determination Analysis Results (R Square):

Determination analysis represents a measure of the contribution of the independent variable to the dependent variable. Determination analysis is employed to quantify the extent to which the independent variable exerts an influence on the dependent variable.

Table 12. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.755[a]	.570	.561	1.426

a. Predictors: (Constant), Social Media

b. Dependent Variable: Learning Practice

CONCLUSION

Social media has become a primary means of consumption and content production for Generation Z since the advent of digital media in their formative years. As a result, the practical learning in the classroom of studying and practicing multimedia journalism should also be transformed in alignment with the evolution of media controlled by Gen Z. The use of social media platforms such as Instagram and TikTok represents a form of learning in which students engage in the practice of multimedia journalism. The findings of this study indicate that students who have engaged in multimedia journalism learning have been influenced by the practice of making news using social media to the extent of 0.57 or 57%. This suggests that social media can be an effective learning tool, particularly when used in combination with traditional classroom learning practices.

An analysis of the media class created by students on Instagram and TikTok, namely @liriksinii and @pandulism, reveals that they are capable of designing and comprehending the processes involved in selecting news, conceptualizing ideas, and coordinating with one another to ensure the continuous

publication of news content on a daily basis. Each student consistently meets the requisite content targets and identifies news items with intrinsic news value. The editorial team, which assumes responsibility on a weekly basis, is capable of fulfilling its obligations. These include coordinating the content creation team, developing ideas, and editing content in both photographic and video formats for publication on Instagram and TikTok. Furthermore, during the author's observations of the classroom, weekly evaluations were conducted, during which the editorial team was provided with constructive criticism and input. In addition, the editorial team provides input and suggestions for the subsequent editorial team, thereby facilitating a productive and efficient collaboration with the news content team. This ensures a timely response when the editorial team proposes new ideas or intends to create and broadcast content in the media class. On a weekly basis, the observational process allows for the identification of improvements in the processing of the media class, which appears to facilitate enhanced teamwork. In the process, the students not only developed proficiency in processing news media but also learned how to create high-quality, accurate news content.

The study also identified that 43% of the influence of social media in the learning practices of multimedia journalism students was subject to the influence of other factors. This can be identified by replicating other research on the factors influencing learning practices closely related to the use of social media by Generation Z students. This information can be utilized as a valuable resource in the preparation of lectures that incorporate practical learning activities within the classroom setting.

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