

PROMINENT FEATURES FOR GENERATION Z LEARNING BEHAVIOUR IN  
DIGITAL SOCIETY ENVIRONMENT

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*Specially dedicated to Babah, Encik and kak yong,*

Babah,

I love you so much,

I really miss you,

Al-Fatihah

BENA

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## ABSTRACT

Generation Z has never known the world without being connected, without being digital, without the mobile phone, without superfast internet. There are some myths stated that generation Z has a shorter attention span than a goldfish. An example of recently digital environment is Instagram, they have specialized to decreasing attention span of this generation. Each of young minds will progress from their brief 8 second frame of mind into 4 second filters. In other words, because of their increasing use of digital media, generation Z will soon process or filter out content within 4 second window, since time is so valuable to them. However, because of their characteristics, they will appear some problem for them during their university life. The classroom challenge is that students are digital and many teachers are analogue. Old school teachers are not prepared to teach the “future content” that Gen Z love. Future content includes software, hardware, digital, technological and social media. The gap between what schools are teaching and the needed skill of the future is widening. Hence, this study is carried out to know the learning behaviour of generation z which can be related to digital society environment. Besides reading the previous researchers work, research method was also used in this study. Data for this research is collected using questionnaire. The result of this research shows a positive impact from generation z. The prominent learning behaviour generation z is determine using frequency based selection method. The analysis of prominent learning behaviour generation z with digital society environment is shown by a mapping of prominent learning behaviour generation z in digital society environment and discussion relates features learning behaviour is also being discussed.

## ABSTRAK

Generasi Z tidak pernah mengenali dunia tanpa digital, tanpa telefon mudah alih, tanpa kelajuan internet yang tinggi. Terdapat beberapa mitos menyatakan bahawa generasi Z mempunyai tahap tumpuan yang lebih pendek daripada ikan emas. Contoh persekitaran digital yang baru ialah Instagram, ia direkakan khusus untuk mengurangkan tahap tumpuan generasi ini. Oleh kerana penggunaan media digital yang semakin meningkat, tidak lama lagi generasi z boleh memproses atau menapis setiap informasi dengan lebih cepat. Hal ini kerana, bagi mereka masa adalah sangat berharga. Masa itu emas bagi mereka. Walau bagaimanapun, beberapa masalah akan muncul apabila mereka berada di dalam suasana kehidupan universiti. Cabaran yang utama adalah diantara tenaga pengajar dan pelajar. Hal ini kerana, ciri-ciri pelajar generasi z adalah digital manakala tenaga pengajar adalah analog. Tenaga pengajar masih belum bersedia untuk mengajar kandungan pembelajaran yang diminati generasi z. Kandungan pembelajaran mereka termasuk perisian, perkakasan, digital, teknologi dan media social. Jurang di antara pembelajaran di sekolah dan kehendak kemahiran masa hadapan semakin melebar. Oleh itu, kajian ini dijalankan untuk mengetahui tingkah laku pembelajaran generasi z yang boleh dikaitkan dengan persekitaran masyarakat digital. Selain membaca penyelidikan sebelumnya, kaedah penyelidikan juga telah digunakan dalam kajian ini. Data untuk kajian ini dikumpulkan dengan menggunakan borang soal selidik. Hasil kajian ini menunjukkan kesan positif dari generasi z. Tingkah laku yang penting dalam pembelajaran generasi z adalah ditentukan menggunakan kaedah berasaskan pemilihan kekerapan. Analisis tingkah laku yang penting dalam pembelajaran generasi z dengan persekitaran masyarakat digital dipaparkan menggunakan pemetaan tingkah laku yang penting dalam pembelajaran generasi z dalam persekitaran masyarakat digital dan perbincangan berkaitan ciri-ciri tingkah laku pembelajaran turut dibincangkan.

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**LIST OF ABBREVIATIONS**

GEN Z

Generation Z

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Introduction

Per-generation terminology by birth year, there have four generations such as baby boomers, generation x, generation y and lastly generation z. The purpose of this study is to highlight about generation z. As we know, each generation is characterised by different experiences that shape their perspective and behaviour. Generation z is known as digital natives, it is because they are born into the world when the technology began to grow.

Their behaviour is different from other generations such as they are more dependency using digital technologies like the internet and social media networking. That is the difference between them; previous generations are not too dependent upon technologies because at that time a technology does not start to control the world. Nowadays, we can see each of them will always bring electronic gadget everywhere and sometimes one person can have various electronic gadgets such as a smartphone, iPad and others. They spend all their time with online, surfing and others. They also can be called as tech savvy, globally connected, creative person. According to Roberts (2016), Generation Z has never known a world without being connected, without being digital, without the mobile phone, without superfast internet. There are some myths stated that generation Z has a shorter attention span than a goldfish. As stated by Patel (2016) these characteristics is an evidence for a trend in learning disability for this generation, when it is simply how their brains are adapting to their digital environment.

An example of recently digital environment is Instagram, they have specialised to decreasing attention span of this generation. Each of young minds will progress from their brief 8-second frame of mind into 4-second filters. In other words, because of their increasing use of digital media, generation Z will soon process or filter out content within 4-second window, since time is so valuable to them.

However, because of their characteristics, they will appear some problem for them during their university life. According to Renfro (2012), there will occur some challenge for generation z in class. The classroom challenge is that students are digital and many teachers are analogue. Old school teachers are not prepared to teach the “future content” that Gen Z love. Future content includes software, hardware, digital, technological and social media. The gap between what schools are teaching and the needed skill of the future is widening.

## **1.2 Problem Background**

Generation z is born between mids 1990 until 2010. At this moment, they will start their college and university life. As we know, generation z learning behaviour that can be identified are interactive devices as classroom learning tools, more homeschooling, visual learning and depend on the internet to find information and knowledge. Brains of Generation Z are structurally different than those of earlier generation (Rothman (2014)). Generation Z born during the emergence and development of the gadgets and the internet.

This will affect to the university system because in university their learning process use is traditional learning. As stated by Renfro (2012), Gen Z are described as too dependent on technology. Other generations must deal with Gen Z, change or lack of interpersonal skills that are driven by advancing technologies. Gen Z are always connected in a near seamless cloud-based world of friends, data and entertainment. Gen Z always believe their peers and friends. They tend to access more information and they can share with peers across the globe who have the same interests with them.



According to Renfro (2012) 43 percent of Gen Z prefer the digital learning and find it easiest to learn from the internet. Gen Z can be able to work, learn and study wherever and whenever they want. They like to have random access to information and love to explore using their own routes. However, they like seeking for information but they are completely taken for granted the amount of data that they have access to. So, they must be taught to discover, arrange and manage information by themselves. By doing this, it can help their study and time management for them during their student life. Basically, to solve their problem, a study of learning behaviour generation z is needed. In this analysis, the researcher can know how generation z learning, how they can store all their information and knowledge regarding their subject in class, so that, when they need the information they can retrieve it easily.

Hence, this study will be carried out to analyse the prominent learning behaviour for generation z in the digital society.

### **1.3 Problem Statement**

Currently, learning methods used in the university are traditional face to face learning. As we know, began in 2013, generation z began to enter the university but there is some infrastructure in the university that is inconsistent with their behaviour. They are more tendencies to use the technology. It shows that method of face to face incompatible with their behaviour because Generation Z has a shorter attention span. They like to seek information but take for granted the amount of data that they have access. In this case, we need to help them to organise their information and data so that they can retrieve it back easily when it needed and they also can share to those needed. So, there is a need to study their behaviour and mapped it into digital society to help them suit with university style. Analyse the prominent learning behaviour for generation z in digital society environment can help this study so that researcher can know how generation z learning and whether they can cope with digital society or not.

## **1.4 Research Questions**

The research questions are as follows:

- i. How generation z learning
- ii. Is the learning behaviour of generation z is the suit in digital society environment

## **1.5 Aim**

The project aim is to analyse the prominent learning behaviour for generation z in digital society environment.

## **1.6 Objectives**

The objectives of this research are as follows:

- i. To study and extract the learning behaviour of generation z
- ii. To determine prominent features with frequency based selection
- iii. To analyse and mapping the prominent features between learning behaviour and digital society environment

## **1.7 Scope**

The scopes of this project are as follows:

- i. Focus on generation z learning behaviour
- ii. Generation z from age 18 to 21 years old
- iii. Focusing on learning in digital society environment

## **1.8 Significance of Study**

All study should have the reason so that the study will give benefits to others. This significance can be categories for research. Therefore, the significant of study are:

- i. For research: summary of learning behaviour generation z. By contemplating the learning behaviour of generation z, researcher can see that how generation z as a learner.
- ii. For research: study the learning in digital society environment. Researcher can see the mapping of learning in digital society with learning behaviour of them.
- iii. For research: presenting the prominent learning behaviour for generation Z and its advantages for them. Researcher can see the importance of learning behaviour in digital society environment for them.

## **1.9 Thesis Organization**

The thesis is organised in six chapters. Chapters 1 are an introduction to this study. In addition, this chapter describes the objectives, aims and research significance in learning behaviour for generation z to suit with digital society environment.

Chapter 2 is the literature review. This chapter will briefly describe generation z, how their learning behaviour differ from previous generations.

In this chapter, will give a deeper understanding of the concept digital society environment and previously done works in the field of digital society environment that focus on learning.

The methodology is discussed in Chapter 3. There will be three phases of this research. Each phase will be explained in this chapter. Chapter 4 will discuss a summary of learning behaviour and learning in digital society environment. In chapter 5 will discuss finding of the research from questionnaire feedback. Finally, Chapter 6 is the conclusion of this study. In this chapter, will explain the future work and suggestions for improving this research study in the future.

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