The Literacy and Technological Digitalization Improvement Of Z-Generation

Yustinah[1], Anjar Setiawan[2]

Universitas Muhammadiyah Semarang, Indonesia

*Email: yustinah@unimus.ac.id[1], anjar17@unimus.ac.id[2]

ARTICLE INFO	ABSTRACT
Keywords: *Z-generation literacy, Technology digitalization, Higher education improvement*	*The literacy and technology digitalization improvement for Z-generation is carried out as a realization of digital development in all sectors, including higher education. The improvement of literacy and the digitalization of technology for Z-generation were examined through stages that include (1) introduction; (2) objectives; (3) implementation; (4) steps; (5) materials; (6) references; and (7) assessment and final evaluation. The research subjects consisted of 465 students currently taking the Indonesian Language course, with details as follows: 45 Public Health A students; 46 Public Health B students; 42 Public Health C students; 34 Public Health D students; 42 D3 Nursing students; 86 Nutrition A students; 86 Nutrition B students; and 84 Medical students. Research method—data collection using Google Forms. The results of this study indicate that the improvement of literacy and technology digitalization is balanced between planning at 61.23%, implementation at 52.81%, and evaluation at 54.2%. This shows a balance between the improvement of literacy and the technology digitalization of Z-generation. Balance occurs between knowledge and skills and between theory and practice in the enhancement of literacy and the digitalization of Z-generation technology.*

INTRODUCTION

The digitization of technology and the presence of Artificial Intelligence (AI) in society and specifically in education bring about different conditions related to the social order and the realm of interaction. The condition of interactions between communities, which previously faced spatial and temporal barriers, has now become very easy with the advent of digitalization [1]. The term "the world in the palm of your hand" is now commonplace and has been proven. Information spreads very easily and quickly in the virtual space, globalization is becoming more real and unstoppable [2].

The digitalization of technology is the process of converting information, data, or systems from analog or manual formats to digital formats. This process involves the use of technology to enhance the efficiency, productivity, and accessibility of information [3]. Digitalization enables the use of digital devices, such as computers and smartphones, to store, manage, and share data more quickly and securely [4], [5].

Several important aspects of technology digitalization include:

1) Data Transformation: converting data from physical forms (such as paper documents) into digital formats (such as PDF or spreadsheet) [6].
2) Process Automation: using software to automate manual tasks, which can reduce errors and save time.
3) Access and Collaboration: enabling easier and faster access to information and collaboration between individuals and teams through digital platforms [7].
4) Service Improvement: digitization often enhances user and customer experiences by providing more responsive and personalized services [8].
5) Innovation: encouraging the development of new products and services that leverage digital technology [9].

Thus, the digitization of technology is not only related to data conversion but also encompasses the transformation of how organizations and individuals operate and interact in an increasingly digital world.

Z-Generation

Z-generation, often abbreviated as Gen Z, refers to the demographic group born between the mid to late 1990s and the early 2010s. Although the year range may vary slightly depending on the source, generally, this generation follows the Millennial generation (Generation Y) and precedes Generation Alpha [10]. Here are some characteristics and definitions related to Z-generation:

1) Technology Usage: Gen Z grew up in the digital era and are very familiar with technology, the internet, and social media. They have been active users of digital platforms from a young age [11].
2) Education and Career: This generation tends to focus more on education and career development [12]. They desire better access to education and relevant job opportunities.
3) Social Awareness: Gen Z is known for having a high level of social awareness, including concern for issues such as climate change, social justice, and human rights [13]. They are more likely to support brands and companies that align with their values.
4) Diversity: Z-generation is one of the most racially and ethnically diverse generations, and they are more open to differences in identity, such as gender and sexual orientation [14].
5) Communication: They prefer to communicate through digital platforms and messaging apps rather than traditional methods like phone calls. Visual content, such as videos and images, has also become a common way of communication [15].
6) Independence and Entrepreneurship: Gen Z tends to have a high entrepreneurial spirit and strives to create their own opportunities, often by leveraging digital technology.

Z-generation plays a crucial role in fostering current cultural, social, and economic trends, and will continue to influence the future of society and the global market [16].

METHOD

This descriptive statistics research analyzed and described the data to illustrate the research results and address the problem formulation regarding each variable in the study. The applied method describes the actual research. This method simplifies calculations with diagrams and tables.

The subjects in this study are 465 students currently taking the Indonesian Language course. Initially, the research subjects filled out the instruments based on their real-life situations and facts. Data collection is carried out according to the source, method, and condition of the subject. Data is collected variably. The available data is adjusted according to the research needs. The condition of the subjects is adjusted according to the researchers' needs. Researchers set criteria for research subjects based on classroom conditions (Ariyati et al., 2020). This table explains the research subjects.

Table 1 Research Subject

No	Groups	Students' Numbers	Research Samples
1	A Class (The Undergraduate of Nutrition Study Program)	89	86
2	B Class (The Undergraduate of Nutrition Study Program)	89	85
3	A Class (The Undergraduate of Public Health)	54	45
4	B Class (The Undergraduate of Public Health)	54	46
5	C Class (The Undergraduate of Public Health)	54	43
6	D Class (The Undergraduate of Public Health)	39	34
7	Class of (D3 Nursing Study Program)	59	42
8	Medicine Class	148	84
	Total	586	465

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The instruments in this study were divided into two sections. The first set of instruments encompassed planning, implementation, and evaluation. Second, the instruments took the form of interviews, where students provided their comments on the improvement of literacy. The explanation of each instrument is presented below.

The first instrument consisted of several aspects, including (1) introduction aspect; (2) objective aspect; (3) implementation aspect; (4) steps aspect; (5) material aspect; (6) reference aspect; (7) assessment and final evaluation aspect. The second instrument of this research consisted of interviews with students in the form of written suggestions and online dialogues with the researcher. The second instrument was intended to complement the data from the first instrument.

Here are the eight steps taken in the research.
1) The process of selecting research subjects took place during the lecture sessions.
2) The development of instruments based on specific criteria aimed to improve student literacy.
3) The student questionnaire was filled out using Google Forms.
4) Data processing from questionnaires/instruments used the percentage of each answer.
5) The results of the questionnaire/instrument processing were interpreted in the conclusion.
6) The conclusion of the data processing results was interpreted.
7) The interpretation is carried out by confirming the research results with the research subjects.
8) A comprehensive interpretation, encompassing the proportion of truth and error in the research, was incorporated into the research results.

RESULTS AND DISCUSSION

The improvement of literacy and technology digitalization for Z-generation was being implemented in programs currently taking the Indonesian Language course, covering the Nutrition study program, Public Health study program, Nursing study program, and medical study program through the completion of instruments accompanied by interviews to obtain maximum data. The researchers improved the digitalization of literacy and technology for Z-generation [17]. In the context of improving literacy and technology digitalization for Z-generation, collecting information from instrument completion, image capture, and interviews were crucial. The digitalization of literacy and technology led to an agreement between students and lecturers during the learning process.

In the study programs of Nutrition, Public Health, Nursing, and Medicine at Muhammadiyah University Semarang, research was done on the topic "Improving Literacy and Digitalization of Technology for Z-generation." The results are broken down into seven sections: (1) introduction; (2) objectives; (3) implementation; (4) steps; (5) materials; (6) references; and (7) assessment and final evaluation. The explanation of the seventh aspect is provided below.

Introduction Aspect

The introductory aspect contains an introduction that presents information related to the improvement of literacy and digitalization of Z-generation technology, making it mandatory for all students to enhance their literacy and digitalization of Z-generation technology based on the following provisions.

Table 2 the Introductory Aspect
Improving the Literacy and Technology Digitalization of Z-Generation

Questions	Requirements/Question Indicators	Most alternative answers	Percentages Takers 465	Analyses
1	The improvement of literacy and technology digitalization of Z-generation made the students improving their literacy based on these requirements:	(B) as the supportive materials of all necessities and agreements	341 respondents 73,3%	The improvement of literacy and technology digitalization of Z-generation
2	The improvement of literacy and technology digitization of Z-generation lecturers of Indonesian course along with the students discussed the course	(a) The material discussion was based on the trending topics during the course.	331 respondents 71%	was based on the requirements.

	topics with certain activities.			
Percentages			72,15 %	

The Objective Aspect

This aspect contains the themes and objectives related to the literacy and technology digitalization improvement of the Z-generation in a periodic manner based on the themes and objectives as shown in the table.

Table 3 The Objective Aspect
The improvement of literacy and technology digitalization of Z-generation

Questions	Requirements/Question Indicators	Most alternative answers	Percentages Takers 465	Analyses
3	The improvement of literacy and technology digitalization of Z-generation lasted periodically with the following themes.	(a) The students of nutrition study program used nutritonal reference; the studnets of public health used the public health reference; the students of nursing care used the nursing care reference; and the students of medicine used the medicine or other relevant references.	247 responden ts 53,1 %	The improvement of literacy and technology digitalization of Z-generation lasted periodically with specific themes based on the study programs.
4	The improvement of literacy and technology digitalization of Z-generation lasted based on these objectives.	(b) Improving the students' academic skills	219 responden ts 47,3 %	
Percentages			50,2 %	

The Implementation Aspect

This aspect consisted of lesson plan, lesson implementation, and association between the related courses and the improvement of literacy and technology digitalization of Z-generation.

Table 4. The Implementation Aspect
The Improvement of Literacy and Technology Digitalization of Z-Generation

Questions	Statements/Indicators Questions	Most alternative answers	Percentag Takers 46	Analyses
5.	The improvement of literacy and technology digitalization of Z-generation lasted conditionally	(a) The course lasted based on the lesson plan or semester plan (RPS) and the Outcome-based Education	264 respond ents 56,6%	The improvement of literacy and technology digitalization of Z-generation of

	with some considerations.		curriculum (OBE).	the students in nutrition study program, public health, nursing care, and medicine used the OBE-based Semester Plan with E-book, PPT, e-learning, and other literacy assistances and balanced theory and practice for all related study programs.
6	The improvement of literacy and technology digitalization of Z-generation by the Indonesian language lecturers for all study programs used the following steps.	(a)	Facilitated learning with E-book, PPT, e-learning, and other literacy with balanced theory and practice.	408 respondents 87,7%
7.	The improvement of literacy and technology digitalization of Z-generation received some support from other courses. They were:	(a)	Related to the study program	327 respondents 70,3%
	Percentages			71,53 %

The Aspect of Steps

This aspect received some support from personal capability, life skill, togetherness between lecturer-student, and the relevance between the principles and vision-mission of the study program.

Table 5 the Aspect of Steps
The Improvement of Literacy and Technology Digitalization of Z-Generation

Questions	Requirements/Question Indicators	Most alternative answers	Percentages Takers 465	Analyses
8	The improvement of literacy and technology digitalization of Z-generation lasted with specific steps.	(a) The personality skills of the students were based on the study program development.	224 respondents 48 %	The improvement of literacy and technology digitalization of Z-generation lasted based on the personality steps and the development of the study program by formulating the problem-based skills and

9	The improvement of literacy and technology digitalization of Z-generation lasted if the stuents had the basic skills.	(a) Formulating the problems responsibly	199 respondents 42,6 %	togetherness between lecturers and students as the pricniples of vision and mission stated.
10	The improvement of literacy and technology digitalization of Z-generation lasted based on the consequences.	(b) The togetherness between students and lecturers based on the principles and vision-mission of the study program.	186 respondents 39,8 %	
	Percentages		43,5%	

The Material Aspect

This aspect consisted of the designed materials by referring on the standard texts with certain characteristics of the study program. The researchers described the collected data from this aspect.

Table 6 the Material Aspect
The Improvement of Literacy and Technology Digitalization of Z-Generation

Questions	Requirements/Question Indicators	Most alternative answers	Percentages Takers 465	Analyses
11	The improvement of literacy and technology digitalization of Z-generation studied the materials with some requirements.	(a) The materials were based on the OBE curriculum principles about literacy and technology digitalization improvements.	259 respondents 55,5 %	The improvement of literacy and technology digitalization of Z-generation lasted based on OBE principles and balanced theory and skill.

12	The improvement of literacy and technology digitalization of Z-generation was based on the characterized standards.	(d) the text content taught balanced skills and knowledge.	185 respondents 39,8 %
	Percentages		47,65%

The Reference Aspect

This aspect showed the students learned the designed materials in the OBE curriculum based on the standard text with some characteristics of the study program. Here are the descriptions of the collected data of the reference aspect.

Table 7 the Reference Aspect
The Improvement of Literacy and Technology Digitalization of Z-Generation

Questions	Requirements/Question Indicators	Most alternative answers	Percentage Takers 465	Analyses
13	The improvement of literacy and technology digitalization of Z-generation lasted based on these conditions.	(a) Adjusted with the graduate necessities.	226 respondents 48,6 %	The improvement of literacy and technology digitalization of Z-generation used references based on the necessity and books published in recent two years.
14	The improvement of literacy and technology digitalization of Z-generation should include	(a) books and other supportive textbooks fo the last two years.	226 respondents 48,6 %	
	Percentages		48,6 %	

The Aspect of Assessment and Final Evaluation

This aspect included a designed matter in OBE curriculum within the educational and social domains on each study program of Universitas Muhammadiyah Semarang. The results of the collected data and the assessment aspects and evaluation could be described here.

Table 8 the Assessment Aspect and Final Evaluation
The Improvement of Literacy and Technology Digitalization of Z-Generation

Questions	Requirements/Question	Most alternative	Percentages Takers 465	Analyses

	Indicators		answers		
15	The assessment and the evaluation of literacy and technology digitalization improvement should involve	(b)	lecturers with the preference to improve literacy and technology digitalization.	231 respondents 49,7 %	The improvement of literacy and technology digitalization of Z-generation used the campus evaluation system and had to be based on the Outcome-based Education curriculum.
16	The assessment and evaluation of the literacy and digital technology improvement of the Z-genration.	(a)	The students had to apply the literacy skills within the educational and social domains.	273 respondents 58,7 %	
	Percentages			54,2 %	

From the interview instrument, here are the suggestions and recommendations of the students.

Table 9 the Students' Comments/Recommendations/Suggestions

Comments/Suggestions/Recommendations	Commentary Types
Conduct regular evaluations to ensure the effectiveness of implemented programs.	Positive
A suggestion: each course should utilize modern digital methods.	
Improving literacy and digital technology for Generation Z towards the Society 5.0 era is essential to optimize student learning.	
Great!	
With the enhancement of digital literacy and technology for Generation Z in the campus environment, it is hoped that students will effectively utilize these facilities.	
Stay motivated!	
This can benefit both educational and social spheres once they graduate.	
It's already good.	
I think it's sufficient. Thank you.	
Students are expected to improve their digital literacy and technology.	
It meets the criteria.	
Very good.	
Introducing technology and digitalization is important because students need to enhance their application skills, as future developments will require adaptation to advancing times.	
Good, it encourages critical thinking in students.	
Generation Z is diverse, global-minded, and influences cultural and societal attitudes. Notably, they adeptly use technology in various aspects of life, integrating it as naturally as breathing.	

Improving literacy and digitalization is also beneficial for gaining references not available in traditional books.	
Very good.	
Digital literacy provides individuals easy access to educational information flexibly via internet-connected devices.	
It can be upgraded to digital and technology-based learning; besides, it should encourage creativity so that learning processes are engaging.	
Indonesian language learning through digital methods is crucial due to the wealth of references available.	
Hopefully, digital learning can be well-developed and effectively utilized.	
Students can apply and complete coursework according to the current curriculum.	
The enhancement of digital literacy and technology for Generation Z towards Society 5.0 is supported by faculty, students, and the campus.	
The improvement of digital literacy and technology for Generation Z towards Society 5.0 should align with students' abilities and campus regulations to foster necessary development, especially for students themselves.	
Very good; I hope it helps and serves as a lesson for current students.	
Outstanding, thank you!	
Digital literacy is quite effective.	
Assessment and evaluation of the improvement of digital literacy and technology for Generation Z towards Society 5.0 should follow new applicable principles and target specific implementations for success.	
Digital technology must be used positively to influence learning systems. Additionally, it is essential to keep notes to preserve the importance of writing, not overshadowed by digital technology.	**Negative**
Hope for further improvement.	
Courses should use technology-based learning systems to help students evolve with the times.	
Digital literacy and technology enhancement for Generation Z towards Society 5.0 is crucial for increasing digital literacy among this generation through educational approaches, community strengthening, and policies supporting critical skills and wise digital technology use.	
Fairly good and easy to understand.	
Study harder and be punctual.	
It's important to balance online and offline life while engaging in the digital world.	
As we move towards Society 5.0, students are expected to maintain and enhance critical thinking and ethical skills to support their education.	
It would be better to balance digital literacy with non-digital literacy.	
For Generation Z, it's essential to delve deeper into technology and practices, not just theory.	
In essence, Generation Z in the Society 5.0 era is closely tied to technology. As times advance, perhaps in 5 to 10 years, everything will be technology-based. This research encourages students to be more enthusiastic about facing competition, especially in the job market.	
Students apply their literacy skills according to their fields of study, such as nutrition and public health.	
Ensure the integration of digital literacy into formal education curricula, including teaching skills like media literacy, critical analysis, and digital security.	
Hope the classes proceed smoothly.	
Students better understand the enhancement of digital literacy and technology for Generation Z towards Society 5.0.	
Indonesian language courses can include assistance for future thesis writing; I hope to see further advancements.	
Educators in the Society 5.0 era should possess digital skills and	

creative thinking.	
Students can apply the enhancement of digital literacy and technology for Generation Z in the campus environment.	
I believe that learning based on literacy and digitalization is crucial today to support up-to-date and relevant education.	
I personally think that lectures should involve the clear presentation of material by instructors to enhance understanding and comprehension.	
The improvement of digital literacy and technology for Generation Z towards Society 5.0 mandates that all students enhance their digital literacy.	
This enhancement is beneficial for students' futures, requiring greater collaboration and balance between faculty and students to boost literacy and technology skills.	
Ensure robust technology infrastructure, focus on data security, and encourage cross-sector collaboration to advance digitalization 5.0.	
I hope students can improve their reading literacy, as many still lack this skill, including students.	
It is indeed necessary to enhance literacy and digital technology, but basic abilities and early habits must be considered.	
Students can utilize or apply improved literacy and digital skills within education.	
Nothing to add.	
For this digital era, faculty and students should collaborate to improve and advance.	**Negative**
Minimize the role of learning material providers so that educators inspire student creativity.	
Hope for better outcomes in the future.	
Digital learning should be further enhanced.	
Students can deepen their understanding of digital literacy and technology enhancement for Generation Z towards Society 5.0.	
There is a need to improve literacy among Generation Z towards Society 5.0, as interest in reading has diminished due to the rise of technology.	
Ways to enhance literacy in this era should be provided.	
Sorry, nothing else, and thank you.	
May learning improve continually.	
Teaching methods and classroom interactions should be enhanced to make classes less boring and more engaging.	
Increase literacy efforts.	
I hope the suggestions can be better implemented so that students become familiar with the digitalization of Society 5.0.	
Education must be revolutionized and oriented towards modern learning, such as integrating technology into education and introducing digital literacy. Higher education institutions must prepare graduates to be competent and ready to enter the job market, as they face challenges in the Society 5.0 era.	
The enhancement of digital literacy and technology for Generation Z towards Society 5.0 should be further applied.	
Nothing to add.	
Nothing to add.	
Literacy needs to be improved for students.	

The interpretation of the seven aspects can be based on the research results and data analysis described in the tables.

DISCUSSION

Planning Student Literacy Standards

The standard plan for improving student literacy consists of: (1) improving student literacy in each mandatory course to apply and discuss according to the current topics in the lectures. This means that the improvement of student literacy at the Faculty of Economics, Universitas Muhammadiyah Semarang, continues as scheduled and follows the topics relevant to the students so they can keep up with developments and changes;

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(2) the improvement of student literacy at the Faculty of Public Health, and Medicine Faculty, Universitas Muhammadiyah Semarang, aims to improve students' academic abilities by reading, understanding, and analyzing references to increase their knowledge. The goal of self-development receives top priority, supported during lectures by keeping up with the changes that occur [15], [18]. In this planning, the trending topic with aligned objectives, the standard of student literacy skills, is an effective strength in the early stages of research.

Implementation of Student Literacy Improvement

The implementation of student literacy improvement consists of execution, steps, materials, and references. The four aspects are implemented, including (1) the implementation aspect. The course reports that 79.5% of students implement this aspect under the guidance of their lecturers. The improvement of literacy was carried out by implementing the independent campus program. Learning used PowerPoint materials with a balanced weight between theory and practice done based on the need for literacy to improve academic abilities. The implementation aspect was carried out maximally at over 75%, but it still required improvement so that the enhancement of students' literacy skills reached an optimal point.

1) Aspect of the steps

    This aspect reaches 45.1%, supported by the students' communication skills, the students' ability to formulate the ongoing issues, and the collaboration between lecturers and students in improving literacy. With the enhancement of students' literacy skills, the ability to formulate encompassing issues, and the commitment to improving literacy, the steps aspect could be fulfilled. By continuously improving literacy skills, students' abilities were increasingly marked by a rising percentage.

2) Material aspect

    This aspect, which accounts for 45.4%, focused on improving student literacy through a higher education curriculum that incorporated entrepreneurial and internship elements. The material was based on the independent campus concept and referred to standard texts for student self-development focused on management and accounting skills.

3) Reference aspect

    The improvement of students' literacy skills, based on graduate competency standards and the latest published books from the last two years, reached 57.1% in this aspect. The competency standards were based on the academic framework, taking into account the uniqueness of the study program. Thus, the reference aspect was increasingly developing and its percentage was rising.

Final Assessment and Evaluation of Student Literacy Improvement

The assessment and final evaluation revealed a 62.3% improvement in the students' literacy skills. This final assessment and evaluation were conducted by the supervising lecturers, taking into account the specified evaluation system. The success of the literacy improvement was determined by the students' ability to apply their academic skills in the academic realm and their social skills through participation in eight activities, as per the internship program. The final management assessment and evaluation were conducted based on the characteristics of the public health, nutrition, nursing, and medicine programs, and the final evaluation assessment is based on the characteristics of the programs. With an achievement of 62.3% in the final assessment and evaluation of student literacy improvement, it needed to be continuously enhanced to truly support the uniqueness of the study program. The assessment and evaluation of the final improvement in student literacy took into account the evaluation system, evaluation methods, evaluation basis, and evaluation timing.

The evaluation system for improving student literacy in the Faculty of Public Health, Nutrition, Nursing, and Medicine at Muhammadiyah University Semarang was conducted by the Indonesian Language instructors with attention to the evaluation system. One way to evaluate the improvement of student literacy in the faculties of Public Health, Nutrition, Nursing, and Medicine at Universitas Muhammadiyah Semarang was by recording students' assignments and activities during lectures. This recording provides valid data. The Faculty of Public Health, Nutrition, Nursing, and Medicine students' tasks and responsibilities during the designated semester served as the foundation for assessing their literacy progress.

The evaluation time for the improvement of literacy among students of the Faculty of Public Health, Nutrition, Nursing, and Medicine at Universitas Muhammadiyah Semarang was conducted after the completion of assignments to create harmony between values and the actual situation. In addition, anticipate students completing tasks with the help of other parties.

Discussion of Interview Data

From the student interview questionnaire, the responses were divided into three groups: the positive comment group, the objective comment group, and the negative comment group. The positive comment group believed that student literacy was very beneficial [19]. Improving literacy skills also contributed to enhancing knowledge [20]. As students improve their diverse literacy skills in line with the curriculum, their knowledge continued to grow [21]– [23].

The objective commentary group conveys that students are encouraged to raise awareness of the importance of literacy within the academic sphere; students are always eager to expand their knowledge for the future, and pupils consistently enhance their literacy skills wherever they are for their future development. Students also continually improve their literacy skills so they can be applied in the next stage [4], which can be implemented in academic and social situations.

The group of negative comments conveyed that the improvement in literacy is only done by interested students. Enhancing literacy skills only provides understanding as a preparation for graduation. Additionally, the improvement in literacy is applied to students using a relaxed method.

CONCLUSION

The improvement of literacy and digitalization of technology among students at the Faculty of Public Health, Nutrition, Nursing, and Medicine at Universitas Muhammadiyah Semarang began with the planning of literacy standards, the implementation of literacy enhancement, and the evaluation of literacy improvement. The stages carried out encompass seven aspects, including introduction, objectives, implementation, steps, learning materials, references, assessment, and final references. The first aspect involves enhancing student literacy according to their needs, using topics that have been agreed upon by both students and lecturers, known as targeted topics. The second aspect involves improving student literacy based on references, with the goal of enhancing students' academic abilities. The third aspect involves implementing a program to improve student literacy, which is based on an independent campus program. This program is designed to balance theory and practice related to the field of study, based on modules or targeted areas. The fourth aspect of the steps to improve student literacy is based on indicators of students' communication skills, the issues involved, and the camaraderie between lecturers and students. The fifth aspect of the student literacy enhancement material is based on the university curriculum, which includes characteristics of entrepreneurship education and internships. The sixth aspect, the reference for student literacy enhancement, is based on graduate need standards and uses the latest published books from the past two years. The seventh aspect of the final assessment and evaluation is conducted by the supervising lecturer, applying the social academic domain according to the internship program. These seven aspects are examined and supplemented to answer all the questions covered in the problem.

In these seven aspects, the issues are addressed as follows: (1) The planning of student literacy improvement based on supporting other programs at the Faculty of Public Health, Nutrition, Nursing, and Health at Universitas Muhammadiyah Semarang is addressed through the introduction and objectives aspects. (2) The implementation of student literacy and technology digitalization improvement at the Faculty of Public Health, Nursing, Nutrition, and Medicine at Universitas Muhammadiyah Semarang is addressed through the implementation, steps, materials, and references aspects. (3) The evaluation of literacy and technology digitalization improvement at Universitas Muhammadiyah Semarang is addressed through the assessment and final evaluation aspects.

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