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Social Media and the Transformation of Lifestyle Patterns among Generation Z: Evidence and Implications from Cibubur Raya, Indonesia

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ABSTRAK

Generasi Z (Gen Z), yang lahir sekitar tahun 1995 hingga 2010, adalah generasi pertama yang tumbuh sepenuhnya terintegrasi dalam ekosistem digital dan lingkungan media sosial. Di Indonesia, khususnya di daerah semi-urban seperti Cibubur Raya, penggunaan luas smartphone dan platform berbasis aplikasi telah secara mendalam membentuk kembali rutinitas harian, pola konsumsi, interaksi sosial, dan orientasi nilai di kalangan siswa Gen Z. Artikel ini mengkaji bagaimana penggunaan media sosial memengaruhi gaya hidup Gen Z di Cibubur Raya, dengan fokus pada mobilitas, perilaku konsumsi, praktik terkait kesehatan, dan kehidupan sosial-emosional. Dengan menggunakan pendekatan deskriptif-penjelas metode campuran, penelitian ini mengintegrasikan tinjauan naratif penelitian global dan Indonesia yang diterbitkan antara tahun 2020 dan 2025, sintesis konseptual teori generasi dan jaringan sosial, serta desain survei berbasis sekolah yang dilengkapi dengan wawasan kualitatif dari para guru. Instrumen pengukuran yang tervalidasi tentang penggunaan media sosial dan penggunaan bermasalah di kalangan remaja menjadi dasar kerangka survei. Temuan mengidentifikasi empat pola utama. Pertama, tingkat keterlibatan media sosial yang tinggi mendukung pembentukan identitas dan rasa memiliki di antara teman sebaya, tetapi juga berkontribusi pada kelelahan sosial dan penggunaan bermasalah bagi sebagian remaja. Kedua, budaya influencer secara signifikan membentuk konsumsi, mobilitas, dan perilaku keuangan, menghasilkan peluang dan risiko. Ketiga, penggunaan media sosial yang intensif dikaitkan dengan gangguan tidur, gaya hidup sedentari, kekhawatiran tentang citra tubuh, dan gejala kesehatan mental, meskipun dampaknya bervariasi tergantung konteks. Keempat, guru mengamati kesenjangan antara keterampilan digital siswa dan literasi kritis, kesadaran etika, dan ketahanan mereka. Studi ini menyimpulkan dengan merekomendasikan intervensi literasi digital, kesehatan, dan kesejahteraan yang terintegrasi.

Kata kunci: Generasi Z; media sosial; gaya hidup; budaya digital; Indonesia; Cibubur Raya; fintech; influencer

ABSTRACT

Generation Z (Gen Z), born between approximately 1995 and 2010, is the first generation to grow up fully embedded in digital ecosystems and social media environments. In Indonesia, particularly in semi-urban areas such as Cibubur Raya, the widespread use of smartphones and app-based platforms has profoundly reshaped daily routines, consumption patterns, social interactions, and value orientations among Gen Z students. This article examines how social media use influences Gen Z lifestyles in Cibubur Raya, focusing on mobility, consumption behaviour, health-related practices, and socio-emotional life. Using a mixed-methods explanatory–descriptive approach, the study integrates a narrative review of global and Indonesian research published between 2020 and 2025, a conceptual synthesis of generational and social network theories, and the design of a school-based survey complemented by qualitative insights from teachers. Validated measurement instruments on social media use and problematic use among adolescents inform the survey framework. The findings identify four key patterns. First, high levels of social media engagement support identity formation and peer belonging but also contribute to social fatigue and problematic use for some adolescents. Second, influencer cultures significantly shape consumption, mobility, and financial behaviours, generating both opportunities and risks. Third, intensive social media use is associated with sleep disruption, sedentary lifestyles, body image concerns, and mental health symptoms, though impacts vary by context. Fourth, teachers observe a gap between students' digital skills and their critical literacy, ethical awareness, and resilience. The study concludes by recommending integrated digital literacy, health, and well-being interventions.

Keywords: Generation Z; social media; lifestyle; digital culture; Indonesia; Cibubur Raya; fintech; influencers

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INTRODUCTION

Contemporary social life is increasingly saturated by digital technologies and networked platforms. For Generation Z (Gen Z)—those born roughly between the mid-1990s and late 2000s—smartphones and social media are not innovations but default infrastructures of everyday life (Katz et al., 2021). This cohort is the first to be fully socialized in an environment where communication, entertainment, learning, and consumption are seamlessly mediated by digital platforms such as Instagram, TikTok, YouTube, and messaging applications.

Gen Z members are accustomed to receiving information at high speed and in highly visual formats. The ease of information exchange, coupled with the constant availability of online interaction, has reshaped their habits, expectations, and social norms (Jeresano & Carretero, 2022; Szymkowiak et al., 2021). Their appetite for innovation, experimentation, and digitalization not only accelerates technological obsolescence but also continuously creates and amplifies new lifestyle trends. Smartphones, in particular, have evolved from mere gadgets or lifestyle symbols into multi-functional devices that integrate communication, entertainment, payment systems, health monitoring, navigation, and social networking (Katz et al., 2021; Szymkowiak et al., 2021).

This transformation is especially pronounced in rapidly urbanizing regions such as Cibubur Raya, on the outskirts of Jakarta. Here, app-based ride-hailing (e.g., Go-Jek, Grab, Maxim), food delivery services, e-commerce, and digital financial technologies (fintech) have reconfigured how young people move, eat, learn, and socialize (Lattu & Maulana, 2023). Public transport and face-to-face social gatherings are increasingly substituted or complemented by digital interactions and on-demand services. The COVID-19 pandemic further accelerated these shifts by normalizing remote schooling, online meetings, and virtual socialization (Mansor et al., 2021; Yusuf & Hadita, 2022).

International research shows that the time spent on social networking sites rose sharply during the pandemic, with average daily usage surging by tens of minutes to more than two hours per day in many contexts (Khan et al., 2022). Among adolescents and young adults, high levels of social media use are associated not only with increased social connectedness and access to information, but also with problematic use, sleep disruption, decreased physical activity, and mental health concerns (Boer et al., 2021; Cohen et al., 2024; Šablatúrová et al., 2022). For Indonesian Gen Z, emerging evidence links digital lifestyle and social network intensity to well-being, risk behaviours, and financial decision-making (Ginanjar, 2025; Ilahana, 2024; Sumasto et al., 2025).

Against this backdrop, this article addresses the following core question: How does social media use influence the lifestyle patterns and daily practices of Generation Z in Cibubur Raya? Specifically, the study focuses on senior high school students as a critical subgroup within Gen Z, given their formative stage in identity development, educational trajectories, and lifestyle consolidation.

The aims of this article are threefold. First, to synthesize recent empirical evidence (2020–2025) on the relationship between social media and Gen Z lifestyle patterns at global and Indonesian levels. Second, to contextualize these patterns within the lived realities of Gen Z students and teachers in Cibubur Raya. Third, to outline an empirically grounded survey design that can be implemented in subsequent research phases while already drawing conceptual and practical implications for education and policy.

Generational Cohorts and the Emergence of Generation Z

Sociological generational theory has increasingly adopted a 15-year cohort framing, rather than purely biological definitions, to delineate generational groups shaped by shared socio-historical experiences (Azzahra & Santoso, 2023; Christiani & Ikasari, 2020). Within this framework, contemporary cohorts are commonly described as Builders (pre-1946), Baby Boomers (1946–1964), Generation X (1965–1979), Generation Y or Millennials (1980–1994), Generation Z (1995–2009), and Generation Alpha (2010–2024) (Katz et al., 2021). Baby Boomers came of age amid post-war economic expansion and social movements for civil rights and gender equality, developing strong commitments to institutional building and social justice (Hakim & Sukendro, 2022). Generation X, socialized in an era of neoliberal reforms and emerging digital technologies, is often characterized by scepticism toward authority, entrepreneurial tendencies, and relatively strong asset accumulation prior to recent crises (Khairani et al., 2022). Millennials entered adulthood amid globalization, the 11 September 2001 attacks, and the 2008 financial crisis; rising housing prices and stagnant wage growth shaped their life trajectories and delayed transitions to home ownership and stable employment (Akhmad, 2022).

Generation Z, by contrast, has been formed in the context of ubiquitous smartphones, social media saturation, and, more recently, the COVID-19 pandemic. They are generally described as pragmatic yet value-driven, highly attuned to issues of identity, inclusion, and social impact, and deeply engaged in continuous learning to remain competitive in a volatile labour market (Azzahra & Santoso, 2023). Studies in Indonesia suggest that Gen Z is simultaneously more digitally adept and more vulnerable to identity confusion, social comparison, and anxiety in the face of online pressures and uncertainty (Mahmud, 2024; Permatasari & Marsa, 2022). Generation Alpha, now entering school age, represents the first cohort born entirely in the 21st century. Their formative context includes tablet-based media from early childhood, algorithmically curated content, and intensified global crises (Saman & Hidayati, 2023). Understanding Gen Z is therefore crucial not only for current policy and educational design, but also as a precursor to anticipating the challenges facing Generation Alpha.

Gen Z, Smartphones, and Digital Culture

Children are not born dependent on technology; rather, they grow alongside it. However, early and often uncritical exposure—such as using smartphones or tablets to pacify infants—can normalize digital devices as primary coping tools and sources of stimulation (Antu et al., 2024). Indonesian studies have

documented cases where videos and online content are routinely used to manage children's distress or behaviour, potentially shaping long-term self-regulation patterns (Alawiyah et al., 2022). By adolescence, many members of Gen Z have largely migrated their social lives into digital spaces. They share images and videos, engage in group chats, follow influencers, and participate in viral challenges as routine activities (Ilahana, 2024; Jeresano & Carretero, 2022). For many, the online world is perceived not merely as an extension of offline life but as the central arena for affirmation, encouragement, friendship, and information. The perception that "there is no option to unplug" can contribute to hyper-connectivity and social fatigue (Nurhayati et al., 2024; Szymkowiak et al., 2021).

Media scholars warn that mass and social media can colonize culture by turning lived experiences into entertainment, spectacle, and hyperreality (Mahmud, 2024). Social media platforms function as repositories of identity resources, shaping how individuals see themselves and the world, and supplying templates for desirable lifestyles, body ideals, and success narratives (Boer et al., 2021; Jeresano & Carretero, 2022; Mahmud, 2024). In particular, influencers have emerged as powerful new opinion leaders whose curated personas and content strongly influence young audiences' aspirations, consumption choices, and self-concepts (Aulia et al., 2024; Sono et al., 2024). If influencers and platform ecologies are oriented primarily toward commercial gain, without regard for the developmental needs of adolescents, the risks include normalization of risky financial behaviours (e.g., online gambling, uncontrolled buy-now-pay-later use), substance use (e.g., vaping), and unrealistic appearance standards (Ramadhan & Viana, 2023; Srivastava et al., 2024). Conversely, values-driven influencers and educational content creators can support prosocial engagement, civic participation, and healthy behaviours.

Social Media, Problematic Use, and Lifestyle

A growing body of research has focused on problematic social media use, sometimes framed as "social media addiction". Validated measurement tools, such as the Social Media Disorder (SMD) Scale and the Social Media Addiction Scale for Adolescents, have demonstrated solid psychometric properties and strong associations between problematic use and mental health, school performance, and sleep problems (Boer et al., 2021; Šablatúrová et al., 2022; Dewi et al., 2020). Indonesian adaptations of these scales—including the Indonesian SMD and smartphone addiction scales—provide culturally relevant instruments to assess risk levels among adolescents and young adults (Nurmala et al., 2022; Dewi et al., 2020).

At the lifestyle level, studies with adolescents and young adults consistently report that heavy social media use is associated with: a) higher levels of sedentary behaviour and reduced physical activity; b) less healthy dietary patterns, often linked to online food delivery and fast-food promotion; c) shorter sleep duration and poorer sleep quality; and d) higher prevalence of depressive symptoms, anxiety, and body-image concerns.

A mixed-method study among young adults in Southern California (18–34 years) found that social media screen time was significantly correlated with depression scores, and that respondents experienced social media as a "double-edged sword"—simultaneously fostering connection and information sharing while undermining mental health through comparison and unrealistic standards (Cohen et al., 2024). Likewise, adolescent studies in Europe found that those classified as problematic social media users reported substantially higher risks of emotional, conduct, and sleep problems than normative users (Boer et al., 2021; Šablatúrová et al., 2022).

In Southeast Asia and Indonesia, emerging research highlights how "digital lifestyle" and social network intensity shape Gen Z's risk exposure and psychological well-being. Evidence from urban centres indicates that digital lifestyle variables and social network engagement are associated with financial behaviours, perceived stress, and well-being indicators among Gen Z (Kusnandar et al., 2022; Sumasto et al., 2025).

Influencers, Consumer Culture, and Gen Z Lifestyle

Social media influencers differ from traditional celebrities in that their influence is built primarily through digital channels such as blogs, vlogs, and social networks, often within specific niches (e.g., fashion, gaming, beauty, fitness, food) (Permatasari & Marsa, 2022; Sono et al., 2024). Rather than relying on mass media exposure, influencers cultivate trust through perceived authenticity, relatability, and continuous interaction with followers. For Gen Z, influencers often function as informal role models and peer-like authorities. Their recommendations shape preferences in clothing, cosmetics, travel destinations, food choices, gadgets, and even political and social issues (Aulia et al., 2024; Sono et al., 2024). Influencer marketing campaigns capitalize on this relational capital to drive purchasing decisions and brand loyalty. In Indonesia, studies have documented strong effects of influencer credibility, content relevance, and social engagement on Gen Z consumers' purchase intentions, particularly in fashion and lifestyle sectors (Sono et al., 2024; Permatasari & Marsa, 2022). This dynamic extends beyond consumption of goods to services and behaviours. Influencers may promote ride-hailing and scooter-sharing services, app-based food delivery, diet trends, extreme workouts, or speculative financial products (including cryptocurrencies and high-risk trading apps). Where such promotions ignore ethical responsibilities, Gen Z followers may be exposed to financial harm, body-image distress, or harmful health practices (Ramadhan & Viana, 2023; Srivastava et al., 2024).

RESEARCH CONTEXT AND METHOD

Cibubur Raya is a rapidly developing suburban corridor located along major arterial roads connecting Jakarta with surrounding municipalities. The area has experienced rapid growth in residential complexes, commercial centres, and educational institutions, including senior high schools that serve a diverse population of middle-class and aspiring middle-class families. For Gen Z students in Cibubur

Raya, daily life is heavily mediated by smartphones. App-based ride-hailing services (Go-Jek, Grab, Maxim, etc.) are often preferred over conventional public transportation, which is perceived as inconvenient and time-consuming (Lattu & Maulana, 2023). Online food delivery services have become routine for accessing fast food, coffee, and snacks, especially during and after school hours. Fintech applications, including e-wallets and pay-later services, have introduced new financial possibilities but also new forms of debt and impulsive consumption (Srivastava et al., 2024). Teachers in local schools report that students are highly technologically literate but exhibit varying levels of critical digital literacy, ethical reasoning, and self-control. They also observe a decline in participation in outdoor activities and school-based organizations (e.g., scouting, nature clubs, sports), which are increasingly displaced by online gaming, video streaming, and social media engagement (Nurhayati et al., 2024). These observations underscore the need to understand, in a nuanced way, how social media is shaping Gen Z lifestyle patterns in this specific locale.

This article employs a mixed-methods, explanatory-descriptive design. The present manuscript primarily reports on two components: a) Narrative literature review (2020–2025): Recent empirical and conceptual works on Gen Z, social media use, and lifestyle outcomes were systematically searched and synthesized, with emphasis on Southeast Asian and Indonesian contexts where available. b) Contextual and conceptual analysis: The literature was interpreted in light of the specific context of Gen Z students and teachers in Cibubur Raya, informed by existing school documentation and prior qualitative insights from teacher interviews.

In addition, the study develops a survey instrument and design for a planned quantitative phase involving approximately 100 Gen Z respondents (senior high school level) in Cibubur Raya. While the present article does not report primary quantitative findings from that survey (to avoid reliance on synthetic data), it details the conceptual structure, measurement domains, and analytical strategy. These elements are described because they are critical to positioning the paper within an empirical methodological tradition and preparing it for future data collection.

The target population consists of Gen Z students enrolled in senior high schools (or equivalent) in the Cibubur Raya area. The planned sample size is 100 respondents, reflecting a pragmatic balance between feasibility and the need for sufficient variability for basic descriptive analyses. A non-probability (purposive–convenience) sampling strategy is foreseen, focusing on one or two schools that consent to participate and that represent typical urban middle-class student populations. For the qualitative component, the original design envisaged interviews with classroom teachers and school counsellors to capture their perceptions of Gen Z lifestyle changes associated with social media. These qualitative insights inform the interpretation of the literature and the design of questionnaire items, but are not presented as a separate formal dataset in this article.

The planned data collection mode is an online questionnaire administered via Google Forms over a one-month period (November–December 2024), coordinated through participating schools. Participation will be voluntary and preceded by informed consent procedures appropriate for minors (parental/guardian consent and student assent). Given the conceptual and design focus of the present article, the statistical analysis plan is briefly outlined but not executed. Planned analyses include: a) Descriptive statistics for all key variables (means, standard deviations, frequencies); b) Reliability analysis (Cronbach's alpha) for multi-item subscales (e.g., problematic social media use, lifestyle indices); c) Correlation analysis between social media use intensity, problematic use, and lifestyle outcomes (physical activity, sleep, dietary practices, self-reported well-being); d) Group comparisons (e.g., by gender or usage intensity categories) using t-tests or ANOVA, as appropriate.

The qualitative insights from teachers and school staff—obtained through semi-structured interviews in the broader research project—will be analysed thematically and used to triangulate and interpret survey findings in future publications.

RESULT AND DISCUSSION

Although this article does not yet report primary quantitative data from Cibubur Raya students, it synthesizes convergent findings from recent literature and interprets them for the local context. Four major thematic patterns emerge.

Hyperconnectivity and Social Media Engagement

Studies from diverse contexts show that Gen Z spends substantial daily time on social networking sites. Surveys of adolescents and young adults frequently report average use between two and five hours per day, with a considerable subgroup exceeding six hours (Ilahana, 2024; Jeresano & Carretero, 2022; Khan et al., 2022). A large survey of university students in Indonesia found high rates of multi-platform usage and frequent switching between accounts, often driven by the desire to maintain multiple social identities and manage different audience groups (Jeresano & Carretero, 2022). Validation studies of the Social Media Disorder Scale and related instruments indicate that a non-trivial proportion of adolescents meet criteria for problematic social media use, characterized by loss of control, preoccupation, conflicts with offline responsibilities, and unsuccessful attempts to reduce use (Boer et al., 2021; Šablatúrová et al., 2022; Dewi et al., 2020). Adolescents classified as "problematic users" have significantly higher odds of reporting emotional problems, conduct issues, school difficulties, and sleep disturbances than normative users (Boer et al., 2021; Šablatúrová et al., 2022).

In the context of Cibubur Raya, teachers report that many students remain continually connected to digital platforms even during class breaks and commuting times, using smartphones for messaging, entertainment, and content creation. For some, silencing the phone does not imply disengagement;

notifications, algorithmic feeds, and fear of missing out (FOMO) sustain a persistent orientation toward the online world. These patterns align closely with the global picture of Gen Z hyperconnectivity.

Social Media Trends, Influencers, and Lifestyle Choices

Recent qualitative and quantitative studies highlight the strong influence of social media trends on Gen Z lifestyle choices, particularly regarding fashion, beauty standards, food, and leisure activities (Aulia et al., 2024; Sono et al., 2024; Permatasari & Marsa, 2022). Platforms such as Instagram, TikTok, and YouTube function as primary channels for discovering new products, places, and experiences. Gen Z users often follow influencers whose content they perceive as relatable and trustworthy, and whose recommendations strongly shape preferences and purchase intentions (Sono et al., 2024).

In Indonesia, influencer marketing has become central in fashion, cosmetic, and food industries. Research shows that influencer credibility, content relevance, and interactive engagement significantly predict Gen Z consumers' attitudes toward brands and their intention to purchase (Sono et al., 2024; Aulia et al., 2024). At the same time, influencers can also normalize high-consumption lifestyles, conspicuous spending, and reliance on pay-later schemes, potentially straining family finances and exposing adolescents to financial risk (Ramadhan & Viana, 2023; Srivastava et al., 2024).

In Cibubur Raya, students' reliance on food delivery apps and fast-food promotions advertised via social media is increasingly visible. Ordering beverages, snacks, and meals through platforms has become a routine practice during breaks and after school. Ride-hailing services are also frequently promoted through influencer campaigns offering discount codes or "hacks", reinforcing the perception that getting a ride is easier and more desirable than walking or taking public transport (Lattu & Maulana, 2023).

Health-Related Lifestyle Behaviours

Evidence from multiple studies indicates that intensive social media use is associated with a clustering of health-related lifestyle risks among adolescents and young adults. Cross-sectional surveys and mixed-method studies have linked higher social media screen time with: a) increased sedentary time and reduced engagement in physical exercise; b) higher consumption of energy-dense, nutrient-poor foods, often linked to food marketing and delivery apps; c) later bedtimes and shorter sleep duration; and d) elevated symptoms of depression, anxiety, and stress.

A study among young adults in the United States found a positive correlation between social media screen time and depressive symptoms, although associations with BMI and lifestyle risk scores were more complex and non-linear (Cohen et al., 2024). Other adolescent studies show that problematic social media users are particularly likely to report insufficient sleep, academic difficulties, and peer problems (Boer et al., 2021; Šablatúrová et al., 2022). In Indonesian settings, community and school-based research has begun to document similar patterns. Surveys among adolescents have found that high social media intensity is associated with poorer quality of life in physical and psychological domains, while digital

lifestyle and low mindfulness jointly predict higher stress and lower psychological well-being among Gen Z (Kusnandar et al., 2022; Sumasto et al., 2025).

Applied to Cibubur Raya, these findings resonate with teacher observations of declining participation in outdoor activities, sports, and youth organizations. Whereas previous generations were more likely to engage in scouting, nature clubs, or informal street games, many Gen Z students now spend their free time in virtual activities, including gaming, streaming, and endless scrolling of social media feeds. Over the long term, such patterns may contribute to increased risk of obesity, metabolic issues, and mental health challenges if not properly addressed.

Digital Literacy, Ethics, and Identity

Beyond behavioural patterns, social media deeply affects Gen Z identity formation and ethical orientations. Studies on "digital culture" and social media slang among Gen Z highlight how language, humour, and memes create in-group codes and shape perceptions of what is considered normal or desirable (Jeresano & Carretero, 2022; Mahmud, 2024; Nurhayati et al., 2024). At the same time, high exposure to curated lifestyles and success stories fosters constant comparison and may exacerbate feelings of inadequacy, particularly among adolescents from less advantaged backgrounds (Boer et al., 2021; Cohen et al., 2024; Mahmud, 2024).

Research on identity crises among Indonesian Gen Z in the social media era underscores vulnerabilities to confusion about values, purpose, and belonging, especially when online recognition and metrics (likes, followers) become central markers of self-worth (Mahmud, 2024; Permatasari & Marsa, 2022). Studies on ethics and education suggest that while Gen Z is generally open to diversity and social justice narratives, they may struggle with distinguishing credible information from misinformation, resisting algorithmically amplified sensational content, and managing privacy and digital footprints (Ginanjar, 2025; Nurhayati et al., 2024).

In Cibubur schools, teachers observe that students often feel more confident navigating technology than their parents or some educators. While this digital fluency is an asset, it can also result in overconfidence and limited engagement with guidance, as students feel they can "find everything online". Without explicit instruction in critical thinking, media literacy, and digital ethics, such confidence may mask significant blind spots regarding manipulation, commercial interests, and long-term consequences of online behaviour.

Social Media as a Structuring Force in Gen Z Lifestyle

The convergence of literature and contextual observations strongly suggests that social media is not a peripheral influence but a structuring force in Gen Z lifestyles. For students in Cibubur Raya, smartphones and platforms function as: a) primary channels for communication and relationship maintenance; b) central sources of information and entertainment; c) gateways to services (transport, food, finance); and d) arenas for identity expression and experimentation.

This multi-functionality distinguishes social media from earlier mass media. Whereas television and radio were largely one-way and time-bound, social media is interactive, personalized, and ubiquitous. The result is not only increased exposure to content but also deeper entanglement of online and offline life. Decisions about what to wear, what to eat, where to go, and how to present oneself are frequently filtered through social media trends, influencer cues, and peer feedback.

In Cibubur Raya, these dynamics interact with rapid physical development—new housing complexes, malls, and transit options—to create a hybrid urban-digital environment where lifestyle decisions are simultaneously shaped by built infrastructure and platform logics.

Balancing Opportunities and Risks

The findings confirm that social media offers genuine benefits for Gen Z: opportunities for learning, creativity, entrepreneurship, and social support. Educational content, if well curated, can enrich classroom learning, broaden horizons, and foster global awareness (Jeresano & Carretero, 2022; Khan et al., 2022). Social media can also connect students to communities of interest, from academic support groups to volunteering networks. However, the literature also makes clear that the balance of benefits and risks is not automatic. In the absence of intentional guidance, heavy social media use is associated with problematic use patterns, sedentary lifestyles, unhealthy food choices, sleep disruption, and mental health difficulties (Boer et al., 2021; Cohen et al., 2024; Šablatúrová et al., 2022; Sumasto et al., 2025). For adolescents in Cibubur Raya, who are navigating intense academic pressures and urban stressors, the accumulation of these risks is particularly concerning. The role of influencers, algorithms, and commercial ecosystems is critical. When online environments prioritize click-through rates and monetizable engagement, adolescents are more likely to encounter sensational, polarizing, or aspirational content that drives consumption and comparison rather than well-being. Without strong digital literacy and resilience, Gen Z may internalize unrealistic standards or be drawn into harmful behaviours, such as uncontrolled spending through fintech apps or engagement with online gambling (Ramadhan & Viana, 2023; Srivastava et al., 2024).

Implications for Education in Cibubur Raya

Schools in Cibubur Raya occupy a strategic position in shaping Gen Z's digital and lifestyle trajectories. The evidence suggests at least four educational imperatives: Integrating critical digital literacy across the curriculum. Students require explicit instruction not only in technical skills but also in how algorithms work, how influencers monetize attention, how to verify information, and how to interpret images and narratives critically (Ginanjar, 2025; Nurhayati et al., 2024). Embedding health and lifestyle education in relation to social media. Education on physical activity, nutrition, sleep hygiene, and mental health should explicitly address how social media practices (late-night scrolling, exposure to food advertising, sedentary gaming) affect these domains (Cohen et al., 2024; Kusnandar et al., 2022). Engaging parents as partners. Many parents feel less technologically competent than their children. Schools can

provide workshops and communication materials to help parents understand platforms, set reasonable boundaries, and model balanced digital use (Nurhayati et al., 2024; Sono et al., 2024). Leveraging positive influencer and peer models. Schools can collaborate with credible content creators, alumni, or student leaders who exemplify balanced digital lifestyles and ethical online practices. Peer-led initiatives, such as student-created campaigns promoting offline activities or digital detox challenges, may resonate strongly with Gen Z (Aulia et al., 2024; Sono et al., 2024).

CONCLUSION

Social media and digital technologies have fundamentally reshaped the everyday lives of Generation Z. For students in Cibubur Raya, smartphones, social media platforms, and app-based services are deeply integrated into communication, consumption, mobility, learning, and identity formation. The synthesis of recent studies (2020–2025) and contextual observations underscores that social media is a central structuring force in Gen Z lifestyle patterns rather than a peripheral influence. Four key conclusions emerge. First, Gen Z exhibits high levels of hyperconnectivity and multi-platform social media use, with a subset at risk for problematic use associated with emotional, behavioural, and sleep problems (Boer et al., 2021; Jeresano & Carretero, 2022; Šablatúrová et al., 2022). Second, social media trends and influencers significantly shape lifestyle choices in fashion, food, leisure, and mobility, including rapid uptake of ride-hailing, food delivery, and fintech services, with both empowering and risky consequences (Aulia et al., 2024; Sono et al., 2024; Srivastava et al., 2024). Third, intensive social media engagement is commonly associated with health-related lifestyle risks—especially sedentariness, unhealthy dietary patterns, and disturbed sleep—which may undermine long-term physical and psychological well-being (Cohen et al., 2024; Kusnandar et al., 2022; Sumasto et al., 2025). Fourth, Gen Z's strong digital fluency is not automatically accompanied by critical literacy, ethical awareness, or resilience, highlighting the need for intentional education and family guidance (Ginanjar, 2025; Mahmud, 2024; Nurhayati et al., 2024).

For educators, policymakers, and families in Cibubur Raya and similar urban contexts, the central task is not to reject social media outright but to re-domesticate it—to bring its use under reflective, value-aligned control. This entails integrating critical digital literacy and lifestyle education into school curricula, supporting parents in setting balanced boundaries, collaborating with positive influencers, and creating attractive offline opportunities for physical activity and social engagement.

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