

THE MEDIATION EFFECT OF EXPERIENCE: EMOTIONAL CONTENT AND FACEBOOK USAGE AMONG GENERATION Z NETIZENS AT THE SELECTED UNIVERSITIES IN JAKARTA

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Abstract

Facebook as a platform to convey messages and emotional contents become popular and most shared by utilizing its sophisticated features, become popular in Z Generation. This research purpose is to examine and compare the effect of Z generation's experience as mediating variable on the relationship of emotional content (happiness, sadness, uniqueness, and contradiction), towards Facebook Usage. Besides, this research also explains the pattern of Generation Z in using Facebook by applying the AIDA Model. The research involved 242 Generation Z respondents, with quantitative method with Structural Equation Model (SEM) and Sobel Test to detect the mediation effect. Direct effect of the Emotional Content – Contradiction on Facebook Usage is not significant ($0.518 > 0.05$), while happiness, sadness, and uniqueness are significant. After being mediated by the Experience, the direct effect becomes significant ($0.000 < 0.05$). It shows that the Experience variable mediates the relationship between Emotional Content (esp. Contradiction contents) and Facebook Usage.

Keywords : Emotional Content, Experience, Facebook Usage, Generation Z

Abstrak

Facebook menjadi populer di kalangan Generasi Z karena kenyamanan dan fitur-fitur yang mudah digunakan serta kemampuan untuk menghasilkan *User Generated Content*. Penelitian ini bertujuan untuk membandingkan pengaruh *Experience* (Pengalaman) Generasi Z sebagai variabel mediasi pada hubungan *Emotional Content* (Konten Emosional) *Happiness*, *Sadness*, *Uniqueness*, dan *Contradiction* (Kesenangan, Kesedihan, Keunikan, dan Kontradiksi) terhadap *Facebook Usage* (Penggunaan Facebook). Selain itu, penelitian ini juga menjelaskan pola Generasi Z dalam menggunakan Facebook dengan menerapkan Model AIDA. Penelitian ini melibatkan 242 responden Generasi Z, menggunakan metode kuantitatif dengan *Structural Equation Model* (SEM) dan *Sobel Test* untuk mendeteksi efek mediasi. Pengaruh langsung *Emotional Content – Contradiction* terhadap *Facebook Usage* tidak signifikan ($0,518 > 0,05$). Setelah dimediasi oleh *Experience*, pengaruh langsung menjadi signifikan ($0,000 < 0,05$). Hal ini menunjukkan bahwa variabel Pengalaman memediasi hubungan antara *Emotional Content* (terutama *Contradiction*) dan *Facebook Usage*.

Kata kunci: Konten Emosional, Pengalaman, Penggunaan Facebook, Generasi Z

Introduction

Social media has become an inevitably significant part of our private and professional lives. It is utilized for different purposes, the principles inspirations being keeping up and making associations with different clients, sharing and acquiring data and happiness (Dickinger, A, 2008; Ellison, N.B., 2007; Esuli, A. &

Sebastiani, F, 2007). There has been a reasonable digit of examination inside Information System on the use of web-based media in everyday [Ahmed, A., 2014; Berger, K., 2014], zeroing in on viewpoints like information trade (Beck, R, 2014), information obtaining and hierarchical advantages (Leonardi, P.M., 2015). Albeit some encouraging work in regards to enthusiastic drivers in online conduct exists, we

actually know little concerning how emotions are imparted via web-based media.

New media has carried human cooperation and society to a profoundly interconnected and complex level. Be that as it may, it challenges the actual presence of intercultural communication in its conventional sense (Woolley, 2013; Chen (2012). Social media puts the individual, the data and the message in the middle in light of the fact that the individual is allowed the chance to impart uninhibitedly in the online public open space (Brito and Hack, 2008; Talpau, 2014). It was called attention to that this zone is in steady advancement because of opportunity of expression and free admittance to these stages (Talpau, 2014).

Emotion were characterized rather than mind-sets in that they will in general be quickly evolving, extraordinary, and because of explicit occasions. Despite the fact that there are various meanings of emotions, most contain a few or the entirety of the following components (Parkinson, 1995): Cognition (e.g examination, assessment); inner response (e.g. pulse); overt behavior (e.g approach, aversion); facial expression (e.g. grimace, grin); an objective construction (e.g. misfortune, anger) (Briner, 1999).

Facebook is one of the social networks that have a high level of users and the development of the site is quite extraordinary in the world. Based on data from the Ministry of Communication and Information (June, 2012) Indonesia ranks third largest in the world for the number of Facebook users. Even the country with a population projected to reach 273.2 million in 2025 (www.datastatistik-indonesia.com) has been ranked second after America. This number also changed at the end of 2012, based on statistical data increased of 17.18%. Moreover, Facebook is the most popular platform analyzed to understand engagement, because it has multiple features that make the engagement measurement unique in each (Perrault & Mosconi, 2018).

Content is depicted as making of substance for making mindfulness by pulling in the intended interest group and past to the firm, making items and administrations engaging, arriving at the intended interest group, setting up a relationship with them, and procuring quantifiable outcomes by assembling them (Penpece, 2013). Social posts are messages planned on empower client investment;

Viral content is basically a showcasing system that uses previous informal organizations, for example, person to person communication locales, video sharing destinations, email suppliers, online gatherings and web. Viral substance normally accepts its structure as a commercial in the configuration of a viral video, tune, picture, image or a message. (Chaffey and Smith, 2013). The key elements of viral content creations are 1) incentive and triggers, 2) emotional component, and 3) share-ability (Hirvijarvi, 2017). According to Greenberg (2013), three major classifications of viral content, are: 1) indicates that messages, 2) informative and relatable content, and 3) includes sentimental messages, which are also easily accepted by people and spread rapidly.

A message in viral marketing could be a picture, a phrase or a video. According to Godin (2000) the future belongs to the people who unleash virus online. In figure 2.2 it is shown how many years it took to reach 50 million US users with different types of media. As shown the Internet is far ahead reaching its customers on a short period of time comparing to the competitors, TV and Radio. Many companies in all business sectors have successfully adapt viral marketing strategies to gain brand awareness. It is necessary that the message should be easy to share and it wakes a strong response in the consumer's emotion, which results in the forwarding and sharing of the message in their social network. "Ultimately, for viral marketing to work, it all comes back to the power of people's emotions and the ability to affect it so information can be shared with others who are like-minded" (How to launch, 2008, cited in Larson, 2009).

It is very important to design a good message for the products because this raises the opportunity for it to become profitable. It is hard to construct a successful viral message, but if you succeed with it you can get a big success from a small investment (Bazadona, 2000). The AIDA model is a well-known model, which can be used to influence consumers purchasing behavior. A viral message according to AIDA has a good chance to take the consumer all the steps from awareness of a need to purchase decision in the consumer buying process (Gholamzadeh & Jakobsson, 2011).

Although the model was presented hundreds of years prior and it has gone through an

assortment of adjustments, the essential guideline of this model remaining parts flawless is as yet important. Notwithstanding living in a universe of intuitive online communicate and arising interpersonal organizations, users actually should know about the presence of an item, show interest in the item dependent on data acquired identified with the advantages of the item, and express a craving to have these items since they address the issues, needs, and their inclinations, and make a move to settle on the choice to buy or other significant activities (Michaelson and Stacks, 2011).

As per Ashcroft and Hoey (2001), the AIDA model can be applied to Digital Communication as it is applied on different items and administrations. The AIDA model has various levels. The psychological level is the point at which the user consideration can be drawn. It is the initial phase in the correspondence interaction where the customer has to think about the presence of such a help. At the emotional level, shoppers have an interest in the promotion offered and in discovering more about the thing being advertised. This prompts the craving to gain the item or marketing. At the degree of conduct, the activity happens. The shopper utilizes the help gave as an esteemed asset.

It has been reliably contended before that the AIDA model has been generally utilized in promoting exercises: either publicizing dependent on customary techniques or on the web. In any case, it has likewise been contended that there is an absence of studies that take a gander at how the AIDA model can be applied with regards to social media marketing. This research, henceforth, adjusts the model to suit showcasing methodology for social media use.

Generation Z is that the initial generation that grew up throughout associate degree era of data and technology development. Understanding how they create selections will give clues concerning the media they use, their expectations, and the way to live their satisfaction and loyalty (Cruz, 2016). This generation tends to be tough to generalise attributable to a high distinction in lifestyle, motivation, and habits. Although, in general, their values and customary experiences are the same, the period of time generation isn't uniform with the previous generation (Torocsik & Szucs, 2014). Reeves and Buckeye State (2008) note that the present generation is usually terribly loyal, trying to find

work that is valuable or helpful to their lives, upholding the hero, and perpetually giving feedback whenever and wherever they are.

Emotional Content

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Happiness

Happiness is a state in which a person remembers more of the events that are fun than they actually are, and they forget more about unfortunate events, satisfaction, and positive attitude towards life (Diener, 2008; Seligman, 2002; Sumner, 2003). Regardless, principal understandings of the term can be named supported by fortune, encountering outrageous happiness, possessing the best goods, and being happy with one's life, delight, harmony, peacefulness, life fulfillment, individual satisfaction, significant life, and even happiness and humor for a brief timeframe (Tatarkiewicz, 1979; Edyta & Agnieszka, 2018; Damodar, et al., 2020). Happiness can be stimulated by the object which gives happiness, satisfaction, pride and excitement (Ekman, 1972; Hockenbury, 2007; Seligman, 2002; Ryan dan Deci, 2001; Carr, 2003; Diener, 2008).

Sadness

Sadness can be categorized into melancholy and grief. Melancholy is viewed as an adversely valenced emotion related with low physiological excitement, while grief is believed to be a contrarily valenced feeling related with high physiological excitement (Lindsay, 2019). Melancholy may emerge when an individual encounters an inability to meet expectations, among different reasons (Ekman, 1992). While the condition of grief are likewise thought to encounter negative-valence, however their body is in a condition of high arousal, with relating physiological indications like crying, whimsical breathing, and wailing (Rosenblatt et al., 1976; Vingerhoets & Cornelius, 2012). While in a condition of sorrow, an individual's pulse and circulatory strain may increment and breathing may turn out to be more erratic (Frick, 1985; Mazo, 1994; Urban, 1988). Sadness can be stimulated by the object which gives feeling of sadness, depression, make a shock, and disappointment (Ekman, 1972; Hockenbury, 2007; Freud, 1917; Engel, 1964; Ross, 1969).

Uniqueness

Uniqueness theory states that people have a need to be distinctive and special, although not fully dissimilar from others (Snyder & Fromkin, 1980). people dissent within the extent to that they look for singularity, however most try for singularity in socially approved ways in which

and solely few at the danger of social disapproval. A way to realize subjective singularity is thru consumption. Consequently, unique is "the attribute of following differentness relative to others through the acquisition, utilization, and disposition of commodity for the aim of developing and enhancing one's self-image and social image" (Tian et al., 2001, p. 52). Uniqueness can be stimulated by the object which gives feeling of expressive behavior, funny, adorable, and cheer up (Ekman, 1972; Hockenbury, 2007; Allport, 1961).

Contradiction

Contradiction or logical inconsistency is to say that something an individual has said or composed or communicated isn't right or erroneous and that the inverse is valid. Subsequently it implies forswearing of an assertion. Commonly restricted or conflicting occasions negate one another. It implies absence of arrangement between proclamations, realities, activities, and so on, so that in any event one should be bogus (Pal, 2018). Contradiction can be stimulated by the object which gives feeling of fear, anger, disgust, and insult (Ekman, 1972; Hockenbury, 2007; Leon, 1951; Camgoz, 2011; Baxter, 2013).

Experience

Tynan and McKechnie (2009) in "Marketing experience: review and reassessment" refers the absence of clearness in the marketing literature for "what shapes experience and merging of terms related to marketing experience". Seminal articles "Experiential marketing" by Schmitt in 1999. In an article by Schmitt (2009, 2010), these keywords were remarkably experiential marketing.

The first and most fundamental condition is set by the way that an encounter is an after-effect of association between a live animal and an accomplished item in a particular climate. The two of them add to shape the nature of an encounter. The subsequent condition is that an encounter has a start and an end. In an encounter the stream is consistently from one something to another, in which each progressive part streams openly without crease and without unfilled spaces. As one section leads into another and as one section carries on what went previously, each part acquires peculiarity in itself (Vyas and Veer, 2015).

Hence, dealing with having an experience suggests giving a record of how cultural occasions—including school science exercises—are delivered in progressing society-explicit interactional structures, and how thus these occasions offer raise to the social cooperation itself. To this end, we need to speculate experience not as a synchronic classification, an element that can be named before its course has arrived at an end. It must be considered as an unfurling unit that incorporates change itself, instead of change being an outside factor causing or influencing experience (Roth and Jornet, 2014).

Social media experience refers to a person's previous usage of social media and different connected tools (Alber et al., 2015). From a broad perspective, the frequency of ICT usage has been seen to influence individuals' digital process and behavior (Van Deursen and Van Dijk, 2011). Literature conjointly suggests faculty students apportion completely different amounts of your time toward victimisation ICT and possess different digital proficiencies (Kennedy et al., 2010; Thompson, 2013). a lot of specifically to social media, finch (2012) known that faculty students check their social media a median of sixfold per day for a complete of one hundred min daily. Lee and Ma (2012) found that social media expertise was a big predictor of intention to use. additionally, analysis has urged higher levels of social media expertise square measure related to a lot of positive attitudes toward social media being employed for instructional functions (Lim and Richardson, 2016). Therefore, we tend to propose that faculty students' social media expertise could also be associated with their digital citizenship.

Social influence refers to one's perception of alternative peoples' opinions—significantly those those that ar vital to them – on social media (Alber et al., 2015). a lot of analysis has prompt that social influence features a sturdy association with digital sorts of human behavior. for instance, peer influence in social media has been known as associated with individuals' purchase intentions (Zhu et al., 2016). Social interaction and normative influence from key members of digital networks have conjointly been reported to absolutely influence individuals' ICT adoption behavior (Alber et al., 2015; Ghobadi and Ghobadi, 2015; Van Deursen et al., 2014; Yu et al., 2017). additionally, the social contexts for digital interaction are related to

individuals' ICT use and development of ICT information and skills (Zylka et al., 2015), that successively ar important to explaining individuals' net usage (Van Deursen and Van Dijk, 2011).

Facebook Usage

AIDA model is the latest Marketing Theory which is the important development to visualize the impression steps and rundown of users in corresponding with messages, especially in social media and advertisements (Li&Yu, 2013). AIDA is an abbreviation for Awareness, Interest, Desire, and Action is utilized to show what will happen with users after got stimuli from content provider's post, either in text, photo, or video formats. 'Awareness' indicates the users are give attentions, then show the 'Interest' to find out more contents and background, have 'Desire' to spread the content to their friends, and finally have 'Action' to inviting others to see it, too. According to Kotler and Keller (2009: 179) describes the AIDA Theory (Awareness, Interest, Desire, and Action) is a message that must get attention, be interested, and take action. This theory captures and can be the basic evaluation process of the quality of a good message.

Awareness

Giving awareness means a message be able to create attention. The awareness is aimed generally or precisely at netizens who will be pointed. It can be expressed through noticeable and clear words and pictures, exiting words, or easy to remember, and have their features. A meaning that attracts awareness is an initial step where the message will be known, known, and remembered by netizens. This process can be said to be a process of awareness of the message delivered to netizens (Kotler and Keller 2009: 178). Awareness can also mean meaningful; provide benefits and interest; believable; and special (Hadiyati, 2016; Johar, 2015; Li & Yu, 2013). To increase attention can also present shocking and controversial content (Gharibi, 2012).

Interest

Being interested means that the meaning conveyed makes a sense of curiosity, wants to perceive, and wants to hear and look more

closely. It occurs since of the interest that attracts the attention of netizens about the message exposed (Kotler and Keller 2009: 178). Interest is also shown when someone takes the time to read messages in detail (Hadiyati, 2016; Johar 2015; Li & Yu, 2013). Interest can also be achieved by using language, layout, and content that can be understood by Warganet (Gharibi, 2012; Barry & Harward, 1990).

Desire

The thought came from this desire, linked to the purposes and motivation of netizens in disseminating online content. Spread motives are divided into two, namely rational and emotional motives. It is where rational motives consider netizens to be obtained gains and losses, while emotional motives happen due to emotional dissemination of content (Kotler and Keller 2009: 178). Desire can also mean someone has the motivation to have (Hadiyati, 2016; Johar, 2015; Li & Yu, 2013). It can also be achieved by creating enthusiasm and convincing others of something (Gharibi, 2012; Barry & Harward, 1990; Gharibi, 2012).

Action

Actions happen with the strong desire of consumers, so that decision making occurs in the dissemination of content (Kotler and Keller 2009: 178). Actions can be in the form of proper selection in the form of verbal and even other actions to satisfy his desires (Hadiyati, 2016; Johar, 2015; Li & Yu, 2013; Gharibi, 2012).

Methodology

The objectives of this research is to focus on examine and compare the mediating variable of Experiences affects on the relationship between the emotional content of the video (happiness, sadness, uniqueness, and contradiction) towards the Facebook Usage by Generation Z.

The model compiled in this research is based on literature review of previous research, observations, interviews, distribution of questionnaires, and research testing using the application of Structural Equation Modeling (SEM), as well as validity and reliability tests. The research involved 242 Generation Z respondents from the Faculty of Communication at Esa Unggul University and STIKOM Interstudi in the 2019-2020 school year. This research applies a quantitative method with Structural

Equation Model (SEM) calculation, and Sobel Test to detect the effect of mediation. The criterias to be a respondent was must have been using Facebook for minimum 4 years, was born in 1995-2010, and active students in 2019-2020 period.

Based on the collected datas by using **purposive sampling** for both universities, the population whom reached the criterias were 230 active students in UEU and 130 active students in STIKOM Interstudi. The total population then applied the sample selection using the Krejcie & Morgan method.

Result & Discussion

The results of R-Square testing the overall effect of Emotional Content (X1) on Experience (X2) gave a value of 0.229 while the Facebook Usage (Y) gave a value of 0.451. From these data it was concluded that the Emotional Content (X1) variable had an effect of 22.9% on Experience (X2) and the remaining 77.1% was influenced by other variables outside this study. While the influence of Emotional Content (X1) has an effect of 45.1% to Facebook Usage (Y) and the remaining 54.9% is influenced by other variables outside this research.

Figure 1.1
R-Square Test Results

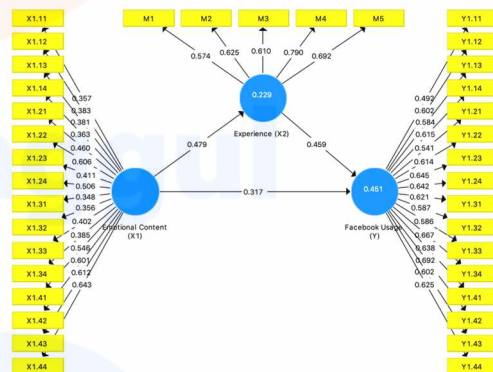


Table 1
R-Square Test Results

	R Square		R Square Adj.	
	Experience (X2)	Facebook Usage (Y)	Experience (X2)	Facebook Usage (Y)
Emotional Content (X1)	.229	.451	.226	.446
Happiness (X1.1)	.057	.483	.053	.479
Sadness (X1.2)	.147	.388	.144	.383
Uniqueness (X1.3)	.073	.397	.069	.392
Contradiction (X1.4)	.090	.381	.086	.376

Structural Equation Models (SEM)

The evaluation of the structural model will be analyzed by looking at the significance of the relationship between the constructs shown by the t-statistic value, where the indicator which has a T-statistic value > 1.96 is said to be valid. The indicator can also be said to be valid if it has a P Value < 0.05.

1. Emotional Content (X1) has a positive and significant effect on Facebook Usage (Y). The results of the tstatistical value were 6.861 > 1.96 and P Values 0.000 < 0.05, so it was concluded that there was a significant effect of Emotional Content on Facebook Usage.
2. Emotional Content - Happiness (X1.1) has a positive and significant effect on Facebook Usage (Y). The results of the tstatistical value were 5,770 > 1.96 and P Values 0,000 < 0.05, so it was concluded that there was a significant influence of Happiness on Facebook Usage.
3. Emotional Content - Sadness (X1.2) has a negative and not significant effect on Facebook Usage (Y). The results of the tstatistica value were 2,068 > 1.96 and P Values 0.040 < 0.05, so it was concluded that there was no significant effect of Sadness on Facebook Usage.
4. Emotional Content - Uniqueness (X1.3) has a positive and significant effect on Facebook Usage (Y). The results of the tstatistica value were 2,465 > 1.96 and P Values 0.014 < 0.05, so it was concluded that there was a significant influence of Uniqueness on Facebook Usage.
5. Emotional Content - Contradiction (X1.4) has a positive and significant effect on Facebook Usage (Y). The results of the tstatistica value were 0.647 < 1.96 and P Values 0.518 > 0.05, so it was concluded that there was a significant effect of Contradiction on Facebook Usage.

Table 2
Research Hypothesis Test Results

Construct	Original Sample	Sample Mean	Standard Error	T Statistic	P Values
X1 - Y	0.459	0.460	0.067	6.861	0.000
X1.1 - Y	0.329	0.324	0.057	5.770	0.000
X1.2 - Y	0.119	0.127	0.057	2.068	0.040
X1.3 - Y	0.132	0.137	0.053	2.465	0.014
X1.4 - Y	0.038	0.032	0.059	0.647	0.518

In order to determine the effect of mediator variables, namely, the interest in the utilization of information systems affect individual performance through the use of information systems used Sobel Test. The indirect effect is obtained by multiplying the path coefficient of each relationship.

The test shows the direct effect between the relationship of the Contradiction variable (X1.4) to Facebook Usage (Y) produces an insignificant T statistic 0.647 < 1.96 and an insignificant P value of 0.518 > 0.05 thus producing Contradiction has no significant effect on Facebook Usage.

After the relationship is mediated by the mediating variable Experience (X2), the results of the indirect effect of the Sobel Test is significant 4.01 > 1.96 with a significant P value of 0.000 < 0.05. Following are the Sobel Test results for all Emotional Content (X1), Experience (X2), and Facebook Usage (Y) variables:

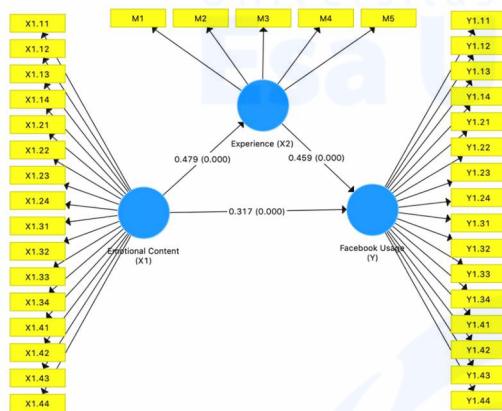
Table 3
Mediation Test Results for All Variables

Construct	a	b	Standard Error A	Standard Error B	Sobel Test	P Value	Mediation
X1.1 - X2 - Y	0.238	0.539	0.066	0.059	3.35	0.001	Partial
X1.2 - X2 - Y	0.384	0.568	0.055	0.052	5.88	0.000	Partial
X1.3 - X2 - Y	0.270	0.582	0.061	0.058	4.05	0.000	Partial
X1.4 - X2 - Y	0.300	0.605	0.071	0.048	4.01	0.000	Full
X1 - X2 - Y	0.479	0.459	0.051	0.069	5.43	0.000	Partial

This result syncing with similar assumption about audience participation which refers to nonprofessionals or amateurs, collaborating in a very skilled setting of media production (Fish, 2013). Even supposing tend to use the word of audience instead of user, or producer (Bird, 2011), we tend to acknowledge that a part of the audience is ‘doing’ things instead of just observation, particularly once study participation (Noguera Vivo et al., 2014). It also proves that online communication offers the distinctive

ability to accommodate interactivity—permitting participants to at the same time behave as receiver sources in an endless wave of communication (Deuze, 2003).

Figure 1.3
Mediation Test Results for All Variables



It can be said that the development of Facebook (and happened also with another social media like Instagram, Twitter, and Tiktok) significantly increased by the content inside. It also syncing with the statement of “online communication offers the distinctive ability to accommodate interactivity—permitting participants to at the same time behave as receivers Associate in an endless wave of communication” (Deuze, 2003). Communication online is active, synchronous and interesting, and 3 dimensional, that makes it inherently a lot of participating (McMillan and Hwang, 2002), and hyper-linking to multiple sources will increase a reader’s level of understanding a problem (Dalrymple and Scheufele, 2007; Eveland et al., 2004).

Experience mediates the Emotional Content to relationship with Facebook Usage. Experience variable with indicator has experienced sensations, feelings, creative thinking, actions, and relates with similar content before.

Emotional content of Happiness, Sadness, and Uniqueness has significant Indirect Effect (respectively, $3.35 > 1.96$; $5.88 > 1.96$; $4.05 > 1.96$) while the Direct Effect also significant (respectively, $5.770 > 1.96$; $2.068 > 1.96$; $2.465 > 1.96$). As the result, the effect is only **Partial Mediation**. It proves that Experience not affect significantly in way of Generation Z respond to Emotional Content about happiness, sadness,

and uniqueness. In other words, Generation Z is not really affected by their Experience in responding those type of contents.

Otherwise, Contradiction has significant Indirect Effect ($4.01 > 1.96$) while the Direct Effect isn’t significant ($0.647 < 1.96$). As the result, the effect is only **Full Mediation**. It proves that Experience affected significantly in way of Generation Z respond to Emotional Content about Contradiction.

It implies that Generation Z need to previously experienced the told story on Contradiction content which previously affect-ed their Sense, Feelings, Creative thinking, Actions, and Relates, in order to significantly affect the Facebook Usage. It also synced with their characteristic of “*lack of consequential thinking, no desire to make sense of things*” by Bencsik & Machova (2016).

As stated by the result of Direct Effect of this research, content about feeling of fear, anger, disgust, and insult *insignificantly* affect Generation Z way to respond and interact to it directly. Otherwise, we need to involve their Experience. Only specific contradiction content that will bring Generation Z interact actively and need them experienced it before. So, this content will stimulate them to recall again about their experience and make them actively involved.

If they haven’t got the big picture of that phenomenon, been influenced by emotion, been thinking about it creatively, changed their behaviour and way to socialize, it will need more effort to involve generation Z to actively involved in the discussion. Otherwise, the interaction only reaches passive activity.

This research found Experience has a significant role of how Generation Z respond to Emotional Content (especially Contradiction content, containing fear, anger, feelings of disgust/shame, and insults) to Facebook Usage. While Happiness, Sadness, and Uniqueness isn’t significantly affected, although the role of Experience increase the correlation between it.

This research has brought contradictive assumption and arguments towards research finding by Berger & Milkman (2011) that stated positive content is more viral than negative content. This research syncing with the result of positive content (e.g happiness and uniqueness) have bigger potential to be viral. Nevertheless, for Negative content (e.g. sadness and contra-

diction) can be viral and popular as well, if the users (Generation Z) already fulfilled the Experience categories (Sense, Feel, Act, Think, Relate). Also, it can be potentially get more engagement and conversation by Generation Z, if the content already fulfilled the requirement set up for content and Facebook Usage category based on AIDA theory explained in this research.

Passive Participation of Facebook Usage

In the Awareness level, respondents are best able to see video images and sounds clearly, comparing with other content, determining the main character and analyzing the story.

Moreover, in the Interest level, respondent has the desire to observe other people's responses and know the background of the content, but is less able to remember details properly and does not wish to look for other similar content.

In order to create the most effective content technically to succeed the passive participation level (awareness and interest), the respondent ability to see images and sound in video content already matured and facilitated. Otherwise, respondent mostly still feel hard to identify the main character and analyzing the story. So, it is better to sharpen or make the story more outstanding about the actor and background of event.

Active Participation of Facebook Usage

In the Desire level, respondents have little desire to give likes and emoticons, and really don't want to make comments implicitly and spread them. Otherwise, in the Action level, respondent does not explicitly comment and share the content more than once and tag relatives, then doesn't share the content and respond to existing comments.

It proves that Generation Z is virtual and superficial yet have no sense of commitment (Bencsik & Machova, 2016). They technically active in term of accessing Facebook, but the level of active participation is merely lower in communicating with their relatives according to information-sharing and building discussion. It is fully hard to make them participated actively, if the content isn't preferred. So, this research found that the role of Generation

Conclusion

In interpersonal communication, include in social media, users can catch others' emotions through cycles of emotion contagion with the goal that the passionate condition of the individual they are noticing turns into their own (Hatfield, Cacioppo, and Rapson, 1993). Notwithstanding equal emotional states, (e.g., when happiness triggers mutual happiness), emotional articulations can likewise incite integral emotional states (e.g., trouble may evoke sympathy; Van Kleef et al., 2008) or even inverse emotional states (e.g., another's pain may trigger happiness; Lanzetta and Englis, 1989). Subsequently, adequate proof shows that the emotions of one individual can inspire emotions in others (Evert A., 2011).

This research found Experience has a significant role of how Generation Z respond to Emotional Content (especially Contradiction content, containing fear, anger, feelings of disgust/shame, and insults) to Facebook Usage. While Happiness, Sadness, and Uniqueness isn't significantly affected, although the role of Experience increase the correlation between it.

This research has brought contradictive assumption and arguments towards research finding by Berger & Milkman (2011) that stated positive content is more viral than negative content. This research syncing with the result of positive content (e.g happiness and uniqueness) have bigger potential to be viral. Nevertheless, for Negative content (e.g. sadness and contradiction) can be viral and popular as well, if the users (Generation Z) already fulfilled the Experience categories (Sense, Feel, Act, Think, Relate). Also, it can be potentially get more engagement and conversation by Generation Z, if the content already fulfilled the requirement set up for content and Facebook Usage category based on AIDA theory explained in this research.

Besides, this research finding suggests the research from Wark (2013), Dweck and Legget (1988), Mosco (2009), and Biocca (2003), to include Experience as active variable, to complete the attribute variable applied as Independent Variable. Because this research found that the Generation Z is have contribution in Facebook Usage and have their own preference of content. It will be more empirical if we take a point of view of Generation Z as active users and content penetration as a dynamic process.

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