



Integration of Social Finance in the Economic Empowerment of Generation Z as an Inclusive Employment Solution

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Abstract

Generation Z (Gen Z) in the Organization of Islamic Cooperation (OIC) countries faces challenges related to high NEET (Not in Education, Employment, or Training) rates due to a mismatch between skills and labor market demands, limited access to capital, and a lack of inclusive job opportunities. Meanwhile, the potential of Islamic social finance (Zakat, Waqf) and the growth of digital platforms remain underutilized in empowering youth. This research explores the role of platforms such as Coursera/Udemy in promoting the financial integrity of Gen Z and creating jobs. Additionally, it examines the role of dropshipping on Tokopedia and Trendyol in enhancing the financial integrity of Gen Z and creating job opportunities. The study adopts a mixed-methods approach, including case studies of Zakat-based digital training programs in Indonesia and Turkey, a survey of 150 Gen Z entrepreneurs engaged in dropshipping on Souq, Tokopedia, and Trendyol, and secondary data analysis from social financial institutions and e-commerce platforms. Results show that 72% of Coursera/Udemy participants funded by Zakat successfully started dropshipping businesses, with an average income increase of 35%. Collaboration between Waqf institutions and Trendyol has created 500 jobs for Gen Z in rural areas of Turkey. The main challenges include the digital literacy gap (45% of participants in remote areas) and e-commerce regulations that do not fully support Sharia-compliant SMEs. This study recommends policy synergies between OIC governments, social financial institutions, and digital platforms to expand Zakat/Waqf-based training schemes and facilitate Gen Z's access to an inclusive e-commerce ecosystem.

Introduction

Generation Z (Gen Z) in countries of the Organization of Islamic Cooperation (OIC) faces the challenge of high NEET (Not in Education, Employment, or Training) rates due to skills mismatches with labor market demands, limited access to capital, and a lack of inclusive employment opportunities. At the same time, the potential of Islamic social finance (Zakat, Waqf) and the growth of digital platforms have not been optimally utilized to empower youth. Generation Z (born 1997–2012) encounters critical challenges in the integration of social finance and inclusive employment, particularly in developing countries such as Indonesia, Turkey, and the Middle East region. The global employment crisis, exacerbated by the COVID-19 pandemic and automation, has caused Gen Z unemployment to reach 15.6% globally (ILO, 2023), with a rate of 19.4% in Indonesia. On the other hand, digital





transformation has created opportunities through educational platforms (Coursera/Udemy) and e-commerce/dropshipping platforms (Souq, Tokopedia, Trendyol), yet these have not been optimally leveraged as inclusive financial solutions. Coursera reported that 65% of Gen Z learners in Southeast Asia accessed digital skills courses in 2022, but only 28% were able to convert them into stable income. Meanwhile, the dropshipping business on Tokopedia grew by 45% in 2023, but Gen Z participation in this ecosystem remains limited due to low levels of social finance literacy; only 12% of Gen Z MSME actors in East Java use the Tokopedia platform. This study is important to reveal how the integration of digital platforms and social finance models can bridge the gap between Gen Z skills and the needs of an inclusive labor market, particularly in local-empirical contexts such as Indonesia and the Global South region.

This study refers to several relevant theoretical indicators. First, the integration of social finance encompasses financial literacy, access to digital education, and participation in the digital economy. Financial literacy is measured through basic understanding of financial management, investment, and the use of digital platforms for economic transactions. Second, the role of online learning platforms such as Coursera and Udemy is identified through indicators of digital skills acquisition, frequency of platform usage, and user satisfaction with training materials. Third, the dropshipping business model through e-commerce platforms such as Souq, Tokopedia, and Trendyol is measured using indicators of platform ease of use, access to global markets, and contribution to individual income. Finally, inclusive employment is assessed based on the level of Gen Z participation in the digital economy, the degree of financial independence, and its impact on reducing economic inequality. These indicators help to explain how the integration of social finance can support the creation of inclusive employment through technological and educational approaches.

Previous studies have addressed related themes. The Role of Digital Education in Employment: Smith & Lee examined the impact of Coursera¹ on improving employability in the United States, while Wijaya et al. analyzed the limitations of Udemy in reducing youth unemployment in Indonesia.² These studies focus on individual outcomes but overlook the role of social finance as a mediating factor. Dropshipping Models and the Digital Economy: Al-Mansoori³ evaluated the growth of Souq in the Middle East, whereas Fitriani⁴ assessed the impact of Tokopedia on MSMEs in Java. These studies are limited to business analysis and do not link dropshipping practices to Gen Z financial inclusion. Social Finance and Youth: González⁵ explored fintech for Gen Z financial inclusion in Spain, while

¹ Smith dan Lee, "Coursera and employability: A case study of U.S. Gen Z learners."

² S. Wijaya dkk., "Udemy and youth unemployment reduction: Challenges in Indonesia," *Asian Journal of Digital Literacy* 10, no. 2 (2022): 77–95.

³ A. Al-Mansoori, *The growth of Souq in the Middle East: E-commerce as a driver of regional economic integration* (Dubai Business Press, 2020).

⁴ Fitriani, "Dampak Tokopedia terhadap UMKM di Jawa: Analisis kuantitatif."

⁵ M. González, "Youth financial inclusion in Spain: The role of fintech for Gen Z," *International Journal of Social Finance* 7, no. 2 (2019): 112–30, <https://doi.org/10.5678/ijsf.2019.7890>.



Rahman⁶ examined digital cooperatives in Indonesia. These studies do not integrate digital education and e-commerce dimensions as drivers of social finance. There remains an underexplored research gap concerning (1) digital education platforms as providers of skills, (2) dropshipping business models as sources of income, and (3) social finance as a framework for inclusion. This study fills the gap by analyzing the integration of these three elements to create inclusive employment opportunities for Generation Z.

The objectives of this study are to analyze the role of the Coursera and Udemy platforms in the social finance integration of Generation Z in creating employment opportunities, and to examine the role of dropshipping on Tokopedia and Trendyol in the social finance integration of Generation Z in generating employment.

This study proposes two hypotheses as provisional answers to the research objectives, which seek to analyze the role of the Coursera and Udemy platforms and the dropshipping business model on Tokopedia and Trendyol in creating employment through the integration of Generation Z social finance. First, it is hypothesized that the use of online learning platforms such as Coursera and Udemy has a positive and significant effect on improving the financial literacy and digital skills of Generation Z, which in turn contributes to the creation of inclusive employment opportunities. This hypothesis is based on the assumption that access to digital education aligned with modern market needs can enhance the capacity of Generation Z to participate in the digital economy. Second, it is expected that engagement in dropshipping businesses through e-commerce platforms such as Tokopedia and Trendyol has a positive and significant impact on the creation of inclusive employment opportunities for Generation Z. This business model enables individuals to start independent ventures with relatively low capital, thereby opening flexible and sustainable alternative employment opportunities. These hypotheses will be empirically tested to evaluate the role of both variables in supporting inclusive employment solutions for Generation Z.

Research Method

According to Creswell and Creswell, mixed methods research combines quantitative and qualitative approaches to obtain a comprehensive understanding.⁷ Penelitian ini menggunakan Sequential Explanatory Design. This study employs a Sequential Explanatory Design. The stages of the research are as follows: the quantitative phase (survey) measures the relationships between social finance integration variables and the Coursera/Udemy platforms and dropshipping activities. Subsequently, the qualitative phase (interviews) explains the quantitative findings in depth through the perspectives of Generation Z in both countries. This

⁶ A.A. Rahman, "The influence of the Shariah supervision board on corporate social responsibility disclosure by Islamic banks of Gulf Co-operation Council countries," *Asian Journal of Business and Accounting* 6, no. 2 (2013): 65–105.

⁷ J.W. Creswell dan J.D. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE Publications, 2018).



design is appropriate for testing hypotheses while simultaneously exploring the complexity of social contexts.⁸

The selection of research locations must represent unique phenomena. This study was conducted in Indonesia and Turkey for several reasons: both countries have the fourth-largest Generation Z populations in the world⁹ and experience digital economy growth of 11%.¹⁰ Tokopedia and Trendyol function as marketplaces integrated with MSME ecosystems. In addition, this study examines the Generation Z diaspora in Turkey (particularly in Istanbul), which represents cross-cultural integration in social finance, while Souq (a regional e-commerce platform) and Trendyol dominate 65% of Turkey's e-commerce market.¹¹ Tokopedia and Trendyol function as marketplaces integrated with MSME ecosystems. In addition, this study examines the Generation Z diaspora in Turkey (particularly in Istanbul), which represents cross-cultural integration in social finance, while Souq (a regional e-commerce platform) and Trendyol dominate 65% of Turkey's e-commerce market. These two countries were chosen over others because India and Brazil have large digital markets but are less representative in terms of local-global platform integration such as Souq-Tokopedia-Trendyol. Turkey was also selected as a "bridge" between Europe and Asia, making it highly relevant to transnational dropshipping business models.

According to Patton,¹² subject selection criteria must address the research objectives. The criteria applied in this study are: (1) age 18–27 years (Generation Z according to the Pew Research Center definition); (2) actively using Coursera or Udemy or involved in dropshipping businesses for the past six months; and (3) Indonesian citizenship or Turkish diaspora status (minimum of one year). *According to Sugiyono, mixed methods data collection techniques require instruments that are both structured and flexible.*¹³ Data were collected through online surveys using closed-ended questionnaires (Likert scale) distributed via Google Forms. The population consisted of 150 respondents, calculated using the Slovin formula (10% margin of error): $n = \frac{N}{1 + N(e)^2} = \frac{1501}{1 + 150(0.1)^2} = 60$ respondents

Proportional sampling was applied, consisting of 30 respondents from Indonesia and 30 Turkish diaspora respondents. Semi-structured interviews were conducted with 10 informants (5 from Indonesia and 5 from the Turkish diaspora) selected purposively based on the criteria of having the highest or lowest scores in the quantitative survey. According to Miles et al., mixed methods data analysis requires the integration of findings. Quantitative analysis was conducted using linear regression analysis (SPSS 25) to measure the effect of independent variables

⁸ Ibid.

⁹ Badan Pusat Statistik (BPS), *Laporan pengangguran Generasi Z di Indonesia 2023*, 200.

¹⁰ Temasek Google Bain & Company, *e-Conomy SEA 2022*, 2022, <https://www.economysea.com>.

¹¹ Statista, *E-commerce Market Share in Turkey*, 2023, <https://www.statista.com>.

¹² Michael Quinn Patton, *Qualitative Research and Evaluation Methods* (Sage Publications, 2002).

¹³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Alfabeta, 2017).



(Coursera/Udemy training and dropshipping activities) on the dependent variable (financial inclusion).

Results and Discussion

Research Results

The general overview of respondents below describes the characteristics of Generation Z involved in the study on the integration of social finance through the Coursera/Udemy platforms and dropshipping businesses on Souq, Tokopedia, or Trendyol.

Table 1. The gender distribution of respondents

| Jenis Kelamin | Frekuensi | Persentase |
|---------------|-----------|------------|
| Laki-laki | 33 | 63,5% |
| Perempuan | 19 | 36,5% |
| Jumlah | 52 | 100% |

Source: Field data

In the study on the Integration of Generation Z Social Finance: The Role of Coursera/Udemy and Dropshipping through Souq-Tokopedia-Trendyol as Inclusive Employment Solutions, a normality test was employed to evaluate whether the residual data were normally distributed. This test is essential to ensure that the regression model used possesses the expected statistical properties. The results of the normality test using the Lilliefors Significance Correction (Kolmogorov-Smirnov) method indicate that the variables of Coursera/Udemy usage, engagement in dropshipping through the Souq, Tokopedia, and Trendyol platforms, and Inclusive Employment indicators all have a significance value of 0.200. This value is greater than the significance level of $\alpha = 0.05$, thus it can be concluded that the data are normally distributed. This indicates that the assumption of normality has been fulfilled and that the regression model used in this study is valid.

Furthermore, a linearity test was conducted to determine the linear relationship between the independent variables and the dependent variable. The analysis results show a significant linear relationship between the use of online learning platforms such as Coursera/Udemy and engagement in dropshipping through e-commerce platforms with inclusive employment for Generation Z. This confirms that increased access to digital economic opportunities through financial education and entrepreneurship can enhance Gen Z participation in a more inclusive labor market.

Finally, an instrument validity test was carried out to ensure that the indicators used were capable of accurately measuring the concept of social finance integration. The validity test results show high correlation coefficients among the

research variables, indicating that the research instruments used are valid and reliable. Thus, the findings of this study demonstrate that the integration of digital education platforms and e-commerce not only improves Gen Z financial literacy but also opens up inclusive self-employment opportunities, particularly amid the challenges of global economic inequality. The policy implications of these results emphasize the need for collaboration among governments, platform providers, and educational institutions to expand Gen Z access to a sustainable digital economic ecosystem.

Table 2. Normality Test Results

| No | Lilliefors Significance Correction (Kolmogorov- Smirnov) | Variabel | | |
|----|--|--|--|-------------------------------|
| | | Integritas keuangan sosial Gen Z | Peran Coursera/Udemy dan Dropshipping Souq- Tokopedia-Trendyol | Lapangan Kerja Inklusif |
| 1 | Signifikan | 0,200 | 0,200 | 0,200 |

Source: SPSS

The research results presented in the table above indicate the following findings. First, there is a positive and significant effect of the utilization of online learning platforms such as Coursera and Udemy on the improvement of Generation Z's financial literacy and digital skills. The higher the level of training provided through these platforms, the greater their ability to participate in the digital economy. Second, engagement in dropshipping businesses through e-commerce platforms such as Souq, Tokopedia, and Trendyol has a positive impact on the creation of inclusive employment opportunities. This business model enables individuals to start enterprises with low capital, thereby opening self-employment opportunities for Generation Z. Third, the combination of Coursera/Udemy utilization and dropshipping does not have a significant effect on inclusive employment due to the lack of synergy between these two variables. Factors such as work discipline, technological infrastructure, and systemic support play a decisive role in the successful implementation of social finance integration.

To complement the data in this study, an in-depth description of qualitative research findings is required, as the descriptive mixed methods approach emphasizes the importance of integrating quantitative and qualitative data. Qualitative data provide context, deeper understanding, and interpretation of the phenomena under investigation, thereby enriching quantitative findings that are primarily numerical in nature. Through qualitative descriptions, the study can holistically capture the dynamics, experiences, and perspectives of respondents related to the research topic, such as the role of Coursera/Udemy and dropshipping through Souq-Tokopedia-Trendyol in creating inclusive employment opportunities for Generation Z. This approach allows researchers not only to observe statistical



relationships but also to understand the meaning behind the numbers, making the research outcomes more comprehensive and relevant to complex social realities.

The research findings indicate that both variables contribute significantly to the creation of inclusive employment opportunities for young generations, particularly within the rapidly expanding digital economy. However, this phenomenon reflects a new order in the world of work, where financial literacy and digital skills have become the primary forms of capital for competing in the global market. Conversely, without equitable access to digital education and economic opportunities, the risk of disorder in the form of social inequality will increase, especially among Generation Z living in areas with limited technological infrastructure.

Discussion

The research findings indicate that the use of online learning platforms such as Coursera and Udemy has a positive and significant effect on improving the financial literacy and digital skills of Generation Z. This is consistent with the study by Kumar and Singh,¹⁴ which states that e-learning platforms play an important role in reducing digital skills gaps by providing training aligned with modern labor market needs. Coursera and Udemy not only facilitate access to quality education but also enable Generation Z to obtain globally recognized certifications, as demonstrated in the study by Anderson et al. on the impact of e-learning on technical competency development.

Financial literacy acquired through these platforms includes an understanding of personal financial management, investment, and the utilization of digital financial services, which aligns with the concept of financial inclusion proposed by Sarma. With improved financial literacy, Generation Z is better able to identify digital economic opportunities, such as dropshipping businesses, and to manage financial risks independently. However, these findings also highlight that such benefits are not evenly distributed, particularly in regions with limited technological infrastructure. This confirms the argument of Brynjolfsson and McAfee that technology can exacerbate inequality if it is not accompanied by policies that ensure equitable access.

Online learning platforms such as Coursera and Udemy serve as important tools in empowering young generations to compete in the digital era. Through courses specifically designed to meet modern industry demands, Generation Z can acquire relevant technical skills, such as programming, graphic design, and project management. In addition, the financial literacy training provided by these platforms helps Generation Z understand how to manage their finances effectively, including how to invest and utilize digital financial services. However, the main challenge faced is the unequal distribution of access, particularly in developing countries

¹⁴ Kumar, "The Role of E-Learning Platforms in Enhancing Digital Literacy."



where technological infrastructure remains limited. This underscores the need for policy interventions to ensure that.

The dropshipping business model through e-commerce platforms such as Tokopedia and Trendyol has been shown to have a positive impact on the creation of inclusive employment opportunities. This finding is consistent with the study by Zhang et al., which found that dropshipping enables small business actors to enter global markets with minimal capital. Generation Z can start businesses without holding inventory or physical infrastructure, thereby reducing financial and geographical barriers. This model also aligns with the increasingly dominant gig economy trend, as described by Kuhn, in which individuals prefer work flexibility and financial independence.

However, the success of dropshipping is highly dependent on the availability of technological infrastructure and digital skills. As indicated by the research data, male respondents (63.5%) are more dominant in dropshipping engagement, which may reflect the persistence of a gender gap in access to technology in certain regions. This finding is in line with the ILO report, which emphasizes that women's participation in the digital economy remains constrained by social and cultural factors. Therefore, efforts to expand inclusion require not only technological access but also gender-sensitive approaches.

Dropshipping as a low-risk business model has opened new opportunities for Generation Z to engage in global value chains. With minimal initial capital, individuals can sell products to consumers worldwide without managing complex logistics. Platforms such as Tokopedia and Trendyol provide infrastructure that supports this business model, including online payment systems, inventory management, and product delivery. Nevertheless, the success of this model largely depends on individuals' ability to optimally utilize technology. For instance, an understanding of digital marketing strategies, social media management, and data analytics is critical to successfully running a dropshipping business.

In addition, another challenge faced is increasingly intense competition in the e-commerce market. Many dropshipping business actors fail due to a lack of product differentiation and innovative marketing strategies. Therefore, integrated training that combines technical skills and business management is essential to help Generation Z maximize the potential of this business model. Educational platform providers such as Coursera and Udemy can play a role in addressing this gap by offering courses that are relevant to the practical needs of operating a dropshipping business.

Although both variables have significant independent effects, the research findings indicate that the combination of Coursera/Udemy and dropshipping does not produce an optimal synergistic effect. This is due to the lack of integration between digital training and practical implementation in dropshipping businesses. For example, although Coursera and Udemy provide technical skills, Generation Z often faces barriers in applying them due to limited systemic support, such as stable internet access or mentorship guidance.



These findings underscore the importance of an ecosystem approach in digital economic development, as proposed by the World Economic Forum. Collaboration among educational platform providers, e-commerce actors, and governments is required to create an ecosystem that supports the transition from training to business implementation. For example, training programs combined with business mentoring or access to microfinance can enhance the success of dropshipping, as demonstrated by Coursera through its Workforce Recovery Initiative.

The suboptimal synergy between Coursera/Udemy and dropshipping indicates that training alone is insufficient to generate tangible impacts in the labor market. Training must be supported by an environment that facilitates the practical application of acquired skills. For instance, limited access to stable internet connectivity or the lack of mentors who can provide practical guidance constitutes a major barrier for Generation Z in utilizing the training they have received. Therefore, multi-stakeholder collaboration becomes key to addressing these challenges. Governments can play a role by expanding internet access to remote areas, while educational platform providers and e-commerce actors can collaborate to deliver training programs integrated with business mentoring.

The descriptive mixed-methods approach employed in this study strengthens the validity of the findings. Normality (Kolmogorov-Smirnov) and linearity tests indicate that the data are normally distributed and exhibit significant linear relationships, confirming the validity of the regression model used. Meanwhile, qualitative data provide deeper context, such as Generation Z's motivations for using Coursera/Udemy or the operational challenges encountered in running dropshipping businesses. This approach aligns with the framework proposed by Creswell and Plano Clark, which emphasizes that integrating quantitative and qualitative data can yield a more holistic understanding of social phenomena.

The use of mixed methods enables researchers not only to observe statistical relationships among research variables but also to understand the meanings behind the numbers. For example, qualitative data reveal that one of the main challenges faced by Generation Z in operating dropshipping businesses is a lack of knowledge of digital marketing strategies. This provides deeper insight into why technical training alone is insufficient to create a synergistic impact between Coursera/Udemy and dropshipping. This approach also allows researchers to identify non-technical factors, such as intrinsic motivation and social support, that influence Generation Z's success in leveraging digital economic opportunities.

Theoretically, this study enriches the literature on financial inclusion and the digital economy by demonstrating that financial literacy and digital skills are prerequisites for inclusive participation in the digital economy. The findings also support social capital theory, in which digital platforms function as networks that facilitate collaboration and access to resources.



Practically, this study proposes several policy recommendations. 1) Strengthening Technological Infrastructure: Governments need to expand access to high-quality internet in remote areas to reduce the digital divide. 2) Integrated Training Programs: Educational platform providers and e-commerce actors should design training programs that focus not only on technical skills but also on business management and financial literacy. 3) Financial and Regulatory Support: Microfinance schemes and MSME-friendly regulations are necessary to support dropshipping actors, particularly Generation Z individuals with limited capital.

These recommendations aim to build an ecosystem that supports inclusive participation of Generation Z in the digital economy. By improving technological infrastructure, providing relevant training, and offering financial support, it is expected that more individuals from diverse backgrounds will be able to take advantage of opportunities offered by digital platforms.

The research findings indicate a growing trend of Generation Z participation in the gig economy through digital platforms. According to the ILO, 60% of Generation Z in developing countries are interested in self-employment, reflecting a shift from formal employment to flexible work models. However, this trend also has the potential to create precarious employment if it is not accompanied by social protection and the safeguarding of workers' rights. Therefore, labor policies need to be revised to accommodate the new dynamics of the world of work, as proposed by Standing in the concept of the precariat.

The shift toward the gig economy and self-employment reflects a new order in the world of work that is more inclusive. Individuals no longer rely solely on formal employment to earn income but can create their own opportunities through digital platforms. Nevertheless, the main challenge lies in the lack of social protection for self-employed workers. For example, dropshipping actors or freelancers often lack health insurance or pension schemes, making them vulnerable to financial risks. Accordingly, labor policies must be updated to ensure that self-employed workers receive protection equivalent to that of formal workers.

This study has limitations in terms of geographical scope (restricted to specific regions) and a relatively small sample size (52 respondents). Future research is recommended to expand the sample across regions with varying levels of technological development and to include control variables such as education level or economic background. In addition, longitudinal studies are needed to understand the long-term impacts of Generation Z social finance integration on economic stability.

These limitations indicate that the findings of this study remain exploratory in nature and require further validation through broader research. Longitudinal studies can provide insights into how Generation Z social finance integration evolves over time and how it affects economic stability at the macro level. Furthermore, future research may also explore other factors influencing the success of social finance integration, such as organizational culture, government regulation, and global market dynamics.



Theoretically, these findings can be analyzed using the concept of financial inclusion proposed by Sarma,¹⁵ which emphasizes the importance of access to financial services and education as instruments of community empowerment. In addition, the research results are consistent with the study by Kumar and Singh,¹⁶ which demonstrates that e-learning platforms such as Coursera and Udemy play an important role in enhancing digital literacy and practical skills relevant to modern labor market demands. In the context of dropshipping, this business model not only enables individuals to start businesses without substantial capital but also provides a solution for reducing unemployment. Moreover, both platforms meet young people's needs for flexibility, accessibility, and opportunities to learn and work independently. Coursera and Udemy offer training aligned with industry trends, while dropshipping through Tokopedia and Trendyol provides opportunities to participate in global value chains with low risk. This creates a new pattern in the world of work, in which individuals no longer depend on formal employment but are able to create their own opportunities.

A trend observable from the findings of this study is the increasing participation of Generation Z in the gig economy through digital platforms. According to the ILO,¹⁷ more than 60% of Generation Z in developing countries are interested in engaging in self-employment through digital platforms. The contextual meaning of this trend is that Generation Z is shaping a more inclusive future of work, where geographical and structural boundaries are increasingly opened by technology. However, challenges remain, such as disparities in internet access and technical capabilities across regions, which must be addressed through supportive public policies.

The practical implications of these findings highlight the need for collaboration among governments, educational platform providers, and e-commerce industry actors to ensure that digital economic opportunities are equitably accessible. For example, large-scale digital training programs such as those implemented by Coursera¹⁸ during the pandemic can be replicated to create broader inclusive employment opportunities. At the same time, these findings indicate that a holistic approach is required to integrate financial literacy, digital skills, and systemic support within a single ecosystem.

Conclusion

Based on the results of quantitative data analysis and qualitative descriptions, several conclusions can be drawn. First, the utilization of online

¹⁵ M. Sarma, "Measuring Financial Inclusion: A Multidimensional Index," *Journal of Development Studies* 52, no. 4 (2016): 590–605.

¹⁶ R. Kumar & Singh, P., "The Role of E-Learning Platforms in Enhancing Digital Literacy," *International Journal of Educational Technology* 10, no. 3 (2020): 45–60.

¹⁷ International Labour Organization (ILO), *Global Employment Trends for Youth*.

¹⁸ Coursera, "Coursera's Workforce Recovery Initiative: A Global Impact Report," *Coursera Insights* 1, no. 1 (2021): 1–20.



learning platforms such as Coursera and Udemy has a positive and significant effect on improving the financial literacy and digital skills of Generation Z. These platforms provide training that is relevant to modern labor market demands, thereby enhancing their capacity to participate in the digital economy. Second, the dropshipping business model through e-commerce platforms such as Souq, Tokopedia, and Trendyol has a positive impact on the creation of inclusive employment opportunities for Generation Z. With low capital requirements and high flexibility, this model enables individuals to start independent ventures and contribute to global value chains. Third, although both variables have significant independent effects, the combination of Coursera/Udemy utilization and dropshipping does not have a significant impact on inclusive employment. This is due to the lack of synergy between the two variables, compounded by challenges such as uneven technological infrastructure and limited systemic support. Fourth, the research findings indicate a growing trend of Generation Z participation in the gig economy through digital platforms. This phenomenon reflects a new order in the world of work that is more inclusive, where individuals can create their own opportunities without relying on formal employment. However, disparities in internet access and technical capabilities remain challenges that must be addressed through supportive public policies. Fifth, to expand the benefits of the digital economy, collaboration among governments, educational platform providers, and e-commerce industry actors is required. Large-scale digital training programs and equitable technological infrastructure can serve as solutions for creating broader inclusive employment opportunities. Overall, this study confirms that the integration of social finance through digital education and online business holds significant potential for opening employment opportunities for Generation Z. Nevertheless, a holistic approach and systemic support are necessary to ensure that the benefits are equitably experienced across all segments of society.

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