Laughter on Social Media Twitter: The Influence of Different Types of Humor on Positive Emotions in Generation Z

Utami Suhariningsih[1]*, Siti Rohmah Nurhayati[2]

[1,2]Fakultas Ilmu Pendidikan dan Psikologi, Universitas Negeri Yogyakarta, Indonesia

Abstract. This study aimed to investigate the impact of humour types on positive emotions of Generation Z social media users on Twitter. An experimental method was adopted, with a one-shot case study design under a pre-experimental framework. The participants were 211 individuals divided into 4 groups of different types of humour, namely sarcasm text, entertainment text, sarcasm meme, and entertainment meme. The post hoc test results showed that different types of humour had varying effects on enhancing positive emotions among Generation Z users on Twitter. Sarcasm text had the most significant impact, achieving the highest average value of 68.77, while entertainment meme featured the least influence, with the lowest average value of 59.66. The ANOVA test further confirmed these variations, with an F-test significance value of 0.000 ($p < 0.05$).

Keywords: Generation Z, humour, positive emotions, Twitter

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* Corresponding author: Fakultas Ilmu Pendidikan dan Psikologi, Universitas Negeri Yogyakarta, Jl. Colombo No. 1, Karangmalang, Caturtunggal, Kecamatan Depok, Kabupaten Sleman, Daerah Istimewa Yogyakarta 55281, Indonesia
E-mail: utamisuhariningsih.2021@student.uny.ac.id

Introduction

The use of social media among young individuals is very rapid and has become an addiction (Putri et al., 2016). In Indonesia, *digital natives* dominate social media activity. Approximately 62% used *smartphones*, 16% relied on computers, and 6% accessed platforms through *tabs.* (Triastuti et al., 2017). Generation Z, often characterized as *a digital native,* spends a significant time on social media . This extensive usage poses challenges, particularly in managing a large volume of *information,* which can negatively affect positive emotions (Triastuti et al., 2017).

Positive emotions serve as a primary driver in motivating and encouraging individuals. However, when it is dominated by negative feelings, the capacity to enhance emotional well-being is limited (Leino & Kulha, 2023) and mental health can be disrupted (Tammilehto et al., 2023).

Fredrickson (2013) explained that positive emotions such as happiness, satisfaction, and feelings of interest have the ability to broaden thought patterns and actions. This enables individuals to adopt long-term perspectives, building social, intellectual, and

physical connections. According to Fredrickson (1998), positive emotional aspects include happiness, satisfaction, as well as interest, love, and affection.

Setiadi (2016) defined positive emotions as a process designed to derive positive influence from the situation or object being approached. Individuals tend to avoid situations that can worsen the emotional condition but are attracted to sources of happiness and, satisfaction to enhance well-being. This reflects the critical role of positive emotions in shaping experiences and interactions.

Experiencing positive emotions can motivate individuals to engage in behaviour that improves personal life, support others, and benefit society (Armenta et al., 2017). These emotions also offer numerous advantages, such as increasing creativity, sociability, altruism, life satisfaction, and resilience, while strengthening the ability to manage and overcome negative emotions (Vanderlind et al., 2020).

The benefits of positive emotions are not experienced by individuals with mental health problems. Moreover, mental issues are increasingly prevalent among teenagers, particularly within Generation Z who were born from 1995 to 2010 (Sakitri, 2021). Individuals in this group are currently

in the developmental age which is classified as *early adulthood*.

Generation Z grew up in an era of social media, economic recession, and family challenges, with concerns about terrorism and financial burdens such as student debt (Sakitri, 2021). They are known to be mentally weak due to socioeconomic deficiencies such as income, education, employment, food, housing, and security (Fadli, 2022). This generation is faced with stress at school due to academic pressure (Gunnell et al., 2018), despite being highly curious about various things (Brading, 2020). Generation Z is also vulnerable to mental health problems such as anxiety and depression (Anggraini, 2022; Reyes et al., 2021), with intensive pressure from social media and news (Fadli, 2022).

The solution to mental health problems is related to the use of humour as an effective coping strategy (Fritz, 2020). Humour can reduce stress, increase positive emotions, and provide beneficial physiological and psychological impacts (Cottingham & Rose, 2022; Yeo et al., 2020; Tan & Schneider, 2009). It also builds strong social relationships and improves quality of life (Savage et al., 2017). Fessell (2020) stated that humour intervention is not complex and can be conducted easily with fun. A 5-minute break to watch humorous video or read a funny quote gives the energy to lift the spirit.

Twitter is social media that is often used for funny expressions (Greenwood & Gautam, 2020). Despite its prevalence, the academic exploration of humour on Twitter remains relatively limited (Zhang & Liu, 2014). As a "participatory media environment," the platform uniquely combines various types of humour, including wit, parody, sarcasm, and light humour (Cottingham & Rose, 2022). Users often express humour and opinions, through digital interactions (Molyneux & Mourão, 2019 ; Davis et al., 2018; Galdieri et al., 2017).

The literature on humour comprises numerous classifications and subtypes. Berger (1993) categorized humour into 4 types, namely *language, logic, identity,* and *action,* each with specific derivatives. For example, *humorous language* is divided into *15 specific methods.* These included 1) *Allusion, 2) Bombastic, 3) Definition, 4) Exaggeration, tall tale (comic lie)*, 5) *Cuteness, 6) Insult, 7) Infantilism, 8) Irony, 9) Misunderstanding, 10) Over Literalness, 11) Puns, Word Games, 12) Repartee and Outwitting, 13) Ridicule, 14) Sarcasm, 15. Satire.*

On Twitter, humour is also conveyed through various types of memes, which are not only aimed at entertainment but also at understanding global issues creatively (Juliana, 2019). Memes often contain satire or sarcasm, specifically in the context of politics or

social commentary (Pratiwi, 2022; Putra & Wedasuwari, 2021). Additionally, Twitter uses short texts to convey humour, often in the form of sarcasm and entertainment (Firdaus & Kusdibyo, 2019).

Schwarz et al. (2015) explained that various types of humour have different perceptions of influencing laughter. Humour has long been recognized for its capacity to overcome tensions, often exceeding an individual's innate coping abilities (Dharmawan et al., 2023).

In the context of cognitive-transactional stress theory, humour functions as a mechanism of cognitive appraisal and understanding of situations. It allows the interpretation of potentially stressful situations through humorous, ridiculous, or absurd lenses (León-Pérez et al., 2021). Positive emotions emphasize traits that influence positive feelings or mood (Shiota et al., 2017) and act as a driving force behind personal and professional success. Theoretical work describes the benefits of positive emotions in enhancing psychological, physical, and social resources (Fredrickson & Joiner, 2018; Armenta et al., 2017). These feelings facilitate the acquisition of long-term information, strengthen social relationships, and support access to vital material resources necessary for survival (Shiota et al., 2017). Emotions are also related to health, as individuals experiencing positivity often have good health conditions (Fredrickson & Joiner, 2018; Richman et al., 2005) .

This study introduces a new approach to understanding the influence between types of humour and positive emotions. A variety of humour, including memes and texts on Twitter, was investigated to explore the impact on positive emotions. The focus on Generation Z, who have grown up in the age of social media and face unique challenges related to mental health, provides a relevant context for analyzing the effects.

A study conducted by Savage et al. (2017) examines the history and relationships between humour, laughter, learning, and mental health with an emphasis on the powerful and universal language of laughter. The participants were school students whose sample size and level of education were not stated in detail. The results showed that humour had a positive effect on improving student learning experiences. When incorporated by teachers, students tend to pay attention, focus, and concentrate. Participation in the elaboration of course content further improves learning outcomes. Humour is often cited as a strategy for getting attention and a way to create a positive impact. The results showed that it had an influence on improving learning in the classroom.

Fessell (2020) investigated humour as a mechanism for coping and resilience. This qualitative study, based on a literature review, showed the

potential of humour as an intervention to increase happiness and strengthen social relationships. The study aimed to determine the influence of humour on *coping* and resilience.

The study by Menendez-Aller et al. (2020) aimed to explore the role of humour style as a protector against anxiety and depression and its relationship with optimism. A quantitative method was used in the analysis of data from 804 participants, in order to evaluate humour, optimism, as well as clinical symptoms of anxiety and depression. The results showed that men and women had differences in the use of more aggressive humour styles, while the affiliative counterparts decreased with age. The conclusion obtained is that humour is a tool of everyday life, capable of influencing mental health negatively or positively.

In contrast to earlier studies, the current method used was experimental. Previous reports, which served as references, adopted a non-experimental method to examine humour and positive emotions. Furthermore, earlier studies focused on students, social media users, and the general public. The participants were Generation Z Twitter social media (X) users within the *emerging adulthood* age range of 18-25 years. Additionally, the integration of humour variables associated with positive emotions reflects the originality of the study framework.

The contribution of this study lies in the practical intervention approach. In addition to identifying the impact of humour on positive emotions, its potential as a practical intervention to improve the mental well-being of Generation Z was outlined. The results provide valuable insights for mental health practitioners and policymakers to design a more effective intervention strategy. This particular approach to the use of Twitter as a social media platform reflects an attempt to understand the contribution of humorous content to positive emotions. Additionally, it filled the knowledge gap about the influence of specific social media on mental well-being.

Humour is an important subject of investigation due to its influential benefits in overcoming the problems of Generation Z, particularly in fostering the development of positive emotions. The study provides new insights into understanding the effect of various humour types on positive emotions. Therefore, the understanding of the correlation between humour and positive emotions was expanded. A practical contribution to the development of more effective intervention strategies was made to support the mental health of Generation Z, who face social and psychological pressures in the digital era.
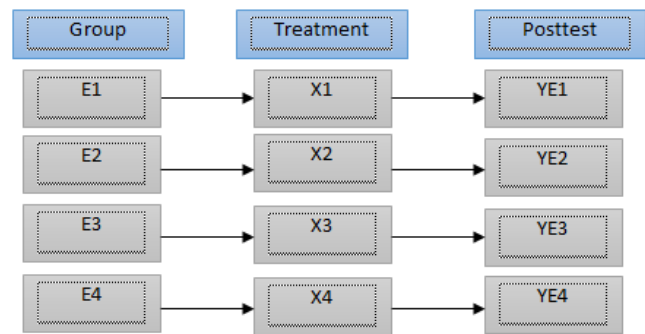

Figure 1. One shot case study study design

Methods

This study adopted a quantitative method within an experimental framework, using a one-shot case study design under the pre-experimental category. According to Jhangiani et al. (2019), the design includes administering a single treatment, assumed to produce an effect, followed by a posttest. Furthermore, it was used to test the increase in positive emotions in the experimental group. The advantage of a one-shot case study is the ability to provide instant results. Since the effects of humour were instantaneous and did not require repeated stimuli, this design significantly shortened the study duration. Unlike true experimental and quasi designs, pre-experimental did not require a strict control group. It was easier to implement, suggesting the suitability for preliminary investigations or when resources were limited (Jhangiani et al., 2019). This study comprised 4 experimental groups and the structure of the design is presented in Figure 1.

Participant

The population in this study comprised Generation Z social media users who were on Twitter in the Special Region of Yogyakarta. This demographic was particularly relevant for studying humour due to several factors. Generation Z grew up with extensive access to the internet and social media, frequently engaging with various forms of humour online, such as memes, funny videos, and viral trends. This provided a rich context for analyzing the effects of humour on social and emotional responses. (Azira & Yusof, 2021). Generation Z is also characterized by a distinct humour style and language, which is often different from previous generations. Understanding humour preferences offers valuable insight into social and emotional dynamics. (Brading, 2020). Based on DIY BPS projections, the population of Generation Z residents with an age range of 18-25 years in the Special Region of Yogyakarta was approximately 597,229.

The participants, which included 211 individuals spread across 4 groups, consisted of 66 men and 145 women selected using quota sampling. The selection

was conducted based on the predetermined criteria until the specified number was reached. In this study, a minimum quota of 50 participants per group was set. The distribution of participants across groups is detailed in Table 1.

The participant quotas were not applied based on gender but were selected naturally, leading to a ratio of 1:2 between men and women. This study did not focus on gender differences in humour and positive emotions. Therefore, further investigation was needed to determine the influence of gender on the variables.

Sampling was conducted by distributing questionnaires *online,* targeting participants who met specific criteria. These included Generation Z aged between 18-25 years, active users of Twitter, and residents of the Special Region of Yogyakarta. To ensure homogeneity, participants were recruited based on these criteria, guaranteeing the formed groups shared relevant characteristics.

Table 1
Number of distributions for each group

Group	Amount
1. Sarcasm text	52
2. Entertainment Text	53
3. Sarcasm Memes	53
4. Entertainment Memes	53
Amount	211

Table 2.
Distribution of Study Samples

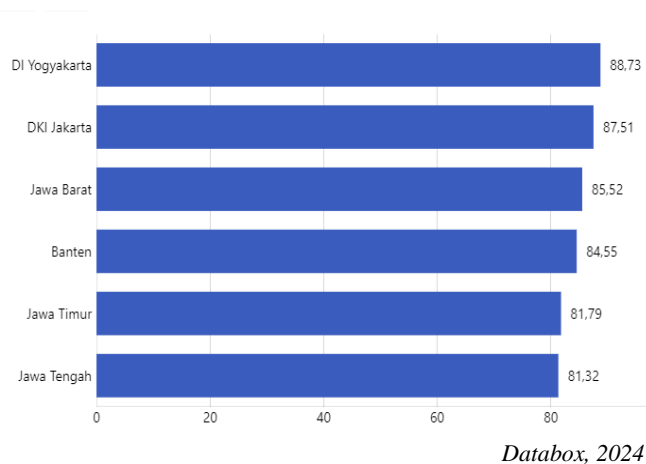| Age	Gender		Amount
	Man	Woman	
18	1	4	5
19	3	7	10
20	11	10	21
21	3	11	14
22	13	33	46
23	16	49	65
24	14	27	41
25	5	8	13
Total	66	145	211

Databox, 2024

Figure 2. Internet penetration rate on Java Island

The Special Region of Yogyakarta was chosen due to its suitability for sampling purposes. The significant population of Generation Z in the region was in line with the high number of Internet and Twitter users, facilitating participant recruitment. Social media, particularly Twitter, is widely recognized as a platform for expressing humour (Greenwood & Gautam, 2020).

The Special Region of Yogyakarta has the highest internet penetration rate of 88.73% according to 2024 Databox statistics. When penetration is high, access to social media is also easy, including the use of social media Twitter.

Instrument/Scale
The positive emotions scale was developed based on the framework of Fredrickson (1998) on positive emotions. Reliability was assessed using *software IBM SPSS Statistics 25* and the value obtained was .859. The scale used *a Likert* format with 4 answer choices, namely Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Inappropriate (STS).

The aspects measured were joy, satisfaction, interest, and love. Initially, there were 32 items, including 16 favorable and 16 unfavorable. After the trial and item selection process, 21 items were retained, consisting of 10 favorable and 11 unfavorable items. Examples of items for joy, satisfaction, interest, and love were "I feel happy with my life when reading humour on Twitter social media", "I enjoy my current activities", "Twitter has become a part of me", and "I am happy with my friends on Twitter despite not knowing them". Validated humour content from Twitter was used as the instrument in the study. The validation was conducted by 10 expert validators and tested on individuals who met the criteria. The procedure included assigning scores on *a Likert scale* from 1 to 10. A score of 1 signified very irrelevant content, while 10 represented highly relevant content to the type of humour being evaluated.

Procedure
The study was conducted through an online experiment in the Special Region of Yogyakarta after obtaining ethical approval from the lecturer and the Dean. The approval was granted following the submission of an application to the faculty. A study permit, signed by the Dean of the Faculty of Education and Psychology, Yogyakarta State University, was then sent to the head of the Special Region of Yogyakarta education office.

In this study, several types of humour content were presented based on the theory of Berger (1993). *Humorous language was categorized into 15 more specific methods*, including 1) *Figure of speech, 2)*

bombastic, 3) Definition, 4) Exaggerated and fabricated stories (comic lies), 5) Antics, 6) Insult, 7) Infantilism, 8) Irony, 9) Misunderstanding, 10) More than Literal, 11) Word Games, 12) The Party Retaliated against and Deceived, 13) Ridicule, 14) Sarcasm, and 15) Satire.

Meme humour can be categorized into sarcasm and entertainment. Sarcasm memes rely on sarcasm to convey ironic or hurtful messages, often used in political contexts and commentary (Pratiwi, 2022; Putra & Wedasuwari, 2021). Entertainment memes were created primarily to entertain, often featuring funny images and text aimed at causing laughter or smiles. The content originated from various contexts, including humorous situations, everyday events, or parodies of popular culture. (Cottingham & Rose, 2022) .

The study used 4 humour types namely sarcasm texts (Berger, 1993), entertainment texts (*definitions*) (Berger, 1993), sarcasm memes (Pratiwi, 2022; Putra & Wedasuwari, 2021), and entertainment memes (Cottingham & Rose, 2022). These categories were chosen due to their prevalence on social media platforms such as Twitter. The following shows some examples of humour types.

The funny images used in this study were validated by humour content experts. These validators had extensive knowledge of satire, sarcasm, entertainment, and memes, alongside experience in creating or analyzing humorous content on Twitter. They also understood the preferences of Generation Z, ensuring the selected content would resonate with participants. The validators scored each of the humour content on a scale of 1-10. Selection was conducted based on content that scored between 7 and 10 and met the study criteria. A total of 20 contents were assigned to each group, leading to 80 across all groups.

Based on the treatment or study group, 4 *different Google form links* were prepared. The first and second links *contained humorous content treatment* in the form of sarcasm and entertainment text, respectively. Meanwhile, the third and *fourth contained treatment* in the form of sarcasm and entertainment memes, respectively. Participants select a group by clicking on the provided link which is given a description of the type of humour, such as:
https://bit.ly/humortekssarkasme,
https://bit.ly/humortekshiburan,
https://bit.ly/humormemesarkasme,
https://bit.ly/humormemehiburan.

Participants in the 4 experimental groups completed a questionnaire through Google Forms consisting of three sections. The first section covered explanations and the demographics of the participants, while the second presented humour content in the form of validated Twitter screenshots. After reviewing humour content, the third section, which included a posttest scale to measure differences in positive emotions based on humour types, was completed. A pretest was omitted to focus on the immediate effects of the treatment, as baseline measurements were unnecessary. Including a pretest could have disclosed the study objectives, potentially influencing post-test responses.

Figure 3. Sarcasm text humour

Figure 4. Entertainment text humour

Figure 5. Humour memes sarcasm

Figure 6. Humor memes entertainment

The study adopted statistical analysis, such as assumption tests (normality and homogeneity) and a hypothesis test using one-way ANOVA analysis. Furthermore, the significant differences in the effects of sarcastic text, entertainment text, sarcastic memes, and entertainment memes on positive emotions, were assessed using a one-way ANOVA test.

Results and Discussion
Result
Score Categorization
Subjects were grouped into five categories, namely very low, low, medium, high and very high. The categorization of positive emotions can be seen in table 3.

Based on the positive emotion scale data categories in the table above, in the sarcasm text humor group there were 3 subjects who had positive emotions in the medium category with a percentage of 5.8%. Furthermore, there were 48 subjects who had positive emotions in the high category with a percentage of 92.3% and 1 subject who had positive emotions in the very high category with a percentage of 1.9%. So, it can be concluded that in general the subject's positive emotion score is in the high category.

In the humorous entertainment text group, there were 7 subjects who had moderate positive emotions with a percentage of 13.2%. Furthermore, there were 46 subjects who had positive emotions in the high category with a percentage of 86.8%. So, it can be concluded that in general the subject's positive emotion score is in the high category.

In the sarcasm meme humor group, there were 30 subjects who had moderate positive emotions with a percentage of 56.6%. Furthermore, there were 19 subjects who had positive emotions in the high category with a percentage of 43.4%. So, it can be concluded that in general the subject's positive emotion score is in the medium category.

In the humorous meme entertainment group, there were 34 subjects who had moderate positive emotions with a percentage of 64.2%. Furthermore, there were 19 subjects who had positive emotions in the high category with a percentage of 35.9%. So, it can be concluded that in general the subject's positive

emotion score is in the medium category. Overall, the average positive emotion score of the subjects was in the high category.

Hypothesis Test
The normality test was carried out using the *Kolmogorov-Smirnov technique* with the help of *IBM SPSS Statistics 25 software*. The results of the normality test for the 4 groups of variables in this study are listed in the table 4.

It can be seen that all groups have a p value>.05. so it can be concluded that the data distribution is normally distributed so that it can be used for the One Way Anova analysis test.

Table 3
Categorization of Experimental Groups

Category	Group							
	Sarcasm text		Entertainment text		Sarcasm memes		Entertainment memes	
	Amount	%	Amount	%	Amount	%	Amount	%
Very low	0	0%	0	0%	0	0%	0	0%
Low	0	0%	0	0%	0	0%	0	0%
At the moment	3	5.8%	7	13.2%	30	56.6%	34	64.2%
Tall	48	92.3%	46	86.8%	23	43.4%	19	35.9%
Very high	1	1.9%	0	0%	0	0%	0	0%
Amount	52	100%	53	100%	53	100%	53	100%
Total	211							

Table 4
Normality test

Variable	Ks-Z value	P	p>.05	Information
Sarcasm Text	.115	.082	p>.05	Data is normally distributed
Entertainment Text	.108	.182	p>.05	Data is normally distributed
Sarcasm Memes	.087	.200*	p>.05	Data is normally distributed
Entertainment Memes	.114	.085	p>.05	Data is normally distributed

Table 5
Multiple comparisons

Types and Forms (I)	Type and shape (J)	Average Difference (IJ)	signature.
Sarcasm Text	Entertainment Text	3.656*	.000
	Sarcasm Memes	7.599*	.000
	Entertainment Memes	9.109*	.000
Entertainment Text	Sarcasm Text	-3.656*	.000
	Sarcasm Memes	3.943*	.000
	Entertainment Memes	5.453*	.000
Sarcasm Memes	Sarcasm Text	-7.599*	.000
	Entertainment Text	-3.943*	.000
	Entertainment Memes	1.509	.254
Entertainment Memes	Sarcasm Text	-9.109*	.000
	Entertainment Text	-5.453*	.000
	Sarcasm Memes	-1.509	.254

The homogeneity test was carried out using *IBM SPSS Statistics 25 software.* The results of the positive emotion homogeneity test obtained were .005. meaning p<.05. so it can be concluded that the variance in the positive emotion data in the four experimental groups is the same (homogeneous).

Hypothesis testing was carried out using *one way ANOVA analysis techniques* to determine differences in influence between groups on the dependent variable. namely positive emotions. Hypothesis testing is carried out by using the help of *IBM SPSS Statistics 25 software.*

In the Anova test. an F value of 49.854 is obtained with a significance of .00. namely p<.05. which means that overall it is known that there are differences in the influence of types of humor on users' positive emotions. from social media Twitter. The influence between groups can be seen in table 5.

Post hoc multiple comparisons were carried out with the aim of finding out whether there were differences between experimental groups after being given treatment in the form of humor. The results of the analysis show that the sarcasm text experimental group and the posttest entertainment text experimental group have a significance value of .00. Thus p<.05. namely .000<.05. which means there is a significant difference in positive emotions between the sarcasm text and entertainment text groups after being treated with humor. *The average difference* between sarcasm texts and entertainment texts is 3.656.

The difference in positive emotions between the experimental group of humorous sarcasm texts and sarcasm memes shows that between the experimental group of sarcasm texts and the experimental group of sarcasm memes there is a difference of .00. Thus. p<.05. namely .000<.05. which means there is a significant difference in positive emotions between the sarcasm text and sarcasm meme groups after being treated with humor. *The mean difference* between sarcasm texts and sarcasm memes is 7.599 . which means that sarcasm texts have a greater influence than sarcasm memes on positive emotions. The results of the analysis show that between the sarcasm text experimental group and the entertainment meme experimental group there is a difference of .00. Thus. p<.05. namely .000<.05. which means there is a significant difference in positive emotions between the groups of sarcasm texts and entertainment memes after being treated with humor. *The average difference* between sarcasm texts and entertainment memes is 9.109 . which means that sarcasm texts have a greater influence than entertainment memes on positive emotions.

The results of the analysis show that between the entertainment text experimental group and the sarcasm meme experimental group there is a difference of .00. Thus. the p value is <.05. namely .000 <.05. which means there is a significant difference in positive emotions between the groups of entertainment texts and sarcasm memes after being treated with humor. *The average difference* between entertainment texts and sarcasm memes is 3.943 .

The results of the analysis show that between the entertainment text experimental group and the entertainment meme experimental group there is a difference of .002. Thus. p < .05. namely .000 < .05. which means there is a significant difference in positive emotions between the entertainment text group and the entertainment meme group after being given humor treatment. *The average difference* between entertainment texts and entertainment memes is 5.453 . which means that entertainment texts have a greater influence than entertainment memes on positive emotions.

The results of the analysis show that there is no difference between the sarcasm meme experimental group and the entertainment meme experimental group. namely .254. Thus. a p value >.05 was obtained. namely .254 > .05. which means there was no significant difference in positive emotions between the sarcasm meme group and the entertainment meme group after being given humor treatment. *The average difference* between sarcasm memes and entertainment memes is 1.509 .

Looking at the research data and data analysis. it can be seen that overall there are differences in types of humor in increasing positive emotions in social media Twitter users. This can be seen from the results of the F test (ANOVA) with *one way anova analysis* . It is known that the scores *between groups* in the F test (ANOVA) have a significance value of .00. namely p<.05. which means that overall it is known that there are differences in the influence of the type of humor on positivity. emotions of social media users Twitter.

In particular. based on *post hoc tests* . it is also known that several groups of types of humor have different influences on increasing positive emotions in generation Z users of social media Twitter. The group of results that had the most significant differences and had the most influence on increasing positive emotions was the sarcasm humor text type group. This type of humor has the highest average value. namely 68.77. Meanwhile. the smallest influence is known to be found in the humorous meme entertainment type group with the lowest average value. namely 59.66.

Discussion

The humor of sarcasm texts has more influence on positive emotions because *sarcasm text tweets* tend to present information that is easy to obtain. Sarcasm tends to be easier to find on Twitter because this

social media focuses on short and easy-to-read communication. The use of sarcasm in *tweets* can build a closer relationship with readers. because tweets are more interesting and influence the reader's attention (Eckman. 2018). Twitter is often a place where sarcastic humor appears more often because of the platform's characteristics which allow for short messages. quick responses. and a tendency to express opinions sharply and clearly. Sarcasm tends to be easier to understand within limited character limits. therefore many people use this type of humor to convey an opinion or comment on something briefly but have a strong effect (Yani. 2021).

The results of this research are supported by research by Schwarz et al.. (2015) which explains that different types of humor have different perceptions of creating laughter. The types of humor studied by Schwarz et al. (2015) were satirical humor. sentimental comedy and comic humor in print advertisements. The results obtained from this research are that satirical humor is more influential and attractive to men. while women are more interested and have an influence on laughing with sentimental comedy.

Then. research findings conducted by Machlev and Karlin (2017) examined the relationship between the use of various types of humor and students' interest in the subject matter. The results obtained were. the more relevant/appropriate the humor used. the greater the students' interest in the subject matter. Additionally. the more irrelevant humor is used. the less interest students will have in the subject matter. No differences were found between the genders of the students in the class when examining questions about humor and interest.

The differences in types of humor were also explained by research conducted by Tsai et al in 2023 . The research results show that men tend to like aggressive humor. while women tend to like affiliative humor. Differences in interest in various types of humor mean that each type of humor has a different effect in triggering individual laughter. Further analysis showed that adolescent to college age participants were more likely to use affiliative humor. adult participants were more likely to prefer affiliative and self-enhancing humor. and older adults were more likely to use self-enhancing humor. Additionally. more people tend to favor self-effacing humor as they age. and this trend is strongest among older adults. This study revealed not only significant gender differences but also age differences in humor style tendencies.

Furthermore. research by Bieg et al (2017) explains that types of humor have different influences on enjoyment of learning. It is known that humor related to learning material has a positive relationship with enjoyment and a negative relationship with boredom and anxiety. In contrast. aggressive humor was negatively related to enjoyment and positively related to boredom and anxiety. Therefore. research suggests that the humor that teachers want to convey must be related to the subject to provide a positive emotional experience.

Another research discovered later was by Fox et al. (2016) . The research results explain that different styles of humor have different influences on children's psychosocial abilities. Four types of humor were identified namely: *'Interpersonal Humor'* (high in aggressive and affiliative humor. low in self-defeating and self-enhancing humor). *'Self-Defeaters'* (high in self-defeating humor. low in the other three). *'Humor Endorsers'* (high in all four humor styles). and 'Adaptive Humor' (high in self-effacing and affiliative humor. but low in aggressive and self-defeating humor). *Self-Defeats* scored highest in terms of nonconformity across all outcomes measured. The researchers' analysis supports the existence of a unique type of humor in childhood and shows that it is related to psychosocial adjustment

The research that the researchers conducted is different from previous research. but in this case the research has the same aim. namely to determine the differences in the influence of types of humor on the dependent variable. The research results obtained support the researcher's hypothesis. plus there are several previous studies that further strengthen the results of this research.

As explained in the introduction. Generation Z. which is the subject of this research. is claimed to have a weaker mentality than other generations. By taking part in this research. generation Z will benefit in the form of growing positive emotions from the experiments they take part in. Generation Z who acted as research subjects were divided into 4 groups and received different positive emotional influences because the effects of each group had different types of humor. Even though these four types of humor have different influences. Generation Z still gets a positive influence from humor because these four types of humor are effective in increasing positive emotions.

The results of this study offer valuable insight into how humor can influence positive emotions. Understanding this relationship enables the development of strategies and interventions designed to improve mental well-being. particularly among Generation Z who often face unique challenges in the digital era. This research opens up opportunities for innovative approaches in therapy and counseling by including humor as a component of therapeutic techniques to improve positive emotions. Additionally. this study may reveal how humor

functions as a tool to reduce stress and anxiety. which is useful in designing programs or techniques to help individuals cope with the stresses of everyday life. Humor also functions as a social bridge that connects people. so by understanding its impact on positive emotions. we can encourage more constructive social interactions and strengthen interpersonal relationships among Generation Z. Considering that Generation Z lives in a highly interactive digital environment. this research can also provide guidance on how humor appearing on social media and digital platforms affects their well-being.

The limitations of this study lie in the implementation of the study. The initial design of the experimental study should have been carried out directly in the room. but because it was so difficult to collect hundreds of respondents at one time. the study was conducted online. Furthermore. the limitations of the references obtained by the researcher. Several references that the researcher discussed discussed whether or not humor had an effect on various variables. However. the researcher only found a few references regarding the differences in types of humor and their effects on emotions.

Conclusion

Based on the results of the research and discussion. it was concluded that there were differences in the influence of the type of humor on positive emotions in generation Z users of social media Twitter seen from the results of the significance values in the experiment. group. Based on the results and discussion in the previous chapter. the type of humor that has the most influence on increasing the positive emotions of generation Z users of social media Twitter is the type of sarcasm text humor. The lowest influence is found in the entertainment meme humor type. Even though entertainment memes have the smallest influence on increasing positive emotions. this type of humor still has an influence in increasing positive emotions among generation Z users of social media Twitter.

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