WOMEN, EDUCATION, AND SOCIAL WELFARE
VOL. 3 NO. 2 (2026)

ISSN: 3064-2469

Generation Z's Digital Civic Engagement and Welfare-Oriented Participation: Evidence from an Indonesian University

Tengku Irmayani*, Lina Sudarwati, and Rio Sinaga

To cite this article: T. Irmayani, L. Sudarwati, and R. Sinaga, "Generation Z's Digital Civic Engagement and Welfare-Oriented Participation: Evidence from an Indonesian University," *Women, Educ. Soc. Welf.*, vol. 3, no. 2, pp. 625–641, 2026. https://doi.org/10.70211/wesw.v3i2.512

Published online: June 28, 2026

Submit your article to this journal

View crossmark data

OPEN ACCESS

https://doi.org/10.70211/wesw.v3i2.512

Women, Education, and Social Welfare Vol 3 No 2 (2026)

Check for updates

Research Article

Generation Z's Digital Civic Engagement and Welfare-Oriented Participation: Evidence from an Indonesian University

Tengku Irmayani*, Lina Sudarwati, and Rio Sinaga

Received: April 14, 2026	Revised: April 23, 2026	Accepted: June 25, 2026	Online: June 28, 2026

Abstract

Generation Z students increasingly encounter public issues through digital media, yet the extent to which awareness becomes sustained civic and welfare-oriented participation remains unclear. This study maps media use, information trust, welfare concern, and political participation among 922 students aged 17–25 years at the University of North Sumatra, Indonesia. A descriptive cross-sectional survey was complemented by short semi-structured interview notes used only for contextual interpretation. Social media was the most frequently used source of socio-political information (78.2%) and the most trusted source (48.9%), while official government websites retained substantial trust (39.6%). Education and health were the most frequently accessed public-interest topics (53.7% each), followed by economic issues (51.0%). Fundraising was the most common welfare-oriented action (49.1%), but only 26.4% reported regular social participation. Voting was reported by 66.5% of respondents; in contrast, direct roles in political parties or campaigns were uncommon. The findings identify a concern-to-participation gap: students are digitally connected, welfare attentive, and communicatively engaged, but their engagement is episodic and weakly institutionalized. Universities should combine critical digital literacy, service-learning, student-led welfare projects, and safe deliberative spaces to convert issue awareness into sustained democratic participation.

Keywords: Generation Z; Digital Literacy; Civic Engagement; Social Welfare; Political Participation.

INTRODUCTION

Digital platforms have transformed the conditions under which younger citizens encounter public issues, evaluate political claims, and decide whether to act. Rather than simply adding a new communication channel, networked media expand the repertoire of civic action by making information, peer exchange, and low-threshold participation more visible and more immediate [1], [2], [3], [4]. For university students, this transformation matters because campus life is simultaneously an educational setting, a welfare-support environment, and a formative arena for democratic learning.

Generation Z is frequently described as a digitally embedded cohort whose news habits, social interaction, and public expression are closely tied to platform infrastructures. Online news remains relevant, but social media, short-video platforms, and peer-curated feeds increasingly shape how public information is encountered [5], [6], [7]. Research on Gen Z's values also suggests that environmental responsibility, consumption choices, and online participation are linked to broader concerns about social responsibility and future security [8], [9]. Yet high exposure to digital information does not in itself demonstrate critical literacy, durable civic commitment, or trust in democratic institutions.

The transition from adolescence to early adulthood is especially important for examining this issue. During this period, identity, family relationships, peer norms, and social-emotional capacities influence how young people interpret public expectations and decide whether to speak, organize, or withdraw [10], [11], [12]. Digital media can enlarge access to civic voice, but it can also heighten the risks associated with misinformation, harmful content, polarization, and uncritical amplification [13]. Accordingly, socio-political concern should be investigated as a multidimensional phenomenon that includes information practices, welfare-oriented attention, informal deliberation, and formal participation.

Prior evidence shows that youth engagement is structured by social position, education, resources, everyday interaction, and opportunity. Economic inequality and educational background shape the political experiences of non-activist youth [14], while cross-national evidence demonstrates that information access and education are associated with differences in youth political participation [15]. Everyday discussion can activate political awareness [16], but social context and unequal access also determine which young people can convert awareness into action [17]. These insights caution against describing Generation Z as either inherently apathetic or naturally activist.

In Indonesia, university students have historically been important participants in public deliberation and social mobilization. Contemporary research documents the growth of digital democracy, online political participation, civic communities, and political education among young people [18], [19], [20], [21]. However, the literature often treats media use, electoral participation, activist expression, and civic education as separate strands. It is therefore difficult to see how students combine trust in media with attention to welfare concerns and varying forms of participation.

A more complete explanation requires a distinction between concern and participation. Concern refers to attention, interest, and normative orientation toward a public issue; participation refers to observable action, such as voting, discussion, fundraising, volunteering, protest, organizational membership, or online expression. Generational labels alone do not

explain these behaviors [22]. Historical studies of student activism [23], research on online youth relationships [24], and evidence on civic associations [25], [26] indicate that participation depends on social ties and institutional pathways rather than individual interest alone. Digital environments may also affect well-being and willingness to express oneself, making the relationship between platform use and civic action more complex [27].

This study addresses this gap by integrating four descriptive domains: access to socio-political information, trust in information sources, welfare-oriented concern, and formal and informal civic participation. Using evidence from 922 Generation Z students at the University of North Sumatra, the study asks: (1) Which media do students use and trust for socio-political information? (2) Which welfare-related issues and social actions are salient? and (3) How do students' participation patterns vary across voting, discussion, formal political roles, issue-based action, and social-media expression? The study's contribution lies in identifying the concern-to-participation gap: the distance between being digitally informed and welfare attentive, on the one hand, and participating regularly or institutionally, on the other. This focus aligns civic learning with social welfare because it examines how educational institutions can convert awareness into sustained, inclusive public action.

METHODS

Research Design

This study used a descriptive cross-sectional survey design complemented by short semi-structured interview notes. The quantitative component was intended to map distributions of media use, media trust, welfare-oriented concern, and civic participation; it was not designed to estimate causal effects. The supplementary qualitative material served a bounded interpretive role by clarifying how selected respondents described media trust, civic motivation, and barriers to involvement. This design is appropriate when the central objective is systematic description of a large respondent group rather than hypothesis testing or intervention evaluation [28], [29], [30], [31]. The supplementary component followed a limited triangulation logic and was not treated as an independent qualitative strand [32].

Participants and Sampling

The study was conducted at the University of North Sumatra, Indonesia, in 2024. Eligible participants were active undergraduate students aged 17–25 years who voluntarily completed the questionnaire. Responses from individuals outside the age range, duplicate submissions, and incomplete questionnaires were excluded before the analytical file was compiled. Purposive-voluntary sampling was used to secure broad institutional coverage across the faculties of Medicine, Law, Agriculture, Economics and Business, Cultural Sciences, and Social and Political Sciences. Responses from other faculties were retained in the overall dataset but were not used for faculty-level comparisons because the original dataset did not preserve a complete faculty coding structure. The final analytical sample comprised 922 respondents.

Table 1. Participant Profile and Analytical Sample

Characteristic	N	%
Female	526	57.0
Male	391	42.4
Prefer not to disclose	5	0.5
Total	922	100.0*

The respondent group included 526 female students (57.0%), 391 male students (42.4%), and five respondents (0.5%) who chose not to disclose gender. Gender is reported to document the sample composition and inclusive survey practice. Because the study was descriptive and did not conduct inferential group comparison, it does not claim gender differences in civic concern or participation.

Operational Definitions of Variables

The study did not treat the questionnaire as a single latent-variable scale. Instead, it used a set of observable descriptive indicators that captured four domains of student public engagement: information practice, welfare-oriented concern, formal or informal political participation, and digital critical expression. Table 2 specifies the operational meaning of each domain and prevents the analysis from conflating attention to an issue with sustained action.

Table 2. Operational Definitions and Observable Indicators

Domain	Operational Definition	Observable Indicators	Measurement Form
Information access	Channels used to obtain socio-political information	Use of social media, television, online news, official government websites, print media, radio, and TikTok	Multiple-response categorical items
Information trust	Sources respondents regard as trustworthy	Trust in social media, official government websites, television, online news, TikTok, print media, and radio	Multiple-response categorical items
Welfare-oriented concern	Attention and action related to education, health, economic security, fundraising, and community initiatives	Frequently accessed issues; fundraising; community formation; personal giving; routine social participation	Multiple-response and percentage items
Civic and political participation	Formal and informal acts through which respondents engage with democratic life	Voting, discussion, persuasion, meeting attendance, campaigning, contacting officials, formal roles	Binary and multiple-response categorical items
Digital critical expression	Self-reported online expression on policy or public issues	Policy criticism, democracy, human rights, and environmental action through social media	Multiple-response categorical items

Hypotheses Development

No confirmatory causal hypotheses were formulated. The original study was designed to describe patterns rather than test directional relationships between media use, social concern, and participation. Accordingly, the analysis was guided by three descriptive research questions stated in the introduction. This decision prevents the study from inferring causality from cross-sectional, self-reported data and keeps the interpretation consistent with the sampling design.

Data Collection Procedure

Data were gathered through a structured questionnaire distributed in formats accessible to students during the 2024 data-collection period. The questionnaire first recorded demographic information and organizational participation, then asked about media access, trust in information sources, public-interest content, social action, voting, political roles, issue-based activity, and digital expression. Items were deliberately organized by domain to separate exposure to information from trust, concern, and action. The original study also retained short semi-structured interview notes from selected respondents. Because the source record does not contain a verified interview count or a preserved verbatim transcript corpus, these notes are used only to contextualize, not quantify, the survey patterns.

The content domains were informed by Indonesian public-communication and youth-participation scholarship, including work on political symbolism [33], digitally curated content [34], televised political narratives [35], and media preferences among Generation Z [36]. The survey also incorporated digital-literacy considerations [37], online-event and community communication [38], financial-wellbeing concerns [39], native advertising in online news [40], use of official data systems [41], political representation [42], electoral participation facilitation [43], and human-rights issues in university settings [44]. This broader framing ensured that social welfare was not reduced to charitable giving alone, but also included access to reliable public information, education, health, economic security, and safe civic spaces.

Data Analysis

Analysis proceeded in four stages. First, responses were screened using the original exclusion criteria to retain 922 valid cases. Second, frequencies and percentages were calculated for each reported category. Third, the results were organized into an information-use profile, a welfare-oriented action profile, and a participation profile. Finally, supplementary interview notes were read thematically to identify contextual explanations for trust, occasional participation, and reluctance to engage in formal politics. The integration of these materials functioned as limited methodological triangulation rather than as a full mixed-methods design [32], [45]. No inferential tests, regression models, group-comparison tests, or causal estimates were conducted.

Validity and Reliability Results

Content validity was addressed through item review against the stated research objectives and the conceptual distinctions among media access, trust, concern, and participation. A preliminary readability check was conducted before full questionnaire distribution, and items judged unclear, overlapping, or inconsistent with the intended domain were revised. Because the final instrument consisted primarily of multiple-response and binary categorical indicators

rather than a unidimensional reflective scale, Cronbach's alpha, composite reliability, and factor-loadings were not appropriate validity criteria. The available source record does not contain the item-level response matrix or a reported internal-consistency coefficient; therefore, no psychometric coefficient is fabricated or claimed.

Table 3. Validity and Reliability Decision Record

Quality Criterion	Procedure	Result / Analytical Decision
Content relevance	Items aligned with the study objectives and the four descriptive domains	Retained after domain review
Clarity and linguistic appropriateness	Pre-distribution readability check	Ambiguous or overlapping wording revised
Construct interpretation	Concern distinguished from participation; access distinguished from trust	Domains analysed separately
Internal consistency	Not estimated because items are multiple-response/binary indicators, not one latent scale	No alpha or CR reported

Ethical Considerations

Participation was voluntary. Respondents were informed of the study purpose, could decline or discontinue participation without academic consequence, and were not asked to provide personally identifiable information for the analytical file. Findings are reported in aggregate form. The instrument also permitted respondents not to disclose gender. The source manuscript did not provide a formal ethics-approval identification number; this manuscript therefore reports the documented consent, confidentiality, and privacy procedures without claiming an unverified approval record.

RESULTS AND DISCUSSION

Results

Data Screening and Analytical Profile

The final analytical file contained 922 valid responses. The study reports only categories for which the source dataset or original figures preserved a numerical value. No imputation, weighting, or inferential adjustment was applied. Several questionnaire sections allowed more than one response; therefore, percentages within those sections are not expected to sum to 100%. The results should be interpreted as a profile of reported practices in this university sample rather than as population estimates for all Indonesian Generation Z students.

Information Access and Source Trust

Table 4 and Figure 1 show a strongly digital but not exclusively platform-based information environment. Social media was selected by 721 students (78.2%) as a source used to access socio-political information, followed by online news (42.2%) and TikTok (37.6%). Television remained relevant for 30.3% of respondents, whereas official government websites were accessed by 27.2%. Print media and radio were peripheral. These results indicate that students

encounter public issues primarily through rapid, interactive, and socially networked media rather than through traditional broadcast or print channels.

Table 4. Sources Used and Trusted for Socio-Political Information

Information Source	Used To Access Information N	Used To Access Information %	Trusted Source N	Trusted Source %
Social media	721	78.2	451	48.9
Official government websites	251	27.2	365	39.6
Television	279	30.3	281	30.5
Online news	389	42.2	233	25.3
TikTok	347	37.6	126	13.7
Print media	86	9.3	92	10.0
Radio	17	1.8	14	1.5

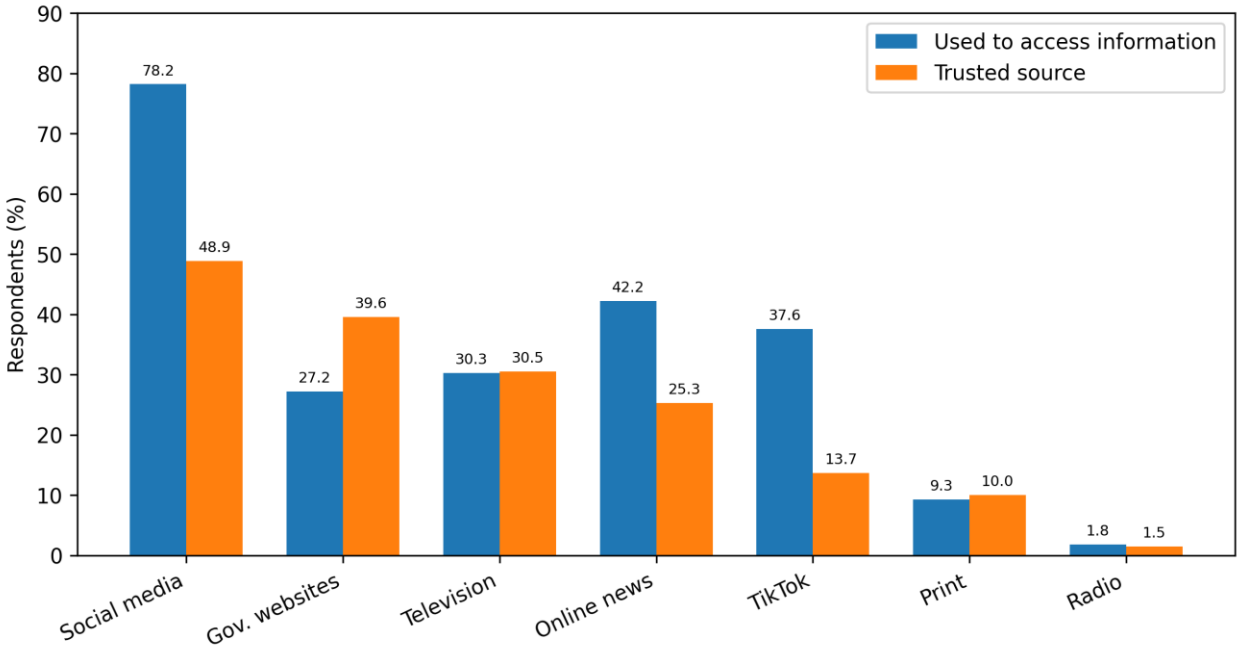

Figure 1. Primary Sources Used and Trusted for Socio-Political Information

The trust profile qualifies the access pattern. Social media was also the most trusted source (48.9%), but official government websites ranked second (39.6%) despite being accessed by fewer students. Television showed almost identical use and trust shares (30.3% and 30.5%), while online news and TikTok were accessed more often than they were trusted. This divergence between accessibility and credibility is analytically important: students appear to combine familiar and fast-moving platform content with institutionally authoritative sources, rather than relying on a single information channel.

Welfare-Relevant Content and Social Action

The content profile places social welfare at the centre of students' public-interest agenda. Education and health were each identified by 495 respondents (53.7%) as frequently accessed

topics, while economic issues were identified by 470 respondents (51.0%). Film and art (42.0%) and sports (36.0%) were also prominent, confirming that students' media repertoires are not limited to formal politics. However, the salience of education, health, and economic security shows that students' socio-political attention is closely connected to everyday welfare, academic opportunity, and anticipated future livelihoods.

Table 5. Most Frequently Accessed Public-Interest Topics

Public-Interest Topic	Frequently Accessed N	Frequently Accessed %
Education	495	53.7
Health	495	53.7
Economy	470	51.0
Film and art	387	42.0
Sports	332	36.0

Social concern was most often expressed through fundraising (49.1%), followed by community formation or community-based initiatives (29.7%). Personal giving accounted for 9.5% of reported action, while the remaining 11.7% was distributed across other forms. Crucially, only 26.4% of respondents reported regular social participation, whereas 73.6% did not participate routinely. The evidence therefore points to a gap between visible episodic engagement and sustained civic practice.

Table 6. Welfare-Oriented Social Action and Participation Regularity

Social Welfare-Oriented Action	Respondents (%)
Fundraising for a social cause	49.1
Community formation / community-based initiative	29.7
Personal giving	9.5
Other reported forms	11.7
Regular participation in social activities	26.4
No regular participation in social activities	73.6

Electoral Participation, Institutional Roles, and Political Activities

Voting was reported by 66.5% of respondents, while 33.5% had not voted. Because the respondent age range included students who had only recently become eligible voters, non-voting cannot be interpreted as direct evidence of apathy. The more distinctive pattern appears in formal political roles. Most students reported no role in a party or campaign-related structure (78.1%). A smaller group identified as sympathizers of political parties or actors (19.3%), while campaign volunteers (2.6%) and party members (1.2%) were rare.

Table 7. Voting Experience and Formal Socio-Political Roles

Participation And Institutional Role	N	%
Voted in an election	—	66.5
Had not voted	—	33.5
No formal party/campaign role	710	78.1
Party/political-actor sympathizer	175	19.3
Campaign volunteer	24	2.6
Political-party member	11	1.2

When participation was measured through specific activities, students were more likely to engage in lower-commitment and dialogic actions. Political discussion was the most common activity (31.3%), followed by interpersonal persuasion (25.7%) and attending political meetings (20.0%). Directly contacting political officials (16.6%), campaigning (14.0%), and political fundraising (7.5%) were less common. This distribution depicts participation as conversational and networked rather than party-centred.

Table 8. Forms of Electoral and Political Participation

Reported Activity	N	%
Political discussion	289	31.3
Persuading others to follow a political choice	237	25.7
Attending a political meeting	184	20.0
Contacting a political official	153	16.6
Campaigning	129	14.0
Political fundraising	69	7.5

Issue-Based Action and Digital Critical Expression

Issue-based participation was also selective. Criticizing government policies was the most frequently reported issue-action item (219 students; 23.8%), followed by environmental issues (16.6%) and human-rights issues (14.8%). The category of policy criticism should not be equated with street protest: it represents broader forms of issue-based civic expression captured by the questionnaire. In a separate online-expression item, 282 respondents (30.6%) reported criticizing government policies through social media, while 621 respondents (67.4%) did not report doing so. The discrepancy reinforces the finding that access to online political information is much more common than the use of social media for overt criticism.

Table 9. Issue-Based Civic Action and Digital Critical Expression

Issue-Based or Digital Expression	N	%
Criticized government policies in issue-based action	219	23.8
Participated in environmental issue action	153	16.6
Participated in human-rights issue action	136	14.8
Criticized government policies on social media	282	30.6
Did not criticize government policies on social media	621	67.4

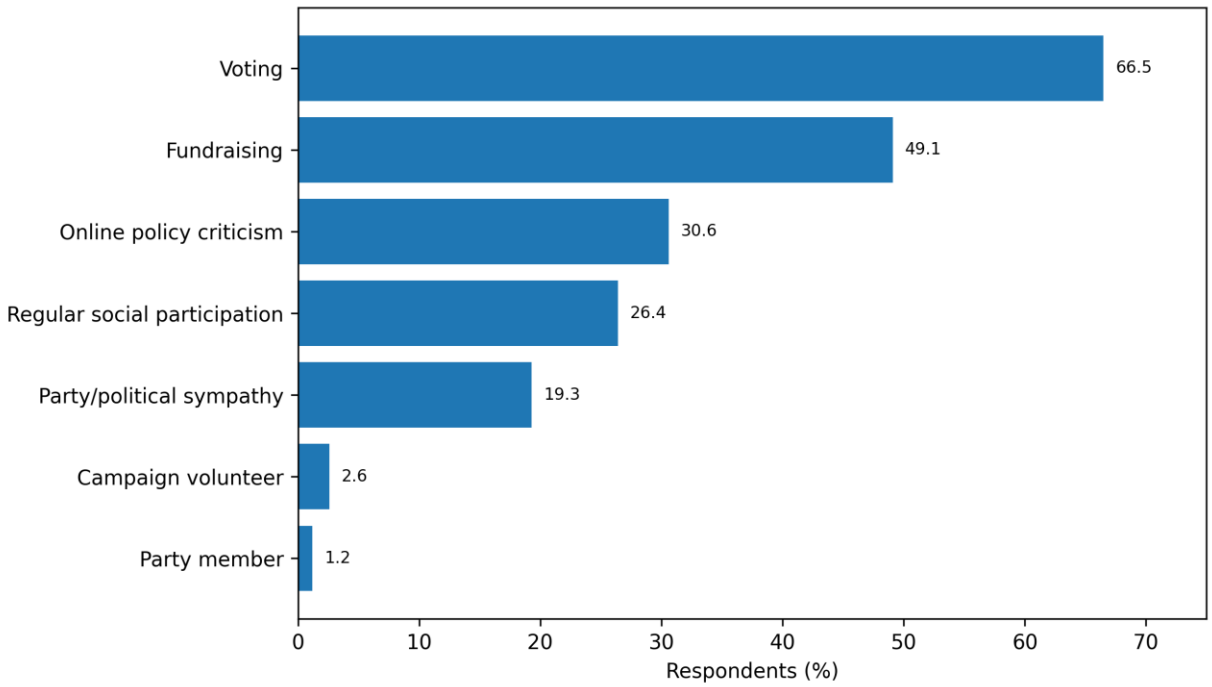

Figure 2. The Concern-to-Participation Gradient Among Respondents

Discussion

The evidence identifies a three-part pattern of Generation Z civic life in this university setting: digitally dominant information access, welfare-relevant issue attention, and selective participation. Students were not detached from public life. They engaged extensively with social media, valued education, health, and the economy, and participated in voting, fundraising, discussion, and policy criticism. However, their participation became less common as it required regular commitment, organizational membership, financial contribution, direct contact with political actors, or public visibility. This pattern is consistent with the argument that contemporary participation is broader than electoral or party behaviour [1], [2], but it also shows that a broader repertoire is not necessarily a deeper or more sustained repertoire.

The difference between social-media access (78.2%) and social-media trust (48.9%) is especially instructive. Students appear to use social media as the most convenient gateway to public affairs while retaining some awareness of the value of official government websites and television. This layered media practice resembles Indonesian research that links digital democracy to youth political participation [3], [4] and international evidence showing that online news and social media contribute differently to public-information habits [5], [6], [7]. The present study advances this literature by reporting use and trust together. High reach should not be interpreted as high credibility, and high trust in a source does not demonstrate that the information was verified before use.

The welfare-oriented results broaden the concept of youth political concern. Education, health, and economic issues were more salient than a narrow party-political agenda, while fundraising and community formation were the leading reported forms of social action. This finding resonates with studies that relate Gen Z public orientations to sustainability, social responsibility, and future security [8], [9], and it complements research on civic education and

youth participation [14], [15], [16]. The distinctive contribution of this study is to frame these issue preferences as welfare-relevant civic orientations rather than as non-political interests. Students' attention to academic opportunity, health, and economic security provides a concrete entry point for universities seeking to promote inclusive citizenship and social responsibility.

The main novelty is the empirically visible concern-to-participation gap. Fundraising was common, but regular social participation was reported by only 26.4%; voting was substantial, but party membership and campaign volunteering were uncommon. This result makes an important distinction between episodic action, communicative engagement, and institutional participation. It supports scholarship showing that access to information and everyday political conversation can facilitate awareness [15], [16], yet it also confirms that institutional distance remains a challenge for many young people [17], [18], [22]. The original study's supplementary interview notes indicated possible barriers, including academic workload, limited time, distrust, low confidence, and uncertainty about the effect of public expression. These explanations are plausible contextual interpretations, not causal findings, because they were not quantified or tested.

The low prevalence of formal roles should therefore not be read as proof of civic indifference. Students reported discussion, persuasion, meeting attendance, issue-based action, and online criticism; these are meaningful forms of participation in the expanded repertoire of citizenship. At the same time, their relatively limited uptake of high-commitment roles is compatible with findings that civil associations and structured opportunities matter for sustained participation [25], [26]. In the Indonesian setting, this points to a need for institutions that can translate students' dialogic and digital engagement into repeated collaborative practice, rather than merely inviting them to consume political information.

Digital literacy is central to this translation. The co-existence of high social-media use, comparatively lower trust in online news and TikTok, and strong trust in official websites suggests that students already navigate multiple signals of credibility. Yet platform familiarity can be mistaken for reliability, especially where youth encounter false or emotionally engaging information. Recent work shows that functional and critical digital literacy shape strategic participation [46], while evidence on civic-engagement programming highlights the value of experiential and participation-centred educational design [47]. Current evidence also identifies false information as a threat to young people's civic decision-making [48]. Universities should thus embed verification, source comparison, ethical expression, privacy awareness, and reflective discussion within civic learning rather than treating digital literacy as a standalone technical skill.

The findings have direct implications for education systems and social welfare services. Universities can use welfare-oriented themes—student mental health, public health, educational access, local economic security, environmental sustainability, and rights protection—as bridges between classroom learning and civic practice. Service-learning, student volunteer programmes, deliberative forums, community co-design projects, and digital-public-information clinics could create regular, low-barrier pathways into sustained engagement. Such initiatives are more likely to be inclusive when they value informal peer networks alongside formal student organizations. This approach is consistent with evidence that civic engagement can be related to youth well-being but that outcomes differ across forms of engagement and dimensions of well-being [49], and with recent research showing that

students' everyday civic practices often occur through informal and short-term online communication [50].

CONCLUSION

Generation Z students at the University of North Sumatra demonstrated substantial socio-political awareness, but their engagement was distributed unevenly across forms of action. Social media was the dominant gateway to public information, while official government websites retained an important credibility role. Students' attention centred on education, health, and economic security, and their social action was most visible through fundraising and community-oriented initiatives. However, regular social participation and formal involvement in political parties or campaigns were limited. The study's central contribution is the identification of a concern-to-participation gap: students are informed, welfare attentive, and communicatively engaged, yet their public action is often episodic rather than sustained or institutionally embedded. Universities and civic partners should respond by linking critical digital literacy with structured service-learning, welfare projects, and safe deliberative spaces that enable students to practice informed, ethical, and repeated participation.

LIMITATIONS

The study relied on purposive-voluntary sampling in one university; it cannot estimate national prevalence or establish causal effects. Data were self-reported and may be influenced by recall, social desirability, or respondents' interpretations of terms such as participation and criticism. The source record did not preserve a complete item-level response matrix, an interview count, or a formal ethics-approval identifier, so the analysis transparently avoids reporting unverified psychometric, qualitative, or ethical-administrative claims. Moreover, the study does not test gender, faculty, socioeconomic, ethnic, religious, or organizational differences. Future research should combine representative multi-campus sampling with validated scales, pre-specified comparative tests, and longitudinal or mixed-method designs to examine how digital literacy, efficacy, institutional trust, social capital, and welfare participation interact over time.

AUTHOR INFORMATION

Corresponding Author
Tengku Irmayani – Universitas Sumatera Utara (Indonesia);
orcid.org/0009-0005-5385-0601
Email: t.irmayani@usu.ac.id

Authors
Tengku Irmayani – Universitas Sumatera Utara (Indonesia);
orcid.org/0009-0005-5385-0601

Lina Sudarwati – Universitas Sumatera Utara (Indonesia);
orcid.org/0000-0003-2434-8004
Rio Sinaga – Universitas Sumatera Utara (Indonesia);
orcid.org/0009-0008-9867-7998

AUTHOR CONTRIBUTION

T. I. conceptualized the study, coordinated data collection, conducted the descriptive analysis, and drafted the manuscript. L. S. contributed to instrument development, data organization, and interpretation of the findings. R. S. contributed to contextual analysis, literature review, and critical revision of the manuscript. All authors approved the final manuscript and accept responsibility for the integrity of the work

CONFLICT OF INTEREST

"The authors declare no conflict of interest."

DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

The authors declare that generative artificial intelligence tools were used solely to support language refinement, grammar checking, and improvement of manuscript readability. The tools were not used to generate, manipulate, or fabricate research data, results, references, interpretations, or conclusions. All intellectual content, methodological decisions, data analysis, and final revisions were undertaken and critically reviewed by the authors, who assume full responsibility for the accuracy, integrity, and originality of the manuscript.

REFERENCES

[1] S. Boulianne, “Twenty years of digital media effects on civic and political participation,” Commun. Res., vol. 47, no. 7, pp. 947–966, 2020. https://doi.org/10.1177/0093650218808186

[2] Y. Theocharis and J. W. van Deth, “The continuous expansion of citizen participation: A new taxonomy,” Eur. Polit. Sci. Rev., vol. 10, no. 1, pp. 139–163, 2018. https://doi.org/10.1017/S1755773916000230

[3] M. Saud and H. Margono, “Indonesia’s rise in digital democracy and youth’s political participation,” J. Inf. Technol. Politics, vol. 18, no. 4, pp. 443–454, 2021. https://doi.org/10.1080/19331681.2021.1900019

[4] M. Saud, R. Ida, A. Abbas, A. Ashfaq, and A. R. Ahmad, “The social media and digitalization of political participation in youths: An Indonesian perspective,” Society, vol. 8, no. 1, pp. 83–93, 2020. https://doi.org/10.33019/society.v8i1.160

[5] R. Ray, "Online news platforms still matter: Generational news consumption patterns during the 2020 presidential election," Online Media Glob. Commun., vol. 2, no. 3, pp. 329–350, 2023. https://doi.org/10.1515/omgc-2023-0012

[6] C. C. Stahl and I. Literat, "#GenZ on TikTok: The collective online self-portrait of the social media generation," J. Youth Stud., vol. 26, no. 7, pp. 925–946, 2023. https://doi.org/10.1080/13676261.2022.2053671

[7] H. Reinikainen, J. T. Kari, and V. Luoma-aho, "Generation Z and organizational listening on social media," Media Commun., vol. 8, no. 2, pp. 185–196, 2020. https://doi.org/10.17645/mac.v8i2.2772

[8] I. Palomo-Domínguez, R. Elías-Zambrano, and V. Álvarez-Rodríguez, "Gen Z's motivations towards sustainable fashion and eco-friendly brand attributes: The case of Vinted," Sustainability, vol. 15, no. 11, Art. no. 8753, 2023. https://doi.org/10.3390/su15118753

[9] M. Agrawal, P. Kalia, P. Nema, A. Zia, K. Kaur, and H. B. John, "Evaluating the influence of government initiatives and social platforms on green practices of Gen Z: The mediating role of environmental awareness and consciousness," Clean. Responsible Consum., vol. 8, Art. no. 100109, 2023. https://doi.org/10.1016/j.clrc.2023.100109

[10] J. Davis and J. L. Hart, "Role of social media in adolescent-parent relationships among at-risk youths," J. Soc. Behav. Health Sci., vol. 17, no. 1, 2023. https://doi.org/10.5590/JSBHS.2023.17.1.13

[11] G. Mascheroni, J. Vincent, and E. Jimenez, "'Girls are addicted to likes so they post semi-naked selfies': Peer mediation, normativity and the construction of identity online," Cyberpsychology, vol. 9, no. 1, 2015. https://doi.org/10.5817/cp2015-1-5

[12] N. E. Zárate-Alva and J. Sala-Roca, "Socio-emotional skills of girls and young mothers in foster care," Child. Youth Serv. Rev., vol. 100, pp. 50–56, 2019. https://doi.org/10.1016/j.childyouth.2019.02.036

[13] P. Talukder and S. Tanvir, "The role of social media towards fomenting radicalization among youth in Bangladesh," Simulacra, vol. 5, no. 2, pp. 71–83, 2022. https://doi.org/10.21107/sml.v5i2.16893

[14] D. Arya and M. Henn, "The impact of economic inequality and educational background in shaping how non-activist 'standby' youth in London experience environmental politics," Educ. Rev., vol. 75, no. 1, pp. 93–114, 2023. https://doi.org/10.1080/00131911.2021.2007051

[15] M. Kitanova, "Youth political participation in the EU: Evidence from a cross-national analysis," J. Youth Stud., vol. 23, no. 7, pp. 819–836, 2020. https://doi.org/10.1080/13676261.2019.1636951

[16] S.-H. Ting and S. S. Wan Ahmad, "Everyday interactions and political participation of Malaysian youth," J. Youth Stud., vol. 25, no. 5, pp. 616–635, 2022. https://doi.org/10.1080/13676261.2021.1923672

[17] M. Ritts and R. Rutt, "Growing up sustainable? Politics of race and youth in Urbanplan, Copenhagen," Urban Geogr., vol. 45, no. 4, pp. 631–651, 2024. https://doi.org/10.1080/02723638.2023.2225930

[18] M. Amin and A. D. Ritonga, "Populist student organizations in Indonesia: An analysis of anti-establishment ideas," Humanit. Soc. Sci. Commun., vol. 10, no. 1, 2023. https://doi.org/10.1057/s41599-023-01697-9

[19] Y. Hidayah, S. Sapriya, C. Darmawan, and E. Malihah, "Social protest in political communication in the digital era through civic communities among university students," J. Stud. Komun., vol. 4, no. 1, pp. 220–237, 2020. https://doi.org/10.25139/jsk.v4i1.1964

[20] H. P. Yolanda and U. Halim, "Online political participation of Generation Z in the 2019 Indonesian presidential election," Coverage: J. Strateg. Commun., vol. 10, no. 2, pp. 30–39, 2020. https://doi.org/10.35814/coverage.v10i2.1381

[21] R. Setiyowati, A. Alfiandra, and E. Nurdiansyah, "Political education for Generation Z in the disruption era," Bhineka Tunggal Ika, vol. 9, no. 1, pp. 94–98, 2022. https://doi.org/10.36706/jbti.v9i1.17687

[22] M. W. Andolina, "Youth, generations, and generational research," Polit. Sci. Q., vol. 139, no. 2, pp. 281–293, 2024. https://doi.org/10.1093/psquar/qqad079

[23] T. Erlina, "The role of Indonesian student and student-pupil action alliances in the national leadership transition, 1965–1968," J. Wahana Pendidik., vol. 7, no. 1, pp. 95–105, 2020. https://doi.org/10.25157/wa.v7i1.3253

[24] I. Savolainen et al., "Online relationships and social media interaction in youth problem gambling: A four-country study," Int. J. Environ. Res. Public Health, vol. 17, no. 21, Art. no. 8133, 2020. https://doi.org/10.3390/ijerph17218133

[25] L. Aggeborn, N. Lajevardi, and P. Nyman, "Disentangling the impact of civil association membership on political participation: Evidence from Swedish panel data," Br. J. Polit. Sci., vol. 51, no. 4, pp. 1773–1781, 2021. https://doi.org/10.1017/S0007123419000772

[26] A. Buzogány, "Civic engagement, political participation and the radical right in Central and Eastern Europe," Party Polit., vol. 27, no. 1, pp. 35–45, 2021. https://doi.org/10.1177/1354068819863630

[27] M. Nur Cahya, W. Ningsih, and A. Lestari, "The impact of social media on adolescent psychological well-being: A review of anxiety and depression," J. Sos. Teknol., vol. 3, no. 8, pp. 704–706, 2023. https://doi.org/10.59188/jurnalsostech.v3i8.917

[28] E. Weyant, "Research design: Qualitative, quantitative, and mixed methods approaches, 5th edition," J. Electron. Resour. Med. Libr., vol. 19, no. 1–2, pp. 54–55, 2022. https://doi.org/10.1080/15424065.2022.2046231

[29] J. Lindley, "Making design research work by flourishing through disappearance," in *Design and Displacement*, 2023. https://doi.org/10.4324/9781003399568-19

[30] Y. M. Jung, "Data analysis in quantitative research," in *Encyclopedia of Educational Philosophy and Theory*, 2019. https://doi.org/10.1007/978-981-10-5251-4_109

[31] K. K. Strunk and M. Mwavita, *Design and Analysis in Educational Research Using Jamovi*. Routledge, 2021. https://doi.org/10.4324/9781003154297

[32] U. Flick, *Doing Triangulation and Mixed Methods*. SAGE, 2018. https://doi.org/10.4135/9781529716634

[33] F. A. Nasution, M. I. K. Saraan, and A. Ramadhan, "Political artifacts from the Jakarta International Stadium as local leadership impression management," Res. J. Adv. Humanit., vol. 5, no. 3, 2024. https://doi.org/10.58256/qzk7gk14
[34] I.-H. Ting and C. S. Yen, "Towards automatically generated content websites based on content classification and auto-article generation," in Proc. Int. Conf. Future Internet Technol., 2021. https://doi.org/10.1145/3487351.3488414
[35] G. Pérez Rodríguez and A. V. Romanini, "The role of television journalism in the production of political narratives," Braz. J. Res., vol. 18, no. 1, pp. 64–91, 2022. https://doi.org/10.25200/bjr.v18n1.2022.1398
[36] I. Lancel G., N. P. Cruz, T. C. B. Luzaran, and J. E. E. Antonio, "Gen Z and TV: An analysis of traditional advertising medium and perception," Millenn. J. Humanit. Soc. Sci., vol. 3, no. 2, pp. 50–67, 2022. https://doi.org/10.47340/mjhss.v3i2.6.2022
[37] E. Mustika Wanda, "The influence of digital literacy on Generation Z's social interaction in the era of scientific and technological advancement," J. Sos. Teknol., vol. 3, no. 12, pp. 1035–1042, 2024. https://doi.org/10.59188/jurnalsostech.v3i12.1078
[38] R. A. Saragih and T. Patrianti, "Virtual event management of Detik.com's 'Siap Kuliah' during the COVID-19 pandemic," J. Bincang Komun., vol. 1, no. 1, pp. 7–13, 2023. https://doi.org/10.24853/jbk.1.1.2023.7-13
[39] A. M. Saraswati and A. W. Nugroho, "Financial planning and management among Generation Z during COVID-19 through financial literacy strengthening," Warta LPM, vol. 24, no. 2, pp. 309–318, 2021. https://doi.org/10.23917/warta.v24i2.13481
[40] S. E. Garini and Z. M. Z. Monggilo, "Survey of millennial and Generation Z responses to native advertising trends in online news portals," J. Komun. Glob., vol. 11, no. 2, pp. 300–322, 2022. https://doi.org/10.24815/jkg.v11i2.28416
[41] C. A. Putri, I. Sahputra, and R. Razif, "Design of a data-collection information system for regional statistics needs at the Lhokseumawe Statistics Office," Sisfo, vol. 8, no. 1, pp. 83–91, 2024. https://doi.org/10.29103/sisfo.v8i1.18151
[42] F. H. Lubis, F. A. Nasution, and R. H. Harahap, "The commodification of religious rituals: Representations of political actors in Indonesian elections," Pharos J. Theol., vol. 105, no. 2, 2024. https://doi.org/10.46222/pharosjot.105.214
[43] M. W. Husni and H. Harmanto, "Efforts of the Tuban Regency General Election Commission to increase public political participation," Kajian Moral dan Kewarganegaraan, vol. 9, no. 2, pp. 374–388, 2021. https://doi.org/10.26740/kmkn.v9n2.p374-388
[44] A. S. Istiningtyas, "Sexual violence on campus from a human-rights perspective," IJouGS: Indones. J. Gend. Stud., vol. 2, no. 2, 2021. https://doi.org/10.21154/ijougs.v2i2.3521
[45] M. J. Phillips, "Towards a social constructionist, criticalist, Foucauldian-informed qualitative research approach: Opportunities and challenges," SN Soc. Sci., vol. 3, no. 10, Art. no. 175, 2023. https://doi.org/10.1007/s43545-023-00774-9
[46] G. Polizzi, "Digital literacy and strategic (dis)engagement: Examining how functional and critical digital literacy shapes participation," Inf. Commun. Soc., vol. 28, no. 14, pp. 1–20, 2025. https://doi.org/10.1080/1369118X.2025.2452282

[47] M. Y. Maulana and A. A. Milanti, "A systematic literature review on civic engagement programs through citizenship education," J. Civics, vol. 20, no. 2, pp. 341–358, 2023. https://doi.org/10.21831/jc.v20i2.66024
[48] M. Kops, C. Schittenhelm, and S. Wachs, "Young people and false information: A scoping review of responses, influential factors, consequences, and prevention programs," Comput. Hum. Behav., vol. 169, Art. no. 108650, 2025. https://doi.org/10.1016/j.chb.2025.108650
[49] M. Mužík, J. Šerek, and D. S. Juhová, "The effect of civic engagement on different dimensions of well-being in youth: A scoping review," Adolesc. Res. Rev., vol. 10, no. 1, pp. 1–18, 2025. https://doi.org/10.1007/s40894-024-00239-x
[50] C. Terhorst, "The everyday civic engagement of social work students," Soc. Work Educ., 2024. https://doi.org/10.1080/02615479.2024.2308681