



The Role of Social Media in Shaping Political Behavior among University Students

Mira Riyanti Azzahra¹, Rina¹

¹Department of Law, Diponegoro University, Indonesia

*Corresponding Author: Mira Riyanti Azzahra

E-mail: mirariyanti@yahoo.co.id

Article Info

Article History:

Received: 4 April 2025

Revised: 6 May 2025

Accepted: 8 June 2025

Keywords:

Civic Engagement,
Digital Literacy, Political
Behavior, Political
Communication, Social
Media, University
Students, Youth
Participation

Abstract

This study examines the role of social media in shaping the political behavior of university students in Makassar. The research aims to analyze how digital platforms influence political awareness, attitudes, and participation among youth in an increasingly connected society. A mixed-method approach was employed, combining survey data from 200 students and in-depth interviews with 20 participants. The findings indicate that social media has become a central source of political information, with Instagram, WhatsApp, and TikTok serving as the dominant platforms. Social media significantly enhances political awareness and encourages political discussion, although its impact on political trust remains mixed due to misinformation and conflicting narratives. Political participation is largely characterized by online engagement, while offline participation remains limited. These findings suggest that social media functions as both an empowering and contested space for youth political socialization. The study highlights the need to strengthen digital literacy and critical political engagement to foster more informed democratic participation among young citizens.

INTRODUCTION

The rapid expansion of digital communication technologies has fundamentally transformed political communication, particularly among younger generations. Social media platforms such as Instagram, TikTok, WhatsApp, and X have evolved beyond interpersonal communication tools into influential spaces for political information exchange, ideological contestation, and civic mobilization. The interactive architecture of social media enables users to simultaneously consume, produce, and disseminate political content, thereby restructuring the relationship between citizens and political institutions. Recent studies suggest that digital platforms increasingly shape political awareness, opinion formation, and participation, especially among youth who rely more heavily on online networks than on conventional media channels for political information (Supriyanto, 2024; Khan, 2024; Törnberg, 2022). This transformation has created new opportunities for democratized participation while also generating new risks related to misinformation, polarization, and algorithmic bias (Aragani et al., 2025; Singh et al., 2025; Maati et al., 2024; Mahmood, 2024).

The political significance of social media has become increasingly evident in emerging democracies, where digital platforms often function as alternative arenas for political discourse (Ofei et al., 2024). In such contexts, social media reduces the gatekeeping role traditionally held by mass media and political elites, allowing marginalized voices and grassroots movements to gain visibility. Recent scholarship highlights that social media facilitates low-cost political engagement, enhances issue visibility, and accelerates mobilization processes across diverse sociopolitical environments (Rhodes, 2022; Kharel, 2024; Lal, 2024). At the same time, the same infrastructures may intensify ideological fragmentation through echo chambers and filter bubbles, reinforcing selective exposure and affective polarization. Ekici (2025) and Pauline (2025) emphasize that digital political engagement is increasingly characterized by a paradox in which increased access to political information does not necessarily produce stronger democratic deliberation.

Indonesia presents a particularly important context for examining this phenomenon due to its large digital population and rapidly expanding internet penetration. With one of the highest rates of social media adoption in Southeast Asia, Indonesia has experienced a profound shift in political communication, especially during elections and major policy debates. Political campaigns, advocacy movements, and citizen-led activism increasingly rely on digital platforms to shape narratives and influence public opinion (Segun, 2024; Hodzi & Zihnioğlu, 2024). Research on Indonesian digital democracy shows that social media has become central to electoral engagement, policy discourse, and public accountability mechanisms (Purwanto et al., 2020; Saud & Margono, 2021; Hafel, 2023). The 2024 electoral cycle further demonstrated how digital ecosystems mediate political literacy, civic discourse, and ideological contestation among young voters (Setiawan et al., 2025). However, alongside these opportunities, Indonesia also faces rising challenges of disinformation, coordinated political propaganda, and digital manipulation.

Among all demographic groups, university students represent one of the most critical populations for understanding the political impact of social media. This group occupies a transitional developmental stage characterized by identity formation, ideological exploration, and increasing civic engagement. Political attitudes developed during tertiary education often influence long-term participation patterns, making university students strategically important for democratic sustainability. Recent studies show that youth political behavior is strongly influenced by peer interaction, digital exposure, and online discourse environments (Sugimura et al., 2023; Zainurin et al., 2024). Social media therefore plays a dual role in student political development by functioning as both an educational resource and a behavioral influence mechanism.

The influence of social media on university students extends across multiple dimensions of political behavior, including awareness, trust, attitude formation, voting intention, and participation. Exposure to political content through short-form videos, infographics, memes, and peer discussions can stimulate interest in public affairs and encourage political expression. Pritzker et al. (2022) argue that digital political exposure significantly affects youth voting literacy and civic decision-making. Similarly, Badaru and Adu (2021) demonstrate that online interaction can strengthen political awareness and collective agency among university students. However, the quality of this influence depends heavily on information credibility and users' critical thinking capacity. Marttunen et al. (2021) note that students frequently struggle to evaluate the reliability of online political information, increasing their vulnerability to manipulation.

Despite the growing body of literature, existing research presents inconsistent findings regarding whether social media genuinely enhances democratic participation or merely encourages superficial engagement. Some scholars argue that

online activism serves as a gateway to deeper civic participation, enabling users to transition from symbolic engagement to meaningful political action. Others contend that digital participation often remains confined to “clicktivism,” where users express political opinions through likes, shares, and reposts without engaging in substantive offline activities. This debate remains unresolved, particularly in contexts where youth participation is highly mediated by platform algorithms and influencer-driven narratives. The distinction between meaningful political participation and performative engagement therefore remains a critical issue in contemporary political communication research.

This complexity becomes more pronounced in urban regional contexts such as Makassar, the capital city of South Sulawesi. Makassar is a major educational and sociopolitical hub in Eastern Indonesia, hosting diverse universities and a heterogeneous student population. Its urban characteristics, combined with high digital connectivity, make it an ideal setting for examining the interaction between social media and youth political behavior. Students in Makassar are highly active users of digital platforms and frequently engage with political content through campus networks, online communities, and peer-based discussion groups. Yet empirical studies focusing specifically on regional urban centers in Indonesia remain limited. Most prior Indonesian studies have concentrated on national political dynamics or metropolitan regions such as Jakarta, leaving secondary urban centers underexplored (Purwanto et al., 2020; Guridno, 2024).

This reveals a significant research gap in the literature. First, limited empirical evidence explains how social media shapes political behavior among university students outside Indonesia’s primary metropolitan centers. Second, prior studies predominantly examine political participation at macro-electoral levels, rather than investigating micro-level behavioral processes such as awareness formation, peer discussion, trust development, and hybrid online–offline participation among students. Third, relatively few studies integrate quantitative patterns of platform usage with qualitative interpretations of political attitudes and experiences. Consequently, current scholarship lacks nuanced understanding of how regional sociocultural contexts mediate digital political behavior.

The state of the art in recent scholarship increasingly emphasizes that political behavior in the digital era cannot be understood solely through participation metrics such as voting or protest attendance. Instead, contemporary political behavior must be analyzed as a multidimensional process shaped by algorithmic exposure, social interaction, and digital literacy. This perspective suggests that social media’s political impact is not linear but mediated by platform characteristics, peer networks, and user critical capacity. Accordingly, a more context-sensitive and mixed-method analytical approach is needed to capture these complexities.

This study addresses these gaps by examining the role of social media in shaping political behavior among university students in Makassar using a mixed-method approach that combines survey-based quantitative analysis and qualitative interviews. The novelty of this study lies in three major contributions. First, it provides empirical evidence from a regional urban center that remains underrepresented in Indonesian digital political communication research. Second, it develops a multidimensional framework of student political behavior that includes political awareness, attitude formation, trust, and participation across both online and offline domains. Third, it integrates behavioral statistics with contextual narratives to explain not only whether social media influences political behavior, but also how and why such influence occurs. Therefore, this study contributes theoretically to digital political communication literature and practically offers insights for policymakers, educators, and civic institutions seeking to strengthen youth political literacy and democratic participation in the digital era.

METHODS

Research Design

This study employed a convergent mixed-method design, integrating quantitative and qualitative approaches to comprehensively examine the role of social media in shaping political behavior among university students. Mixed-method research is particularly appropriate for investigating complex social phenomena because it combines numerical trends with contextual interpretations (Creswell & Plano Clark, 2021). The quantitative component measured patterns of social media usage, political awareness, and participation levels, while the qualitative component explored students' perceptions, motivations, and experiences related to political engagement in digital spaces.

Research Setting and Participants

The study was conducted in Makassar, South Sulawesi, Indonesia, a major educational and urban center with high internet penetration and diverse student demographics. Makassar was selected due to its sociopolitical diversity and active student culture, making it relevant for analyzing youth political behavior in digital environments. The target population consisted of active university students from various higher education institutions in Makassar. A purposive sampling technique was applied to select participants who actively used social media and had prior exposure to political content. The quantitative survey involved 200 respondents, while 20 participants were selected for in-depth interviews to provide richer qualitative insights.

Data Collection

Data were collected through three techniques. First, a structured questionnaire using a five-point Likert scale was distributed both online and offline to measure frequency of social media use, preferred platforms, political awareness, and participation behaviors. Second, semi-structured interviews were conducted to capture participants' experiences regarding political discussions, trust, and digital activism. Third, document analysis of political content circulating on Instagram, TikTok, WhatsApp, and X was performed to provide contextual triangulation.

Table 1. Summary of Data Collection Techniques

Method	Participants/Data Source	Purpose
Survey	200 students	Measure usage patterns and political behavior
Interviews	20 students	Explore perceptions and motivations
Document Analysis	Social media content	Contextual validation

Source: Processed by authors, 2025

Data Analysis and Validity

Quantitative data were analyzed using descriptive statistics, including frequencies and percentages, to identify usage patterns and political participation trends. Qualitative interview data were processed using thematic analysis following Braun and Clarke (2021), focusing on recurring themes such as political awareness, misinformation, online activism, and trust. Integration of findings was conducted during interpretation to compare numerical patterns with narrative evidence. To ensure validity, the study applied data triangulation across surveys, interviews, and

document analysis. Reliability of the questionnaire was strengthened through pilot testing and internal consistency checking, while qualitative credibility was enhanced through coding transparency and peer review of thematic interpretation.

RESULTS AND DISCUSSION

This section presents the empirical findings regarding the role of social media in shaping political behavior among university students in Makassar. In accordance with the mixed-method design, the findings are presented in two main parts. The first part discusses quantitative results derived from survey data involving 200 respondents, focusing on social media usage patterns, preferred platforms, political attitudes, and participation. The second part presents qualitative findings from in-depth interviews with 20 participants to provide contextual understanding of how students experience digital political engagement.

Social Media Usage Patterns

The first quantitative finding examines the intensity of social media use among university students. The results indicate that social media has become an integral part of students’ daily routines, creating substantial opportunities for political information exposure.

Table 2. Frequency of Social Media Use for Political Information (N = 200)

Frequency of Use	Percentage (%)
More than 5 hours/day	30
3–5 hours/day	40
1–2 hours/day	20
Less than 1 hour/day	10

Source: Primary survey data processed by authors, 2025

Table 2 shows that 70% of respondents spend at least three hours daily on social media, while 30% spend more than five hours per day. This finding indicates very high digital exposure among students. Frequent online engagement increases the likelihood of encountering political content through feeds, recommendations, and peer-sharing activities. Only a small proportion of respondents reported minimal daily use, suggesting that social media has become a dominant communication environment.

Preferred Platforms for Political Information

The second finding identifies the platforms most commonly used by students to access political content.

Table 3. Preferred Social Media Platforms for Political Content (N = 200)

Platform	Percentage (%)	Primary Use
Instagram	35	Infographics, stories, reels
WhatsApp	25	Group discussions, article sharing
TikTok	20	Short videos, campaigns
Twitter (X)	15	Trending debates
Facebook	5	News sharing

Source: Primary survey data processed by authors, 2025

Instagram is the most preferred platform, accounting for 35% of responses. Its dominance reflects students’ preference for visually engaging and concise political content. WhatsApp ranks second, functioning as a platform for deeper discussion within trusted groups. TikTok also plays a significant role due to its short-form video format, which simplifies complex political topics into accessible content. Twitter

remains relevant for political debate and opinion expression, while Facebook has become less popular among younger users. These findings suggest that political communication among university students is highly platform-dependent, with each platform serving different functions in information dissemination and interaction.

Impact on Political Attitudes

The third finding examines how social media affects students' political attitudes.

Table 4. Reported Impact of Social Media on Political Attitudes (N = 200)

Impact Area	Positive Influence (%)	Negative Influence (%)
Increased political awareness	70	10
Encouraged peer discussions	60	15
Shaped voting preferences	45	25
Increased political trust	35	30

Source: Primary survey data processed by authors, 2025

As shown in Table 4, the strongest positive impact of social media is on political awareness, with 70% of respondents reporting increased awareness of political issues. Social media also encourages peer discussions, as indicated by 60% of responses. Furthermore, 45% reported that online political content influenced their voting preferences. The impact on political trust is more complex. While 35% reported increased trust in political institutions, 30% experienced declining trust. This indicates that exposure to political content can simultaneously strengthen awareness and increase skepticism, especially when students encounter misinformation, propaganda, or conflicting narratives.

Political Participation

The final quantitative finding examines how social media influences political participation.

Table 5. Forms of Political Participation Influenced by Social Media (N = 200)

Type of Participation	Percentage (%)	Examples
Sharing/liking content	60	Reposts, comments
Online petitions/campaigns	40	Hashtag movements
Voting behavior	35	Candidate selection
Attending rallies/events	20	Protests, campaigns
Joining organizations	15	Campus political groups

Source: Primary survey data processed by authors, 2025

Table 5 indicates that online participation dominates students' political engagement. Sharing or liking political content is the most common activity (60%), followed by participation in online campaigns (40%). Offline participation remains relatively limited, with only 20% attending political events and 15% joining political organizations. These results suggest that social media reduces barriers to participation by enabling low-cost political engagement. However, the transition from online participation to direct offline involvement remains limited for many students.

The qualitative analysis identified three major themes: social media as a political learning space, misinformation and trust dilemmas, and hybrid political participation.

Social Media as a Political Learning Space

Interview findings reveal that students often encounter political information unintentionally while using social media for daily activities. Rather than actively

searching for political news, many participants reported learning through incidental exposure.

One participant explained:

“At first, I used Instagram and TikTok mostly for entertainment. But over time, political content kept appearing in my feed, especially during election periods. I started watching short videos explaining public issues, and that gradually made me curious to understand politics more deeply.”

This statement shows that political awareness often develops gradually through repeated digital exposure.

Another participant stated:

“I rarely read long political articles, but infographics and short videos help me understand issues more easily. Social media makes politics feel less complicated and easier to follow.”

This suggests that simplified visual formats improve political accessibility among students.

A third participant noted:

“Without social media, I probably would not know much about many public issues affecting students. Most updates now come from online platforms rather than traditional media.”

These findings indicate that social media functions as an informal but highly influential political learning environment.

Misinformation and Trust Dilemmas

Although social media increases awareness, interview data also reveal concerns regarding misinformation and credibility.

One participant explained:

“Sometimes it is difficult to know which information is true because different accounts often present different narratives about the same issue. That makes me more careful before trusting political content.”

This highlights the challenge of evaluating credibility in highly saturated information environments.

Another participant stated:

“Many posts look convincing because they use data or edited videos, but sometimes the information is misleading. That makes me question what is actually real.”

This indicates that visual persuasion can amplify misinformation.

A third participant reflected:

“The more political content I consume, the more critical I become. I feel social media helps me understand politics, but it also makes me more skeptical of political actors.”

These responses suggest that social media simultaneously enhances awareness and generates distrust.

Hybrid Political Participation

The final theme concerns the relationship between online activism and offline political engagement.

One participant described online participation as the most accessible form of engagement.

“Posting or sharing political content feels like participation because it allows us to express opinions quickly. It is easy to engage online even if we do not join activities offline.”

This indicates the appeal of low-barrier digital participation.

Another participant described how online interaction can lead to offline mobilization.

“I first heard about a student protest through Instagram. After discussing it in WhatsApp groups with friends, we decided to attend together.”

This suggests that social media can function as a mobilization tool.

A third participant observed:

“Many students are active online, but when real action is needed, only a few actually participate. There is still a big gap between online support and offline action.”

This finding highlights the persistence of performative activism or clicktivism.

Qualitative findings complement the survey results by explaining how digital political behavior develops in everyday student life. Social media not only increases political awareness but also creates tensions related to misinformation, trust, and the depth of participation. These findings confirm that social media acts as both an empowering and contested arena of political socialization among university students in Makassar.

Social Media as a Transformative but Ambivalent Space for Youth Political Behavior

This study demonstrates that social media has become a central infrastructure shaping political behavior among university students in Makassar. The findings suggest that digital platforms function not merely as communication tools but as dynamic environments for political learning, opinion formation, and civic engagement. At the same time, the influence of social media remains inherently ambivalent, as increased access to political information does not always translate into stronger democratic trust or deeper political participation. This duality provides important insight into contemporary youth political behavior in digitally mediated societies.

The first major finding indicates that high social media exposure significantly increases opportunities for political socialization. Most respondents reported spending more than three hours daily on digital platforms, creating repeated encounters with political content through algorithmic feeds, peer-sharing, and trending discussions. This supports recent studies arguing that digital environments increasingly replace traditional media as primary political learning spaces for young people (Khan, 2024; Supriyanto, 2024; Törnberg, 2022). The findings are also consistent with Saud and Margono (2021), who found that Indonesia’s youth increasingly engage with democratic processes through digital ecosystems rather than conventional institutional channels. However, this study extends previous research by showing that political exposure among students in Makassar is largely incidental rather than intentional. Students often encounter political information while browsing entertainment content, suggesting that algorithmic exposure plays a major role in political awareness formation.

This finding contributes theoretically to digital political communication literature by reinforcing the concept of incidental political learning, where political awareness emerges from repeated passive exposure rather than deliberate information seeking.

Earlier studies mostly emphasized active political engagement through social media, whereas this study highlights the importance of platform architecture in shaping awareness. This is particularly relevant in regional urban settings, where students may rely heavily on mobile-first platforms for information access. Thus, political socialization in the digital era increasingly occurs through hybrid spaces where entertainment and civic discourse coexist.

The second major finding concerns platform preferences. Instagram, WhatsApp, and TikTok emerged as the dominant platforms for political information. This finding aligns with recent international research showing that youth increasingly prefer visual and short-form media for political communication (Setiawan et al., 2025; Pickard, 2022; Kharel, 2024). Unlike older studies that emphasized Twitter and Facebook as dominant political platforms, this study reveals a generational shift toward visually driven communication. Political messages are now more effective when presented through infographics, short videos, and interactive reels.

This finding differs from Purwanto et al. (2020), who found stronger reliance on formal political content and structured digital campaigns during Indonesia's earlier electoral period. The shift suggests that political communication strategies must adapt to changing media consumption patterns. Political actors can no longer rely solely on text-heavy messaging or formal campaign narratives. Instead, effective communication increasingly depends on brevity, visual engagement, emotional resonance, and shareability. Practically, this implies that policymakers, civic organizations, and educators must adopt platform-specific communication strategies when engaging younger audiences.

The dominance of WhatsApp also provides an important contextual contribution. While Instagram and TikTok primarily function as exposure platforms, WhatsApp serves as a deeper deliberative space where political content is discussed among trusted peers. This supports Chan et al. (2017), who argued that mobile communication platforms strengthen interpersonal mediation in political participation. In the Makassar context, private group communication appears highly influential because political interpretation is often shaped collectively within social networks. This finding highlights the continued importance of peer networks in digital political behavior.

The third major finding shows that social media significantly enhances political awareness and discussion, but its effect on trust remains inconsistent. Most students reported increased political awareness and more frequent political conversations with peers. These results support Badaru and Adu (2021), who found that digital interaction strengthens political consciousness among university students. Similarly, Pritzker et al. (2022) observed that frequent political exposure improves civic literacy and encourages political expression among college students.

This study also found that increased exposure does not necessarily strengthen trust in political institutions. This finding is particularly significant because it challenges linear assumptions that more information automatically leads to greater democratic confidence. Instead, students reported increased skepticism after consuming political content online. This finding is consistent with Rhodes (2022), who demonstrated that social media exposure may intensify skepticism when users encounter misinformation and conflicting narratives. Likewise, Lal (2024) and Pauline (2025) argued that digital political discourse increasingly produces polarization and distrust.

The qualitative findings deepen this interpretation by showing that students struggle to evaluate source credibility in environments saturated with conflicting narratives. Many respondents reported uncertainty regarding which information was trustworthy. This supports Marttunen et al. (2021), who found that critical

evaluation of online sources remains a major challenge among students. The theoretical implication is that digital literacy must be understood not merely as technical competence but as epistemic competence, involving the ability to assess credibility, identify manipulation, and navigate conflicting information.

A major contribution of this study lies in explaining the paradox between increased awareness and declining trust. Social media empowers students by providing access to diverse political perspectives, yet that same diversity can expose manipulation, propaganda, and institutional inconsistency. Consequently, political awareness and political trust should be conceptualized as distinct dimensions rather than assuming a direct positive relationship (Devine, 2024; Michalski et al., 2023). This provides a novel contribution to youth political behavior literature, particularly in emerging democracies. The fourth major finding concerns political participation. The study shows that online activism dominates students' political engagement, while offline participation remains relatively limited. Activities such as sharing political posts, signing online petitions, and commenting on public issues were far more common than attending rallies or joining political organizations. This partially supports the argument of clicktivism, which suggests that digital participation often remains symbolic rather than transformative.

This finding aligns with contemporary studies showing that low-barrier participation dominates digital political engagement (Ekici, 2025; Pickard, 2022). However, unlike more pessimistic views of slacktivism, this study found evidence that online engagement can serve as a gateway to offline participation. Some students reported attending protests or political events after first encountering mobilization efforts on social media. This supports Kharel (2024), who argued that digital platforms can accelerate political mobilization by lowering informational and organizational barriers.

Thus, the relationship between online and offline participation appears more complex than earlier dichotomies suggest. Rather than viewing digital activism as either meaningful or superficial, this study proposes that online participation exists along a continuum. Low-cost symbolic engagement may function as an entry point toward deeper civic involvement depending on peer influence, political context, and issue salience. This perspective contributes theoretically by challenging binary interpretations of clicktivism.

From a practical perspective, the findings highlight the urgent need to strengthen digital political literacy in higher education institutions. Universities should play a more active role in equipping students with skills to critically evaluate political content, verify sources, and engage in constructive digital dialogue. Educational interventions should emphasize fact-checking, media literacy, and critical reasoning. Civic organizations and policymakers should also develop communication strategies that leverage visual and interactive formats while maintaining informational accuracy. This study also offers implications for democratic governance. As social media increasingly shapes youth political culture, political institutions must recognize that trust is now negotiated within digital ecosystems. Transparency, responsiveness, and credible communication are essential to counter misinformation and strengthen democratic legitimacy. Institutions that fail to adapt to digital communication norms may face growing distrust among younger generations.

Despite these contributions, this study has several limitations. First, the research focuses exclusively on university students in Makassar, limiting generalizability to other demographic groups or geographic regions. Political behavior among non-student youth or rural populations may differ significantly. Second, the study uses cross-sectional data, making it difficult to assess long-term behavioral change over

time. Third, platform algorithms were not directly analyzed, despite their apparent influence on political exposure.

Future research should address these limitations by conducting comparative studies across multiple Indonesian cities or cross-national contexts. Longitudinal research is needed to examine how sustained digital exposure shapes political attitudes over time. Future studies should also investigate algorithmic recommendation systems, influencer politics, and artificial intelligence-driven content distribution to better understand the evolving dynamics of youth political behavior.

CONCLUSION

This study confirms that social media plays a significant role in shaping the political behavior of university students in Makassar by influencing political awareness, attitude formation, and participation patterns. The findings show that high social media exposure increases students' access to political information, with Instagram, WhatsApp, and TikTok emerging as the most influential platforms. Social media strengthens political awareness and encourages discussion among peers, yet its influence on political trust remains ambivalent due to misinformation, conflicting narratives, and digital polarization. The study also reveals that political participation among students is dominated by online engagement, while offline participation remains comparatively limited, reflecting the rise of hybrid political behavior.

This study contributes to digital political communication literature by demonstrating that youth political behavior is shaped through incidental exposure, platform-specific interaction, and trust negotiation. Practically, the findings highlight the importance of strengthening digital political literacy in higher education to support critical engagement with online political content. This study is limited by its focus on university students in Makassar and its cross-sectional design. Future research should explore broader demographic groups, comparative regional contexts, and longitudinal patterns to better understand the long-term effects of social media on political participation.

REFERENCES

- Almulla, M. A., & Al-Rahmi, W. M. (2023). Integrated social cognitive theory with learning input factors: The effects of problem-solving skills and critical thinking skills on learning performance sustainability. *Sustainability*, 15(5), 3978. <https://doi.org/10.3390/su15053978>
- Aragani, V. M., Anumolu, V. R., & Selvakumar, P. (2025). Democratization in the age of algorithms: Navigating opportunities and challenges. *Democracy and Democratization in the Age of AI*, 39-56. <https://doi.org/10.4018/979-8-3693-8749-8.ch003>
- Badaru, K. A., & Adu, E. O. (2021). The Political Awareness and Participation of University Students in Post-Apartheid South Africa. *Research in Social Sciences and Technology*, 6(3), 1-24. <https://doi.org/10.46303/ressat.2021.22>
- Chan, M., Chen, H. T., & Lee, F. L. (2017). Examining the roles of mobile and social media in political participation: A cross-national analysis of three Asian societies using a communication mediation approach. *New media & society*, 19(12), 2003-2021. <https://doi.org/10.1177/1461444816653190>
- Devine, D. (2024). Does political trust matter? A meta-analysis on the consequences of trust. *Political Behavior*, 46(4), 2241-2262. <https://doi.org/10.31219/osf.io/47sd2>

- Ekahitanond, V. (2013). Promoting university students' critical thinking skills through peer feedback activity in an online discussion forum. *Alberta Journal of Educational Research*, 59(2), 247-265.
- Ekici, S. (2025). Democracy's Challenge with Digitalization: Echo Chambers, Filter Bubbles and Radicalization. *Kent Akademisi*, 18(5), 2606-2620. <https://doi.org/10.35674/kent.1627485>
- Fenton, N., & Barassi, V. (2011). Alternative media and social networking sites: The politics of individuation and political participation. *The Communication Review*, 14(3), 179-196. <https://doi.org/10.1080/10714421.2011.597245>
- Guridno, E. (2024). Impact of national political dynamics on local political dynamics of the 2017 DKI Jakarta election. *Journal of Law and Sustainable Development*, 12(1), e2356-e2356.
- Hafel, M. (2023). Digital transformation in politics and governance in Indonesia: Opportunities and challenges in the era of technological disruption. *Society*, 11(2), 742-757. <https://doi.org/10.33019/society.v11i2.577>
- Hodzi, O., & Zihnioglu, Ö. (2024). Beyond 'networked individuals': social-media and citizen-led accountability in political protests. *Third World Quarterly*, 45(1), 43-60. <https://doi.org/10.1080/01436597.2023.2219213>
- Kaushik, K. (2025). *Nationalist Mobilisation in the Digital Age: The Role of Social Media in Driving Support for Radical-Right Parties* (Doctoral dissertation, Universidad Carlos III de Madrid).
- Khan, M. (2024). Impacts Of Social Media On Political Participation: An Interdisciplinary Study. *Journal of Health, Medical Research and Innovations*, 2(2), 56-67. <https://doi.org/10.71465/jhmri27>
- Kharel, A. B. (2024). Cyber-Politics: Social Media's Influence on Political Mobilization. *Journal of Political Science*, 103-115. <https://doi.org/10.3126/jps.v24i1.62857>
- Lal, S. (2024). Political Polarization and Media Influence: A Comprehensive Analysis. *Political Science Journal*, 2(1), 36-49. <https://doi.org/10.3126/psj.v2i1.75114>
- Maati, A., Edel, M., Saglam, K., Schlumberger, O., & Sirikupt, C. (2024). Information, doubt, and democracy: How digitization spurs democratic decay. *Democratization*, 31(5), 922-942. <https://doi.org/10.1080/13510347.2023.2234831>
- Mahmood, I. (2024). Disinformation and democracies: understanding the weaponization of information in the digital era. *Policy Journal of Social Science Review*, 2(02), 56-63. <https://doi.org/10.63075/pjssr.v2i02.17>
- Marttunen, M., Salminen, T., & Utriainen, J. (2021). Student evaluations of the credibility and argumentation of online sources. *The Journal of Educational Research*, 114(3), 294-305.
- Michalski, P., Marchlewska, M., Furman, A., Szczepańska, D., Panayiotou, O., Molenda, Z., & Górska, P. (2023). To advise and scrutinize the government? Two types of political knowledge, political trust and unconventional participation. *Current Psychology*, 42(14), 12104-12117. <https://doi.org/10.1007/s12144-021-02561-2>
- Ofei, O., Kayode, E., Apeakhuye, A. L., Precious, O. E., & Emuke, E. (2024). A review of social media as alternative medium for political participation. *International*

- Patton, L. D. (Ed.). (2023). *Culture centers in higher education: Perspectives on identity, theory, and practice*. Taylor & Francis.
- Pauline, P. N. (2025). The Impact of Social Media on Political Polarization and Democratic Discourse: Social Media, Political Polarization and Democratic Discourse. *The International Journal Of Humanities And Social Studies*, 5(3).
<https://doi.org/10.47941/jcomm.1686>
- Pickard, S. (2022). Young environmental activists and Do-It-Ourselves (DIO) politics: Collective engagement, generational agency, efficacy, belonging and hope. *Journal of Youth Studies*, 25(6), 730-750.
<https://doi.org/10.1080/13676261.2022.2046258>
- Pritzker, S., Springer, M., & McBride, A. M. (2022). Learning to vote: Informing political participation among college students. *Journal of Community Engagement and Scholarship*, 8(1). <https://doi.org/10.54656/VNHP5824>
- Purwanto, A., Zuiderwijk, A., & Janssen, M. (2020). Citizen engagement with open government data: Lessons learned from Indonesia's presidential election. *Transforming government: people, process and policy*, 14(1), 1-30.
<https://doi.org/10.1108/TG-06-2019-0051>
- Rhodes, S. C. (2022). Filter bubbles, echo chambers, and fake news: How social media conditions individuals to be less critical of political misinformation. *Political Communication*, 39(1), 1-22.
- Saraswati, M. S. (2016). *The political campaign industry and the emergence of social media in post-authoritarian Indonesian electoral politics* (Doctoral dissertation, Murdoch University).
- Saud, M., & Margono, H. (2021). Indonesia's rise in digital democracy and youth's political participation. *Journal of Information Technology & Politics*, 18(4), 443-454. <https://doi.org/10.1080/19331681.2021.1900019>
- Segun, K. (2024). Exploring the impact of citizen journalism on traditional media. *International Journal of Human Research and Social Science Studies*, 1(3), 63-73. <https://doi.org/10.55677/ijhrss/01-2024-Vol01I3>
- Setiawan, A., Sulastri, E., Ulum, M., Meidiana, D., & Asyrofuddin, M. I. (2025). Media-Mediated Political Literacy: Assessing Information Ecosystem Dynamics and Civic Empowerment in Indonesia's 2024 Electoral Context. *Journal Scientific of Mandalika (JSM) e-ISSN 2745-5955 | p-ISSN 2809-0543*, 6(9), 3745-3762.
<https://doi.org/10.36312/10.36312/vol6iss9pp3745-3762>
- Singh, B., Jain, A., Wongmahesak, K., & Chandra, S. (2025). Reimagining democracy in the digital era: Transformative role of artificial intelligence in modern governance. In *Democracy and Democratization in the Age of AI* (pp. 1-18). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-8749-8.ch001>
- Sloam, J. (2014). 'The outraged young': young Europeans, civic engagement and the new media in a time of crisis. *Information, Communication & Society*, 17(2), 217-231. <https://doi.org/10.1080/1369118X.2013.868019>
- Sugimura, K., Hihara, S., Hatano, K., & Crocetti, E. (2023). Adolescents' identity development predicts the transition and the adjustment to tertiary education

- or work. *Journal of Youth and Adolescence*, 52(11), 2344-2356. <https://doi.org/10.1007/s10964-023-01838-y>
- Supriyanto, T. (2024). The Influence of Social Media on Political Participation in the Digital Era. *International Journal of Social and Political Sciences*, 1(1), 43-54. <https://doi.org/10.69812/ijsp.v1i1.46>
- Suwana, F. (2018). *Digital media and Indonesian young people: Building sustainable democratic institutions and practices* (Doctoral dissertation, Queensland University of Technology).
- Törnberg, P. (2022). How digital media drive affective polarization through partisan sorting. *Proceedings of the National Academy of Sciences*, 119(42), e2207159119. <https://doi.org/10.1073/pnas.2207159119>
- Torous, J., Bucci, S., Bell, I. H., Kessing, L. V., Faurholt-Jepsen, M., Whelan, P., ... & Firth, J. (2021). The growing field of digital psychiatry: current evidence and the future of apps, social media, chatbots, and virtual reality. *World psychiatry*, 20(3), 318-335. <https://doi.org/10.1002/wps.20883>
- Walker, M., & Iverson, E. (2016). Identity development and political self-regulation in emerging adult political attitudes and behavior. *Emerging Adulthood*, 4(3), 153-160. <https://doi.org/10.1177/2167696815585052>
- Zainurin, S. J., Wan Husin, W. N., Zainol, N. M., & Ismail, A. (2024). Peers influence on youth political behavior: A systematic review. *International Journal of Social Science Research*, 12(2), 182. <https://doi.org/10.5296/ijssr.v12i2.21437>