Students' Conceptualization on Citizen Participation in Digital Era: A Mixed Method Research

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Abstract: Students' Conceptualization on Citizen Participation in Digital Era: A Mixed Method Research. Objective: This study aims to find out how to conceptualize citizen participation in the digital era with a focus on Ahmad Dahlan University students, Yogyakarta. **Methods:** This research uses mixed methods. The location of the study was at Ahmad Dahlan University Yogyakarta. In data collection, the researcher provided online questionnaire by using Google Form and process the data by using SPSS 24 programs. **Findings:** The results of the study revealed that 1) students at Ahmad Dahlan University Yogyakarta had experience as citizen engagement through several individual and group dimensions. 2) Most of the informants stated that the fulfillment of the rights and obligations of citizens needs to be realized in a structured format. 3) The experience of student participation is expected to be able to increase civic intelligence. **Conclusion:** This study concludes that student participation culture is influenced by civic literacy, information literacy, self-awareness, and participation alone, but there are also some students who are enthusiastic about following the civic context, but some are passive and only participate.

Keywords: communication culture, university student, participation, citizen.

Abstrak: Konseptualisasi Mahasiswa tentang Partisipasi Warga di Era Digital: Suatu Penelitian Mixed Method. ***Tujuan:*** *Penelitian ini bertujuan untuk mengetahui bagaimana konseptualisasi partisipasi warga di era digital dengan fokus pada mahasiswa Universitas Ahmad Dahlan Yogyakarta.* ***Metode:*** *Penelitian ini menggunakan metode mixed methods. Penelitian ini dilaksanakan di Universitas Ahmad Dahlan, Yogyakarta. Kuisioner online dengan Google Form digunakan untuk pengumpulan data dan selanjutnya diproses dengan program SPSS 24.* ***Temuan:*** *Hasil penelitian mengungkapkan bahwa 1) mahasiswa Universitas Ahmad Dahlan Yogyakarta memiliki pengalaman sebagai citizen engagement melalui beberapa dimensi individu dan kelompok. 2) Sebagian besar informan menyatakan bahwa pemenuhan hak dan kewajiban warga negara perlu diwujudkan dalam format yang terstruktur. 3) Pengalaman partisipasi mahasiswa diharapkan mampu menambah kecerdasan kewarganegaraan.* ***Kesimpulan:*** *Penelitian ini menyimpulkan jika Budaya partisipasi mahasiswa dipengaruhi oleh literasi kewarganegaraan, literasi informasi, kesadaran diri, dan partisipasi semata, namun juga Ada beberapa siswa yang antusias mengikuti konteks kewarganegaraan, namun ada juga yang pasif dan hanya berpartisipasi.*

Kata kunci: budaya komunikasi, mahasiswa, partisipasi, warga negara.

■ **INTRODUCTION**

This study was conducted based on several previous studies that deal with the participation of citizens. The first previous study discussed the emergence of a group in Quebec that consisted of individuals with their private expertise in computer programming or building a technological structure (WiFi hotspot) that factually developed social practices involving information technology (ICT), resulted that in the broader context of political imagination, these communities could act politically to help redefining the project 'information society' that would arise (Proulx, 2009). The second study was Robert's (2004) study that focused on formulating the experiment of citizen participation in the past. The study has resulted that in the first half of the 20th century, citizen relied on public officials and administrators to make decisions. Then, there was a shift toward direct greater citizen participation in 20th century. This trend was expected to grow when a democratic society becomes more decentralized and linked by information technology.

The third study was the analysis of factors that motivated people to participate formally in the debate about the advent of technology and considered demographic characteristics, suggested that there were barriers on the participation of citizens that were likely affecting participation. However, it could help internally, such as an interest in policy outcomes (Kleinman, Delborne, & Anderson, 2009).

The fourth was a research on the fulfillment of rights as citizens. Yasnita (2019) with her research on the basic definition of "old age" in three provinces involved Jakarta, West Java and Special Region of Yogaykarta has resulted that the perception of the elderly to himself and social life were the elderly who have integrated. Besides, based on socio-cultural community, Indonesia has local wisdom that venerated elderly, but the idea on ageisme has made their perception on elderly.

The next finding of the study, found that the fulfillment of citizenship rights were limited and merely focused on the idea of "being given", and that ageisme could be minimized through inclusive education. The sixth research was Adha, Ulpa, Johnstone, & Cook (2019) on volunteering for Krakatau Cultural Festival in 2018 that involved 60 volunteers, has found that the patterns of activity and implementation of volunteerism to strengthen charity of volunteers and to foster a pattern of good cooperation with fellow volunteers and other work units as a moral responsibility and moral education that were beneficial for volunteers future.

Based on preliminary study, the fulfillment of citizen participation had been felt widely on various aspects and segments of society. The underlying argument was that students as part of Indonesia citizens, had a Strategic position in the realm of the fulfillment of citizen participation. In Indonesian context, youth was the hope of the nation (Sihombing 2018),. The participation of citizens became a space to express how to speak about state's life to accumulate citizen's feelings. The challenge of constructing a democratic politics with everyone that could realize their rights was one of the greatest over times. However, reforms in governmental environment generated a lot of new space for citizen engagement (Cornwall & Coelho, 2007). The participation of citizens in public spaces was in-line with the representation of citizen satisfaction on a running system.

The history of Indonesian in 1998 reflected a maturity in Indonesian government. This reform was in-demand in some aspects, especially a demand of president resignation was one of reasons of Soeharto (Galina, 2018). The 1998 reformation was a latest perspective for democratic tradition in Indonesia. However, a new social movement in Indonesia was different from Western model. A new social movement in western countries relied on liberation against

cultural and traditional oppression, while in Indonesia, new social movements was relied on cultural and traditional values to resist domination and oppressive government policies (Prasisko, 2016).

The conceptualization of citizen participation in digital age was presently increasing to becoming a new focus in the review that was appropriate to analyze. The direction of technological change in global economy showed a contrast trends (Antonelli & Feder, 2020). The supervisor and policy makers promoted political participation among young people as means to strengthen democratic legitimacy (Zhu, Chan, & Chou, 2019). A study that investigated institutional respons and constitutive elements of dialogical communication that affected the confidence of institution and political participation in China, had found the relationship was not directly dependent on online political information rather than searching online political expression among publics. Meanwhile, for people who frequently used Internet to search for information on politics, the institutional responsiveness was more likely to improve institutional confidence that reduced possibility of participation in political activities offline (Christine Huang, Lu, Ying Choy, Kao, & Chang, 2019).

A study on the conceptualization of citizen participation in students at Ahmad Dahlan University Yogyakarta was not only community –based study that basically placed students as individuals who had an identity, but also to overview how cultural communication emerged in students at Ahmad Dahlan University Yogyakarta. In addition, this study also sought to understand the representation and construction of participation as citizens in students by focusing on their positions as part of Indonesian citizens. Their idea had triggered a form of public participation in the spirit of deliberative democracy (Arnason, 2012). On the other hand, the development of industrial revolution era was a challenge and opportunity for citizens to show their existence. Trends in digitalization was the main concept of Industrial Revolution 4.0.(Alaloul, Liew, Zawawi, & Kennedy, 2019). In economic side, the trend of living standards during the Industrial Revolution was a long debate over economic history (Blum & McLaughlin, 2019).

Considering previous perspectives, this study focused on the construction of citizen participation in student's perspective, and to overview experiences of students at Ahmad Dahlan University Yogyakarta that hsd experience of participation as citizen. This study was expected to bring benefit for new perspectives on Civic Education and Cultural Studies.

■ **METHODS**

Research Design in this study uses a mixture of qualitative and quantitative, hereinafter referred to as the mixed method. The type of mixed method that the researcher uses is sequential which is done by conducting qualitative research first and then proceeding with quantitative. The research design includes research objectives, research questions, scope of drawing conclusions, sampling, data collection, and data analysis (Schoonenboom, 2018). Fundamental research is to seek facts or principles that allow phenomenological description (Eavenson, 1942). This research uses the in-mixed method. Mixed methods are a combination of qualitative and quantitative perspectives (Creswell, 2010). The procedures in this study are in accordance with the research design which refers to the steps of the mixed method sequential research. Procedures in this study are as follows:

First stage: Qualitative	Second stage: Quantitative
1. Determining research settings. In this case, researchers determine research settings for students from 11 faculties at Ahmad Dahlan University, Yogyakarta. 2. Conducting Theoretical Studies, researchers examine theories relating to the conceptualization of young citizen participation in the digital era 3. Collect and analyze data. Researchers collect data according to qualitative research procedures and analyze them according to qualitative data analysis 4. Finding the hypothesis	1. Determine the population and sample. The determination of the population and sample is in line with the previous process, then the researcher determines the sample using a random technique 2. Develop and test the instrument. In this case, the researcher uses Expert Judgment 3. Data collection and analysis. In this case, the researcher did this by providing an online questionnaire using Google Form and processing data using the SPSS 24 program, then interviews, observations and documentary studies. 4. Reporting. In this case the researcher reports by writing in articles and published in the journal "Progressive Education"

The research instruments used in this study were questionnaires and interview guides, observation guides and documentary studies. The research instrument of the researcher was adapted from the determination of the method that was in accordance with the mixed method instrument. The validity and reliability of the data researchers did with qualitative and quantitative procedures. The researcher's data analysis was carried out with qualitative and quantitative procedures

In collecting data, the researcher provided an online questionnaire using Google Form and processed the data using the SPSS 24 program. The research questionnaire was addressed to students from 11 faculties at Ahmad Dahlan University, Yogyakarta. The faculties are the Faculty of Psychology, Faculty of Medicine, Faculty of Islamic Religion, Faculty of Economics and Business, Faculty of Teacher Training and Education, Faculty of Law, Faculty of Fine Arts, Cultural and Communication Studies, Faculty of Mathematics and Natural Sciences, Faculty of Pharmacy, Faculty of Public Health, and Industrial Technology Faculty. The questionnaire consists of twenty-five questions involving four aspects, namely 1) participation in civic literacy, 2) information literacy, 3) self-awareness, and 4) participation only.

After examining the data using the SPSS 24 program, the researcher strengthened the data

from interviews, observations and documentary studies. Researchers conducted interviews for 30-40 minutes, and the location of the interviews was differentiated according to agreement with the respondents. To obtain complete data, the researcher used a recording device and notes. Researchers conducted observations at Ahmad Dahlan University Yogyakarta using field notes. In addition, the documentary study is to analyze documents related to the research theme. In this study, researchers used several documents which included field notes, journals, books, research reports, and other relevant documents.

■ **RESULTS AND DISCUSSION**

The concept of community participation was abandoned, whereas it became a hope in social policy. The abandonment was due to the influence of industrialization and urbanization in Indonesia in the twentieth century (Thursz, 1972). On the other hand, decision makers in education often faced a conflict of values, demands and advise of educational needs (Glaser & Russell, 1987). The conceptualization of citizen participation in Ahmad Dahlan University students consisted of two dimensions of participation, namely personal participation dimension and community engagement dimension.
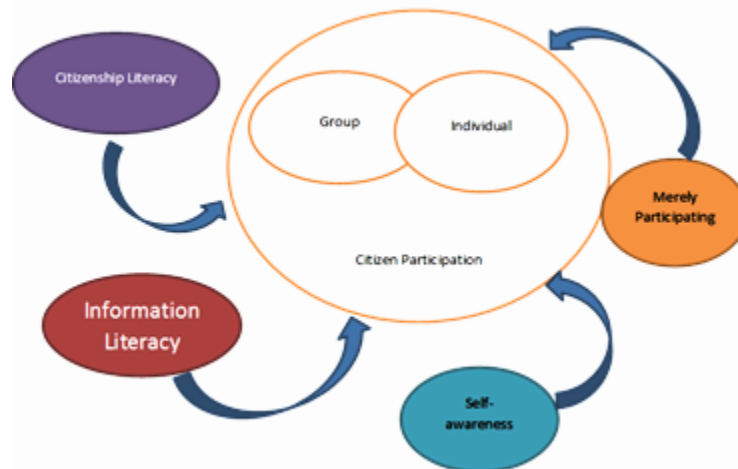

Figure 2. Conceptualization of participation dimension

Based on Figure 2, the trust of the administrator in the institutional participation had become a mediator in mediating confidence of citizen and became the promotion of participation (Yang, 2006). The participation of citizen in public decision-making processes that affected environment, factually required citizens who were well-informed and motivated (Westphal & Halverson, 1986). In the field of political communication, nonverbal communication had a potency to influence political votes (Bas & Grabe,

2016). To clarify in-detail, the researcher used the following statement.

Citizenship Literacy

Branson (1990) identifies three components in Citizenship Education. These components were knowledge, skills, and character of citizenship. Citizenship literacy was examined through two perspectives, namely level of knowledge and perception of selected aspects of citizenship (Tie & Chua, 2010). In Indonesian context, citizenship

literacy was related to national identity and national life. Besides, Indonesia had diversity in ethnicity, language, culture, customs, habits, religion, and belief (Hadiansyah et al., 2017). By this condition, Indonesia had two pieces of

characteristics, were diversity as an archipelago and impact of globalization (Hadiansyah et al., 2017). Citizenship literacy that affected students at Ahmad Dahlan University was illustrated in Figure 3 below.
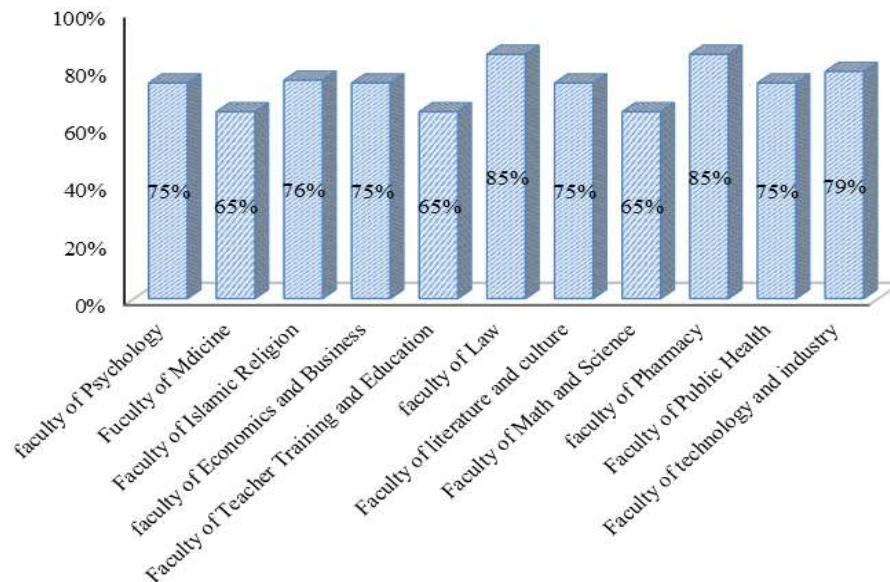

Figure 3. Student's citizenship lietracy at ahmad dahlan university

Based on additional data from interview, students at Faculty of Teacher Training and Education insisted that their participation as citizens also influenced their civic education courses that made them reconsider matters related to state; Indonesia. In recent years, the contributing idea of education for citizenship had begun (Bengtsson, 2015). A research on perspective of Citizenship Education in Turkish and English in the context of European Identity and the European Union (EU) with involving 581 teachers of Citizenship Education in Turkey and 85 teachers in U, had resulted two perspectives. The first perspective stated that Citizenship Education was a key to create a good citizen' in their country. Besides, students in Turkey insisted on identity and citizenship of Turkey, while British students were more focused on democracy, social justice, global citizenship, and Human Rights

(Wilkins, Bushehr, Lawson, Acun, and Goz, 2010). In this study, students affirmed that the reason they were involved in matters related to citizenship was due to their knowledge of citizenship.

"... *I interpret in the context of civic engagement not only during elections, but also understand their rights and obligations as citizens. For example, showing law-abiding behavior…*"

The transnational movement re-shaped on how citizen imagined a settlemet and culture (Harshman, 2018). A citizenship knowledge was crucial for country, because citizen would not only comprehend their rights, but also their obligations. A research in Sweden on how childred acted as members of community, had shown that the way children related to safety rules and regulations, was closely related to identity (Olsson, 2017).

Meanwhile, in Slovenia, a great emphasis was given to the promotion of active participation and learning for democratic life (Banjac, 2016).

The existence of citizenship knowledge that affected student participation in citizenship, had directed students to act and behaved as citizen. A student at Faculty of Law stated that their participation as citizen could be started with the smallest things personally.

"Personally, as law students, I can contribute (at least) in the field of my courses, and once participate in courses that I take, I can participate in this country's development efforts ..."

A study that explored digital media literacy as a core competency for citizenship in a participatory democracy, was to develop a framework for media literacy as a core political competence for active citizenship, engaged and participatory (Mihailidis & Thevenin, 2013). Citizenship literacy directed students to be able to act as citizen. Many organizations had campaigned for teaching citizenship in schools a long before Citizenship subject was introduced into national curriculum (Jones, 2007). Citizenship literacy was to strengthen the competence of citizenship. A study that assessed citizenship competence of young people in Europe by using IEA ICCS 2009, had resulted that the values of social justice, knowledge of citizenship, and student's skills were facilitated in Nordic system that combined a stable democracy and economic prosperity with education –based democratic; where teacher prioritized to promote an autonomous critical thinking in civic education (Hoskins, Saisana, and Villalba, CM, 2015).

Students at Ahmad Dahlan University Yogyakarta realesed citizenship literacy through fulfillment of their rights as citizens. In Indonesia, the fulfillment of their needs as citizen was popular in campaign promises. The evaluation against the fulfillment of campaign promise in Canadian Election 2015 had found that the evaluation results would be accuated when these were entitled to factors related to political knowledge and the relative importance of each promise (Duval & Petry, 2018). The empowerment of citizenship literacy at Ahmad Dahlan University Yogyakarta was reflected in student's character building. Literacy leads to empowerment for the attainment of Millennium Development Goals (MDGs) (UNESCO Education Sector Division for the Coordination of United Nations Priorities in Education, 2008). Meanwhile, in Article 1 paragraph 4 of Law No. 3 in 2017 on General Issue Notices (2017), stated as "literacy is the ability to interpret critical information, so that everyone can use science and technology as means to increase the quality of life". Somehow, citizenship literacy affected student engagement at Ahmad Dahlan University Yogyakarta, and primarily on understanding the rights and obligations as citizens.

Information Literacy

The engagement of student at Ahmad Dahlan University Yogyakarta concerned with information literacy. To understand the role of information literacy in Indonesia, it needed to study in any broader area (outside of educational settings) (Lloyd, 2005). Paul Zurkowski introduced a term "Information Literacy" in 1974, and had developed into a research field, especially in America and Europe (Machin-Mastromatteo & Lau, 2015). In digital age, information literacy could be defined as ability to identify the needs of information, accessed required information, and evaluated information (Wu, 2018). Information literacy that affected students at Ahmad Dahlan University Yogyakarta could be illustrated in Figure 4 below.
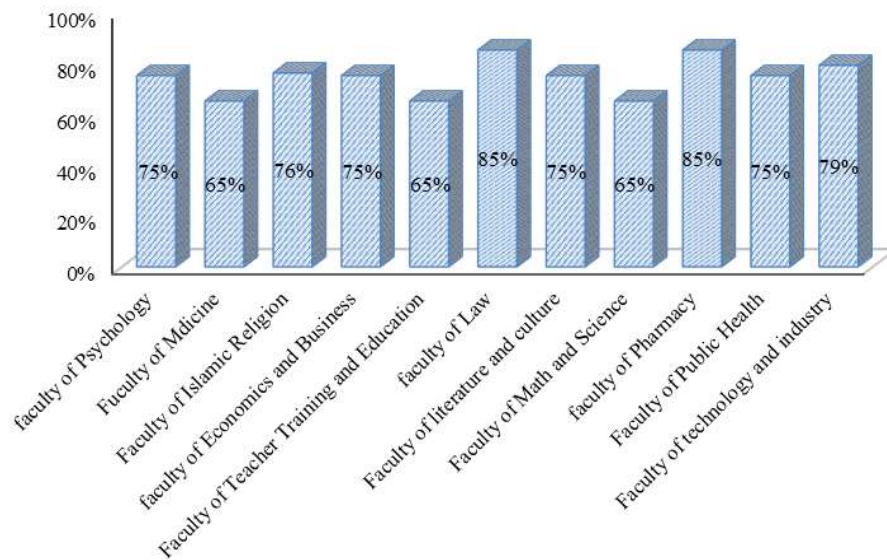
Figure 4. Information literacy of student at ahmad dahlan university

The concept of information literacy was increasingly prominent in Higher Education in the last few years. Information literacy was an increasingly important component in many disciplines, and became an incorporate element in teaching (Thornton, 2007). Citizen participation that included the fulfillment of rights and obligations as citizen regarded to information literacy was the ability to acquire, evaluate, organize, and use information to overcome problem in lives. An interest in developing ways to assess information literacy had evolved over several years (Walsh, 2009) through a study that examined teaching information literacy that was taught in universities. There was a need to apply the 21st century literacy into curriculum, and needed to stress the need for the reconceptualization of literacy (McBride, 2012).

Information literacy in the level of participation at Ahmad Dahlan University Yogyakarta, had provided new knowledge. Besides, it could be a supplement to make decisions. Information literacy significantly increased the likelihood of identifying false news (Jones-Jang, Mortensen, & Liu, 2019). Support

was needed to help students to understand the relevance of search for information and to focus on problems and their searched results (Leigh & Gibbon, 2008). Students at Faculty of Mathematics and Natural Sciences asserted that participation, in matters related to the state was also influenced by knowledge from mass media.

"*Media helps the acceleration of information. However, the awareness of false news still becomes our topic of discussion*"

False news became a concern for journalists in 2017 when false news spreaded through social media, websites and public officials (Finneman & Thomas, 2018). A study on 142 articles about fake news and false information published between 2008 and 2017, had resulted that the effects of false news (misinformation) was the most common topic in the articles (Ha, Andreu Perez, & Ray, 2019). Students at Faculty of Pharmacy emphasized that in response to the weakness of information age, there were some considerable things that could be executed to avoid fake news (misinformation).

"*To sift manage information, a lot of false news and false rumors are true facts. At*

least, there are a few ways to overcome that by collecting some sources, evaluating the process and translating that information"

Media, Internet, and mobile services continuously offered information that ultimately made people confused in selecting the key issues (Kauhanen-Simanainen, 2005). Some key definitions of "information literacy" related to embedded information literacy skills was to identify limitations in taking an approach that assumed information literacy to be a list of skills (Webber and Johnston, 2000). Information literacy affected Ahmad Dahlan University student's engagement on ability to select an accurate information. A survey on 2,501 citizens of Singapore on how people authenticated information on social media, had found that individuals relied on their own judgment on source and message. Thus, when it was not enough to give a definite answer, they turned to external resources to authenticate the news (Tandoc et al., 2017).

In the context of Ahmad Dahlan University, the information literacy that affected student's participation was to be a set of ways to manage information to fulfill his participation. A survey in three universities in Zanzibarde that examined the future time of information literacy program at University Zanzibar by involving 200 respondents, indicated a recommendation to address shortage by organizing seminars and workshops on information literacy purposed to create awareness, design, and implement information literacy curriculum and course content (Omar Haji, & Mwitumbe, 2014). Student at Faculty of Psychology Ahmad Dahlan University asserted that the need for "guidance" in managing information on global era would likely be.

"*In the current global era, we think that we need to conduct additional education related to nformation for student, because our way of thinking is different. Yet, on the other hand, in global era, thinking ciritically is one of the essential skills for students*"

Information literacy for students at Ahmad Dahlan University Yogyakarta raised a potency of social literacy for themselves, Social literacy was a set of skills that promoted critical sociological understanding of social problems towards the objective of supporting the participation and civic activism (Lowry, 2016). Furthermore, student at Faculjty of Medicine and Faculty of Islamic Studies elaborated form of engagement.

"*Participation in the context of citizenship for us not only in regular program (like election), but also in emphasizing participation on individual or group (community)*"

The participation as citizen was not only in individual, but also in the form of groups. The decline in youth participation in the form of conventional politics had been seen as a sign of civic crisis. Yet, plenty of evidences showed that ones were not apathetic, but they have their own views and engaged in politics in various ways relevant to their daily lives (Sloam, 2012). The participation of citizens in several countries had varied. In this case, United States and Japan had a high level of civic engagement, but it still varied.

The Americans joined and contributed to national political groups, but their membership at PTA and fireman volunteer was low. Meanwhile, the Japanese participated at a level much lower in national advocacy organizations, but they joined associations of local environment with very high level of participating extensively in PTA and volunteered to clean up parks (Schoppa, 2012). Related to the existence of democracy, any of the challenges identified contextually (included political institutions, social history, and economics) whether or not civic engagement generated social trust and could spawn a durable democracy

(Mani, 2005). Information literacy on student at Ahmad Dahlan University Yogyakarta generated a perception that engagement as citizens was not only at the individual level, but also more widely in the form of group.

Self-awareness

The participation of student at Ahmad Dahlan University Yogyakarta was also influenced by their self-awareness. Self-awareness was reflected in the form of their ability to express thoughts and feelings, motivation, weakness, and strength in the context of engagement. Self-awareness was a key component of professionalism (Papanikitas, 2017). Besides, self-awareness of student at Ahmad Dahlan University Yogyakarta became a basis of student's emotional intelligence. Self-awareness operated dynamically and functioned with respect to personality and external conditions. It also presnted in the process of cognitive, emotional, and motivational, in dissonance and attribution.(Zaborowski & Slaski, 2003). Self-awareness that affected student at Ahmad Dahlan University Yogyakarta was illustrated in Figure 5 below.
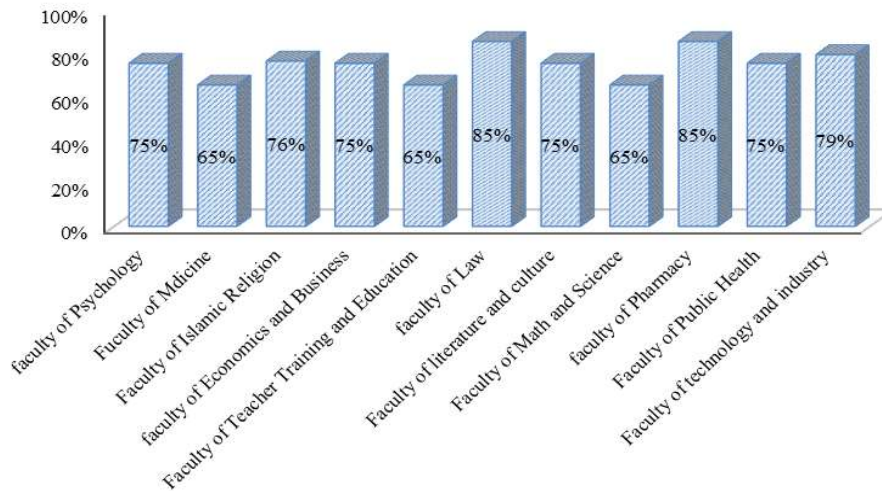

Figure 5. Self-awareness of student at ahmad dahlan university

Self-awareness was formed through some steps, and it could grow out of their interactions within individual's environment. Self-awareness was an ambiguous term in the perspective of psychological literature and neuro-scientific (Lund, 2009). Their efforts in raising self-awareness determined the position of individual's awareness. Self-awareness was an important factor for individual's performance in daily activities (Lahav, Maeir, & Weintraub, 2014). Student at Faculty of Economics and Business Ahmad Dahlan University Yogyakarta confirmed that in terms of engagement as citizens, there there were some supporting factors in participation as this quote "*we realize some things as our rights and obligations as citizens*".

Thoughts, actions, and beliefs were manifestations to strengthen self-awareness. Possibly, there was a dynamic relationship between self-awareness and sadness (Coetzer, 2004). Finding self-awareness could improve creativity and assisted to find self evaluation. Self-evaluation could affect creativity (Silvia & Phillips, 2004). Students at Faculty of Arts Culture and Communication Studies Ahmad Dahlan University Yogyakarta said that awareness

contribution in terms of state, put on the achievement of social sensitivity.

"*Indonesia has a diversity in many ways, and about participation in terms of nationality, it can be for our identity*".

In the context of culture, the availability of cultural awareness affected identity consciousness. Individuals who are well-aware of the influence of their culture, they would feel more engaged with the state's culture (Lu, Wan, Hui, and Tong, 2019; Prabawa, Christianto, Edi, & Darmastuti, 2019). Some theories of self-confidence explored the effects of different motivation and emotion (Phillips & Silvia, 2005). The concept of self-formation allowed for the articulation of management and organization understanding based on the concept of rights (Townley, 1995). Meanwhile, there was a notion of self-awareness that needed for revision, particularly on how expectations affected an approach and avoided differences in self-standard, nature of standards, and causal role in directing reduction of differences (Silvia & Duval, 2001).

Self-awareness of students at Ahmad Dahlan University Yogyakarta was depicted on a set attitude of believing and realizing rights and obligations as citizen. Self-awareness was increasing as a linear function of physical level of attractiveness (McDonald & Eilenfield, 1980). Based on the finding of this study, at least it could be implied that students at Ahmad Dahlan University Yogyakarta had views and guidance in the context of nation's lives. A relevant finding to this study was a study that involved 20 specific policy issues from 30 countries in Europe confirmed an expectation that problems experienced a high level of participation showed a stronger relationship between public opinion and policy (Rasmussen & Reher, 2019).

Meanwhile, an article that questioned public's confidence about the meaning of democracy, had influenced political attitudes and behavior. By using data from a survey "Latin American Public Opinion Project 2006-2007", showed that variations in the structure of democratic conceptualization drove on political attitudes and behavior, such as substantive content of democratic conceptualization, democracy understanding, and various aspects of attitudes and behavior of citizens (Canache, 2012). By knowing self awareness, a person would know the true awareness and understanding about the position of his identity widely.

Merely Participating

Students whom were in young age, still searched for identity. As a youth, they often acted without thinking of any consequence. On the other hand, there was uncertainty of question that would appear "what am I doing?". The history had recorded that youth became eseinsial element in milestone changes (Aloysius Bram Widyanto, 2010). The transition process of person was confronted with a maze of different patterns (Flanagan, 1968). A survey that investigated causal relationship between religious factors that influenced ethical behavior among young people in three southern border provinces, by involving 2,160 subjects that were analyzed using structural equation modeling (SEM), had found that the causal relationships that influenced ethical behavior among youths in three southern border provinces was consistent with empirical data (relative Chi-square value was ($\div 2 / df$) = 1.018, p-value = 0.439, an indicator of goodness of fit (GFI)) = 1.00 and RMSEA = 0.003) (Laeheem, 2020). In terms of technology, the popularity of smartphone technology had a big concern of the excessive use of iPhone on adolescents. By involving 472 adolescents in three High Schools (grades 10-12, average age = 16.21) from urban areas in Northern France revealed one of the

findings, that was emotional intelligence (framed in the context of positive self-esteem) that was designed to foster iCheating. However, a strong intention was declared to reduce nomophobia in adolescents (Gentina, Tang, & Dancoine, 2018). In the context of Ahmad Dahlan University, there was a factor called as "merely participating" to participate as citizen as shown in Figure 6 below
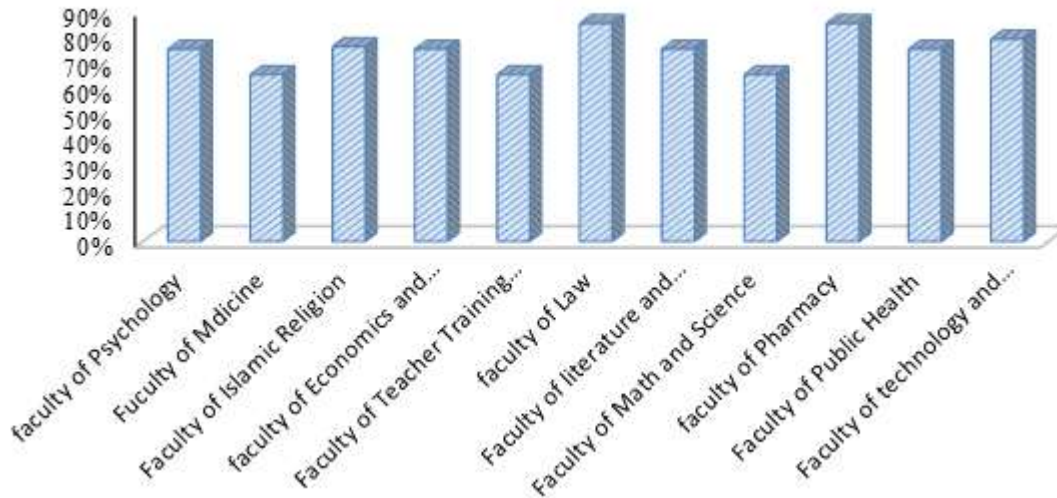

Figure 6. "Merely participating" of student at ahmad dahlan university

There was a factor called as "merely participating' in the participation as a citizen to make a sign that there was still activity to provide awareness. It took a time to give an awareness on the importance of participating as citizen. Variations attitudes imbued with moral conviction was a strong predictor of various social assessment (Brandt & Wetherell, 2011). Student at Faculty of Pharmacy confirmed that sometimes there were misunderstandings about "failure" meaning in the scope of participation. As he said, "*sometimes, we become less aware on specific agenda due to lack of information and lack of interest in us*". On the other hand, student at Faculty of Public Health added that the participation of citizen had become a part in exclusive events as he said "*there is an assumption among us when it comes to speak about state is that the exclusive perception itself*". Diffusion of collective action produced a sequence of reactions in parallel and interactive of "public order" reaction (Della Porta & Tarrow, 2011).

As a potency, youth had a sophisticated mindset with availability of advices. Youth could explore their knowledge for the benefit of nation. The autocratic election contested was to promote human development by improving accountability and capacity of the state (Miller, 2015). Meanwhile, leaders who had social and emotional skills could mediate relationship between charismatic leadership and leadership effectiveness (Groves, 2005). Their combination of good leadership and the potency of youth should be directed towards positiveness for the best future of nation. Student at Faculty of Industrial Technology stated that an participation as citizen required further guidance as he said "*to pave perception of citizen participation, it needs a scheme in the form of guidance or alike to increase our knowledge*".

The factor called as "merely participating" in participation as citizens, had become a project to teach virtues of problem for youth, and it required cooperation from various parties. The strong attitude often had a greater impact than

weaker attitude. However, an emerging research showed that a weak attitude (uncertain) could substantially influence thought or behavior (Sawicki & Wegener, 2018). Indeed, youth needed a space to show their existence, moreover in the state. Their attitude that helped people had defined themselves (Zunick, Teeny, & Fazio, 2017), because the future of nation had become the responsibility of youth, and that the potency of youth as social capital required a training for youth to think in rational, fair, and critical for the future of Indonesia. Countries with rapid advances in technology would reap economic benefits for a long term (Lester, 2019).

■ CONCLUSIONS

The study reveals that students in University of Ahmad Dahlan Yogyakarta had experience as a citizen engagement through several dimensions of individual and group. Most informants stated that the fulfillment of rights and obligations of citizen needed to be realized in a strujctured format. The informants expressed a lack of civic literacy could affect patterns of engagement as citizen. Student's participation experience at Ahmad Dahlan University Yogyakarta was supposed to enable them to add intelligence on citizenship, so that participation patterns could be linked to several components in the embodiment of smart and good citizen.

The culture of participation of student at Ahmad Dahlan University was also influenced by civic literacy, information literacy, self-awareness, and merely participating. There were some students who were enthusiastic on participating in the context of citizenship, but some were passive and merely participating. The existence of inequality participation as citizen became an indication that there was a task for surviving Civic Education to nationalize citizen. The researcher suggests that citizen participation needs to be improved to establish a genuine democracy for

Indonesia. It is suggested that further research can focus on the phenomenon of participation pattern to more widely general population. The improvement of phenomenological study must be enriched to fulfill the needs of the studied subjects.

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