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Mass Communication Effects on Civic Engagement in Urban Communities in Indonesia

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ABSTRACT

The rapid development of mass and digital communication has transformed how citizens access public information and participate in community affairs, particularly in urban environments. This study aims to examine the influence of mass communication and media literacy on citizen participation in urban communities in Indonesia. A quantitative approach was employed using a survey method involving 150 respondents selected through purposive sampling. Data were collected using a structured questionnaire measured on a five-point Likert scale and analyzed using Statistical Package for the Social Sciences (SPSS) version 25. The analysis included validity and reliability testing, classical assumption tests, multiple linear regression, partial t-tests, simultaneous F-tests, and coefficient of determination analysis. The results indicate that mass communication has a positive and significant influence on citizen participation, while media literacy also has a positive and significant influence on citizen participation. Simultaneously, both variables significantly influence citizen participation, with an F-value of 97.465 and $p < 0.001$. The model explains 57.0% of the variation in citizen participation. These findings demonstrate that accessible and effective communication, combined with citizens' ability to critically evaluate media information, contributes significantly to stronger civic involvement. The study highlights the importance of strengthening public communication systems and media literacy initiatives to support informed, responsible, and participatory urban communities in Indonesia.

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1. INTRODUCTION

Rapid urbanization and the expansion of digital communication technologies have significantly transformed how citizens access information, interact with public institutions, and participate in community affairs. In contemporary urban societies, communication increasingly occurs through television, online news platforms, social media, government communication channels, and various digital networks. These developments have accelerated information dissemination and created new opportunities for public participation. In Indonesia, digital communication has become an integral component of everyday social interactions. According to [1], Indonesia recorded approximately 221.56 million internet users in 2024, representing an internet penetration rate

of 79.5%. This growing connectivity highlights the importance of mass communication in facilitating the exchange of information between citizens and public institutions. In urban communities, mass communication serves as a means of disseminating information regarding public services, environmental issues, infrastructure development, and community programs. Effective communication characterized by accessibility, credibility, relevance, and clarity may strengthen public awareness and encourage citizens to become more actively involved in addressing community concerns.

Citizen participation has evolved beyond conventional activities such as voting, attending public meetings, and joining community organizations to encompass various forms of digital engagement. Contemporary participation includes online discussions, information sharing, digital advocacy, interaction with government social media accounts, reporting community problems, and engagement in civic campaigns. [2] explain that contemporary media environments have reshaped citizenship by providing opportunities for individuals to participate through digital advocacy, content creation, and participatory communication. Mass communication plays a significant role in this transformation by providing citizens with timely and relevant information necessary to understand public issues and identify opportunities for involvement. Previous research has also indicated that news consumption and discussion of media information are associated with civic engagement, suggesting that communication can encourage citizens to move beyond passive information consumption toward active participation in social affairs. Within the Indonesian context, [3] identified the availability of public service information, consistency of administrators' responses, and public understanding of government communication as important factors associated with civic engagement through the Bandung City Government's social media. These findings suggest that the effectiveness and responsiveness of communication channels are essential for facilitating meaningful interactions between citizens and public institutions.

Despite the increasing accessibility of information, greater media exposure does not necessarily guarantee meaningful citizen participation. Contemporary digital environments contain extensive information originating from news organizations, government institutions, commercial entities, community groups, and individual social media users. The rapid circulation of information also increases exposure to misleading narratives, inaccurate content, contradictory claims, and emotionally framed messages. Consequently, citizens require the ability to critically interpret and evaluate information before using it to support civic activities. Media literacy encompasses the capacity to access, understand, analyze, evaluate, and responsibly communicate information across different media platforms. Beyond technical proficiency, media literacy includes assessing source credibility, recognizing the intentions behind media messages, comparing information sources, and identifying potentially misleading content. [2] emphasize that media literacy represents an essential competency for engaged citizenship because it enables individuals to navigate complex communication environments and participate meaningfully in public life. Therefore, media literacy may complement mass communication by ensuring that information received by citizens can be interpreted critically and translated into informed participation.

The relationship between media literacy and citizen participation has received increasing attention as civic engagement becomes more closely connected to digital communication environments. [4] demonstrated that digital civic learning opportunities are associated with online political activity and offline civic engagement, highlighting the importance of digital competencies in supporting participation across different civic contexts. Similarly, [5] emphasize the relationship between media literacy and civic literacy, arguing that critical media competencies are necessary for

navigating contemporary information environments and supporting informed citizenship. These perspectives indicate that meaningful participation depends not only on the availability of communication channels but also on citizens' capacity to evaluate information, understand competing perspectives, and make informed decisions. This issue is particularly relevant in Indonesian urban communities, where residents frequently encounter complex challenges involving waste management, transportation, neighborhood security, environmental quality, infrastructure, and public services. Although digital communication platforms provide opportunities for citizens to express opinions, submit complaints, and participate in community initiatives, differences in media literacy may influence how effectively individuals utilize these opportunities.

Previous studies have explored citizen participation through various perspectives, including social media use, digital engagement, political communication, news consumption, and digital literacy. However, much of this research has concentrated on specific communication platforms, particular demographic groups, political activities, or individual government communication practices. Consequently, further empirical investigation is needed to examine mass communication and media literacy simultaneously as determinants of citizen participation, particularly within Indonesian urban communities. These variables represent distinct yet complementary dimensions of civic engagement. Mass communication reflects the accessibility, relevance, clarity, and effectiveness of information distributed to the public, whereas media literacy represents individuals' competencies in interpreting, evaluating, and utilizing information responsibly. Examining both variables within a single research framework may provide a more comprehensive explanation of citizen participation. Effective mass communication may have limited influence when citizens lack the ability to critically evaluate information, while strong media literacy may not translate into active participation when relevant public information is inaccessible or inadequately communicated. Accordingly, integrating these dimensions offers an opportunity to address an important research gap concerning how communication processes and individual media competencies jointly contribute to civic participation in urban settings.

Based on these considerations, the present study aims to analyze the influence of mass communication and media literacy on citizen participation in urban communities in Indonesia. Specifically, the study examines how the effectiveness of mass communication and individuals' media literacy competencies contribute to their involvement in community activities and public affairs. This research is expected to provide theoretical and practical contributions to the literature on communication and civic engagement. Theoretically, it integrates communication-related factors and individual media competencies into a unified empirical framework for understanding citizen participation, thereby extending existing discussions concerning the relationship between information accessibility, critical media engagement, and civic involvement. Practically, the findings are expected to offer insights for local governments, community organizations, communication practitioners, and other stakeholders in developing communication strategies that encourage informed and responsible public participation. By emphasizing both effective information dissemination and critical media literacy, this study seeks to contribute to the development of more informed, responsive, and participatory urban communities in Indonesia.

2. LITERATURE REVIEW

2.1 Theoretical Foundation

The relationship between mass communication, media literacy, and citizen participation can be explained through Communication Infrastructure Theory (CIT), which emphasizes the role of communication networks in facilitating information exchange and civic engagement. [6] demonstrated that

participation in community communication networks contributes to civic activities by increasing access to relevant public information. However, effective participation requires not only information accessibility but also the ability to critically evaluate and utilize information. [7] found that stronger media literacy competencies were associated with greater civic participation. Accordingly, mass communication represents the accessibility and dissemination of public information, while media literacy reflects individuals' capacity to understand, evaluate, and apply that information. Together, these complementary dimensions provide a theoretical foundation for understanding citizen participation in Indonesian urban communities.

2.2 *Mass Communication*

Mass communication refers to the dissemination of information to diverse audiences through traditional and digital media, including television, newspapers, online news platforms, social media, and government communication channels. In urban communities, mass communication facilitates public awareness, information exchange, and citizen engagement in community affairs. The development of interactive digital platforms has enabled citizens to move beyond passive information consumption toward active participation through discussions, information sharing, and reporting public issues. [8] demonstrated that municipal social media communication in Bandung facilitates citizen involvement in public service delivery, while [6] found that community communication networks contribute to civic participation. However, communication effectiveness depends on information accessibility, clarity, credibility, relevance, and frequency. Accordingly, this study conceptualizes mass communication as the effectiveness of mass and digital media in disseminating public information, increasing civic awareness, and encouraging citizen participation in Indonesian urban communities.

2.3 *Media Literacy*

Media literacy refers to individuals' ability to access, understand, analyze, evaluate, and responsibly use information across traditional and digital media. It encompasses critical thinking, information verification, source credibility assessment, and responsible content sharing, which are essential for informed civic participation. [7] found that stronger media literacy competencies were positively associated with civic engagement, while [9] emphasized that internet access alone is insufficient to ensure meaningful public participation. Furthermore, [10] highlighted the importance of evaluating information credibility and civic relevance, while [11] demonstrated the significance of media literacy in identifying misinformation in Indonesia. Accordingly, this study conceptualizes media literacy as the ability to critically assess, verify, and utilize media information to support informed and responsible citizen participation.

2.4 *Citizen Participation*

Citizen participation refers to individuals' involvement in community activities, public discussions, decision-making, and collective efforts to address societal issues through both online and offline channels. Digital transformation has expanded participation opportunities through social media interactions, online consultations, civic information sharing, and public-service reporting. [7] found that active engagement with digital media was positively associated with civic participation, while [8] demonstrated that social media enabled citizens in Bandung to contribute to urban public-service delivery. These findings highlight the complementary roles of digital and conventional participation in strengthening community engagement.

Accordingly, this study conceptualizes citizen participation through involvement in community activities, public discussions, civic information sharing, interaction with public institutions, and collective problem-solving within Indonesian urban communities.

2.5 *Hypothesis Development*

Mass communication contributes to citizen participation by providing accessible, credible, and relevant information about public issues and opportunities for civic engagement. [8] demonstrated that digital communication facilitates citizen involvement in urban public services, while [6] highlighted the role of community communication networks in strengthening civic activities. Meanwhile, media literacy enables citizens to critically evaluate, verify, and responsibly utilize information. [7] found a positive relationship between media literacy and civic engagement, suggesting that both communication accessibility and critical information competencies contribute to citizen participation.

Mass communication and media literacy also complement each other in promoting meaningful civic engagement. Mass communication provides access to public information, while media literacy strengthens citizens' ability to interpret and use that information effectively. [9] emphasized that technological access alone is insufficient to ensure meaningful public participation. Similarly, [7] highlighted the importance of media competencies and digital interaction in civic engagement. Therefore, mass communication and media literacy are expected to jointly contribute to citizen participation in Indonesian urban communities.

H1: Mass communication has a positive and significant influence on citizen participation in urban communities in Indonesia.

H2: Media literacy has a positive and significant influence on citizen participation in urban communities in Indonesia.

H3: Mass communication and media literacy simultaneously have a positive and significant influence on citizen participation in urban communities in Indonesia.

3. RESEARCH METHODS

This study employed a quantitative approach with an explanatory research design to examine the influence of mass communication and media literacy on citizen participation in Indonesian urban communities. A cross-sectional survey was conducted involving 150 respondents selected through purposive sampling. The target population consisted of urban residents aged 18 years or older who regularly accessed conventional or digital media and had experience receiving information concerning public or community issues. Primary data were collected using structured questionnaires distributed through online and direct methods. Participation was voluntary, and respondents were informed that their responses would be used exclusively for academic purposes.

The research examined three variables: mass communication (X1), media literacy (X2), and citizen participation (Y). Mass communication was measured through information accessibility, clarity, credibility, relevance, communication frequency, and public awareness. Media literacy was assessed through information access, comprehension, critical analysis, source evaluation, information verification, identification of misleading content, and responsible information sharing. Meanwhile, citizen participation was measured through community involvement, public discussions, expression of opinions, institutional interaction, collective problem-solving, civic information sharing, and participation in decision-making. All variables were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Instrument validity was

assessed using Pearson Product-Moment Correlation with a significance threshold of 0.05, while reliability was evaluated using Cronbach's Alpha, with coefficients of at least 0.70 considered acceptable.

Data were analyzed using Statistical Package for the Social Sciences (SPSS) version 25, incorporating descriptive statistics, classical assumption tests, and multiple linear regression analysis. Descriptive statistics summarized respondent characteristics and variable distributions, while classical assumption tests examined residual normality, multicollinearity, and heteroscedasticity. Multiple linear regression was applied using the equation $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$ to evaluate the relationships between the independent variables and citizen participation. Partial hypothesis testing (t-test) was conducted to assess the individual significance of mass communication and media literacy, while the simultaneous F-test evaluated the overall significance of the regression model. Statistical significance was determined at the 0.05 level, and the adjusted coefficient of determination (Adjusted R^2) was used to assess the proportion of variation in citizen participation explained by the independent variables.

4. RESULTS AND DISCUSSION

4.1 Respondent Characteristics

The study involved 150 respondents residing in urban communities in Indonesia. Respondent characteristics were analyzed according to gender, age, educational level, and average daily media use. The demographic profile provides contextual information regarding the individuals whose perceptions were used to examine the relationships among mass communication, media literacy, and citizen participation.

Table 1. Characteristics of Respondents

Characteristic	Category	Frequency	Percentage (%)
Gender	Male	77	51.3
	Female	73	48.7
Age	18–25 years	45	30.0
	26–35 years	54	36.0
	36–45 years	31	20.7
	>45 years	20	13.3
Education	Senior High School	39	26.0
	Diploma	21	14.0
	Bachelor's Degree	71	47.3
	Postgraduate Degree	19	12.7
Daily Media Use	<1 hour	14	9.3
	1–3 hours	47	31.3
	3–5 hours	54	36.0
	>5 hours	35	23.3

Table 1 presents the demographic characteristics of the 150 respondents involved in this study. The gender distribution was relatively balanced, with 77 male respondents (51.3%) and 73 female respondents (48.7%). Most respondents were aged 26–35 years (36.0%), followed by 18–25 years (30.0%), 36–45 years (20.7%), and above 45 years (13.3%). Regarding educational background, bachelor's degree holders represented the largest proportion (47.3%), followed by senior high school graduates (26.0%), diploma holders (14.0%), and postgraduate degree holders (12.7%). In terms of daily media use, most respondents spent 3–5 hours accessing media (36.0%), followed by 1–3 hours (31.3%), more than 5 hours (23.3%), and less than 1 hour (9.3%). Overall, these characteristics indicate that the sample was predominantly composed of young and middle-aged adults with relatively high educational attainment and

substantial daily media exposure, providing a relevant basis for examining mass communication, media literacy, and citizen participation.

4.2 Descriptive Statistical Analysis

Descriptive statistical analysis was performed to describe respondents' general assessments of mass communication, media literacy, and citizen participation. The mean, standard deviation, minimum, and maximum values are presented in Table 2.

Table 2. Descriptive Statistics of Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Mass Communication (X1)	150	2.50	5.00	3.96	0.54
Media Literacy (X2)	150	2.57	5.00	4.08	0.51
Citizen Participation (Y)	150	2.43	5.00	3.91	0.56

Table 2 presents the descriptive statistics of the research variables based on 150 respondents. Media literacy (X2) recorded the highest mean score of 4.08 (SD = 0.51), with values ranging from 2.57 to 5.00, indicating relatively positive perceptions of respondents' ability to understand, evaluate, and utilize media information. Mass communication (X1) had a mean score of 3.96 (SD = 0.54), ranging from 2.50 to 5.00, reflecting generally favorable perceptions of information accessibility, credibility, and communication effectiveness. Meanwhile, citizen participation (Y) recorded a mean score of 3.91 (SD = 0.56), with values ranging from 2.43 to 5.00, suggesting relatively high levels of involvement in community activities and public affairs. Overall, the findings indicate positive respondent assessments across all three variables, with media literacy demonstrating the highest average score and citizen participation exhibiting the greatest variability.

4.3 Validity Test

Validity testing was conducted using Pearson Product-Moment correlations to assess the relationship between each questionnaire item and its corresponding construct's total score. Based on 150 respondents, items were considered valid when their calculated correlation coefficients exceeded the critical r-value and their significance levels were below 0.05. The validity test results for mass communication, media literacy, and citizen participation are presented in Table 3.

Table 3. Validity Test Results

Variable	Items	Range of r-count	Sig	Criterion	Result
Mass Communication (X1)	6	0.552–0.781	<0.001	r-count > r-table	Valid
Media Literacy (X2)	7	0.584–0.806	<0.001	r-count > r-table	Valid
Citizen Participation (Y)	7	0.512–0.793	<0.001	r-count > r-table	Valid

Table 3 presents the validity test results for all 20 questionnaire items across the three research variables. Mass communication (X1) consisted of six items with correlation coefficients ranging from 0.552 to 0.781, while media literacy (X2) included seven items with coefficients between 0.584 and 0.806. Citizen participation (Y) comprised seven items with correlation coefficients ranging from 0.512 to 0.793. All items demonstrated statistical significance ($p < 0.001$), with calculated correlation coefficients exceeding the critical r-value. These findings indicate that all questionnaire items met the established validity criteria and were suitable for subsequent statistical analysis.

4.4 Reliability Test

Reliability testing was performed using Cronbach's Alpha to determine the internal consistency of the questionnaire items. A Cronbach's Alpha coefficient of 0.70 or greater was considered evidence of acceptable reliability.

Table 4. Reliability Test Results

Variable	Items	Cronbach's Alpha	Criterion	Result
Mass Communication (X1)	6	0.844	>0.70	Reliable
Media Literacy (X2)	7	0.873	>0.70	Reliable
Citizen Participation (Y)	7	0.861	>0.70	Reliable

Table 4 presents the reliability test results for the three research variables using Cronbach's Alpha. Mass communication (X1) obtained a reliability coefficient of 0.844 across six items, while media literacy (X2) recorded the highest coefficient of 0.873 across seven items. Citizen participation (Y) demonstrated a coefficient of 0.861 across seven items. All Cronbach's Alpha values exceeded the minimum threshold of 0.70, indicating satisfactory internal consistency across the measurement instruments. Therefore, all three variables were considered reliable and suitable for subsequent statistical analysis.

4.5 Classical Assumption Tests

a. Normality Test

The normality test was conducted using the Kolmogorov-Smirnov method to assess whether the regression residuals followed a normal distribution. The results showed a test statistic of 0.061 and a significance value of 0.200, exceeding the 0.05 threshold. These findings indicate no statistically significant deviation from normality, suggesting that the regression residuals were approximately normally distributed and that the normality assumption required for multiple linear regression analysis was satisfied.

b. Multicollinearity Test

Multicollinearity was examined using tolerance and Variance Inflation Factor values. A tolerance value above 0.10 and a VIF value below 10 indicate the absence of problematic multicollinearity.

Table 5. Multicollinearity Test Results

Variable	Tolerance	VIF	Result
Mass Communication (X1)	0.731	1.368	No Multicollinearity
Media Literacy (X2)	0.731	1.368	No Multicollinearity

Table 5 presents the multicollinearity test results for mass communication (X1) and media literacy (X2). Both variables recorded a tolerance value of 0.731 and a Variance Inflation Factor (VIF) of 1.368. These values met the established criteria of tolerance greater than 0.10 and VIF below 10, indicating the absence of problematic multicollinearity between the independent variables. Therefore, mass communication and media literacy could be included simultaneously in the multiple linear regression model without significant concerns regarding multicollinearity.

c. Heteroscedasticity Test

The Glejser test was employed to examine heteroscedasticity. A significance value greater than 0.05 indicates that the independent variable has no

statistically significant relationship with the absolute residual value.

Table 6. Heteroscedasticity Test Results

Variable	Sig.	Criterion	Result
Mass Communication (X1)	0.412	>0.05	No Heteroscedasticity
Media Literacy (X2)	0.537	>0.05	No Heteroscedasticity

Table 6 presents the heteroscedasticity test results for mass communication (X1) and media literacy (X2). The significance values were 0.412 for mass communication and 0.537 for media literacy, both exceeding the 0.05 threshold. These results indicate no statistically significant evidence of heteroscedasticity, suggesting that the residual variance remained sufficiently constant across the independent variables. Therefore, the regression model satisfied the homoscedasticity assumption and was considered appropriate for subsequent multiple linear regression analysis.

4.6 Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to examine the individual and combined effects of mass communication (X1) and media literacy (X2) on citizen participation (Y). The analysis aimed to determine the direction and magnitude of the relationships between the independent variables and citizen participation while controlling for their respective contributions. The regression results, including the coefficients, standard errors, t-values, and significance levels, are presented in Table 7.

Table 7. Multiple Linear Regression Results

Variable	B	Std. Error	Standardized Beta	t	Sig.
Constant	0.612	0.238	—	2.571	0.011
Mass Communication (X1)	0.426	0.062	0.441	6.871	<0.001
Media Literacy (X2)	0.394	0.059	0.425	6.678	<0.001

Based on Table 7, the multiple linear regression equation was formulated as $Y = 0.612 + 0.426X1 + 0.394X2 + \varepsilon$, indicating positive relationships between mass communication, media literacy, and citizen participation. The constant of 0.612 represents the predicted level of citizen participation when both independent variables equal zero. The regression coefficient for mass communication (0.426) indicates that a one-unit increase in mass communication is associated with a 0.426-unit increase in citizen participation, holding media literacy constant. Similarly, the coefficient for media literacy (0.394) indicates a 0.394-unit increase in citizen participation for every one-unit increase in media literacy, holding mass communication constant. The standardized coefficients further revealed that mass communication ($\beta = 0.441$) had a slightly stronger association with citizen participation than media literacy ($\beta = 0.425$), although both variables demonstrated relatively comparable contributions to the regression model.

4.7 Coefficient of Determination

The coefficient of determination analysis revealed an R value of 0.755, indicating a relatively strong relationship between mass communication, media literacy, and citizen participation. The R Square value of 0.570 indicates that both independent variables jointly explained 57.0% of the variation in citizen

participation, while the Adjusted R Square of 0.564 shows that 56.4% of the variation was explained after accounting for the number of predictors and sample size. The remaining 43.6% may be associated with factors outside the research model, such as government trust, socioeconomic conditions, social capital, digital access, and community attachment. Furthermore, the standard error of the estimate was 0.371, reflecting the residual variability in the regression model. Overall, these findings suggest that mass communication and media literacy provide substantial explanatory power in understanding citizen participation within Indonesian urban communities.

4.8 Simultaneous Test (F-Test)

The F-test was conducted to determine whether mass communication and media literacy simultaneously had a statistically significant relationship with citizen participation.

Table 8. ANOVA and F-Test Results

Model	df	F	Sig.
Regression	2	97.465	<0.001
Residual	147	—	—
Total	149	—	—

Table 8 presents the ANOVA and F-test results used to evaluate the simultaneous relationship between mass communication, media literacy, and citizen participation. The regression model produced an F-statistic of 97.465, with 2 regression degrees of freedom and 147 residual degrees of freedom, yielding a significance value of $p < 0.001$. Since this value is below the 0.05 significance threshold, the overall regression model was statistically significant. These findings indicate that mass communication and media literacy jointly contribute to explaining variations in citizen participation among Indonesian urban communities, supporting the hypothesis of a significant simultaneous relationship between the independent variables and citizen participation.

4.9 Discussion

The findings demonstrate that mass communication has a positive and statistically significant relationship with citizen participation, supporting H1. This result indicates that accessible, credible, relevant, and timely public information is associated with greater citizen involvement in community affairs. From the perspective of Communication Infrastructure Theory, effective communication networks facilitate civic engagement by connecting individuals with information concerning collective concerns and opportunities for participation. This finding is consistent with [6], who highlighted the contribution of community communication networks to civic activities, and [8], who demonstrated the role of municipal social media in facilitating citizen involvement in urban public services. The standardized coefficient further identifies mass communication as the strongest predictor in the model, although its contribution is comparable to that of media literacy. These findings suggest that mass communication extends beyond information dissemination by providing communication infrastructure through which citizens can recognize community problems, exchange perspectives, and engage with public institutions. Accordingly, effective communication strategies should emphasize not only information accessibility and credibility but also opportunities for meaningful public interaction.

Media literacy also demonstrated a positive and significant relationship with citizen participation, supporting H2. This finding suggests that individuals with stronger

competencies in accessing, interpreting, evaluating, and verifying information tend to exhibit higher levels of civic engagement. Unlike information exposure, which primarily concerns the availability of communication resources, media literacy reflects the cognitive and evaluative capabilities necessary to transform information into informed civic responses. This interpretation aligns with [7], who identified a positive association between media literacy competencies and civic engagement. Similarly, [9] emphasized that technological accessibility alone does not guarantee meaningful public participation without adequate information literacy. Within increasingly complex digital environments, citizens must distinguish credible information from misleading content, evaluate competing perspectives, and communicate responsibly. The findings therefore extend the understanding of media literacy beyond individual information consumption by highlighting its association with civic behavior. Strengthening critical media competencies may consequently support more informed public discussions, responsible information sharing, and constructive participation in community affairs.

The simultaneous analysis revealed that mass communication and media literacy were jointly associated with citizen participation, supporting H3. The regression model explained 57.0% of the variance in citizen participation ($R^2 = 0.570$), with an Adjusted R^2 of 0.564, indicating substantial explanatory capacity. Theoretically, these findings highlight the complementary roles of external communication environments and individual information-processing competencies in understanding civic engagement. Mass communication provides opportunities for citizens to access public information, whereas media literacy enables individuals to interpret, assess, and utilize that information appropriately. This integrated perspective contributes to Communication Infrastructure Theory by incorporating individual media competencies alongside community communication resources as predictors of civic participation. Nevertheless, the findings should not be interpreted as evidence of an interaction or causal mechanism between these variables, because the cross-sectional regression model primarily establishes statistical associations. Furthermore, approximately 43.0% of the observed variance remains unexplained by the model, suggesting that additional factors, including institutional trust, social capital, community attachment, and socioeconomic conditions, may contribute to citizen participation. Future research could examine these factors through longitudinal designs and interaction or mediation analyses to clarify the mechanisms connecting communication, media literacy, and civic behavior.

The findings offer practical implications for urban governance, public communication management, and community development in Indonesia. Local governments and community organizations should adopt integrated strategies that combine accessible public information with initiatives to strengthen citizens' critical media competencies. Public communication platforms should provide timely, understandable, and credible information while enabling citizens to express opinions, report problems, and contribute to collective decision-making. Simultaneously, media literacy initiatives should emphasize source verification, critical information evaluation, recognition of misleading content, and responsible digital communication. For example, municipal communication concerning environmental management or public-service improvements could be complemented by community-based

media literacy programs to support informed engagement. However, several methodological limitations should be acknowledged. The use of purposive sampling and 150 urban respondents limits statistical generalizability, while self-reported questionnaire responses may introduce common-method bias and social desirability effects. Additionally, the cross-sectional research design does not establish causal relationships. Despite these limitations, the study contributes to communication and civic participation literature by demonstrating that both effective mass communication and media literacy are important correlates of citizen participation. The findings underscore the relevance of integrating communication accessibility with critical information competencies when developing strategies to support informed, inclusive, and participatory urban communities.

5. CONCLUSION

This study concludes that mass communication and media literacy are positively and significantly associated with citizen participation in Indonesian urban communities. Effective mass communication facilitates civic engagement by providing accessible, credible, relevant, and understandable information about public issues, while media literacy strengthens citizens' ability to critically evaluate, interpret, and responsibly utilize information in community activities and decision-making. The findings highlight the complementary roles of communication accessibility and individual media competencies in fostering informed and meaningful civic participation. From a theoretical perspective, this study contributes to communication and civic engagement literature by integrating mass communication and media literacy as important determinants of citizen participation. Practically, local governments, community organizations, and educational institutions should strengthen interactive public communication channels while promoting media literacy through information verification, critical evaluation, and responsible digital engagement. Nevertheless, the study's cross-sectional design and purposive sampling approach limit causal interpretation and generalizability. Future research should consider broader geographical coverage, more representative samples, and additional factors such as institutional trust, social capital, government responsiveness, and digital inclusion to develop a more comprehensive understanding of citizen participation.

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