

How Media Literacy Competency Contribute to Political Participation Integrity among Young People

Siti Nurshahidah Sah Allam, Mohd Sufiean Hassan, Abdul Rauf Ridzuan, Rosilawati Sultan Mohideen & Ilya Yasnorizar Ilyas
Universiti Teknologi MARA, Melaka Branch, Malaysia

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Abstract

Emerging social media reported escalating political participation among young people in social media and stimulate their interest to become a media content producer. Young media content producer with the usage of multimedia applications such as producing political parody, designing persuasive information graphics to create a new perspective on political issues. However, exposing multiplatform political information significantly affects integrity conduct where it drives them to create and disseminate fake information, digital trace, create deep fake and produce online humour to create damage on politician reputation. Unquestionably, all political involvements mention lead young people to commit to domestic crime. A survey conducted for data gathering among 388 Higher Education Institution (HEI) students in Melaka to provide an empirical understanding of media literacy contribution towards political participation integrity. This study found that access, analysis and evaluate and create dimensions significantly influence the integrity of political participation among young people. HEI students keen to become young media content producer by reason of easy access to multiplatform media, analysing media content enhance their political knowledge and create media content for new political perspective and communicate them through social media to seek for social change.

Keywords: Media Literacy, Political Participation, Integrity, Young Media Content Producer

Introduction

Emerging new media are now reported to increase political participation among young people in social media (Boulianne, 2015; Hassan et al., 2016). Vast research claimed that social media are now the most common platform for young people to access political information (Valenzuela, 2012; Vromen et al., 2014; Leong, 2015; Hassan et al., 2013), signing in political discourse (Kasmani et al., 2014) and getting engage online political activities (Valeriani & Vaccari, 2016) that strengthening political interest and empowering their roles in national development (Holt et al., 2013). Determined by technological developments in communication and rapid user access to information the applications such as Facebook (Tang

& Lee, 2013), Youtube (Emruli et al., 2011), Twitter (Ahmed, 2013), weblogs (Willnat et al., 2013), and social networking sites (Stephens et al., 2014) have become vital influences for young people become young content media producer.

Compared to conventional media such as newspaper, television and radio (Dauda et al., 2016), access to social media significantly influences young people interest due to multimedia tools offered interactive communication (Kang et al., 2007) and reach a mass audience (Al-Kandari & Hasanen, 2012). Creating media content through multimedia applications such as producing audio and video for political parody content (Baumgartner, 2007) designing creative and persuasive information graphic to create a new perspective on political issues, creating animation and political cartoon for humour (Kuipers, 2011) approach reported young people rating as a famous social media influencer who create viral content (Berger & Milkman, 2012). By becoming active media users, young people learn the practice of propaganda which essentially is a matter of creating highly attention-getting (Hobbs & Mcgee, 2008) and effective communication (Kasmani et al., 2014) that leads people to some form of action (Boykoff & Carrington, 2019). This intellectual initiative by young producers act as a catalyst for a civic movement (Kumar & Thapa, 2014) or even low integrity action in a new political sphere across a large region (Hassan et al., 2019).

Access to hypermedia content claimed by preceding scholars expose young people to the low level of political activities that drive them to domestic violence (Bell et al., 2013) and cybercrime such as spreading rumours and fake news (Tucker & Guess, 2018). According to Syahputra (2019), creating hatred on social media are initially understood as an expression of freedom of speech (Maamari & Zein, 2014) in the contemporary democratic era. Afterwards, such expressions have been exploited as a means of conducting a provocation campaign during elections and this study found that various hate speeches regarding politics (Chinnasamy & Abdul Manaf, 2018) and religious beliefs on social media due to an issue bearing controversial content and an opinion provoking or containing expressions of hatred.

Apart from that accessing provocation social media platform and using negative political news stimuli young people joining the massive demonstration (Zhang & Lin, 2014), protest behaviour (Boykoff & Carrington, 2019), creating humour political scandal (Ridanpaa, 2014) and spreading fake news (Dell, 2018) that driven yang people to commit a domestic crime. Today, as a young producer who makes use the advancement of technology; deepfakes (Westerlund, 2019), creating fake audio, video (Davies et al., 2013) and more exactly, the activity of social media 'faking' shows playful and performative (Wilson, 2011) reported not only demoralize politician's image and personality but sued national security (Kelley & Laurie, 2019). Access to social media perceives to be a cause of troubles but with media education (Bober et al., 2010); Media Literacy dimensions suggested as a solution (Aufderheide, 1992; Hobbs, 2010; Livingstone, 2014; Potter, 2004) for young people to enhance integrity conduct in using media for political engagement (Bakker, 2007)

This impactful study conducted to integrate media literacy dimensions, especially access, evaluate and create towards political participation to reinforce integrity level among young people in social media (Hassan et al., 2020a). Prior study proves that media literacy dimensions successfully shape civic engagement (Martens & Hobbs, 2015) among young people (Mihailidis, 2014) but little study quantifies the contribution for each media literacy construct toward political participation integrity to develop young media content producer. The purpose of this study is to examine access, evaluate and create dimensions concerning enhance integrity values among young people in social media. This study provides empirical

discussion to strengthen understanding of media literacy competency connection to enhance political participation integrity among young people.

The New wave of Technology Evolve Media Literacy Dimensions

Issue of media literacy has engrossed the attention of a wide range of intellectuals across almost all areas of study and even throughout the society who concerned about young people that exposure to the risk of media impact. The idea of media literacy competency is vital for society to use media ethically and with integrity conduct. The changes in the wave of technology in media and communication transform media literacy definition and dimensions.

Early literacy coined due to measuring the ability of the community reached and read a book as the main medium to gain knowledge and information. The invention of the technology of media from print to screen reported burst phenomenon known as media effect. The issues started from newspaper publication contained sensational news, television advertised violent and sexual content urged media scholars to integrate the new dimension of literacy known as media literacy by observing media content and audience behaviour. Many social scientist scholars adapt media literacy concept by Aufderheide (1992) presented a media literacy framework in National Leadership Conference on Media Literacy as "The ability to access, analyze, evaluate and communicate messages in a variety of forms."

However, according to Johnson & Kaye, (1998) who study on web users enhance media literacy concept from the access dimension into competency to identify credible platform in social media for political information searching. The new media unfiltered flow of information causes their credibility is questionable. A framework of media credibility highlighted based on fair journalism, accurate source of information and in-depth reporting.

Despite from access to use media and media credibility, another construct expands due to wave of technology development from the media literacy dimension is create that refers to the ability to produce multimedia content (making text, images, audio and video) and publish for the online community (AMLA, 2007). The vast study labelled to young people as media content creators as user-generated content, new media content creator, sophisticated user, active media creator, produsage and young producer.

The development of media technology witness enhancement of media literacy definition and dimensions. Study on media literacy not only observing media access and media use among young people in social media but need to consider the competency level. By analysing media credibility and ability to create content, young people reported can effectively make use of multimedia tools access in social media.

This study defines media literacy as an ability to access media platform and media tools, evaluate media message to ensure media credibility and create media content for social movement and social change. All elements highlighted is to integrate media literacy dimension and political participation integrity in social media among young people.

Political Participation Integrity Develop Young Media Content Producer

Access to political information in social media exposing young people to political knowledge that reported contain high political cynicism information. A young people who reported extremely active media content producer than an adult due to their intense to explore new tools and applications in social media, in-group with technology savvy, creative and passionate on new applications expose to negative political information during searching unfiltered multiplatform information in social media.

Utilize unfiltered information on social media, young people who expose to low credible media content significantly influence to produce provocation content. Lack of analysis and evaluate competency to search credible media sources, young media content producer reported to have limited exposure to political knowledge and their judgement tends to be biased, little in-depth discussion and little fairness political view. This scenario develops political cynicism sentiment among young people that drive their low integrity participation in political activities such as create and disseminate fake news, digital trace, create deep fake, using trolls (anonymous accounts created for manipulation), bots (automated accounts) to spread politically biased information and produce online humour to create a negative image of a political entity easier than conventional media. Unquestionably, all negative political activities mention leading young people to delinquency behaviour and more seriousness they lodge to commit to domestic crime and cybercrime.

Concerning low political participation integrity affect social stability, the national security and country movement development, social scientist scholars believe that media literacy competency provides effective guidelines in engaging political activity among young people in social media. Media literacy highlighted an ability to access to credible media, evaluate media messages and create media content shape young people ideology as a media content producer become more ethically and align with integrity conduct. There are three media literacy dimensions highlight in this study, 1) access, 2) evaluate and 3) create.

New Access Dimension for Credible Sources

Access dimension highlighted preliminary competency for young people to search political information through multiplatform media in social media. High access to political information reported as young people possess greater political knowledge (Wolfsfeld et al., 2015) that influence political interest to get engage in political activities (Sah Allam et al., 2012) in social media (Hassan et al., 2016) and become young media content producer.

Nowadays, social media offers multiplatform communication medium derived from motivation needs to get access to political knowledge (Gil de Zúñiga et al., 2012), self-expression (Bektas, 2009) to get engage to online political community groups and feeling convenience accessing online political information (Kim & Johnson, 2012).

Supported by (Casero-Ripollés, 2017) who study on media access and intention to produce political content among young people in Spain found that access to social media vital element for young people become a political content producer by accessing political information for political knowledge (Kaid et al., 2007), easy access to a mass community to gratify political inclination (Velasquez, 2012) and access to political parties media to share political interest (Kim & Johnson, 2012).

A vast study reported that media literacy on the access dimension significantly influences political knowledge (Pires et al., 2019) and stimuli young people interest for political participation (Hassan et al., 2013) become young media content producer. Ethical content media producer must competent to differentiate credible sources.

According to Kim & Johnson (2012), access to political blog develops high level to credible sources where political bloggers occasionally provide critical view and deep analysis for certain issues. Apart from that, political bloggers encourage young people to gratify their political inclination to freely express their political judgement, political opinion (Greuling & Kilian, 2014) and communicate it to other in-group members. Provide critical political view and credible sources platform (Rill & Cardiel, 2013) strengthening young people understanding on political issues (Park, 2015) reported access to weblog significantly enhance

political participation integrity among young people (Bakker, 2007). To ensure our young people involved in political activities in high integrity conduct, this study suggests that access to multiplatform media, credible media sources, ethical-political figures, critical and analytical political information that enhance young people understanding on certain political issues. Access to all elements promises high integrity level of political participation among young people in media social.

H1: There is an effect between the access dimension and political participation integrity among young people in social media

Analysis and Evaluate Dimension Develop Critical Young Media Content Producer

Access to multiplatform media, credible sources, political figures and critical political information significantly develop analysis and evaluate the competency among young people (Hassan et al., 2020). According to Aufderheide (1992), the most influential scholar in Media Literacy define analysis and evaluate dimension as a media user who able to analyse and evaluate media content that she is actively transferring meaning.

By having this competency, young people become an active media user/viewer who can produce their content from critically evaluate media content. Supported by Hobbs (2010) who define analysis and evaluate competency refers to the mentally critical user, practice message composition and creativity and the ability to engage in ethics. When someone has media literacy they will recognize the rights of others, their social responsibility and exercise their right to speak based on integrity (Aufderheide, 1992; Hobbs, 2010). How analysis and evaluate dimension contribute towards political participation integrity among young people in social media?

Young people who possess this competency must be able to identify credible media content (Murinska-Gaile & Hadžialić, 2017). Many research has demonstrated that young people are highly depending on social media to access political news (Gil de Zúñiga et al., 2012; Hassan et al., 2013, 2016; Saldaña et al., 2015) to get political information rather than depending on conventional media such as newspapers or television.

How do we know if political information shared on social media is credible sources? By using this question as a foundation, young people must be able to analyse media content that free from negative bias information (Cohen et al., 1988), discussion in a social media without oppression and fears of exclusion (Alvídrez & Franco-Rodríguez, 2016) and stereotyping information (Simmons, 2019). Besides, political information contains on social media reported developing a high level of credible sources by providing a critical view and deep analysis (Kim & Johnson, 2012) to feed political knowledge for social media users, especially young people who keen become young media content producer.

Even though political information in social media treated freehand from the editorial process, young media content producer enhance their political participation by sharing their valuable political interest, political knowledge and political experience through social media for the online community. The content produces practice integrity conduct when they also rely on peer review by other media users to add and correct political information update (Aysan, 2016). Apart from that young people reported believing that social media more credible sources to rely on since they are independent rather than traditional media (Kim & Johnson, 2012) who filtered away truth facts to face-saving behaviour for corporate agenda.

By choosing credible content, young people went through the process of analysing and evaluating information. This is how media literacy enhances young people political

participation integrity in media social. As well as evaluating credible content, in the digital age young people has a variety of selections when searching for information. They must be able to search multiplatform media to analyse political information update on social media for clarity to strengthen integrity level conduct. The more critical analysing level that young people have, the high level of credible content they earn and significantly influence high political participation integrity level and become young media content producer.

This study conducted to measure analysis and evaluate dimension contribute toward political participation integrity among young people in media social. From elements of credible sources and multiplatform media for information seeking, analyse and evaluate dimension expected can strengthen integrity conduct in engaging political activities in social media.

H2: There is an effect between analysis and evaluate dimension and political participation integrity among young people in social media

New Create Dimension: Create Integrity Participatory Culture for Social Movement

Media literacy perspective provides ethical guidelines for young people to use media. Access to multiplatform media and able to use a variety of media tools associate their competency in working with media. Apart from that young people possess analyse and evaluate skills to compare much political information (Hobbs, 2017) in social media that must contain credible sources elements (Ashley et al., 2010) before using it. Besides, young people must know how and where to search multiplatform media for political information searching to earn a critical and analytical political view.

Completed the stages, young people expected to become active media user, user-generated content (Van Dijck, 2009), content creator (Blank, 2013), generation of content producer (Vainikka & Herkman, 2013), produsage (Naab & Sehl, 2017), a sophisticated user (Brandtweiner et al., 2010) or even young media content producer (Young et al., 2014) to create and craft media content. Young media content producer expected to understand the art of combining texts, images, video (Mihailidis & Cohen, 2013) and to create an ethical participatory culture among the online community (Buckingham, 2005). Supported by (Mihailidis, 2014), young people taking separate roles seen as active participants who interact with others through content that they produce and calling attention to the online community to participate political activities such as online forum and discussion.

Producing media content from analytical competency, young media content producer predicted to create a new angle of political information (Hobbs & Mcgee, 2008), a new perspective of political knowledge and communicate them to the online community (Kümpel et al., 2015) for online participation that leads to a social movement. According to Chan-Olmsted et al., (2013) who conducted an empirical study among young people in South Korea found that social media facilitate main political information sources from political discourse (Kasmani et al., 2014) and effective platform for political expression (Yamamoto & Kushin, 2014) which in turn to call protest participation for social movement and social change (Ahmed, 2013).

By producing critical opinion, educated young media content producer expected to produce ethical content to neutralize negative political movement and develop integrity conduct among the online community (Hassan et al., 2020). Live positive comments, correcting misinformation or disinformation disseminate in social media, abandon from sharing viral or fake news, media literacy from creating dimension reported enhance integrity

conduct among young media content producer and create social movement follow integrity conduct.

Even though young people are actively involved online political activities, there is also significant evidence that many of them are mostly disengaged from political activities, rarely create and circulate political content (Kahne & Bowyer, 2019). But, young people in Higher Education Institution reported highly confident to create political content due to the knowledge gain during learning sessions.

Preliminary factors need to be considered by researchers who examine critical young producers who create political content in social media is education level. Stockemer (2012) discover the student's program of study, year of study, academic performance, and field of study affect young people political interest that increases his or her likelihood to become media content producer in social media (Bullen, 2015).

The notion of discussion on how education influence young people create political content in social media started from the level of education become the proxy of political interest (M. Persson, 2013). Experiencing political syllabus and academic discourse moderated by academic scholars reported developing young people political interest (Parrott, 2017) that lead to analysing political knowledge and create political content in social media for political participation integrity.

H3: There is an effect between create dimension and political participation integrity among young people in social media

Research Methodology

The respondents of this study were 388 Higher Education Institutions (HEI) students comprising four universities in Melaka, Malaysia. Melaka was chosen due to political tsunami (GE-14) caused dramatically changes of state government political ruling. Student selection was based on random sampling. This study use questionnaires as a means of collecting data. Based on the number of respondents ($n = 388$) with complete data in this study, the sample size is large enough for the use of Structural Equation Modelling (SEM) (Hair et al., 2010). Before proceeding to the final data collection, pilot study to test the reliability of the instrument was conducted to ensure the consistency of the questionnaire. Cronbach Alpha's reliability coefficient for all four variables, above 0.70, shows a good internal consistency (Hair et al., 2010). The adapted instrument was reviewed by an expert and a pilot test was conducted to determine the validity of the items. The aim of this study is to identify indicators of media literacy scale using Exploratory Factor Analysis and to identify structural measurement model using Confirmatory Factor Analysis (CFA).

Research Instrument

The questionnaire consists of two parts used as the instrument of this study. Part A consists of general information on demographic variables such as gender, age, status, race, education and social media usage. Part B contains a media literacy scale adapted from Mustafa Koc dan Esra Barut (2016), then translated into Malay. The scale to measure media literacy is a well-established scale that has proven its reliability because it is widely used in past studies. Reliability cronbach alpha for all five media literacy are between 0.89 - 0.92. The steady use of the scale actually helps in terms of the reliability of the scale in gaining information through the public (Babbie, 2013). This scale contains 33 items and is measured using a seven-level

interval scale of 1 = strongly disagree to 7 = strongly agree. This measurement scale measures access, analysis and evaluate and create.

Table 1

Dimension of Media Literacy and Cronbach Alpha

Dimension of media literacy	Research Instruments	Operational Definition	Cronbach Alpha
Access	<i>New Media Literacy Scale (NMLS) Mustafa Koc dan Esra Barut (2016)</i>	Access refers to individuals should have the skills to access political information efficiently on social media networks (sign ups, logins and sent messages) and using social media (uploading and downloading videos, editing photos, etc.).	.92
Analysis and Evaluate	<i>New Media Literacy Scale (NMLS) Mustafa Koc dan Esra Barut (2016)</i>	Analysis and evaluate refers to the ability to determine whether the content of political information on social media is ethical, moral, integrity by comparing political information from one source to another on social media.	.92
Create	<i>New Media Literacy Scale (NMLS) Mustafa Koc dan Esra Barut (2016)</i>	Create refers to the activity of creating an account and filling out profile information, creating interactive political content on social media through up-to-date and authentic data such as statistics, archive documents.	.89

Data Analysis

The data were analyzed by using descriptive statistic to describe the respondent profile of the study and exploratory factor analysis (EFA) with IBM SPSS 22.0 software. Analyzing EFA is an important foundation for strengthening the construction of constructs (Schumacker & Lomax, 2010). The main use of EFA is to reduce the number of items and to detect the relationship structure between items that make up the construct dimension (Hair et al., 2010). In this study, principal component analysis with varimax rotation is used to determine the number of components.

AMOS 21.0 software was used to perform Confirmatory Factor Analysis (CFA). The CFA aims to determine the number of items included in the constructs in parallel with what is stated in theory (Byrne, 2016). The accuracy of the CFA model matching is determined by a combination of at least one Absolute Fit Indices and one Incremental Fit Indices (Hair et al., 2014) and Parsimony Fit Indices (PFI) (Hair et al., 2010). The test on CFA is used to determine whether the tested model should be accepted or rejected. However, there is no specific rule that determines whether a compatibility index needs to be reported for a model (Hair et al., 2010; Hooper et al., 2008). The use of three or more compatibility indexes is sufficient to prove a model fit, without to report all existing fit indexes (Hair et al., 2014).

Findings

Exploratory Factor Analysis (EFA), Media Literacy

The media literacy measurement scale tested consists of five constructs namely access, analysis and evaluate, create, reflect and act, all containing 33 items. The Kaiser-Meyer Olkin Measure of Sampling Adequacy (KMO) value = 0.942 exceeds the value of > 0.6 to meet the factorial requirements (Hair et al. 2010). While the value of Bartlett's Test was significant ($p < .05$). This indicates that the items used in the Exploratory Factor Analysis of this study had good inter-correlation strength among each other. Table 2 shows the results of the construct matrix correlation.

Table 2

Media Literacy Correlations Matrix

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.942
Bartlett's Test of Sphericity	Approx. Chi-Square	9775.983
	df	528
	sig.	.000

According to Hair et al. (2010), items with low loading factor from 0.50 should be removed. In this study, all items accepted due to factor loading greater than 0.50, which are in between 0.523 to .974. To test convergent validity, researchers use Average Variance Extracted (AVE) and Construct Reliability (CR). According to Hair et al. (2010), the AVE value should be greater than 0.5 and CR is greater than 0.7. Based on AVE's decision for access, analysis and evaluate and create these three constructs exceeded 0.5. The reliability value of all five latent variables (constructs) ranges from 0.866 to 0.925, greater than 0.70, shows that Cronbach's alpha is in good condition. The discriminant validity is to measure one construct with another construct and should not have a high correlation. Byren (2010) suggests that the value of $r = 0.90$ or more indicates that the variable has a high correlation. Since the correlation findings in Table 3 show values in between 0.785 to 0.831, this means that there is no high correlation problem (multicollinearity).

Table 3

Average Variance Extracted, Constructs Reliability and Correlation

Latent Variable (Constructs)	CR	AVE	A	Access	Analysis and Evaluate	Create
Access	0.866	0.620	0.968	0.787		
Analysis and Evaluate	0.925	0.639	0.930	0.612	0.800	
Create	0.902	0.647	0.958	0.435	0.641	0.805

Note: AVE = Average Variance Extracted, CR = Construct Reliability, α = Cronbach Alpha

Table 4
Factor Loading Hypotheses to Constructs Indicators

Indication		Construct	Statistic Loading
AK1	←	Access	.906***
AK2	←	Access	.961***
AK3	←	Access	.947***
AK4	←	Access	.873***
AK5	←	Access	.535***
AK6	←	Access	.824***
AK7	←	Access	.562***
AP1	←	Analysis and Evaluate	.929***
AP2	←	Analysis and Evaluate	.974***
AP3	←	Analysis and Evaluate	.963***
AP4	←	Analysis and Evaluate	.819***
AP5	←	Analysis and Evaluate	.862***
AP6	←	Analysis and Evaluate	.832***
AP7	←	Analysis and Evaluate	.821***
PC1	←	Create	.523***
PC2	←	Create	.598***
PC3	←	Create	.906***
PC4	←	Create	.957***
PC5	←	Create	.716***
PC6	←	Create	.864***
PC7	←	Create	.827***

*** Standardized Regression Weights significant level at the .001 (2 tailed)

Based on Table 4, all loading factors are significant at the level of 0.001 and above 0.5 for all indicators. In addition, high standard regression values (0.523 to 0.974) indicate that all measured indicators are significantly representing their latent variables - constructs.

Confirmatory Factor Analysis (CFA) Media Literacy

Model specifications include 33 items, seven items for access, seven items for analysis and evaluate, seven items for create, six items for reflect and six items for act. However, this model should be modified in order to improve the fit of this model represents the sample data or real data better. Modifications are made by reference to the modification index. As a result, items AK1 (.46), AK3 (.38), AK4 (.48), PC1 (.32) PC2 (.44) and PC5 (.36) in the model had to be removed due to low loading factors < 0.5. Next, items with high Modification Indices (MI) and high correlation between the two items were also modified. According to Hair et al. (2014), if there is a high correlation between the two items, they can be combined to obtain a model fit. Whereas if the item is not theoretically supported, the model needs to be modified by removing either one items with lower factor loadings (Hair et al. 2014).

The measurement model in Table 5 shows a good data fit with eight indicators (χ^2 , CMINDF, RMSEA, GFI, IFI, TLI, CFI and PGFI) as shown in Table 5. However, Marsh & Hau (1996) Chi-square (χ^2) can be divided by degrees of freedom (df = 100) to evaluate model fit compared to using χ^2 (CMINDF). If the CMINDF statistics count is less than the value of 5, the fit of the data for the validation factor model is good (Marsh & Hau, 1996). CMINDF for this

measurement model is less than the value of 5 (CMINDF = 2.250). This shows a fairly good CFA model. Furthermore, the RMSEA value is 0.055 which is lower than .08 as suggested by Kline, (2010). The index coefficients in Table 5 are all greater than 0.90 show a good model fit (Byrne, 2016), and the PGFI value is greater than 0.5 (.660) which also shows a good model fit with data (Hair, et al., 2010). Eleven (11) items have been combined due to the high index value of the modification (M.I). Figure 1 shows the CFA Model for this study.

Table 5
Confirmatory Factor Analysis (CFA)

Description	χ^2	CMINDF	RMSEA	GFI	IFI	TLI	CFI	PGFI
Model CFA	264.154	2.165	0.055	.925	.969	.961	.969	.660

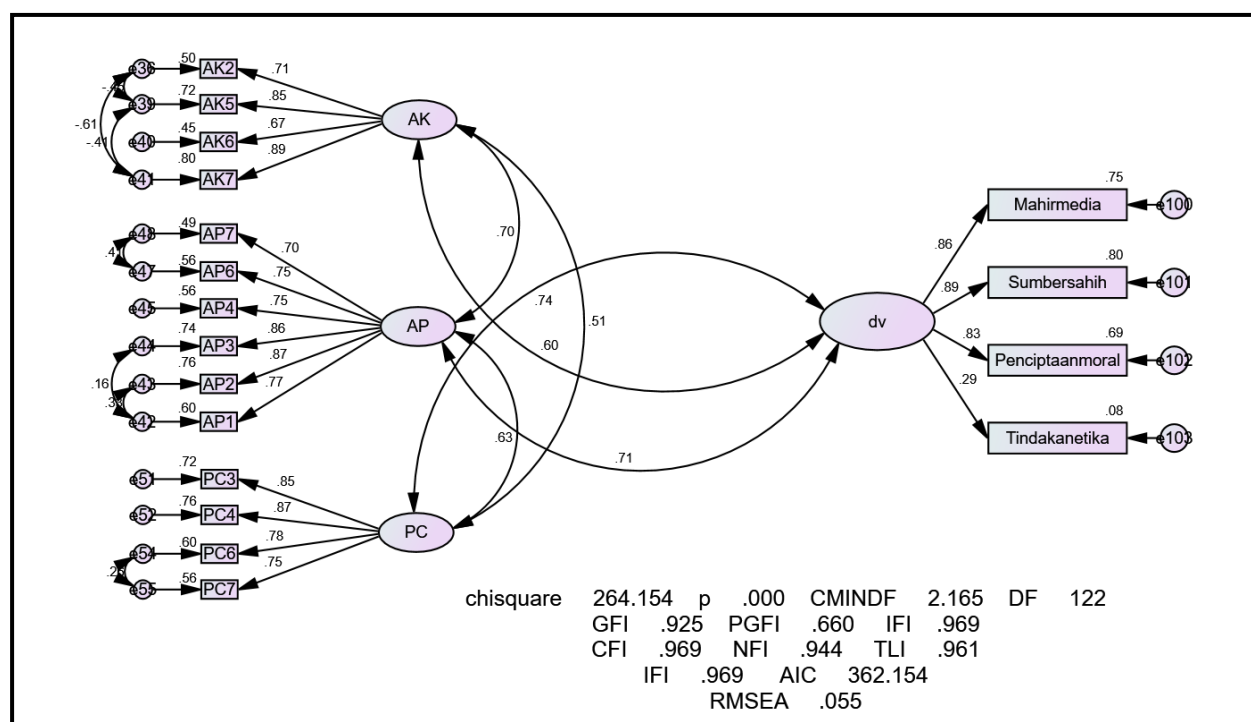


Table 6
Structural Equation Modelling (SEM)

Description	χ^2	CMINDF	RMSEA	GFI	IFI	TLI	CFI	PGFI
Full Model	264.154	2.165	0.055	.925	.969	.961	.969	.660

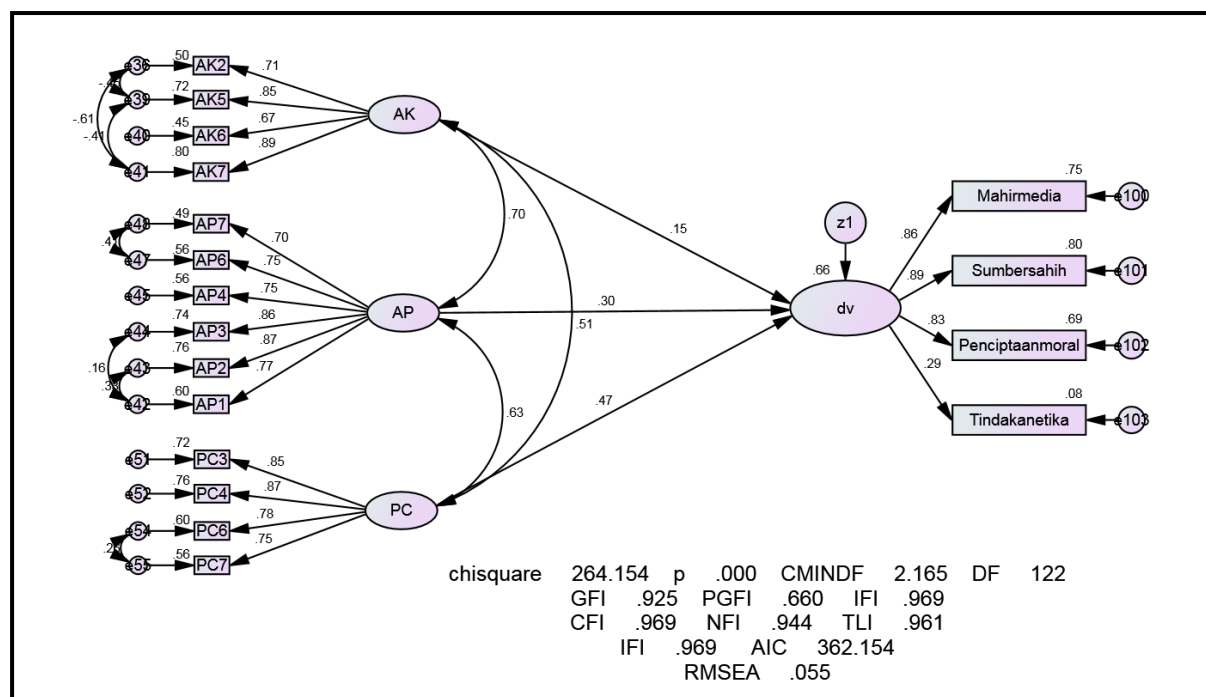


Table 7
 Standardized Regression Weight) / Path coefficient of a structural hypothesis model of the integrity of political participation

Standardized Regression Weight) / Path coefficient		Standard (β)	S.E.	C.R.	P
Political Integrity	Participation <--- Access	.15	.419	2.802	.005
Political Integrity	Participation <--- Analysis & Evaluate	.30	.551	4.533	***
Political Integrity	Participation <--- Create	.47	.501	8.001	***

Discussion

This study aimed to expand previous studies on the topic of media literacy and political participation among young people. We expected that media literacy would significantly affect political participation among young people. This study extended media literacy dimensions from education into political communication, and we modified the scale to analyze the effect, particularly in political participation integrity that little mention by the previous study. Surprisingly, media literacy dimensions significantly affect political participation integrity among young people. The finding of this study contradicts Ashley & Maksl, (2017), who reported that media literacy from access dimension correlated with lower levels of political trust, and the findings indicate that media literacy is not associated with political participation. Access to more extraordinary political news leads to lower political trust, and Ashley & Maksl, (2017) reported that media literacy does not affect political participation. They are testing media literacy based on Potter’s cognitive model of media literacy (2004) in a different way on how Potter (2004) explains information and media where media as a transporter and the effect of using media highly affected with personal locus of media end user’s. Media literacy skills reported significantly affected political participation integrity from

access dimension. Access to media expose the volume and frequency of media messages is so overwhelming that most young people who have media literacy skills are be able to identify fake information. Study by Jones-Jang et al., (2021) found that media literacy skills are significantly increases the likelihood of identifying fake news stories. The ability of young people to access and find validated and accurate content online from a variety of sources is referred to as media literacy skills. The ability to access information especially political knowledge reported to young people political interest and enhance their political participation.

Greater information available in various platform in social media are developing analysis and critical thinking skills. This leads to a significant relationship between analysis and evaluating dimension and political participation integrity among young people in social media. This idea supported by Mihailidis & Thevenin, (2013) that develop a framework for media literacy as a core political skill for active and participatory citizenship. Mihailidis & Thevenin, (2013) enhance media literacy develop critical thinker from analysis and evaluate dimension in the digital age. Media literacy is the core competency to motivate young people to be more active and engaged citizens. In today's new media age, the engaged citizen must understand the relationship between media as a sense of platform to connect community and democracy. This is includes critical and analytic approaches to media literacy and core understanding to empower individuals to have a voice and use it.

Young people empowerment in politics shaped by media and this idea aligned with many studies (Leung & Lee, 2014; Muntaen & Muntean, 2015; Heiss & Matthes, 2016; Lailiyah et al., 2018; Allaste & Saari, 2020). The result showed that young people have strong engagement with social media because this new media offers interactive features that are now available in conventional media such as television or newspapers. Besides, new media offer young people gratification through specific social media where they share the same interest and idea about political issues. They can voice their ideas for political attention and gain support from the same opinion netizens. Social media encourage young people to become a content creator, and many social media tools support their needs by offering not only texting tools. They can create and craft creative videos, animations, and infographics as their content that reflects political issues. By having more excellent media literacy skills, young people are expecting to create ethical content, and now, they are engaging actively in political activity. Political participation integrity coming into the place where young people blend their political involvement with media literacy skills.

Conclusion

In a nutshell, enhancing political participation integrity level and developing young people empowerment that significantly affected by Media literacy competency. The dimensions of media literacy measure in this study (access, analysis and evaluate and create) presented significantly have an effect on the political participation integrity among young people in social media and educated young people confidently become young media content producer to create new political sphere by initiating a social movement for social change. It is a little study to discuss the strength of media literacy skills that leads to political participation. Many studies focus on media literacy in education and curriculum aspects, but little concern to test this competency that potentially affects political participation among young people. This study enhances the previous finding by combining media literacy competency with leading to political integrity among young people. The findings of this study highly contributed to Malaysia Education Policy and Malaysian Communications and Multimedia Commission

(MCMC) for media literacy education awareness among young people. Furthermore, this study highly contributes to the body of knowledge by enhancing media literacy concept by highlighting new access dimension for credible sources, analysis and evaluate dimension develop critical young media content producer. Apart from that this study drives to create understanding on new create dimension for social movement and social change. Recommendation for future researcher to explore young media content producer initiative in social media for social movement and social change. As well as media literacy competency, social control level suggested strengthening integrity conduct among young people in social media.

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