



SMERU RESEARCH REPORT NO. 1/2026

# ENDLINE STUDY OF THE WIKITHON PROGRAM EVALUATION

Rika Kumala Dewi, Harla Octarra, Akhmadi, Wawan Setiawan

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# Abstract

## Endline Study of the Wikithon Program Evaluation

Rika Kumala Dewi, Harla Octarra, Akhmadi, Wawan Setiawan

Civic participation is an important part of democracy. This study discusses youth civic participation driven through the BASAbali and BASAsulsel Wiki Marathon (Wikithon) program in Bali and South Sulawesi Provinces, respectively, under the umbrella organization of BASAibu. The aim of this study is to explore the experiences of youth participation in the Wikithon program, the changes that occur in the youths and the youth participation ecosystem as a result of Wikithon, as well as to identify opportunities and challenges for future program management and development. This study found that the various factors determining youth participation in Wikithon include personal interests, factors related to the program, and the influence of youths' surrounding environment. Participation in Wikithon is recognized as having a positive impact on increasing youths' capacity, such as increasing the skills and opportunities to express opinions, raising awareness of public issues, and training youths to use critical and analytical thinking skills. The study also identified the potential influence of youth voices in policymaking, with the hope that the Wikithon program can change the paradigm of youth civic participation through future cultural advocacy. However, challenges, such as topic selection, timing, and funding need to be overcome to increase the impact of the Wikithon program in the future.

Keywords: youth, civic participation, participation ecosystem, Wikithon, voice

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# List of Abbreviations

<b>Bappeda</b>	Badan Perencanaan Pembangunan Daerah	Regional Development Planning Agency
<b>CSR</b>		corporate social responsibility
<b>Disdikpora</b>	Dinas Pendidikan, Pemuda dan Olahraga	Education, Youth, and Sports Agency
<b>DPMA</b>	Dinas Pemajuan Masyarakat Adat	Advancement of Indigenous Community Agency
<b>DPRD</b>	Dewan Perwakilan Rakyat Daerah	Regional House of Representatives
<b>KKN</b>	<i>kuliah kerja nyata</i>	community practicum activities
<b>KMHDI</b>	Kesatuan Mahasiswa Hindu Dharma Indonesia	Indonesian Hindu Dharma Students Union
<b>MDA</b>	Majelis Desa Adat	Customary Village Council
<b>MoU</b>		memorandum of understanding
<b>MSME</b>		micro-, small-, and medium-sized enterprises
<b><i>musrenbang</i></b>	<i>musyawarah perencanaan pembangunan</i>	development planning deliberation
<b>PPK</b>	Penyelenggara Pemilu Kecamatan	<i>Kecamatan</i> Election Organizer
<b><i>rakortek</i></b>	<i>rapat koordinasi teknis</i>	technical coordination meeting
<b>STT</b>	Sekaa Teruna Teruni	a hamlet-level youth organization in Bali

# Executive Summary

Youth involvement in public issues can potentially increase their awareness of these issues and develop motivation, leadership, and capacity to overcome problems, as well as build social capital. The BASAbali and BASAsulsel Wiki Marathon (Wikithon) programs seek to facilitate the process of youth involvement in public issues by holding opinion competitions using regional language, with topics related to public issues. This process is supported by workshops to increase youths' comprehension regarding public issues and basic skills for civic participation. Wikithon's activities also include voting and commenting on the competition entries, which youth participants submitted.

The Wikithon program has been running in two provinces, Bali and South Sulawesi. There are 15 Wikithon series in each region, which have been running from 2021 to 2023. The main source of funding for the Wikithon program is from Fondation Botnar.

This study explores the experiences of youths who have participated in Wikithon, changes that occur in the youths and their participation ecosystem because of Wikithon. It also identifies opportunities and challenges for program management and development. The study uses an analytical framework comprising four elements to realize civic participation—namely space-voice-audience-influence—to record the experience of youth participation in Wikithon and its effect on knowledge, attitudes, and behavior of youth civic participation, as well as the youth civic participation ecosystem. Data and information collection was carried out through in-depth interviews with youths who had been Wikithon participants, external parties involved in the Wikithon program (teachers, academics, community members, regional governments), the program management team, and decision-makers in the youth environment (Bappeda<sup>1</sup>, school principals, village/customary leaders). The study locations are Bali and South Sulawesi.

In total, 6,577 competition entries have been submitted since the start of Wikithon competitions. However, the trend of youth participation in Wikithon has fluctuated from time to time. The format of the competition and the time of the competition (e.g., whether it coincides with exams or other important school activities) are factors that cause differences in young people's interest to submit competition entries in each Wikithon series. Other factors that determine youth participation in Wikithon are the availability of time and mastery of skills for preparing entries, interest in the Wikithon competition topic (including personal experience related to the topic), and concern for the preservation of regional languages. Encouragement from various parties around youths (friends, family, teachers/lecturers) also influences youth participation in Wikithon. Several aspects of the program design that motivated youths to take part in the Wikithon were prizes for competition winners, no fees charged to participants, and interesting competition topics. The perception that Wikithon is a forum that could be used to channel aspirations also motivated young people to take part.

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<sup>1</sup>Regional Development Planning Agency

This study finds that so far, Wikithon has had a positive impact on improving the ability of youths to express opinions through both oral and written media, including the use of regional languages. It also enhances awareness of public issues and trains youths' critical and analytical thinking skills.

Wikithon is recognized as a space that facilitates youths to develop their voice and express it creatively. Wikithon fills the gap between space for participation and youth voice by carrying out training for youths and increasing their capacity, as well as giving recognition (in the form of awards or acknowledgment) to youths who have voiced their views on public issues. Wikithon creates a platform for dialogue among youths, society, and policy stakeholders on public issues. Indeed, Wikithon is considered by the youths as a comfortable and safe space for speaking out about civic issues.

The endline study identifies the potential influence of youth voice (delivered through Wikithon entries) on policymaking. Besides increasing regional governments' knowledge and understanding regarding public issues from a youth perspective, Wikithon also raises awareness regarding the need for specific policy interventions inspired by the competition entries of the youths. However, further discussions with relevant agencies have not been carried out to follow up on these insights. Furthermore, the involvement of the central government in the process of selecting winners has the potential to bring the influence of Wikithon to the national level. In the future, Wikithon has the potential to change stakeholders' paradigm regarding youth civic participation, possibly through advocacy, which starts in the cultural sector.

To further optimize the impact of the Wikithon program on increasing youth civic participation, future implementation of the program needs to address the challenges youths face to participate in it. The development of the program in the future should pay attention to several aspects, including selection of topics, timeline (competition deadlines) and venue for the activities, the scope of competition dissemination, and program partnership. To strengthen the positive experience of public participation through Wikithon, optimizing the performance of the website, reviewing the guidelines for submitting entries, and continuing to conduct workshops with topics responsive to the needs of young participants should be a future focus.

The opportunity for the continuation of the Wikithon program with or without main funding from Fondation Botnar depends on the community's (including the government, youths, and various stakeholders) acceptance of the importance of holding Wikithon in the future, budget availability, and the commitment of program organizers to continue the program. In terms of public acceptance, Wikithon has become a space for the aspirations of young people. Wikithon is an effort to realize the community's right to actively contribute to development. Government entities directly involved with the program have acknowledged that Wikithon increased their knowledge and understanding of public issues from a youth perspective.

Wikithon funding opportunities from the private sector need to be optimized in the form of sponsorship, corporate social responsibility (CSR) funds from various companies. Funding opportunities from the government should include a specific budget to support the Wikithon program, which is determined from the start of the policy planning process.

The program management team can also modify the program design by turning it into a paid program or by organizing a program with minimal cost requirements (replacing cash prizes with other forms of prizes that are low cost but still motivates young people to take part) or by optimizing the usage of their website's "What's Up" feature that has been running free of charge.

Program replication in other regions needs to take into account several important aspects. Activities to raise awareness of the importance of regional language preservation need to be carried out before and during the series of Wikithon activities. Good practices in implementing the Wikithon program in Bali and South Sulawesi need to be replicated in other regions (for example, dissemination activities to senior high schools carried out in collaboration with the provincial education agency). South Sulawesi's flexibility in organizing the Wikithon program needs to be replicated in other regions. As basic information for designing the program, it is also necessary to build knowledge regarding the characteristics of the youth (including gathering spaces commonly used by young people), the stakeholders in program replication areas, and stakeholders' perception of youth civic participation. Organizing a Wikithon competition in a province with many regional languages can be conducted by starting with a particular language and then gradually expanding to the use of other regional languages or by holding a Wikithon competition not at the provincial but at the *kabupaten/kota* level.

# I. Introduction

## 1.1 Background

Civic participation is an integral part of democracy. A healthy democratic life requires active involvement of citizens in issues that are public concerns. On the one hand, engaging in civic participation has the potential to raise awareness about public issues; foster motivation, strengthen leadership, and develop the capacity to address these problems; and build social capital. It also has the potential to educate participants about governance and policies. On the other hand, participation yields more information, builds consensus, and increases support for decisions made (including unpopular ones). Meaningful civic participation has the potential to result in better policy choices and improve governance (Nabatchi, 2012).

Youth is one of the potential parties to engage in public issues. They are not only the future generation of Indonesia but also the current generation that has begun to contribute to development. With the idealism and critical thinking skills they possess, their views and actions have the potential to shape improvements in society. Their participation from a young age has the potential for long-term impact, as expressed by Circle (2023).

One reason to focus on youth civic engagement is that such participation is a habit like any other: starting early can form a habit of civic engagement that will last a lifetime. When all young people develop healthy civic habits, skills and commitment, our democracy will prosper.

In 2014, the BASAbali Wiki team made initial efforts to engage public participation in developing an online regional language dictionary. Since 2020, the BASAibu Wiki team has provided a safe space for youths to voice their opinions and be heard by organizing the BASAbali and BASAsulsel Wiki Marathon program, abbreviated as Wikithon. This program are a form of social action consisting of three types of activities: (i) competitions for expressing opinions related to public issues that are selected as the topics of the Wikithon, (ii) workshops aimed at strengthening the capacity of youths in understanding the competitions' topics and developing basic skills for civic participation, and (iii) voting and expressing opinions on the participants' competition entries. The goal of the program is to cultivate youth participation in the public space by encouraging them to express opinions, engage in discussions in both public and digital spaces, and facilitate their voices to be heard by relevant parties. Wikithon is also expected to inspire the government in policymaking. As Wikithon uses regional languages as a medium to communicate opinions, it also plays a role in preserving regional languages by using them as the language in the competition entries.

Currently, the Wikithon program has been implemented in two regions in Indonesia, starting with its implementation in Bali and followed by the replication of the program in South Sulawesi. From June 2021 to December 2023, 15 Wikithon series have been conducted in a marathon fashion in each location (in total, 30 Wikithon series have been

organized). With the Wikithon public participation already being organized for 2.5 years, this study aims to delve into answering the following questions:

- a) How can youth participation in Wikithon alter the behavior of youth civic participation and the youth participation ecosystem?
- b) What is the influence of Wikithon on the ecosystem of youth participation?
- c) What needs to be done for Wikithon to have an impact and be sustainable?
- d) What is the potential for program development and replication in other locations?

## 1.2 Objectives of the Study

This study is conducted with the following objectives:

- a) To explore the situation of youth civic participation and the experiences of youths participating in the Wikithon program.
- b) To identify changes in both the youth and youth participation ecosystem as impacts of the Wikithon program.
- c) To identify challenges and opportunities in managing the Wikithon program.
- d) To recommend strategies for the future development of the Wikithon program to promote the sustainability of its positive impacts in the youth civic participation ecosystem and through its replications in other regions.

This study is the third part of a series of studies to evaluate the impact of Wikithon on youth civic participation. The first study (baseline study) provided an overview of youth participation in public issues in 2021 in the study locations. The second study (midline study), which was conducted in 2022, presented the implementation of the Wikithon program and observed signs of behavioral changes. This third study (endline study) analyzes the influence of the Wikithon program on changes in youth civic participation and the youth participation ecosystem.

## 1.3 Research Methodology

The definition of civic participation used in this study refers to the definition used in the Baseline Study on BASAbali's Evaluation of Youth Civic Participation in Bali and South Sulawesi report. Referring to the framework developed by the United Nations Children's Fund (UNICEF) regarding civic engagement, civic participation is participating in the public sphere<sup>2</sup> with forms of participation, such as increasing knowledge, showing interest, reinforcing attitudes, and taking individual and/or collective/group actions. The purpose of civic participation is to improve community welfare and exert influence politically.

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<sup>2</sup>The focus of the public sphere referred to here is in the fields of politics, community life, and citizenship (referring to the nature of civic participation which is closely related to public issues).

### 1.3.1 Analytical Framework

This study utilizes four elements introduced by Lundy (2007) as crucial components for realizing youth civic participation, namely *space-voice-audience-influence*<sup>3</sup>, to document the experiences of youth participation in Wikithon and its impact on the youth and ecosystem of youth civic participation. Space refers to the participation element not only limited to physical space but also includes opportunities provided by platforms of participation to express opinions (voice). Audience signifies the presence of those who listen and respond to the aspirations conveyed by youths, while influence indicates the impact of youth civic participation on policies related to public issues and other youth civic participation in their immediate environments (such as schools or workplaces). In other words, the space and voice elements aim to grant youths the right to express their opinions, while the audience and influence aspects aim to fulfill the right of youths to have their voices heard and considered (as needed) in decision-making.

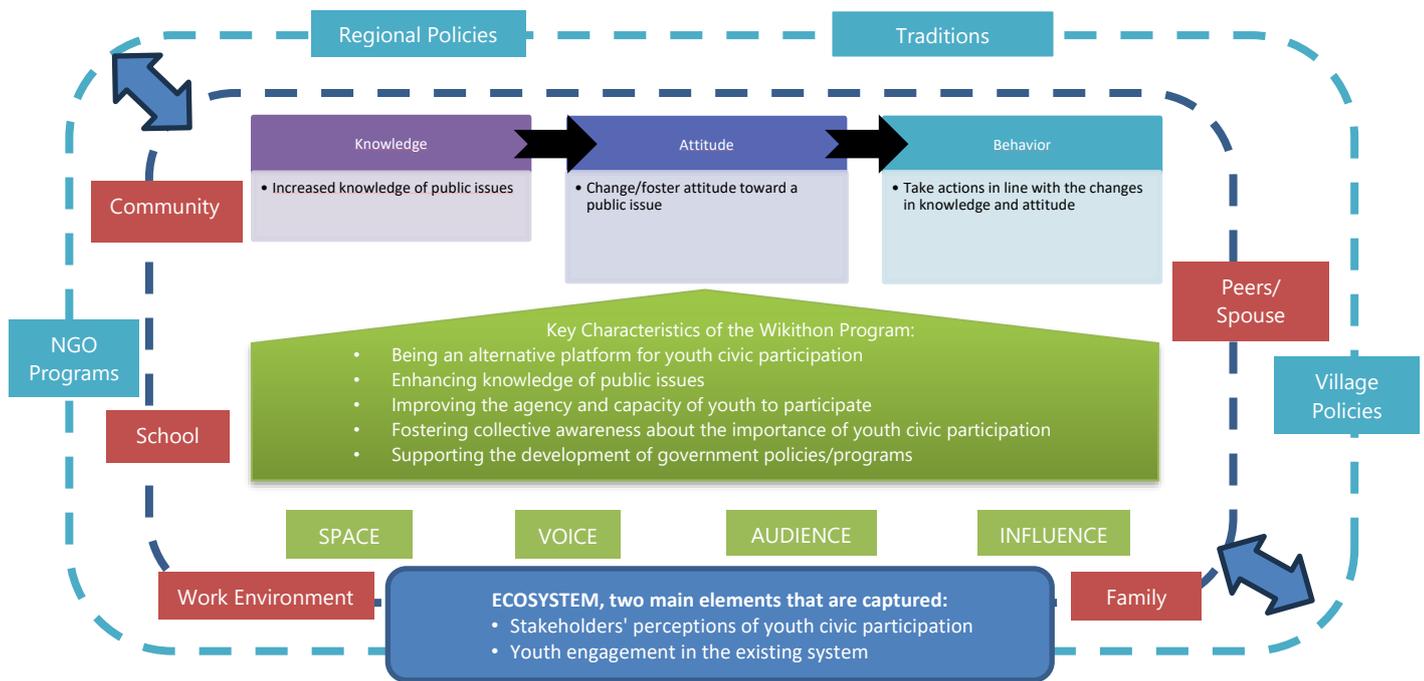
The features of the Wikithon program are relevant to these four participation elements. Wikithon has the potential to be a safe and comfortable space for youths to voice their opinions on public issues. Voicing opinions on public issues requires skills and knowledge—this is encouraged through Wikithon workshop activities (further explained in Chapter III). An essential element of participation is not only limited to having the presence of an audience, but also getting the audience to respond to the voice of the youth. In addition, the involvement of stakeholders in the Wikithon program has the potential to influence policies related to public issues and the civic participation of youths in the stakeholders' immediate environment (schools, workplaces).

The analytical framework used as the basis for data and information analysis in this endline study is presented in Figure 1.

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<sup>3</sup>a term introduced by Lundy (2007) to analyze the realization of children's participation rights

**Figure 1. Analytical Framework of the Endline Study of the Wikithon Program Evaluation**



Source: developed by the research team

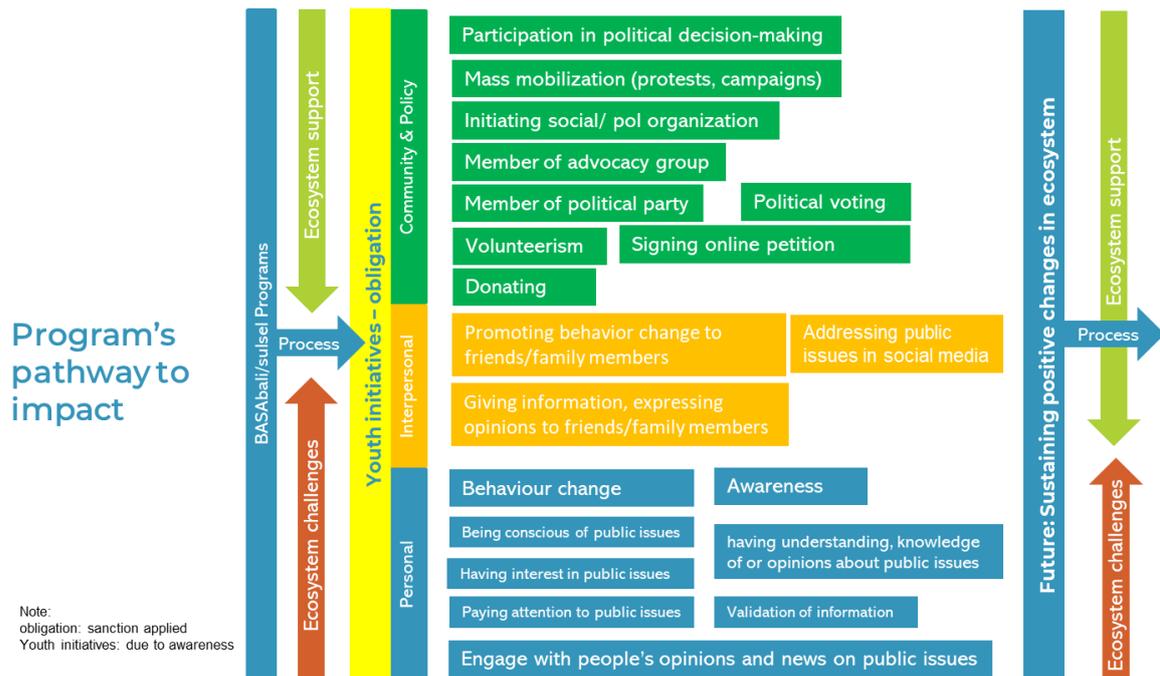
The middle section of Figure 1 illustrates the youth civic participation experience observed from three components of civic participation: knowledge, attitudes, and behaviors of youths regarding public issues. By utilizing the four essential elements of youth civic participation introduced by Lundy (2007), this study records the youth civic participation experience in the Wikithon program and assesses the changes in their knowledge, attitudes, and behaviors related to public issues resulting from their participation in Wikithon. The youth experiences and perceptions—as well as stakeholders—regarding the Wikithon program provide insights into the benefits of alternative spaces for civic participation in enhancing youth civic participation. They also offer input for the potential development and sustainability of the program in the future.

The outer section of Figure 1 maps the youth civic participation ecosystem, consisting of two layers: (i) the inner layer indicating environments close to the youth who are participants in the program (including workplaces, schools, universities, communities, friendships/partnerships, and families); and (ii) the outer layer indicating systems that may not directly influence or be influenced by youth civic participation (including village/regional policies, traditions, and the working programs of other NGOs). In this study, an exploration on the ecosystem of youth civic participation that influences and is influenced by the Wikithon program was conducted. Additionally, an exploration is also carried out regarding stakeholders' responses to youth civic participation in the Wikithon program, both through their involvement in program partnerships and through their exposure to information about the Wikithon program. Essentially, there are two main aspects of the ecosystem that are captured: stakeholders' perceptions of civic participation and youth engagement in existing systems.

In this report, Chapter II illustrates the context and situation of youth civic participation in Bali and South Sulawesi without taking into account the influencing factors of Wikithon. Meanwhile, Chapter IV analyzes the influence of the Wikithon program on youth civic participation.

The analytical framework is also supplemented with the program's pathway to impact, mapped from the analysis of data and information collected in this endline study. The thought process of the program's pathway to impact can be seen in the diagram below.

**Figure 2. Program's Pathway to Impact**



Source: developed by the research team

Youth participation in the Wikithon program has the potential to encourage youth involvement in public issues (either voluntarily or due to obligation) at the personal, interpersonal, community, and policy levels. Figure 2 presents examples of potential impacts<sup>4</sup> which are then compared with field data. The influence of the Wikithon program in producing impacts on youth civic participation, in its process, encounters both direct and indirect support as well as challenges from the youth ecosystem. The program's overall impact generates potential and recommendations. These insights should form the foundation for the development of the Wikithon program, which will sustain—and even optimize—the positive changes that it brings. The expected outcome is that the Wikithon program will contribute to increasing the support for youth civic participation through alternative channels within the existing ecosystem and to reducing challenges (indicated by the shorter 'challenges' arrow and the longer 'support' arrow on the right side of Figure 2). Chapter 4 of this report will discuss the impact analysis framework above, including case study analysis of the four youths in this study.

<sup>4</sup>taken from results of the literature study during the baseline research

### 1.3.2 Research Approach and Design

This research was conducted in two regions that have implemented the Wikithon program, namely Bali Province and South Sulawesi Province. This endline study was carried out from May to November 2023. Data and information collection from the field were conducted in July-August 2023.

In this study, subjective interpretation and personal experiences of informants are crucial to be collected and analyzed in order to understand experiences in youth civic participation in the study areas, experiences in participating in Wikithon, and the influencing factors. Therefore, this study uses a qualitative approach to address the study objectives.

In-depth interviews are the primary data collection method used. These in-depth interviews are conducted in two stages. In the first stage, interviews were conducted with:

a) Youth who have participated in Wikithon

There were 52 youths interviewed in this study (29 youths in Bali and 23 youths in South Sulawesi). The youth informants involved in this study are those who have participated in Wikithon from June 2021 to June 2023 (they participated at least once in the 1<sup>st</sup> to the 12<sup>th</sup> Wikithon competitions—detailed explanations of each Wikithon series are presented in Chapter III).

b) Stakeholders

Stakeholders interviewed include those who have been involved in organizing Wikithon (regional government, teachers, academics, and communities that were invited as speakers in the workshops), Wikithon program management team, and decision-makers in the youth environment (Bappeda/Regional Development Planning Agency, school principals, village/traditional leaders).

The aim of the first stage of interviews is to (i) understand the youth civic participation experience and the benefits of Wikithon, (ii) identify the support and barriers faced by youth in civic participation, (iii) identify the challenges of program management, and (iv) obtain input for potential program development and sustainability in the future. The distribution of the number and composition of in-depth interview informants in this first stage can be seen in Table 1.

**Table 1. Informants of the In-Depth Interviews**

Category	Bali	South Sulawesi	Total
Youth	<b>29</b>	<b>23</b>	<b>52</b>
Characteristics of youth informants:			
Gender	Male: 12 Female: 17	Male: 9 Female: 14	Male: 22 Female: 31
Studying/working	Senior high school: 5 University: 17 Working: 7	Senior high school: 12 University: 8 Working: 3	Senior high school: 17 University: 25 Working: 10
Stakeholders involved in Wikithon	<b>10</b>	<b>8</b>	<b>18</b>
Regional governments/agencies	3	1	4
Academics	2	2	4
Teachers	2	2	4
Community members	2	2	4
Wikithon program management team	1	1	2
Decision-makers in the youth environment	<b>4</b>	<b>4</b>	<b>8</b>
Bappeda	1	1	2
School principals	2	2	4
Public figures	1	1	2
Total	<b>43</b>	<b>35</b>	<b>78</b>

The second stage of in-depth interviews was conducted to trace the program's pathway to impact as depicted in Figure 2. These interviews involved a deeper exploration of four youth case studies that collectively illustrate the process towards impact as outlined in Figure 2. The 4 youths (2 youths in Bali and 2 youths in South Sulawesi) were selected from the pool of 52 youths interviewed earlier. Based on the researchers' assessment, these four youths have the most interesting stories of changes in knowledge, attitudes, and/or behaviors in civic participation. These case study interviews were complemented by in-depth interviews with key figures around these four youths (family, friends, and other parties) who contributed to shaping their experiences of civic participation. To carry out the analysis of the program's pathway to impact, data and information from the first-stage interviews were used to enrich the findings.

Finally, an analysis was also conducted on the Wikithon activity reports and research reports/articles discussing (youth) civic participation. Those reports enrich the program description and analysis in this study.

### 1.3.3 Research Ethics

This research was conducted following the ethical standards issued by the ethics committee of Atma Jaya Catholic University in Jakarta to ensure that the research takes necessary actions to minimize any potential harm that may be experienced by children, youths, and stakeholders participating in this research and to prioritize their best interests.

To ensure that all participants in this research are well-informed about the research, the research team is required to explain the research's objectives before commencing interviews. Additionally, the research team informs all participants about how the data will be used and how the confidentiality of the information provided during the interviews will be protected. Furthermore, they are informed that there is no pressure for them to participate in this research. To ensure that the confidentiality of information provided by participants is protected, the presentation of quotes in the report will not include specific names and positions of informants.

## 1.4 Structure of the Report

This report will begin with an explanation of the context of youth civic participation and the participation ecosystem (Chapter II), followed by an overview of the Wikithon program and youth participation in Wikithon (Chapter III). Chapter IV analyzes how Wikithon influences youth civic participation and the ecosystem, followed by Chapter V, which examines the opportunities and challenges of Wikithon (including in its organization, sustainability, and replication, as well as in promoting public participation). Chapter VI presents the conclusion and proposed strategies for the future development of the program.

It is important to note that, considering Wikithon has three main forms of activities—opinion-presenting competitions, workshops, and feedback on participants' entries—the use of the term "Wikithon" in this report refers to these three series of activities. When referring to a specific Wikithon activity, this study will explicitly mention the activity's name.

## II. The Context of Youth Civic Participation in Bali and South Sulawesi

This section discusses how youths and stakeholders interpret youth civic participation, followed by an exploration of the situation of youth civic participation in the two study areas, namely Bali and South Sulawesi. The discussion in this section is aimed at providing context for assessing the influence of the Wikithon program on youth civic participation, as analyzed in Chapter IV.

### 2.1 Interpreting Youth Civic Participation

Youth have diverse perspectives in interpreting civic participation. Firstly, they view themselves as engaging in civic participation when they possess the knowledge and understanding of issues they identify as public concerns. According to one youth informant, this understanding is necessary for youths to act appropriately and consistently towards public issues. Public issues of concern to youths are essentially those that are close to the youths' personal environment and attract youths' attention as a group, whether as high school students, university students, or traditional youth group members. Some examples are culture (regional language), waste, general elections, and bullying.

A young person should have the ability to inspire their generation with creativity and be capable of doing many things for their own village, ... aware of the issues that arise. ... because Bali is very rich in its cultural traditions ... [and] Balinese people are more focused on tourism ... [so] that is what we should do [preserving it]. If we don't take advantage of it, over time, it will disappear and the added value from tourism will also be lost. (In-depth interview, youth respondent, female, 21 years old, Bali, 17 July 2023)

Secondly, the youths' interpretation of civic participation also includes attitudes toward public issues. Youths believe that they need to be consciously wise in digesting information and addressing youth and environmental issues, to avoid anarchy, and maintain ethical behavior both in daily life and in addressing public issues.

Thirdly, civic participation is interpreted as actions resulting from specific attitudes toward public issues. These actions can be grouped into two categories: (i) doing something to address a problem or prevent violence/negative impacts, and (ii) expressing aspirations.

The ideal thing to do is by starting to engage in small activities such as this, [that is] participating in mangrove planting. [With this activity] we are trying to address the impacts on a small scale. Rather than organizing demonstrations, it is not a good thing to do. ... Intelligent young generations should discuss issues and channel them properly. We can consolidate opinions and convey them appropriately to the relevant parties. (In-depth interview, youth respondent, female, 21 years old, Bali, 10 July 2023)

Nowadays, there are also many media platforms that we use as a space for our critical writings towards the government. ... So, we write. ... We talk to friends. ... We submit them to online media. ... Because the media now has a strong influence. ... (In-depth interview, young respondent, male, 21 years old, South Sulawesi, 14 July 2023)

Stakeholders have high expectations toward youth. Youth civic participation is considered crucial. The participation of youths, as the nation's future generation, in the public sphere is expected to contribute to improving public welfare. The form of youth involvement expected by various stakeholders is in the form of concern for public issues.

Because the sustainability of this nation will be influenced by the concern of today's youth. (In-depth interview, village official, male, Bali, 13 July 2023)

Youths are also expected to contribute in the form of thoughts and actions—as government partners—in development. With the characteristics of youths— as having critical thinking abilities, idealism, and a tendency to have the courage to take risks in absence of mature considerations—young people are expected to be able to convey their aspirations/critical thoughts ethically.

If one does not have the courage to express it verbally, ... it is better to use social media channels. ... Each [government agency] already has its own social media, right? So, it is better to convey it through social media in a polite manner, not the other way around. Sometimes there are those who express their disappointment in an unconventional way, and it eventually becomes problematic. ... Use social media channels but do it in a polite manner. (In-depth interview, village official, male, Bali, 13 July 2023)

Furthermore, youths are also expected to be able to take tangible actions for the community, as expressed by a school principal below.

Youths should engage in public participation from a young age. ... If public participation is not instilled in youths from an early age, a model of society that can only provide criticism without action will emerge. ... We want a society that is willing to give advice and get involved directly. (In-depth interview, school principal informant, male, 52 years old, South Sulawesi, 11 July 2023)

Stakeholder informants, such as academics and resource persons, add that there are several character traits that youths should ideally possess so that they can participate optimally. Among those highlighted by the informants are being aware of the importance of their role in development in various fields, alert, responsive, and able to understand and appropriately respond to specific situations/having the initiative to take action when needed. Youths are also expected to comprehend the values of Pancasila, such as the value of communal mutual cooperation (*gotong royong*) and helping others. Mastery of these Pancasila values serves as a driving factor of youths' interest to participate in public issues.

The formation of these character traits in youth needs to be developed through collaboration with adults and the education of good values both in schools and society, especially to counteract the negative influences of technology and socialization.

The current generation is somewhat eroded by technological advancements ... where students are somewhat distant from the dimension of Pancasila. ... So, our task at school is

to ensure that after the implementation of the Merdeka curriculum, the dimension of the Pancasila student profile can be achieved through students' public participation. ... Here, it is expected that, for example, students' spirit of mutual cooperation, can be shaped, for instance, through cleaning the environment together; that is part of the public participation they will undertake with the community when they return home (In-depth interview, school principal, male, 52 years old, South Sulawesi, 11 July 2023)

Educators and parents also add that to support youth civic participation through the development of youth character, adults—in this case parents—also need to continue learning to understand today's youth. In line with this, community leaders believe that with their mastery of digital technology and activity on social media, today's youths have the advantage of being able to voice their aspirations.

## 2.2 Space and Voice in Youth Civic Participation

Space as an element of civic participation indicates the availability of a platform/opportunity for youth to voice/express their opinions (voice). Space is not only limited to physical space but also includes opportunities provided by participation platforms to express opinions.

This endline study found that social media is a widely used platform by youth informants for obtaining information and communication, with the most used platforms being Instagram and Facebook, followed by WhatsApp, TikTok, Telegram, Twitter, and YouTube. The time spent accessing social media varies from 30 minutes to 3 hours per day. Based on interview results, the majority of youth expressed that they access social media to stay informed about trending issues, seek entertainment, communicate with professors and classmates/organizations, sell design works, and repost news they consider interesting and necessary. Some youth even mentioned having two social media accounts, one for personal/private activities and another for seeking public information or viewing other people's posts/content. Some added that they usually view posts from celebrities or their idols.

Only a small number of youth informants use their social media accounts to comment on or upload information/news related to public issues that concern them or express their opinions on public issues that they believe should be known by the public.

The posts might be more like, for example, ... sharing—OK, here we have this, the place is here, the process. (In-depth interview, youth respondent, female, 25 years old, Bali, 12 July 2023)

Uploading social issues as well, providing understanding ... why university students participate in demonstrations. (In-depth interview, youth respondent, male, 21 years old, South Sulawesi, 14 July 2023)

Another space used by youths to take actions related to civil participation is campus and community organizations, such as religious groups (Sekaa Teruna Teruni/STT<sup>5</sup> and mosque

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<sup>5</sup>Sekaa Teruna Teruni is a youth organization at the *banjar* (a part of village, equivalent to a hamlet) level in Bali whose membership includes young people aged 15 years old up to before marriage.

youths), *karang taruna* (village-level youth organizations), and integrated health service post for teenagers. Youth involvement in this participation space is mostly in the form of organizing planned activities or engaging in religious activities. Youth's understanding of public issue topics is more apparent in campus and community organizations than in religious organizations. However, the youth participants in this endline study believe that only a few young people participate in such organizations.

The youths themselves are aware that some of them couldn't appropriately express their voices, which is associated with the youths' inability to accept criticism. This is considered common among youths who position themselves as critics of the government. On the other hand, educators, parents, and the government hope for collaborations between the youth and government in development issues (see Section 2.1). This endline study identifies that collaboration between youth organizations and the community has already taken place, such as participating in *kerja bakti* (communal work) or *gotong royong* in cleaning the environment, organizing workshops, and conducting public awareness campaigns, such as those related to elections.

The results of this endline study indicate that having participation spaces and voicing opinions on public issues are two different things. Existing participation spaces may not necessarily be utilized for voicing opinions about issues around youths. Instead, following the development of issues or trends, commenting on friends' posts (online spaces), and participating in customary traditions are the common activities for youth in these spaces.

To be able to voice opinions, whether about public issues or others, participation spaces need to facilitate training/knowledge-imparting and skill-building activities, provide feedback, and offer places for dialogue and expression. According to youths, academics, and local governments in Bali and South Sulawesi, in general, youths are still unfamiliar with public issues. Therefore, before reaching the stage of responding to or participating in public issues, the youth first need a deep understanding of public issues and ways they can respond.

Before learning about Wikithon, spaces that facilitate knowledge and skill enhancement were considered limited by both youth informants and workshop resource persons. In higher education, this facilitation appears in the form of student activities. In high schools, there are public awareness activities that are facilitated by external parties where students participate in competitions and dissemination activities.

Underage children caught up in drugs. [Interested in this issue] since junior high school. Many children have been using those substances since childhood, becoming rebellious, and even becoming couriers. ... There were external parties who came to schools to raise awareness [about the topic], during the first year of high school ... and during junior high school ... at the seventh grade. (In-depth interview, youth respondent, female, 16 years old, South Sulawesi, 13 July 2023)

However, in high schools, teachers admit to having difficulty capturing students' attention in the classroom and such facilitation is more likely to happen in art groups or groups outside of school.

Vocational high school students rarely want to participate, unless they are told to, such as planting trees. ... They lack motivation. Here, not many can express their opinions. We Balinese language teachers, find it challenging to make them express their opinions about their surroundings. In this school, many students participate in the arts. They join *megambel* art activities, or academic and non-academic competitions. (In-depth interview, teacher, female, Bali, 12 July 2023)

Expressing opinions is fundamentally a right, not an obligation. The youths have the freedom to choose the spaces to express their opinions. However, in order to inspire youths' interest in public issues and facilitate them to express their opinions as well as provide civic participation experiences, universities/high schools have made efforts by requiring youths to take part in civic participation activities through assignments which are part of students' academic assessments.

## 2.3 Audience and the Influence of Youth Civic Participation

Audience refers to the presence of those who listen and respond to the aspirations conveyed by the youths, while influence indicates the impact of youth civic participation on decisions made by various stakeholders, both in the youths' immediate environment—such as schools, workplaces, and communities—and at higher policy levels, including at the *kabupaten* (district)/*kota* (city), provincial, national, and even global levels.

The results of this endline study indicate that youth civic participation is considered important by various stakeholders, including the government and community figures. The participation of youth, as the nation's future generation, in the public domain is expected to contribute to the improvement of community welfare.

However, the government specifically expects the expression of youth aspirations to occur through channels regulated by the government. In other words, participation is to be carried out through existing mechanisms and systems. The anticipated participation platform is public consultation forums scheduled by the government, such as the *musrenbang* (development planning deliberations) and *rakortek* (technical coordination meetings).

So, we involve our youth in the stages of development planning. We engage youth organizations in the provincial *musrenbang*, but there are *rakortek* before the *musrenbang*. OPD [local government organizations] are the ones that implement *rakortek*. If the target during the planning at *rakortek* is indeed the youth, they will also be involved in the process. (In-depth interview, local government official, male, 40 years old, South Sulawesi, 24 July 2023)

Audience, as an element of civic participation, requires dialogue to ensure that youths' voices are heard by policymakers who also pay attention, including government officials at the *kelurahan* (urban village)/village, *kelurahan/kota*, and provincial levels, as well as at the educational institution levels. However, based on interviews, there is no explanation about the dialogue process between youths and the audience (who listen and respond to youth aspirations, namely policymakers) outside of Wikithon. More emphasis is placed on the outcomes of the assumed dialogues. Nevertheless, some youth express a commitment to communicate their concerns to those they consider authorities.

Yesterday, I tried to talk to ... the MDA [Customary Village Council]. I tried to approach the DPR [House of Representatives]. Their response was positive. The challenge is to convince them [the Customary Village Council]. (In-depth interview, youth respondent, male, 26 years old, Bali, 17 July 2023)

In this study, there are no youth informants who have participated in scheduled government public consultation forums, such as the *musrenbang*. However, some youth informants have had audiences with the government (in Bali) seeking support for their public participation activities. There are also youth informants in South Sulawesi who have participated in demonstrations. The influence of audiences with the government, which are conducted to garner government support for teaching activities at the village level, is found to be limited to youths' public participation activities, such as providing school supplies for students. This study does not find any indications that youths have a direct influence on policy changes at the customary or general societal levels.

## 2.4 Knowledge, Attitudes, and Behaviors of Youth Regarding Public Issues

Public issues that concern youths in both study areas include environmental issues (waste, coastal reclamation), political issues (exercising the right to vote during elections), economic issues (management of tourism near places of worship), social issues (character education, sexual violence, child marriage, teenage pregnancy), religious and cultural issues (inter-religious harmony, preservation of regional languages), and security issues (illegal fees imposed on new university students).

There are youths who respond to and take action on these issues. However, generally, there are not many youths who translate their interest in specific public issues into attitudes and behaviors.

Some youths participate at the individual level by managing waste, minimizing the use of plastic, showing respect to followers of other religions, and using regional languages in daily communication. On the interpersonal level, there are youths who have informed/invited their families and friends to participate in elections, separate waste, abstain from premarital sexual relations, and post works and comments on social media regarding public issues.

In the community, youth civic participation is either driven by personal initiatives or obligated/facilitated by organizations. Mandatory forms of youth civic participation include social service activities facilitated by schools/campuses and youth organizations, such as cleaning the school and outside-of-school environments, visits to nursing homes and orphanages, and the prohibition of single-use plastic bottles from school/campus and youth organization. Some individually initiated youth participations include serving as election organizers and encouraging the community to exercise their voting rights, as well as teaching activities.

In influencing policies, some youth informants have been involved in meetings to formulate the village government work plan (RKPDs), engaged in dialogues with council members, and have participated in protests/demonstrations.

## 2.5 Specifics of Youth Civic Participation in Bali and South Sulawesi

### 2.5.1 Bali

#### a) Youths' Knowledge, Attitude, and Behavior Regarding Public Issues

There is no significant difference in data between urban and rural youth participants from Bali in Wikithon, both in terms of public issues and their forms of participation. Prominent public issues that concern Bali's youth include religious traditions<sup>6</sup>, the environment, and culture<sup>7</sup>. Youths participate in those issues by participating in religious ceremonies, preserving of the sanctity of temples amid tourism development, creating *ogoh-ogoh* (sculptures used in ceremonies), and using Balinese language. Additionally, environmental issues (waste), child marriage, and mental health are concerns for some Balinese youth.

Considering the governor is maintaining the sanctity of temples and preserving the purity of the beaches. ... Any beach being used for prayer or ceremonies can be developed by investors but never at the expense of desecrating the sanctity of the beach. (In-depth interview, youth respondent, male, 20 years old, Bali, 17 July 2023)

In general, there are both differences and similarities in the issues that concern youths in school compared to youths who are already working or studying at the university level. Cultural aspects are concerns for both groups, but university students also care about environmental issues. These issues become important to Balinese youth due to personal interest, group tasks, or the concerns of the groups they belong to (such as STT, Indonesian Hindu Dharma Students Union [KMHDHI], and teenage integrated health posts) and because the youth have been previously made aware of the issues through public awareness activities in school.

Attitudes and behaviors, therefore, vary among them. Some form personal opinions on the issues, some engage in individual or group activities, and others encourage friends to support issues of concern. Generally, working or university-going youths exhibit more active behaviors.

I am gradually helping my friends to speak using the Balinese language so that they can get used to using it. (In-depth interview, youth respondent, female, 16 years old, Bali, 14 July 2023)

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<sup>6</sup>Religious tradition is an inherited custom rooted in religious factors (Susanto *et al.*, 2020: 111).

<sup>7</sup>The relationship between culture and language in this report is assumed to be direct, where language is seen as a product of culture. The language spoken or used by a community is a reflection of the overall culture of that community (Mujib, 2009: 150). In the context where language and cultural forms are considered as tools to communicate the voices of the youth, the connection refers to Levi-Strauss (1978) in Badrudin (2009: 161), who states that language and culture are products of essentially the same activity, which is the human mind, and the human mind is universally and inherently the same in its capacity. This means that language and culture exist at the same level, that is as a form of communication. Social interactions cannot occur without communication—which is basically symbolic—both through language and other cultural activities, such as kinship, myths, and rituals. As in language, cultural phenomena also have their own systems. Therefore, modern linguistic models can be used as a scientific basis to analyze cultures.

When there is going to be a *rainan* [religious days] or a ceremony of sorts, STT usually ... invites the nearby residents to clean the temples around their residences. ... I joined in that one time; actually, every time there is an event, I participate. ... The activity is held every time before a sacred holiday. (In-depth interview, youth respondent, female, 26 years old, Bali, 17 July 2023)

## **b) Space, Voice, Audience, and Influence of Youth Civic Participation**

With the exception of social media, there are differences in the platforms for participation used by youths in school and those who are studying at the university level or already working. In Bali, students in school and in university who are not married are usually involved in STT<sup>8</sup>, however, university students can also be involved in campus activities or student organizations outside of campus (such as the KMHDI). These platforms provide opportunities for Bali's youth to voice their concerns (see Section 2.2.1). The difference lies in the topics that youths in school or university and working youths focus on. Youths in school are more focused on topics given through public awareness campaigns in school, such as bullying and drugs, or topics that are in line with STT's role in preserving the environment or conducting traditional ceremonies. Meanwhile, university students and working youths focus on topics relevant to their organizations or the physical environment they observe, such as waste, the impact of tourism, traffic jams, and elections.

However, the voice of Bali's youth is not only in Balinese language or in words but also in movements and songs in dances; *ogoh-ogoh* is one expression of the voice of Bali's youth. Youths choose a form of expression based on ease of access (such as social media) and available mechanisms (such as public awareness campaigns, scientific work competitions). Demonstrations are rarely used as a form of expressing opinion because it is considered not in line with Balinese people's customs and there is a perception that in Balinese culture, people are reluctant to express their opinions. Nevertheless, there are cases of students demonstrating in the *Gerakan Bali Tolak Reklamasi* (Bali Rejects Reclamation) movement, which opposes the development of resorts in Bugbug, Karangasem.

In Bali ... the preference is not to engage in demonstrations. If discussions and dialogues are still possible, we deliberate and formulate something. (In-depth interview, local government informant, male, 39 years old, Bali, 11 July 2023)

The cultivation of values [for the youth] so that they become more concerned with public issues ... They are still quite limited by the culture. ... In Bali, there is also something called *de koh ngomong* [reluctance to speak up]. So, youths do not want to speak up because it is not in their culture. ... Culturally, discussions about public issues are conducted communally in the village, typically led by the men of the older generation. (In-depth interview, youth respondent, female, 43 years old, Bali, 15 July 2023)

Several Wikithon informants interviewed for this endline study believe that there are already formal communication channels that can bring Bali's youth voice to the attention of policymakers, such as through involvement in *musrenbang* and an audience with the government through leaders who are representatives of organizations. However, the

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<sup>8</sup>Generally, STT members range from junior high school students to those who are not yet married, but their level of activity varies and is also influenced by whether they still reside in their hometown or have migrated (for example, due to pursuing higher education).

government's preferred communication channels are the government-led ones, which have only involved a small portion of youth groups. This means that youth representation and their voices are likely to be limited/noninclusive, although this is not specifically discussed in this endline study.

On the other hand, there is an opinion from the youth themselves that their ability to speak and appear in public is still lacking, even if they are part of existing community organizations, such as Pasikian Yowana Bali youth groups and teenage integrated health service posts. In formal government channels, such as *musrenbang* or audiences, feedback mechanisms for youth voices in civic participation are not a focus of the government or community. This endline study does not find clear information or examples regarding the influence of Bali's youth voices on development or policy changes on specific public issues, both at the customary community and general community levels.

### **c) Civic Participation Ecosystem**

In the previous section, it was discussed how personal motivation and traditional obligations make Bali's youth participate in maintaining environmental cleanliness, serving as organizers of village activities, creating *ogoh-ogoh*, and attending traditional ceremonies. Participation in ceremonial activities and using the Balinese language in daily conversations are the main forms of civic participation revealed by the youth participants in the Wikithon program in Bali. It is noteworthy that this participation occurs in the traditional and social environment made possible by cultural factors and government policies.

The values in Bali are fundamentally based on the principle of harmony. [These values] ... support how the youth can actively participate. ... For example, there is an expression called *tri hita karana*, which is about maintaining harmonious relationships between the various aspects in the universe, such as human-to-human, human-to-the universe, and human-to-the divine. (In-depth interview, local government informant, male, 33 years old, Bali, 18 July 2023)

I see it from ... the customary perspective. Customs, religion, and culture are relayed to youths. The governance of the customary villages will also be in their hands in the future. So, even now, they should already be getting involved in customary village activities. When Regional Regulation No. 4 [of 2019 on Customary Villages] was made, the catalyst for the movement in our customary villages is the *yawano* [youth]. We want to pass the baton to them. So, our hope is that they will be more active in customary villages and in councils, acquiring knowledge from the custodians and elders. (In-depth interview, local government informant, male, 39 years old, Bali, 11 July 2023)

Government policies encourage youth civic participation, but the topics and platforms for participation are already determined by these policies; conversely, there is no platform where youth participation can influence policies. Cultural traditions already involve youths, but only as participants and implementers. This pattern can also be seen in the context of government, where youths are also involved within those roles, instead of actors that can influence policies. For youths in schools, the role of teachers and schools is crucial in influencing youth participation. At the school level, there are examples where the school principal involves students in formulating school policies, with the student council being directly involved in meetings, for example. However, similarly, this happens only because

of the initiative of the school principal, not because there is a system or mechanism that consistently allows for a participation space for youths.

Stakeholders in Bali place their hope on youths to care for the environment, preserve Balinese culture, while still fulfilling their obligations in society. This is demonstrated by expecting youths to respond to issues raised by the government, such as tourism and elections, and not position themselves as critics of the government. In other words, the youth ecosystem still has influence in determining public issues, platforms, and forms of attitudes and behaviors in response to these public issues.

## 2.5.2 South Sulawesi<sup>9</sup>

### a) Youths' Knowledge, Attitude, and Behavior Regarding Public Issues

Data shows that there is no significant difference between the youths from South Sulawesi participating in the Wikithon program in Kota Makassar and Kabupaten Gowa, both in terms of public issues and their forms of participation. The prominent public issues emphasized more by urban youths in South Sulawesi are the problem of waste management and the reluctance of fellow youths to use the regional language in their daily lives as part of cultural preservation.

We, as young people, ... should participate [in disposing of trash properly]. Even without any [trash disposal] reminders, ... we should dispose of it properly; we are already aware of that. Moreover, over the years, the amount of trash has been increasing. (In-depth interview, youth respondent, male, 24 years old, South Sulawesi, 12 July 2023)

Despite identifying issues that concern them, it does not necessarily mean that the youth then respond to and take actions to address them. Most of them express a willingness to take action but are constrained by time, are unable to because of economic reasons, and would only take action when invited by friends from the same organization. However, there are examples of youths who take concrete actions, such as assisting friends who are victims of sexual violence and addressing bullying incidents in their schools. Meanwhile, university students engage in activities like repairing roads after watching videos featuring the actions of other youth.

[The role of young people should be] to support victims of sexual violence. ... [At that time,] I helped by advising the person who was the victim. The victim at that time was a friend at school. [The perpetrator of the sexual violence] was someone from their circle of friends. Perhaps they were not brave enough to report it, so they just talked to a friend. (In-depth interview, youth respondent, female, 16 years old, South Sulawesi, 13 July 2023)

I witnessed the bullying personally. Because I did not want to participate in bullying, I intervened, or I defended the person being bullied. I took the bullied person away. [Wasn't it reported to the teacher?] Well, when my friends made a commotion and it reached the teacher's ears, the teacher came, asked questions, and intervened. (In-depth interview, youth respondent, female, 16 years old, South Sulawesi, 11 July 2023)

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<sup>9</sup>The intervention areas of the Wikithon program in South Sulawesi consist of Kota Makassar and Kabupaten Gowa.

There were even youths who bought cement and sand, brought them to that damaged road, and then personally paved it. Even though it was only a personal effort made into video content, it successfully criticized the government, managed to wake up those who were indifferent, and, thankfully, we can now enjoy a smooth well-functioning road, and the government is now aware. (In-depth interview, academic informant, male, 38 years old, South Sulawesi, 17 July 2023)

## **b) Space, Voice, Audience, and Influence of Youth Civic Participation**

Youths in school mention that teenager groups, such as the mosque youths, exist in their local communities, as well as youth groups like the Muslim Students' Association (HMI) or other campus organizations for university students/working youths. However, the level of involvement of youths in these groups varies. In general, social media is considered a significant space by the youth informants in South Sulawesi to obtain information about issues they consider important. However, most of them have not yet used it as a platform to voice their opinions on the social issues they have identified. In contrast, some university students/working youths use social media to comment on policies.

... more towards this, you know, visit the social media accounts of the President, Governor, members of the DPR, and then I leave comments there, give input. When there is a policy [I am concerned with], I express my opinion about that policy. [...] For example, the recent one was related to the Omnibus Law; I left a comment on Mr. Jokowi's Instagram, and then I voiced my opinion about it. (In-depth interview, youth respondent, male, 21 years old, South Sulawesi, 12 July 2023)

In Makassar, the youth are more interested in issues related to the environment. One example is the road connecting Kota Makassar to Takalar; so, we found out about the road having many potholes. Youths collectively highlighted this issue through short videos, funny videos, and videos that criticized the government. [The content was communicated through] Instagram, where there is Makassar Info. Many other platforms can be used. (In-depth interview, academic informant, male, 38 years old, South Sulawesi, 17 July 2023)

The forms of youth voices that have been expressed and that are actually expected include comments on policies, demonstrations, video contents, and opinion pieces. However, regardless of these forms, this endline study captures the dominant perception of stakeholders regarding the role of youths in the discourse of civic participation in the two program areas (Kota Makassar and Kabupaten Gowa), that is, as conveyors of aspirations, while the government make decisions and take action. So far, there is little evidence of youth aspirations being actively discussed with the government, or even youths and the government collaborating in development programs.

Besides *musrenbang* and *rakortek*, we also have what we call youth dialogues held during the Pekan Raya Pemuda [Youth Expo Week]. It includes youth dialogues and exhibitions, it serves as a space for young people to express their aspirations, showcase their works, and coordinate with each other. We have been doing this in the past few years. (In-depth interview, local government official, male, 40 years old, South Sulawesi, 24 July 2023)

Apart from the platforms provided for expressing aspirations, the local government also claims to have established dialog mechanisms, such as *musrenbang* and the submission of youths' needs, which are directly addressed by relevant agencies. However, information on access to these platforms and mechanisms is limited in this study. However, at the school

level, communication between youths (students) and teachers occurs through collaborative activities, allowing the perspectives of the youths to be considered in activities that will impact them.

I sometimes collaborate with teachers. We [from OSIS/the student council] are provided with a medium or a platform to convey information. ... [For example,] there are workshops held at school, targeting students. We are given the opportunity to speak in the student council. At times, we also address issues related to cyberbullying. (In-depth interview, youth respondent, male, 16 years old, South Sulawesi, 11 July 2023)

Although the influence of youth voices on policy is still limited, youth and several stakeholders are able to identify the challenges. Stakeholder perceptions vary in assessing the potential and challenges of youth participation. For example, some teachers perceive youth as being more inclined to experience the negative effects of technology, while some academics see that youth can already use technology (videos) to express their aspirations positively and receive responses from the government. Youth themselves perceive that there are obstacles in access to and mechanisms of dialogue between youths and policymakers.

If it is through videos by creating funny but impactful content, it hits the target right in the heart; it gets immediate follow-up. Especially when ... it becomes viral. Criticisms, once they are posted on Instagram or Facebook, especially when they are featured on Makassar Info's account, they become hard to contain. The comments reach tens of thousands, prompting the government to act swiftly in addressing the issue. (In-depth interview, academic, male, 38 years old, South Sulawesi, 17 July 2023)

Actually, the obstacles are more related to access and limitations in reaching stakeholders. We all know that it is difficult to meet people like the governor or members of the House of Representatives, even though we just want to discuss how to safeguard democracy in the future. ... We want to meet to be able to convey our aspirations directly ... how youths can become agents representing the community to voice the aspirations of the people. (In-depth interview, youth respondent, male, 21 years old, South Sulawesi, 12 July 2023)

### **c) Civic Participation Ecosystem**

The presence of youth as representatives in the DPRD of Kota Makassar is considered a step forward in youth civic participation, both by the youths themselves and stakeholders. Consistently, youth civic participation is deemed highly important by the informants in this study. The nature of this participation is perceived as direct action, involving engagement in activities within their community.

[Youth participation] is very important. This is what we must promote. ... Youth participation can occur through two channels ... formal and nonformal institutions. ... If it is very difficult for the RT [community unit] officials to form *gotong royong* [mutual cooperation] groups, then public participation becomes challenging there. It starts with *gotong royong*. (In-depth interview, school principal informant, male, 52 years old, South Sulawesi, 11 July 2023)

The challenges discussed above indicate that the ecosystem of youth civic participation is still dominated by policies and access facilitated by the government. In this context, the government acts as a provider for the needs of the youths, without yet recognizing youths as active agents who can be involved in responding to existing public issues.

During our meetings with the OPD, we gather information about youth needs that we have not addressed at the provincial level. Later, the relevant OPD will prepare for these needs. There are many youths with disabilities who have not received services, and so we convey this to the social affairs agency. Additionally, there are youth activities that need support in terms of ... guidance. We provide guidance through the youth and sports agency, or the labor agency if it is related to entrepreneurship or ... establishing connections to enter the workforce. (In-depth interview, local government official, male, 40 years old, South Sulawesi, 18 July 2023)

The influence of government policies on civic participation is not only limited to the forms (space) but also extends to the topics (voice). This is possible due to the work programs between the government and schools/universities which determine the topics or issues that need attention. This condition will direct the public issues that receive criticism or aspirations from youths. These criticism or aspirations will in turn be heard by the government.

We also cooperate with universities. The provincial education agency collaborates with several universities in the fields of literature, culture, and language. Therefore, activities in schools and on campuses appear dominant because they are related to the subjects taught. (In-depth interview, local government official, female, 55 years old, South Sulawesi, 14 July 2023)

However, it has also been explained above that youths perceive public issues not only from schools or campuses but also from social media or direct observations of their surroundings. This is where the creativity of youths to form opinions and express criticism is supported by the mechanisms of academic coursework in producing scientific works, campus organization activities, and technological advancements.

The beach cleanliness issue, that was intentional. Youths, including me, had once created a video in the sea. Suddenly, I became a person of the sea. I unexpectedly collided with a boat. Why did I collide with the boat? It was because my face was covered in trash. Criticisms like that eventually lead to what? As usual, ... everyone will collectively clean the beach, for example. (In-depth interview, academic, male, 38 years old, South Sulawesi, 17 July 2023)

# III. About the Program and the Progress of Youth Participation in Wikithon

## 3.1 About the Program

Wikithon is a social action program to provide a safe space for youths to express their opinion on public issues. In Bali, Wikithon is run by BASAbali Wiki, which is based in Bali, Indonesia and under the umbrella organization of BASAibu. Meanwhile, Wikithon in South Sulawesi is run by BASAsulsel Wiki, which is a collaboration between BASAbali Wiki, BASAibu, and Rumata Art Space based in Makassar. The human resources that manage the program are generally professionals working as lecturers, teachers, and activists, who are doing social work through Wikithon. The organizations running Wikithon in both regions in 2021–2023 obtained primary funds from Fondation Botnar, with additional funding support from various parties, including Unilever Indonesia, Inclusive Citizenship and Human Rights Program, Meedan Foundation, Digital Ocean, and United in Diversity, as well as support in the form of goods from the communities in Bali and Makassar and the government.

### 3.1.1 Program Objectives, Target Audience, and Timeline

In general, Wikithon's objective is to foster youth participation in the public sphere by providing a space for youth civic participation and to build support from various stakeholders to encourage youth civic participation. Wikithon tries to increase knowledge and interest in public issues, increase youth capacity to participate, and give youths the opportunity to experience civic participation. In the policy sphere, Wikithon is expected to help raise governments' awareness (including stakeholders close to youths) about the importance of the role of youths in policy formulation. Youths' point of views conveyed through Wikithon activities are also expected to help stakeholders in the process of policy formulation. In the medium- and long-term, this initiative by Wikithon is expected to stimulate the closer involvement of youths in policy formulation (Table 2). Wikithon also uses regional languages as the language of their competitions. By using regional languages, Wikithon has the potential of facilitating the process of preserving the regional languages in the two regions of the study. The objectives of Wikithon as outlined below constitute the underlying philosophy of Wikithon's series of activities and strategies.

**Table 2. Wikithon Objectives**

For the Youths	For the Civic Participation Ecosystem
<ul style="list-style-type: none"> <li>• Increase knowledge and interest in public issues</li> <li>• Increase youth agency, capacity, and creativity to get involved (care and take action) in public issues by utilizing technology-based platforms</li> <li>• Providing an inclusive, comfortable, and meaningful civic participation experience for youths by using regional languages as a medium of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a space for youth to participate directly in public issues</li> <li>• Supporting the development of public policies and government programs by providing alternative platforms for youth involvement in providing responses/feedback and offering solutions to public issues</li> <li>• Foster sustainable youth civic participation by facilitating multistakeholder collaboration to encourage youth participation in public issues as well as provide space and opportunities for policymakers to engage directly with youths</li> </ul>

The target participants for Wikithon are young people aged 16–30, i.e., senior high school students, university students, and community members (including working youths). Sometimes, Wikithon competitions are also open to junior high school students. Senior high school students and university students are the main participants of the Bali Wikithon, while in South Sulawesi, the main Wikithon participants are senior high school and senior vocational high school students. The scope of the Wikithon in Bali covers all areas in the Bali Province, while in South Sulawesi, the Wikithon only covers two *kabupaten/kota*, namely Kabupaten Gowa and Kota Makassar.

Wikithon activities are carried out continuously throughout the year. This is to foster youth participation in the public sphere by ensuring the availability of a sustainable platform for participation in the public sphere. In the period of May/June 2021 to December 2023, Wikithon has been held 15 times in each study area (see Appendix 1 for a list of Wikithon competition schedule, topics, and formats). On average, Wikithons are held once every two months.

As the name suggests, Wikithon or Wiki Marathon. ... The aim is to maintain the spirit of participating in BASAbali Wiki. If the activities are not carried out consistently and persistently, we are afraid that the embryo [of the program] that is growing in a certain pattern will not be able to develop in the future. (In-depth interview, member of the program management team, female, Bali, 6 July 2023)

### 3.1.2 Wikithon’s Series of Activities

Wikithon has three forms of primary activities, i.e., competition (for expressing opinions), workshop, and providing opinion on participants’ presentations.

## a) Wikithon Competition

The Wikithon competition is a competition for expressing opinions on public issues—which are chosen as the topic of the Wikithon— through writing/narration, photography, and/or video. The participants are requested to write their opinions using the regional language. In Bali, the language they use is Balinese, while Wikithon in South Sulawesi uses two languages, Makassar and Bugis.<sup>10</sup>

## b) Workshop

Each series of Wikithon competitions is supplemented by workshops, which are aimed at increasing youths' skill in civic participation. The workshops cover training to develop communication, advocacy, and opinion writing skills, critical and innovative thinking, general internet usage and research skills, as well as multimedia skills (photography and video production). During the workshops, dissemination of information about Wikithon and in-depth discussions related to the competition topic are also conducted. This helps enhance youths' knowledge, interest, and understanding regarding public issues, motivating them to actively engage in public issues. In a number of Wikithon competitions (particularly those in narrative format), workshop participants are asked to prepare their entries during the workshop.

The workshops are conducted in various forms—not only in a workshop format but also in the forms of public discussions and coaching clinics.

- (1) Activities in the workshop format are usually held offline at selected schools or campuses, targeting teachers and youths (the students) as participants. Teachers' workshops are conducted in the form of training of trainers (TOT) to increase teachers' capacity in tutoring students to develop their competition entries. Teachers that participate in these workshop activities are given awards issued by the Board of Personnel and Human Resources Development (BKPSDM). On the other hand, the youths' workshop is conducted to provide students with the technical capacity to express their opinion and create their entries at the workshop—especially during the Wikithon narration competition. In both study areas, the workshops at the schools are facilitated by the education agency.
- (2) Public discussion is held online and/or offline by inviting relevant stakeholders as resource persons on the competition topic, including government representatives, academics, NGOs, practitioners, and influencers. Specifically in Bali, the education agency facilitates online activities that invite all high schools (including vocational) in the Bali Province.

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<sup>10</sup>According to the Language Development and Fostering Agency of the Ministry of Education and Culture (Badan Pengembangan dan Pembinaan Bahasa, n.d.), South Sulawesi has 14 regional languages. For the Wikithon, the organizing team decided to focus on using Makassar language and Bugis language, which are the two main regional languages in South Sulawesi. In the beginning, the organizers focused on the Makassar language. However, because more competition participants understand Bugis, the organizers opened the opportunity to use two languages as the language of the competition, Makassar and Bugis.

- (3) Coaching clinic activities (only carried out in South Sulawesi) are held offline in schools to provide technical guidance to students on submitting their work to the BASAbali/BASAsulsel Wiki website.

### **c) Voting and Comments**

The third Wikithon activity is to vote for the winner of the people's choice award of the competition and present comments about the competition entries that participants have submitted. Comments or opinions on the competition entries will be assessed and the best opinion presented will receive an award. The opinion should convey whether the commentator agrees or disagrees with the participants' entry and the reasons behind it. Voting and commenting potentially disseminate the Wikithon program to the community.

As a forum for youth participation in public issues, Wikithon implements participatory principles. In Bali, youths were facilitated to become volunteers in the Wikithon event. These volunteers also gave their opinions on the topic to be selected, were involved in the technical execution of the workshop (taking the role of master of ceremony, being in the registration team, and helping participants to create accounts and teach them how to upload their entry on the website), as well as being the content creators. Volunteers obtain certificates for their participation. Youths who are able to become volunteers are those who have joined as life participants, which is a group of youths who has the commitment to continuously participate in the competition. In total, there are 70 active participants (known as life participants) in Bali by July 2023.

### **3.1.3 Program Cycle**

The Wikithon program is grouped into the following phases: planning of activities, dissemination of information, executing the competition and workshop (from participant registration to announcement of winners and presentation of awards), and program monitoring and evaluation.

#### **a) Planning of Activities**

This is the phase where topics, types of competition, and their timeline are determined. The main consideration in determining the topic is the trending issue of the time that will draw the interest of young people to participate in Wikithon, including issues that are discreetly talked about by the community, but have not yet become a public issue (such as the issue of sexual violence). However, this is not the only consideration. Other factors such as the format of the competition, targeted participants, and the opportunity to collaborate with external parties also determine the topic.<sup>11</sup> Each topic chosen are those that will be useful for the community and policymakers, and not only in the present but also in the future.

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<sup>11</sup>When determining topics, collaboration opportunities with external parties are also considered. To open opportunities for collaboration with private companies, for example, the management team will consider selecting public issues that are of interest or concern to companies. Likewise, when the program management team collaborates on program implementation with other parties, the team may consider honing the narrative of the competition's topic based on input from the external parties. This happened during a collaboration with a school in Bali—the principal gave reasonable feedback to sharpen the narrative of the competition's topic.

The issue is still the most important because it increases enthusiasm. But we must remember the plan of the activities ... not only raising a hot issue and then use it as the competition's topic. But we ... want something useful for the community. (In-depth interview, member of the program management team, male, Bali, 6 July 2023)

Usually we raise issues that have sustainable impact. ... We hope that from the topics being raised, even though their competition entries will be read one or two years from now, their solutions will still be relevant. (In-depth interview, member of the program management team, male, Bali, 6 July 2023)

To determine the topic, the program management team in Bali held a discussion with the life participants and collected feedback through Instagram. This is conducted to get inspiration from the community and youths on trending issues. In addition, another consideration in choosing a topic is the government's need to obtain feedback for a specific issue.

Although the Wikithon event is conducted continuously every two months, the specific timeline (duration and deadline to prepare and submit entry for the competition) is taken into account by the program management team. In the beginning of the program (2021), Wikithon was held in accordance with the timeframe determined by the team. However, since 2022, the date was adjusted to the academic year and religious holidays while still holding the Wikithon series every two months.

## **b) Wikithon Dissemination of Information**

Dissemination is carried out to spread information about Wikithon and to draw young people's interest to participate in its competitions. The dissemination activities begin by organizing online and/or offline public discussions on the competition's topic, where resource persons from relevant stakeholders are invited, including representatives from the government, academics, NGOs, practitioners, and influencers.<sup>12</sup>

In both study areas, dissemination is also conducted through social media and the BASAbali and BASAsulsel Wiki websites. The workshops, voting, and commenting on the competition entries are also part of the various ways to disseminate information about the Wikithon program (as mentioned in Subchapter 3.1.2). The announcement of the winners on local social media is indirectly disseminating information about Wikithon to the community.

### **(1) Program Dissemination Activities in Bali**

Program dissemination in Bali is conducted through formal and informal channels. Dissemination through the formal channel is carried out by BASAbali Wiki, the institution that manages the program, which includes public discussion activities, the BASAbali Wiki website, social media, TV, radio, and dissemination activities to STT.

(a) Public discussion: In general, public discussion activities are open to the public and can be conducted online and/or offline in schools and universities. Initially, the preparation

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<sup>12</sup>A resource person's expertise is tailored to the topic and format of the Wikithon competition, as well as the topics to be discussed in the workshop.

of a public discussion in schools was carried out by sending letters to schools in Denpasar and in the areas where the Wikithon management team are from. Since collaborating with the Education, Youth, and Sports Agency (Disdikpora) of Bali, dissemination activities were facilitated by Disdikpora. These activities were carried out online through the Nyapa Guru dan Siswa (“Say Hi to Teachers and Students”) program by inviting all senior high/equivalents schools (teachers and student representatives) in the Bali Province. With this collaboration, the program dissemination has reached distant and remote schools, including those in the islands, such as Nusa Penida, Kabupaten Buleleng, and Jembrana. This collaboration increased the efficiency of time, human resources, and budget while reaching a wide area.

- (b) Aside from collaborating with the regional government, the program management team also collaborated directly with senior high schools and universities. There has even been memorandum of understandings (MoUs) with several schools and universities containing agreements regarding cooperation in disseminating Wikithon, sending participants, and other agreements.
- (c) To support students' participation in Wikithon, several schools/universities have tutored students in preparing their competition entries for submission at no charge.
- (d) Dissemination to STT: To ensure that program dissemination can reach the village level, collaboration has also been established with the Advancement of Indigenous Community Agency (DPMA) of Bali. This collaboration began when Wikithon 5 was held. The collaboration with the DPMA was in the form of sending letters containing information on Wikithon activities to the Pasikian Yowana Customary Village Council of the Province of Bali, which is structurally under the DPMA. The provincial Pasikian Yowana then forwards the information to all of the Pasikian Yowana at the *kabupaten/kota* level—each then forwards it to the Pasikian Yowana at the *kecamatan* (subdistrict) and village levels. The Pasikian Yowana at the village level is expected to forward this information to the STT in all *banjar* throughout the village.
- (e) Collaboration with the regional governments whose scope of work is relevant to the topic of the competition. Regarding Wikithon 13's topic “What Are Your Hopes for the Leadership Candidates Elected in the 2024 Election?”, collaboration was established with the General Election Commission (KPU) of the Bali Province.

Alongside the formal dissemination procedures above, sporadic informal dissemination was also carried out. This was carried out by utilizing the program management team's community network to disseminate information on the Wikithon program. Networks, which to date have been involved in program dissemination, include Pasikian Yowana, PC KMHDI Karangasem, Peradah Bali, and the Kecamatan Election Organizer (PPK). Students carrying out community practicum activities (KKN) who were acquaintances of members of the program management team were also asked for help in disseminating the Wikithon program in the villages.

## **(2) Program Dissemination Activities in South Sulawesi**

The program management team in South Sulawesi carries out a number of dissemination models ranging from online and offline public discussions in schools to universities—most dissemination activities are directed at senior high school (and equivalent level) students.

Initially, dissemination of information about Wikithon was carried out offline, directly to teachers and students. Considering that social media is a part of young people's life, the program management team then also used Instagram as a medium for program dissemination. To encourage young people to join the competition, promotions on social media raised topics related to the importance of language preservation and participation in public issues. Dissemination of information about Wikithon is also carried out through public discussions that address Wikithon's civic issue topic.

Just as in Bali, the program management team in South Sulawesi also collaborates with regional government entities, including the South Sulawesi Provincial Education Agency, the South Sulawesi Balai Bahasa (Language Center), and universities. Collaboration on dissemination is carried out in the form of organizing online or offline workshops at schools, campuses, and other venues, and organizing coaching clinics to provide technical guidance to students who will be submitting their entries to the BASAbali/BASAsulsel Wiki website. The South Sulawesi Gubernatorial Regulation No. 79 of 2018 on the Development of Regional Language in South Sulawesi facilitates collaboration with schools. This regulation makes it easier for the Wikithon program to enter the educational sphere through the provincial education agency, which oversees senior high/equivalent level schools. For dissemination at campuses, collaboration is carried out with study programs and is enforced by an MoU. Dissemination of information about Wikithon is also carried out during major arts and cultural activities organized by Rumata' Artspace.

For the purposes of coordinating the registration process of the competition, the Wikithon management team in South Sulawesi created a WhatsApp group with school teachers who were invited to collaborate. Topics discussed in the group include problems or obstacles faced while using the BASAsulsel Wiki website platform and problems when participating in Wikithon competitions. When the problems faced cannot be resolved through discussions in the WhatsApp group, the program management team, with permission from the school, will come to the school to disseminate information and discuss further the problems being faced.

### **c) Competition Timeline**

Entries were required to be submitted approximately one month after the Wikithon activity was announced. The judging period takes place for about one to two weeks, after which the winners are announced.

#### **(1) Registration Period**

The registration period is basically a period for participants to prepare their competition entries. During this registration period, the management team carries out workshops and dissemination of information about the competition. Participants who have technical difficulties in submitting their entry will be assisted by the program management team (both during the workshop and outside the workshop) throughout this period. In South Sulawesi, during this period, communication with subject teachers was also established to provide technical assistance when there were students who experienced obstacles in submitting their competition entries.

When participants submit their competition entries, Wikithon tries to maintain a safe participation space. This is ensured by safeguarding participants' privacy and not collecting information about participants, including sociodemographic information. When submitting their competition entries, participants only need to provide information regarding their email address, cellphone number (to receive information on the winner of the competition) and the participant's affiliated institution (to make it easier for the team to send prizes to the winners).

Improvements to the competition registration process were carried out in 2021–2023 where verification of participant registration no longer used email addresses but used cellphone numbers instead. This is to make the registration process easier, especially for students who do not have an email address.

## **(2) Judging Period**

Various stakeholders are involved in judging, including the government (especially the provincial government), academics, practitioners/youths, NGOs, influencers, and the program management team (see Attachment 2). The members of the jury are selected by considering the suitability of each candidate's area of expertise with the topic and format of the competition. Each Wikithon competition seeks the involvement of representatives of the regional government as judges. This is a strategy to enable Wikithon to inspire policy.

Each participant's competition entry was read by and obtained responses from stakeholders, especially the government, who were members of the jury. To show this to the public, jury members were asked to provide comments to the participants' competition entries, which were then published on the BASAbali and BASAsulsel Wiki website.

The mechanism for determining winners at the Wikithon Bali and Wikithon South Sulawesi competition is generally carried out by a jury. After the submission period ends, the winner will be determined based on the results of the jury's assessment. However, in several Wikithon series in South Sulawesi, the jury chose ten participants with the best scores and asked them to make presentations in order to determine the winner.

The number of winners depends on the budget planned by the program management team, and the number and quality of competition entries submitted by participants. In the case where there are many quality entries, the program management team may consider adding a new category of winners as well as additional sponsorship for the prizes.

To ensure that there are no ethical issues in participants' competition entries, the program management team checks all submissions. Competition entries deemed unethical (for example, using offensive language) will be removed from the website.

## **(3) Announcement and Awarding of Winners**

Winners are announced using various methods. Besides being posted on the BASAbali/BASAsulsel Wiki social media, the names of winners are also announced in local mass media. The schools/campuses also provide support by announcing the winners of

the Wikithon competition when a student wins the Wikithon competition (either during the school flag ceremony or via school/campus social media).

Prizes are awarded at various locations. In South Sulawesi, the prize is generally presented at the Rumata' Artspace office and the competition entries of selected and best participants are uploaded to local mass media. Meanwhile in Bali, prizes are presented at the institution of the winner, such as at school, campus, *banjar*, or at a government agency/office. During this offline event, the entries of the winners are presented again with the aim of ensuring that stakeholders, especially the government, hear the participants' opinions.

Prizes awarded to winners include certificates, trophies, and cash (Rp800,000–Rp1,700,000 for different categories). According to youth informants, the cash prize is generous when compared to the efforts needed to prepare competition entries.

#### **d) Monitoring and Program Evaluation**

Program evaluation will be conducted following the Wikithon competition. In Bali, the evaluation includes three forms, namely process evaluation, product evaluation, and impact evaluation.

- (1) Process evaluation evaluates the quality and quantity of collaboration with various stakeholders; the aim is to maintain existing partnerships.
- (2) Product evaluation includes evaluating the number of participants and the quality of the competition entries produced by them. For example, if most competition entries are similar or not varied, that indicates the need for improvements of the competition topic or the materials presented by the resource persons.
- (3) Impact evaluation is carried out by ensuring participants' confidence that their competition entries/aspirations will have an impact on people's lives (their aspirations were successfully conveyed to policymakers/the government).

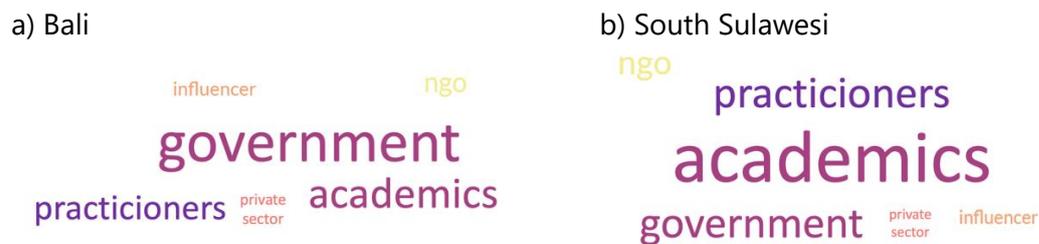
In South Sulawesi, the aspects evaluated include the obstacles the team faced during the implementation of the workshop, the topic raised, the format of the competition, access to the BASAsulsel website, and whether the number of entries submitted met the target of the number of participants or not. In addition, alongside the running of the program, regular discussions are held once a week, bringing together the BASAsulsel and BASAbali teams. This discussion provides space to coordinate updates ranging from the process, implementation, to important lessons learned from each Wikithon event. From this discussion, it is not uncommon for experiences from Bali to be replicated in Makassar by adapting them to the local context and vice versa. Monitoring and evaluation activities have not been carried out by processing sociodemographic data of the participants because this information was not collected during the participant registration process.

#### **3.1.4 Mapping Stakeholders Involvement**

Wikithon is organized by involving various stakeholders, including the central government, provincial government, *kabupaten/kota* governments, academics, practitioners and youths (such as journalists, regional language practitioners, photographers, videographers, environmental activists, artists, and graphic designers), NGOs working in fields related to

the competition topic, and influencers. They are involved in various roles, namely as workshop resource persons, competition judges, financial supporters (providing sponsorship), collaborators in the dissemination of information, and technical facilitators for workshops, such as by providing the venue. Generally, in the two study areas there were differences in the intensity of stakeholders' involvement as indicated in Figure 3.

**Figure 3. Composition of Stakeholders' Involvement as Judges and Resource Persons in the Bali and South Sulawesi Wikithon**



Source: processed from the Wikithon reports

Note: The larger the letter size, the more frequent the involvement of stakeholders as judges, resource persons, and providers of financial support in Wikithon activities.

### a) Involvement of Stakeholders in Bali

Figure 3a shows the intensity of stakeholders' involvement as competition judges, resource persons, and providers of financial support in the Bali Wikithon. In Bali, the regional government has the highest level of involvement in the Wikithon activities, followed by academics, practitioners, NGOs, influencers, and the private sector. Since Wikithons 1 to 15, there have been collaboration with 13 regional government offices and agencies (consisting of 10 provincial government offices and agencies<sup>13</sup> and 3 *kabupaten/kota* government entities<sup>14</sup>) and 2 central government ministries (Deputy Minister for the Ministry of Tourism and Creative Economy and the Directorate General of Hindu Community Guidance, Ministry of Religion). There is a close collaboration with the regional government, especially with the Disdikpora. In addition to being a jury and resource person, Disdikpora also facilitated program dissemination activities that invited all senior/vocational senior high schools in the Bali Province as discussed in Subchapter 3.2.2.

Most collaborations with academics were established through universities in Bali. Organizing a Wikithon competition also involves experts/practitioners to help improve youth participants' ability to provide narratives and arguments through various media—written narratives, videos, and photos. Experts/practitioners involved include journalists, artists, cartoonists, and social media activists. Collaboration with NGOs was generally

<sup>13</sup>The provincial level governments that have so far collaborated in organizing the Wikithon are Disdikpora, DPMA, Customary Village Council of Bali Province, KPU of Bali Province, cultural agency, tourism agency, social affairs agency, women empowerment and child protection agency, health agency, forestry and environment agency, and the Bali police chief.

<sup>14</sup>*Kabupaten/kota* government agencies collaborating with BASAbali Wiki are representatives of the Kota Denpasar DPRD, Kota Denpasar Tourism and Creative Economy Agency, and the Makassar Immigration Detention Center.

established based on the NGO's field in relation to the competition's topic. Collaboration with influencers included singers who are environmental activists, Miss Internet Indonesia, and social media influencers. Meanwhile, the private sector was generally involved as a provider of financial support.

## **b) Involvement of Stakeholders in South Sulawesi**

The intensity of stakeholders' involvement as competition judges, resource persons, and providers of financial support at the South Sulawesi Wikithon is shown in Figure 3b. In South Sulawesi, the stakeholders with the highest intensity of involvement are the academics. In every Wikithon activity held, there was always at least one judge or resource person who is a lecturer from a university in South Sulawesi. Collaboration with the regional government was relatively limited compared to Bali. At the time of the study, collaboration has been established with six regional government agencies, comprising three provincial government agencies (South Sulawesi Provincial Education Agency, South Sulawesi Provincial Communications and Information Agency, and South Sulawesi Provincial Women Empowerment and Child Protection Agency/DP3A) and four *kota* government entities (Kota Makassar Education Agency, Makassar Immigration Detention Center, Kota Makassar Ministry of Religion, and Kota Makassar Election Committee/KPU). Collaborations were also established with environmental activists, journalists, photographers, video producers, and graphic designers. The NGOs that were involved were those that worked in the fields related to the topic of the competition. Influencers were only involved once in Wikithon 3, they were singers and environmental activists. A private company was involved in one of the Wikithon series where it provided merchandise to competition winners.

### **3.1.5 Public Participation Features in the BASAbali/BASAsulsel Wiki Website**

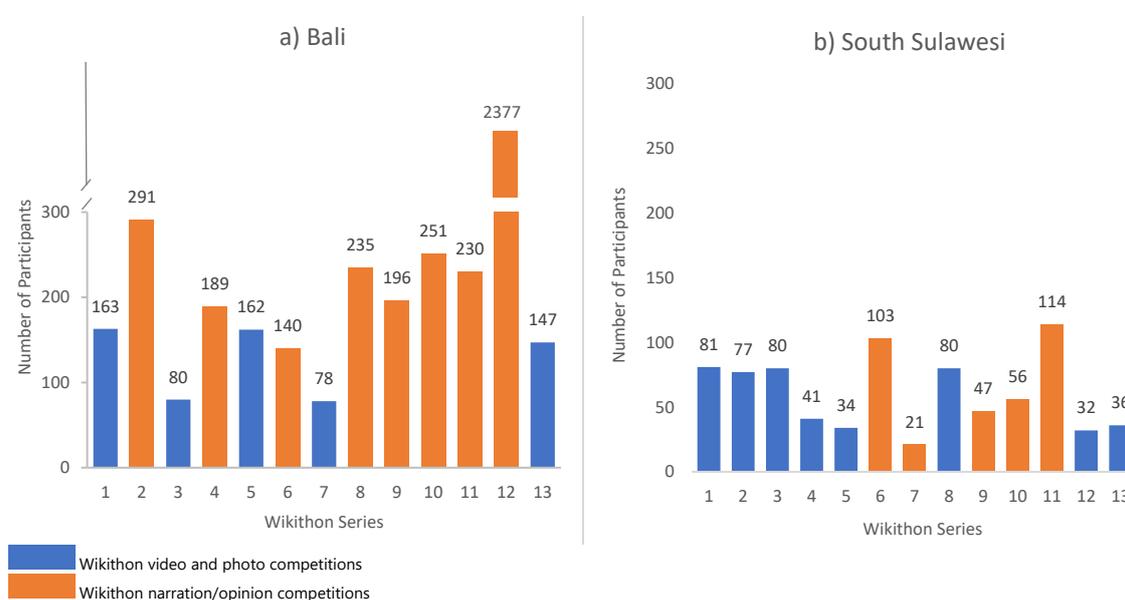
The BASAbali Wiki and BASAsulsel Wiki websites are online platforms for Wikithon activities. Apart from content on Wikithon, the BASAbali and BASAsulsel Wiki websites also have a variety of other contents. On both websites there is a "What's Up" feature that attracts young people to speak out through questions related to public issues, which is updated every two weeks. Specifically in Bali, a Balinese Dictionary has been developed since 2014. As many young Balinese are not used to using Balinese in public spaces, the Balinese Dictionary is acknowledged by many young people as a tool that helps them to produce the work needed to participate in the Wikithon competition. Meanwhile in South Sulawesi, a regional language dictionary is still in the development stage.

## **3.2 The Progress of Youth Participation in Wikithon**

Since the beginning of Wikithon in 2021, there have been 6,577 competition entries submitted during Wikithon 1–15 (see Figure 4). In each Wikithon series, the number of participants who submitted their competition entries in Bali was higher than South Sulawesi. From Wikithon 1–15 in Bali, on average there were around 381 competition

entries<sup>15</sup> for each of the series in Bali. Meanwhile, in South Sulawesi, the average number of competition entries submitted was around 75 entries for each Wikithon series.<sup>16</sup> This discrepancy is partly due to differences in target areas and the number of youths in Bali and South Sulawesi. In 2021, according to Izzati, Murniati, and Dewi (2023), the scope of the competition in Bali covered the entire province with around 1.05 million youths, while in South Sulawesi it only covered two *kabupaten/kota*, namely Kota Makassar and Kabupaten Gowa, with around 600,000 youths. Participants from outside the *kabupaten/kota* also took part in Wikithon and their competition entries were also accepted.

**Figure 4. Number of Participants in Competition Series 1–15 in Bali and South Sulawesi**



Source: BASAibu, 2023

Trends in youth participation in Wikithons tend to fluctuate from time to time as seen in Figure 4. The 7<sup>th</sup> Wikithon series had the lowest level of youth participation in both study areas. Meanwhile, the Wikithon series with the highest level of youth participation was during the 12<sup>th</sup> Wikithon series with the topic “A Day in Bali” and the 15<sup>th</sup> Wikithon series in South Sulawesi. Differences in format, topic, and timing of the competition are the number of factors that influence young people's interest to submit a competition entry in each Wikithon series.

- a) Video and photo competitions tend to attract less youth participation compared to opinion competitions. On average, video and photo competitions, respectively, had a total submission of respectively 129 and 122 entries per Wikithon series in Bali and respectively 57 and 58 entries per Wikithon series in South Sulawesi. Meanwhile, in

<sup>15</sup>The variation in the number of submissions in each Wikithon series in Bali ranges from 78 to 2,377 entries.

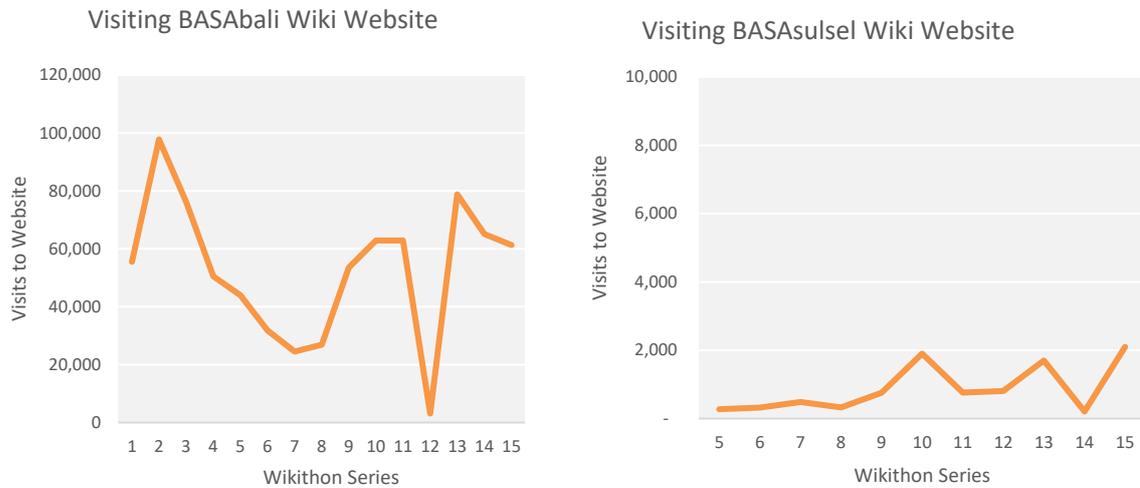
<sup>16</sup>The variation in the number of submissions in each Wikithon series in South Sulawesi ranges from 21 to 261 entries.

comparison, Wikithon opinion competitions gathered an average submission of 508 entries/Wikithon series in Bali and 100 entries in South Sulawesi. According to several young people, there are at least a number of stages to go through to produce videos, such as the writing of the script, taking video/photo shoots, and editing images. The necessity to master these skills hinders most young people from participating. In contrast, the process of preparing entries for an opinion competition is simpler. The process was made easier as members of the program management team had the initiative to instruct participants to immediately prepare their competition entries during the workshop held for opinion competitions.

- b) Each Wikithon series addresses a different topic. One of the factors that draws young people to participate in the Wikithon series is their interest in the topic. Among the factors that cause certain competition topics to attract the interest of more young people while others do not are: (i) differences in young people's personal experiences regarding the topic, (ii) the ability of the topic to evoke empathy (such as the topic of refugees), and (iii) how the topic is connected with existing issues that a youth is personally interested in at the moment.
- c) The timing of the competition also affects the number of Wikithon participants. Wikithon competitions that were held during religious holidays (in Bali) or coincided with school exams (in both Bali and South Sulawesi) tend to have few participants. One of the difficulties in adjusting the timing of this competition is the lack of uniform academic calendars between schools. Wikithon 12 in South Sulawesi, for example, clashed with exam schedules and holidays at one of the campuses/schools in Makassar and Gowa.

Aside from participating in Wikithon competitions, the public and youths can increase their knowledge and understanding of public issues by visiting the BASAbali and BASAsulsel Wiki websites and reading the entries of participants published on the websites, as well as by providing comments on the participants' entries. Although the rate of visits to the BASAbali Wiki and BASAsulsel Wiki websites tend to fluctuate, as shown in Figure 5, on average, there are around 53 thousand visits to the BASAbali Wiki website and 877 visits to the BASAsulsel Wiki website for each Wikithon series during the implementation of Wikithon 1–15.

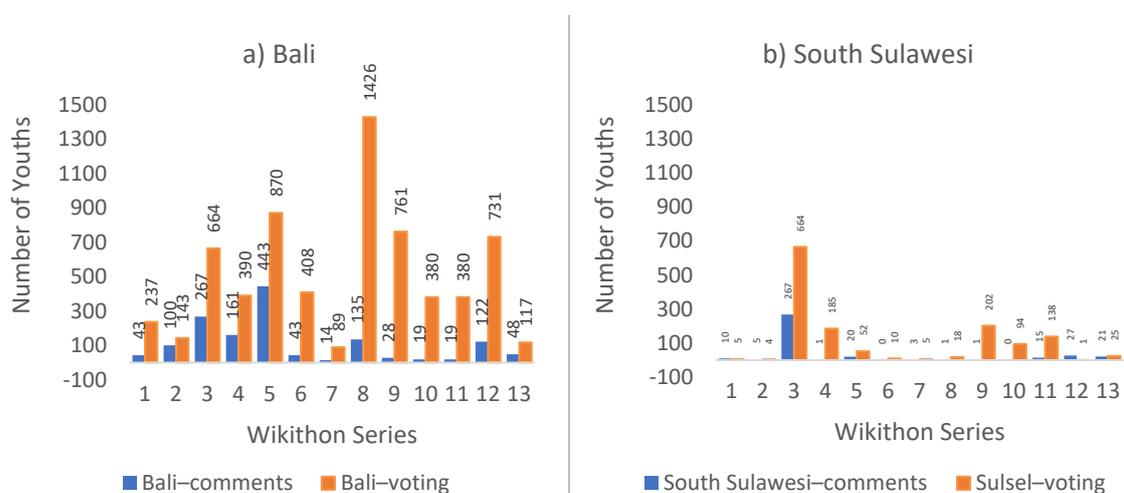
**Figure 5. The Number of Visits to the BASAbali and BASasulsel Wiki Websites during Wikithon Series 1–15**



Source: BASAibu, 2023

Meanwhile, the progress of youth in participating to provide comments on the competition entries of Wikithon participants is shown in Figure 6. From Wikithon 1 to 15, for each Wikithon series in Bali, on average, there were 104 comments and in South Sulawesi, 31 comments. The rate of voting participation to determine the winner of the people’s choice award was higher. On average, each Wikithon series received 478 votes in Bali and 102 votes in South Sulawesi. Similar to participation in Wikithon competitions, the number of comments and votes on Wikithon competition entries also varied between series. Participation in voting activities and providing comments on Wikithon competition entries is an important step for program dissemination. This will also attract more participation in providing opinions even from those that are not involved in the Wikithon competition.

**Figure 6. Number of Youths Commenting and Voting on Wikithon Competition Entries in Bali and South Sulawesi**



Source: BASAibu, 2023

# IV. The Influence of Wikithon on Youth Civic Participation

In Chapter II, illustrates the general context of youth civic participation and the situation of youth civic participation in the two study areas, Bali and South Sulawesi. This chapter analyzes the influence of the Wikithon program on the dynamics of youth participation in both study areas. In general, Wikithon was found to affect youth civic participation in two aspects, namely (i) changes in thinking, attitudes, and behaviors toward public issues and (ii) changes in the ecosystem of youth civic participation, including changes in relationships between youth individuals and communities as a result of participation in Wikithon. This chapter also explores the Wikithon process in facilitating changes in youth civic participation.

Considering the differences in specific Wikithon activities in Bali and South Sulawesi (as discussed in Chapter III), the impact analysis of the Wikithon program presented in Chapter IV is conducted separately for the Bali and South Sulawesi regions. Various factors driving and inhibiting youth civic participation will be discussed in the analysis in each study area. Two case studies of youth civic participation in each study area will enrich the impact analysis of the Wikithon program in Bali and South Sulawesi.

## 4.1 Bali

### 4.1.1 Changes in Thinking, Attitudes, and Behaviors toward Public Issues

Wikithon broadens perspectives, stimulates interest, draws attention, and makes Bali youth aware of various environmental and cultural issues. Issues and potentials revealed through participation in the Wikithon competition include the potential of agricultural produce and the population of villages, decreasing land ownership by native Balinese due to investors, waste threats, and elections.

After writing about tolerance in Wikithon, I became more aware of the events related to bullying. (In-depth interview, youth respondent, female, 16 years old, Bali, 11 July 2023)

The increased awareness is not solely derived from exploring information to produce competition entries but also from viewing and reading the works of others on the BASAbali platform, including the guest speakers. These perspectives are considered by youths to deepen their understanding of public issues that are topics of the competition.

The enhanced cognitive abilities not only take the form of increased awareness but also improved critical and analytical thinking skills. For example, through participation in the Wikithon competition, some youths can understand tourism issues in connection with government policies that result in negative environmental impacts. Participating in the Wikithon competition also sparks interest in public issues other than the competition topics, including the ability to express opinions in the Balinese language.

Before Wikithon, I was already involved in the village. However, my participation was limited to monitoring. The problem was that I did not know the complexity of the issues. After participating in Wikithon, there was an opportunity to ... provide input on village development. I looked at the RAB [budget plan] and then it turned out that it was not that simple. [The issues] were also complex. So, indirectly, I got to know how village development works. (In-depth interview, youth respondent, male, 30 years old, Bali, 15 July 2023)

So, I gained many friends and increased my knowledge because of the workshop. ... Because it was created [the competition entry] using the Balinese language, so it enhanced [our ability] to write in Balinese. (In-depth interview, youth respondent, female, 21 years old, Bali, 11 July 2023)

When the issues raised in the Wikithon competition align with the interests or concerns of the participants, participation in the Wikithon competition will strengthen attitudes and motivation to address those public issues. However, this change is not only due to youths getting involved in Wikithon competition as participants but also as volunteers who assist in organizing activities that are part of the Wikithon program, such as helping create competition flyers and participant accounts, as well as serving as event MCs. Volunteering has an impact on the improvement in IT and opinion piece-writing skills, and network expansion. The story of one Wikithon participant in Bali illustrates how being a volunteer brought benefits in attitudes and behaviors.

## Box 1

### Wikithon: More than Just a Competition

Dini (22), one of the winners of the Wikithon Bali 2023, sees the event as more than just a competition. She values how Wikithon uses symbols like *ogoh-ogoh* to discuss public issues and encourage youth to develop thoughtful opinions. The experience benefits her both as a participant and as a volunteer, and she applies these lessons in her organization and professional life. As an active member of a religious youth organization, Dini first learned about Wikithon when her group invited BASAbali staff to give a talk, hold a design workshop, and promote the competition. Through this contact, she learned how to take part.

As a Wikithon volunteer, Dini served as an MC or workshop moderator—Wikithon provides enough flexibility for volunteers to choose the form of involvement. Those roles suit her previous experience and have further sharpened her public-speaking skills. She also helped promote Wikithon through her extensive network.

Volunteers like Dini are key to Wikithon's success. Initially, BASAbali had to reach out through "gatekeepers", such as teachers and organization leaders, to promote Wikithon. After the competition, communication became easier, and participants were invited to join as volunteers. Cooperation and feedback strengthen their relationship. For example, as an MC, Dini drafts scripts that she later refines and practices with the BASAbali team. That is then discussed together with the BASAbali team and Dini will have the opportunity to practice and receive feedback.

Dialogues with volunteers continue through WhatsApp groups and casual meetups. Dini once proposed the issue of nonformal education in her area as a Wikithon topic, which was later actualized as a part of the Wikithon series, "A Day in Bali". Volunteers also exchange ideas in casual settings about other matters, including job opportunities.

Freedom of expression is facilitated not only in the Wikithon competition but also in its relationships with their volunteers and their roles. For Dini, who is interested in election issues, her experience volunteering and having dialogues with the BASAbali team encouraged her to continue promoting the importance of voter participation. The BASAbali team actively reaches out to groups of youth and women to involve more participants. As a PPK member, she applies Wikithon-inspired strategies in encouraging public participation in the upcoming election, using similar strategies, such as using appealing videos and flyers, and presenting information in the Balinese language.

Beyond her grassroots work, Dini and her organization advocate for the importance of education through meetings with the local education agency. She believes that regional government's support is crucial to addressing public issues, as evidenced by its assistance in her group's programs for village children. Dini sees great potential for collaboration between BASAbali and her organization, though she notes that one-on-one dialogue and formal channels remain important. Yet, she wonders whether symbolic media, like *ogoh-ogoh* or videos, could also open space for public discussions with the government.

Changes in knowledge and attitudes are felt by all youths interviewed and some are even motivated to do something, such as becoming more active in cultural activities in their neighborhood, paying attention to the environment around them by sorting waste, helping friends of different religions, and educating others about environmental issues and the importance of participating in elections.

During a one-day competition in Bali, I addressed issues related to waste and the Balinese land. Regarding land, I conveyed to my family how we should take care of our land. Do not be tempted by the money we receive to the extent of selling this land, as the consequences in the long run will be impactful for us. So, together with my family, I could think about how we can cultivate our land for economic progress. (In-depth interview, youth respondent, male, 20 years old, Bali, 17 July 2023)

Dini's story illustrates the indirect benefits of Wikithon in shaping attitudes and behaviors toward public issues. An important factor in the success of these changes is how BASAbali collaborates with youth organizations and facilitates volunteers, and how those volunteers then use the positive experience of participating in the competition and volunteering for organizational work and in the community.

Not all benefits of Wikithon take the form of actions directly related to public issues, but they can also be in the form of skills acquired. Some youth participants in the Wikithon competition say that participation in the competition had enabled them to bring these new skills into other contexts, namely their school, family, and community lives.

Since I started participating [in Wikithon], I debate with teachers frequently. ... Before that ... I feel like, 'I do not care.' But now, I am more ... curious. I want to show that it is better to handle something this way or that way. (In-depth interview, youth respondent, male, 17 years old, Bali, 11 July 2023)

Wikithon in Bali was able to facilitate changes by providing material for discussion and workshops with speakers as information sources that then had an impact on the improvement of youths' understanding of public issues, their critical thinking regarding these issues, and their attitudes toward them, which ultimately encouraged some youths to act.

In addition, Wikithon facilitates changes by encouraging competition participants to collaborate and to explore information, creating spaces for youth participation. Furthermore, because the topics raised in the Wikithon competition are closely related to youths' experiences in life, while the forms of the competition are appealing to youths, Wikithon becomes an effective and targeted platform for youth civic participation.

#### 4.1.2 Changes in the Ecosystem of Youth Civic Participation

The richness of tradition in Balinese culture serves as both an alternative and creative medium to voice public issues. For instance, *ogoh-ogoh* is not just a symbol of cleansing nature from evil traits; it can also be used to address current public issues. The Wikithon competition allows the symbolism of *ogoh-ogoh* to reach a broader range of issues and audiences. Through Wikithon, *ogoh-ogoh*, previously utilized merely as a complement to rituals during Nyepi, gains a deeper significance for public issues. Thus, Wikithon provides a contextualized interpretation for the *ogoh-ogoh* tradition. In the creative endeavors of Bali's younger generation, *ogoh-ogoh* becomes a tool to stimulate public participation. For example, a young person might use *ogoh-ogoh* to highlight the increasing crime rates, while another might use it to symbolize the threat posed by popular ice cream products to local products.

The most impactful [from participating in the Wikithon with the topic of *ogoh-ogoh*] for me is especially in terms of religion. “Oh, it turns out that [*ogoh-ogoh*] has a philosophy like this—it has relation to what is happening now in our current life.” So, I feel that religious values are more prominent in this competition. (In-depth interview, youth respondent, female, 22 years old, Bali, 18 July 2023)

The involvement of lecturers and teachers as judges and resource persons is appreciated by the youths because they are considered experts. Some of these 'experts' believe that Wikithon is an appropriate space for youth to speak and learn, both about the Balinese language and social issues. Beyond learning, the resource persons also hope that youth participants in Wikithon will share these benefits with their peers.

In general, for young people, [the benefits of Wikithon] are also very significant. Because our students ... are multifaceted. Here, ... within the scope of their campus, they are students. However, when they have graduated from campus, they are also members of the general community. They can then pass on their knowledge to students or the community and other youths. (In-depth interview, academic, female, 36 years old, Bali, 17 July 2023)

Meanwhile, government participation as judges makes the youth confident that their voices are heard by policymakers. They even feel safe to comment on topics related to the Wikithon topic.

BASAbali Wiki ... is a platform for expressing opinions. ... It organizes competitions for commenting [on certain topics], so we are free to comment [on those topics]. Whatever it asks us to do ... like to the government ... I am free to comment toward the government. And most likely, this will be seen by the government [because in the Wikithon competition] there are influential officials [from the government]. (In-depth interview, youth respondent, male, 17 years old, Bali, 11 July 2023)

Despite the BASAbali team's efforts, challenges persist in involving customary communities and traditional groups, like Pasikian Yowana and STT, in the Wikithon competitions (discussed further in Subsection 5.1.1). The challenges stem, among others, from the limited interest these traditional institutions show in public issues and their lack of effort in understanding the relevance of their functions in relation to public issues.

Expanding Wikithon's scope to involve other community members can be a solution for increasing attention to public issues. BASAbali has established connections with several Bali-based universities, such as the State Hindu University I Gusti Bagus Sugriwa, Indonesian Arts Institute Denpasar, STKIP Amlapura, and NGOs. The networks built by BASAbali Wiki provide an opportunity for university students to participate in Wikithon to the fullest extent. Building networks with communities outside the campus can also enhance awareness of public issues. For example, BASAbali is establishing connections with the Bali Sruti women's community. These efforts to expand Wikithon's scope can be carried out while continuously partnering with the local governments and utilizing their activities together with the community as entry points.

It also needs to be done in a specific location depending on the target that needs to be achieved. For example, ... the Advancement of Indigenous Community [PMA] group. We

can organize competitions that target mothers from Pakis.<sup>17</sup> ... [Regarding the topic] BASAbali Wiki can organize a competition in a specific customary village related to ... scripts and literature ..., or it could also be in other fields, such as fostering the creativity of women in building MSME [micro-, small-, and medium-sized enterprises] programs and it should be promoted. (In-depth interview, youth respondent, male, 26 years old, Bali, 17 July 2023)

#### 4.1.3 Changes in Interpersonal Relations among Youths and Relations between Youth Communities due to Wikithon participation

Several youth participants in the Wikithon competition mentioned that during their participation, they informed family members and colleagues from their organizations about the competition, as well as sought opinions, for instance, on Balinese language. Support in the form of collaboration with familiar colleagues was utilized to produce Wikithon entries, fostering camaraderie and exchange of ideas. These relations and interactions were made possible by the Wikithon's design, which required participants to work in groups and interview community elders as part of task of creating their entries.

In addition to strengthening motivation to participate in the competition, winning the competition also brings a sense of pride to the youth communities. Moreover, Wikithon encourages community members and families to share information about public issues in Bali.

The involvement of Balinese youth in religious organizations (e.g., KMHDI) or customary community groups (e.g., STT) does not automatically translate to their involvement in civic participation. This should be seen in the context of the roles of these organizations or customary community groups. For example, KMHDI works on public issues, so it makes sense that BASAbali's partnership with them expands the reach of Wikithon and public issues. On the other hand, STT's function is not to address public issues but to fulfill customary and religious obligations. The participation of STT members in Wikithon is driven, among other things, by their personal initiatives to address issues in their environment.

Based on data of this endline study, there appears to be potential influence of youth voices (delivered through Wikithon program) on policymaking. So far, one positive outcome is the acknowledgment from government informants that their involvement as judges in Wikithon has increased their knowledge and understanding of public issues from a youth perspective. There are also regional government informants who recognize the need for specific policy interventions, which was inspired by the work of the youths, although further discussions with relevant government agencies have not been initiated to follow this up.

There were two entries that caught my interest. There was an *ogoh-ogoh* with a Mixue ice cream character. Then there was an *ogoh-ogoh* of a motorcycle taxi driver in a green uniform. This was quite intriguing for me. Oh, it turns out that this is true. Like Mixue—every inch of our land in Bali has Mixue. Maybe it needs to be regulated in the future. (In-depth interview, regional government official, male, 33 years old, Bali, 18 July 2023)

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<sup>17</sup>Paiketan Krama Istri (Pakis) is a traditional women's organization composed of the wives of officials from the PMA of the Bali Province and village officials.

The involvement of the central government in the winner selection process has the potential to boost the influence of Wikithon at the national level. A representative of the Bali Province in the Regional Representative Council of the People's Consultative Assembly of the Republic of Indonesia, for example, expressed, "I am praising the fact that the 20 best finalists today, ... I am happy. We will certainly continue to support this. ... Next, the ideas and concepts from these finalists will be collected, and we will present them" (BASAbali Wiki, 2023). During the campaign leading up to the 2024 elections, the presence of DPD candidates during offline orations for the top 20 entries of Wikithon 15 opened up a space for dialogue between youths and policymakers that previously had only been limited to bureaucratic forums.

In the future, Wikithon has significant potential to have more influence on policy due to two reasons. First, Bali has Regional Regulation No. 4 of 2014 on the Preservation of Balinese Cultural Heritage and Law No. 15 of 2023 on the Bali Province. With these regulations, efforts to change stakeholders' perspectives on youth civic participation can potentially be achieved through cultural channels, that is, through advocacy. Advocacy through cultural channels is possible because the policy ecosystem in Bali supports it. The Regional Regulation on the Bali Province describes the scope of cultural issues faced by Bali and this is essentially related to the topics raised in Wikithon. Meanwhile, based on Regional Regulation on the Preservation of Balinese Cultural Heritage, the community has the right to participate in the planning, management, supervision, evaluation, development, and utilization of cultural heritage. Second, considering the regulations, BASAbali's activities through Wikithon are essentially part of the community's active participation in preserving Balinese culture.

Given that active community participation is also expected in the context of youth civic participation (see Chapter II), the BASAbali team can use this narrative for advocacy purposes. Clearly, Wikithon participants and the BASAbali team share the same hope regarding the ability of participants' voices to influence policies.

BASAbali Wiki ... is a platform for expressing opinions. ... It organizes competitions for commenting [on certain topics], so we are free to comment [on those topics]. Whatever it asks us to do ... like to the government ... I am free to raise comments regarding the government. And most likely, this will be seen by the government [because in the Wikithon competition] there are influential officials [from the government]. ... They will definitely read what we created. (In-depth interview, youth respondent, male, 17 years old, Bali, 11 July 2023)

Processing (analyzing and presenting anew) the aspirations of youth conveyed in Wikithon competition entries is one of the crucial advocacy materials to be presented to the government.

#### 4.1.4 Wikithon Process in Facilitating Change in Youth Civic Participation

In general, participation in the Wikithon competition involves collaborating with friends to create entries, exploring further information on the chosen topic, attending workshops, and presenting or uploading the results. However, engagement in Wikithon goes beyond that; it can also involve expressing opinions or comments, volunteering, inviting the BASAbali team as resource persons, and promoting the Wikithon competition to others.

In the previous section, the benefits of Wikithon were discussed, be it on an individual level, in interpersonal relationships, or within the community. The following case study delves into how Wikithon has already produced and has the potential to bring about such changes or benefits from the perspective of a youth participant named Badu.

## **Box 2**

### **Changes Start from Oneself**

Abdu (26) is a contract staff member at the local government who has interests in waste management, particularly sorting and processing. His concern led him to win the 2021 Wikithon on waste processing. However, he had long been passionate about this issue before that. For him, Bali's plastic waste problem is a by-product of tourism that must be addressed collectively to protect both the environment and the island's image.

Abdu believes Wikithon can raise public awareness in many ways. First, participants' opinions can spark ideas for communities and policymakers alike. He is aware that the government already has established regulations and made campaigns on waste management (through banners and dissemination activities), but he doubts whether they will draw on Wikithon participants' entries and opinions as references to address public issues.

For Abdu, real change begins with small, personal actions. He sorts household waste and reuses organic and inorganic materials. This consistent habit has inspired those around him. Furthermore, participating and winning in Wikithon strengthened his motivation to campaign for the importance of waste sorting. The award validated his long-standing commitment and concern on the issue.

Another concern of Abdu is the character education of children in Bali; he worries about the fading of children's character education in Bali. Just as tourism worsens the waste problem, technological progress might erode local values and cultural wisdom. He believes that schools teach little about local wisdom, and, therefore, it needs to be strengthened and incorporated through nonformal character education in society. Abdu and his peers in a youth religious group initiated nonformal character-building activities in two customary villages.

By approaching customary villages, they received support in the form of space for conducting activities with children. The activities indirectly instil religious or character values, packaged through games, stories, and songs. Abdu applied his Wikithon-learned videomaking skills to create engaging learning materials. This showcases the second potential of Wikithon: Videos can reach a wide audience and serve as an effective educational medium. The children's interest in the videos made by Abdu shows the potential of this media in teaching character values.

Involving the customary community in addressing public issues and preserving culture is crucial due to their significant influence in society. However, Abdu feels that the challenges in engaging them in character education are similar to the challenges Wikithon might face. Customary villages focuses mainly cultural and religious rituals, whereas support for character education remains limited on providing spaces for the activity. Meanwhile, to make broader and sustainable changes, Abdu argues they must be empowered through deeper education, not just dissemination, to build collective awareness. This approach can be applied by the BASAbali team as well. For Abdu, Wikithon's greatest value lies in its power to spark public interest and connect cultural communities with real social issues. Wikithon's third potential is in its role to facilitate education that link the role of customary communities to serious public issues that require more attention.

## 4.2 South Sulawesi

### 4.2.1 Changes in Thinking, Attitudes, and Behaviors toward Public Issues

For the youth in South Sulawesi, Wikithon reveal insights into various public issues and the cultural diversity of South Sulawesi, as well as why culture needs to be preserved. Additionally, participating in Wikithon competitions enhances public speaking skills and the skills to create written and video entries. It allows young people to delve into the competition's topic, generate ideas for other activities, familiarize themselves with the regional language, and gain inspiration.

Well, BASAsusel is about language and culture. It introduces the idea that we should not neglect our own culture. So, it is very beneficial for me. Sometimes I also forget about my culture, so this activity immediately inspires me to delve into and get to know this culture, to recognize my own language. (In-depth interview, youth respondent, female, 16 years old, South Sulawesi, 13 July 2023)

Apart from creating the desire to delve into public issues, some young people admit to no longer differentiating between friends and appreciating the opinions of others with different beliefs. Respecting these differences is expressed by several youths as what they have gained as participants in the Wikithon competition, including Silvia in the story below.

### **Box 3**

#### **Respecting Each Other Is the Key**

Silvia, a 16-year-old high school student, is relatively new to Wikithon, having joined the competition twice this year. She first learned about it from her Local Content teacher and has since become an active follower of BASAsusel's Instagram page, especially enjoying the quizzes on guessing the names of objects in the Makassar language. Although aware of Wikithon's workshops, she has never attended one.

Wikithon 10, which was implemented online and offline, gave Silvia the chance to make a presentation. She found this setup more effective in conveying her ideas compared to Wikithon 11, which was conducted entirely online, where participants simply uploaded their entries. Much like online learning, the latter felt less engaging to her. Preparing for Wikithon 10 also required greater effort since she had to create her presentation on her own.

Wikithon 10 left a deep impression on Silvia because it explored the theme of religious harmony, which is a topic close to her family background. Her parents separated when she was young. Her father is Christian, while her mother is Muslim. From an early age, Silvia's mother instilled in her the importance of respecting her father despite their different faiths. This key message of diversity became the essence of Silvia's competition entry.

Driven by a desire to share her personal story about the importance of respecting religious differences, Silvia reached out to the BASAsusel committee even though she initially lacked confidence in using the Makassar language. She eventually created her entry using a mix of Makassar and Indonesian. Silvia also contacted the committee to ask about the submission process and conducted her own research online. She did all this independently, and her mother only found out after Silvia won an award.

Silvia's work was a collaboration with a classmate, and their strong motivation was evident throughout the process. After reaching the top 10, they needed to prepare a presentation, but they did not have a laptop. Silvia tried borrowing one and only managed to get it the night before the competition. At that point, her teammate hesitated to continue, but Silvia insisted on moving forward since they had already made it to the top 10. On the presentation day, her friend failed to show up, so Silvia had to deliver the presentation on her own. It was a frightening experience, but with her mother's encouragement and prayers, Silvia found the courage to push through. Her mother described her as brave and sensitive to issues of religious difference because she has lived them firsthand. For Silvia's family, such differences are not something to magnify but something to respect.

As a student who was previously less active at school or in her community, Wikithon became an important space for Silvia to voice her opinions. The program reached students through school outreach activities supported by teachers and principals. However, Silvia's story shows that external encouragement alone is not enough; personal motivation, initiative, and family support are equally crucial to overcome challenges and complete one's work.

For Silvia, Wikithon was not about discovering a new understanding of diversity—she had lived it all her life—but about learning to use the platform as a space to speak up. She reaped the rewards of her hard work, strengthening her belief that mutual respect is the essence of diversity—a belief further affirmed by the judges' positive feedback. Although she has not been in touch with her father for more than ten years, her mother has always given her the freedom to reconnect whenever she feels ready. For now, through her work, Silvia has already shared her perspective on religious diversity with the wider community.

Internal factors, such as motivation and self-confidence, increase during the Wikithon competition process. Better confidence in expressing opinions as experienced by Silvia was also felt by other youth participants in the Wikithon competition. While learning the regional language was one of the benefits of participating in Wikithon, their limited skill in using the language did not hinder the youths from voicing their opinions; they sometimes use a mixture of Makassar language and Indonesian.

#### 4.2.2 Changes in the Youth Civic Participation Ecosystem

The use of the regional language has captured the attention of Wikithon youth participants. They are unhesitant to introduce the regional language through practicing speaking it or sharing their entries with friends. Information about the challenges of using the regional language (Makassar language) obtained from Wikithon workshops, also encourages youths to emphasize the importance of using the regional language.

Yes, I think it [the impact] is good because ... Wikithon can facilitate, in a popular way, the improvement of understanding of regional languages, and I think that is very good because it aligns with the spirit of the times—digitalization, the enhancement, and preservation of culture and regional languages. (In-depth interview, local government official, male, 40 years old, South Sulawesi, 24 July 2023)

The inclusion of culture in education is crucial, a sentiment also shared by the Wikithon workshops' resource persons. This is highly relevant to Wikithon. The government's perception of the benefits of Wikithon is thus far only limited to the advancement of the regional language. However, South Sulawesi has a regional regulation on the preservation of culture,<sup>18</sup> which demands local governments to mainstream culture through education to achieve the goals of preserving and promoting intangible culture. This presents a significant potential for Wikithon advocacy to local governments to involve more students<sup>19</sup> and youths in Wikithon, to voice public issues.

#### 4.2.3 Changes in Interpersonal Relations among Youths and Relations between Youth Communities due to Wikithon Participation

Several youth Wikithon participants revealed that during their participation they communicated about the competition with family members, seeking opinions (e.g., about the Makassar language), sharing competition videos, and discussing issues in their community. However, what is particularly interesting is how, through the regional language, youths come to know the culture of South Sulawesi, as described by Sulaeman below.

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<sup>18</sup>South Sulawesi Provincial Regulation No. 3 of 2020 on the Preservation and Promotion of Intangible Cultural Heritage and Gubernatorial Regulation No. 79 of 2018 on the Development of Regional Languages in South Sulawesi

<sup>19</sup>at least at the senior high school/vocational high school level, which falls under the authority of the provincial government

#### **Box 4**

### **Language Is a Gateway to Culture**

Sulaeman (23), a university student currently finishing his thesis, was inspired by the animated film *The Last Trepangers*, which he saw as showing the potential of media to introduce Makassar culture. He watched the film after becoming interested in joining BASAsulsel's Wikithon 11 (March–April 2023). It was not his first time; Sulaeman had already participated in Wikithon three times since 2022, often collaborating with his friends who were also active participants.

*The Last Trepangers* left a strong impression on him as a rare effort to highlight Makassar culture through animation. However, he also noted that the use of the Makassar language in the film was limited to a dialect, even though this indeed reflects how the language is currently used. His views align with his interest in his university's Language Student Organization, particularly in preserving local languages. From his own experience, using the Makassar language in daily interactions is not easy, as it is often perceived as arrogant, even among fellow speakers.

Sulaeman's interest in preserving the Makassar language grew from a young age, as it was the language spoken at home, especially by his grandmother. Although fewer young people today can speak Makassar, he believes the language should be taught from elementary through high school. Living in Kota Makassar made him realize that preservation efforts must start with the local community itself. He also feels that the government's efforts to promote the use of local languages remain suboptimal.

For Sulaeman, Wikithon can serve as a medium of cultural communication. If language is considered the gateway to culture, Wikithon 11 holds great potential for cultural preservation not only for language, but also for history, as shown in *The Last Trepangers*. He sees animation as an effective way to achieve this goal, especially for children. He and his friends also believe that using local languages, whether Makassar or others across South Sulawesi, can increase public interest in social issues. The Wikithon format of combining video and written entries is, in his view, already suitable for that purpose, though the process of uploading and displaying entries could be improved, such as by using social media to make it more accessible for children.

Sulaeman and his friends believe that, amid modernization, local languages remain relevant, and that Wikithon provides a space for people who share the same concern to express their ideas. Moreover, Wikithon has the potential to strengthen cultural preservation through collaboration with cultural actors, such as Rumata' Art Space, participation in campus cultural festivals, and expansion of the competition's target audience to include children and the general public through partnerships with influencers. They note that Wikithon participants are currently dominated by youth; expanding participation would bring more diverse perspectives and foster collective learning.

The potential of Wikithon to promote public issues does not end when the competition concludes. Sulaeman used Wikithon flyers to organize discussion sessions in his university's Language Student Organization, focusing on Wikithon themes. While the most direct personal impact for him was the opportunity to practice speaking Makassar, he believes Wikithon has great potential as a catalyst for public dialogue about the importance of preserving local languages.

During Wikithon 11, Sulaeman and his friends explored the culture of the Kajang tribe. This process helped them reconnect with their own cultural roots while reaffirming the idea that language is a gateway to understanding culture. Today, they are trying to use the Makassar language more often in everyday conversations with fellow Makassar speakers.

#### 4.2.4 Wikithon Process in Facilitating Change in Youth Civic Participation

Wikithon in South Sulawesi has become synonymous with the preservation of culture through regional languages, as mentioned by the regional government above. This can be understood considering its close partnership with Balai Bahasa<sup>20</sup> in the implementation of Wikithon competitions. Therefore, BASAsulsel must be able to capitalize on the momentum by linking regional languages with public issues that concern the youth of South Sulawesi and at this point, partnership with the government becomes crucial. BASAsulsel has made efforts in this regard through various Wikithon topics relevant to youth, such as environmental issues, smoking, interreligious harmony, and sexual violence.

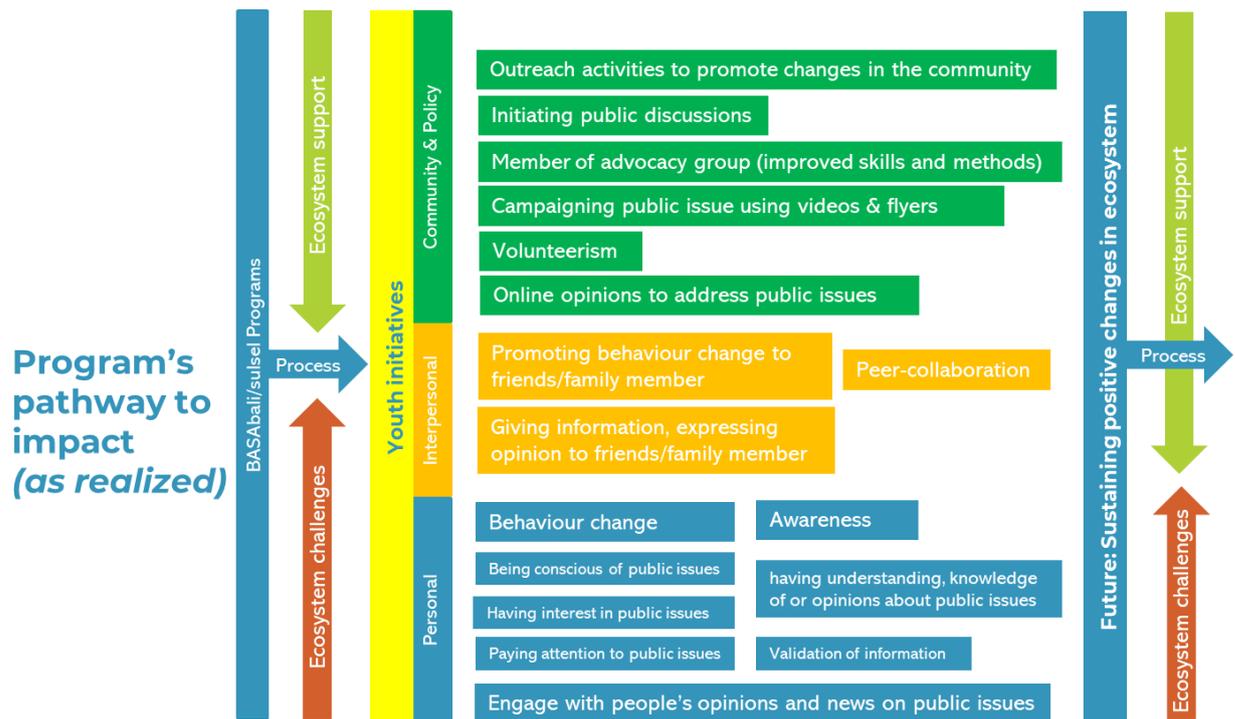
When it comes to the topic of diversity, for example, a spirit of mutual respect across religions is demonstrated by several youths in concrete examples, such as respecting the moments when friends of different religions worship, and befriending and dialoguing with those of different faiths. As mentioned earlier (see Chapter II), youth civic participation in South Sulawesi is generally welcomed, has its local forms, and is anticipated. Considering all parties' positive perception of Wikithon's potential, BASAsulsel can utilize this perception to involve more youth groups.

Various public issues raised as topics for the Wikithon competitions produced entries that echoed the voices of youths and educated stakeholders on public issues, including policymakers who served as judges or commented on Wikithon competition entries. It is acknowledged by the government that Wikithon has become an engaging learning medium, especially for topics related to regional languages, culture, and local wisdom. Wikithon activities align with the government's cultural preservation and regional language programs, such as transforming folktales into dramas and festivals for writing short stories.

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<sup>20</sup>Balai Bahasa (Language Office) of South Sulawesi operates as the technical implementing unit (UPT) of Badan Pengembangan dan Pembinaan Bahasa (Language Development and Fostering Agency) under the Ministry of Education and Culture.

**Figure 7. Program's Pathway to Impact (as Realized)**



Source: developed by a team of researchers based on the analysis of the influence of Wikithon on youth civic participation

### 4.3 Conclusion

From the analysis of the impact of Wikithon in both locations, several conclusions can be drawn:

- Wikithon serves as a space that facilitates youth to shape their voices and express them creatively. It bridges the gap between participation space and youth voices by conducting training, enhancing capacity, and giving recognition to youth for expressing their views on public issues. Currently, there are more than 20 Wikithon competition topics addressing public issues. While the youths feel that there are still other topics that Wikithon could explore, at least from the existing topic, youth voices are heard by fellow youths, other community members, and policymakers. These voices trigger dialogue within the competition context and beyond.
- As an alternative medium for youth voice—conveyed through symbolism, relevant topics, and competitions—Wikithon is considered to provide a significant opportunity to address public issues. However, the opportunity to influence policies through bureaucratic channels requires further advocacy efforts. BASA Bali and BASA susel have begun building relationships and gaining support from policymakers. At least, policymakers serving as Wikithon judges gain a better understanding of youth perspective on various public issues.
- Changes at the individual level occurred in terms of knowledge, attitudes, and behaviors. The increase in knowledge and the development of language and critical thinking skills further drove an increased interest in public issues and strengthened the

commitment to take action and make a difference. Changes at the interpersonal level mainly involved communication within and beyond the competition with classmates, organization members, and family. Changes at the community level are evident in programs inspired by the Wikithon competition and in the acceptance of policymakers to listen to and understand the youth perspective.

- d) Factors influencing changes at the individual, interpersonal, and community levels were affected by internal and external factors. Internal factors include pre-existing concern for public issues that were topics of the competition, self-confidence, and motivation. External factors include support from friends, educators, family, the BASAbali/BASAsusel team, and regional governments. However, internal and external factors were interconnected in producing the discussed changes in this report.

Challenges discussed in Chapter II regarding perspectives on youth civic participation and the limitations of youths' involvement in the social system still manifest through the Wikithon program. For example, BASAbali faces the challenge of involving customary groups, such as STT and Pasikian Yowana, in supporting Wikithon activities beyond lending space in the community hall. BASAsusel also faces the challenge of attracting the attention of other stakeholders (not yet connected with Wikithon) to the importance of regional languages as a tool for youth to address public issues. Nevertheless, ecosystem support is growing due to changes in the participants and their environment, supported by the consistency of the Wikithon program in diversifying competition participants and collaborating with volunteers as well as forming partnerships with youth groups and the community at large. This has garnered increasing support from the online community, youths, parents, educators, academics, and campuses, as well as support from regional governments due to partnerships being established in the implementation of Wikithon. Wikithon is considered both as a medium for raising wise voices which can overcome the perception that young people tend to speak unwisely (such as in demonstrations and social media opinions) and an alternative participation platform that can motivate other youths to make positive changes in their environment.

# V. Lessons Learned from the Implementation of the Wikithon Program

Wikithon has influenced the dynamics of youth civic participation as well as the civic participation ecosystem in Bali and South Sulawesi. However, efforts still need to be made to further optimize this influence. For this purpose, identifying and overcoming the individual challenges, as well as those faced by community members and program management team, is a strategic step that needs to be taken.

The discussion in this chapter will begin with an analysis of the challenges faced while increasing youth civic participation through participation in Wikithon (Subchapter 5.1). The challenges faced by these youths are taken into consideration when exploring opportunities for future program improvement (Subchapter 5.2). This chapter also explores measures that can be taken to ensure the continued availability of the youth civic participation platform (Subchapter 5.3).

## 5.1 Identifying Challenges in Increasing Youth Civic Participation through Wikithon

Based on in-depth interviews with the youths, it was revealed that there were various factors influencing youth participation in Wikithon. Given the various factors influencing youth participation in Wikithon in the two study areas, the discussion will be conducted separately for the Bali and South Sulawesi.

### 5.1.1 Bali

Youth involvement in Wikithon in Bali is influenced by at least three factors, namely personal interest, the program, and influence of the youth environment. *First*, factors at the individual level that determine youth participation in Wikithon include:

- a) time available to prepare an entry for the competition,
- b) mastery of the skills required (for example, multimedia skills to make videos),
- c) interest/concern about public issues in Bali,
- d) personal experience regarding the topic of the competition,
- e) interest in preserving regional languages, and
- f) the hope that Wikithon can become a medium for educating the public about the topics of their interest.

Informants observed that the young people who took part in the Bali Wikithon tended to be those who were interested in preserving the Balinese language or were students majoring in Balinese language. This is possibly due to the fact that the BASAbali Wiki team's initial activity was the development of a Balinese language dictionary and that

Wikithon Bali is the only activity that gathers aspirations related to public issues by using Balinese language.

I have observed that ... the youths who participated in the Wikithon were those who have a concern for Balinese language. In other words, Wikithon has not touched all young people. (In-depth interview, regional government, male, 43 years, Bali, 17 July 2023)

Unfortunately, there is no statistical data available related to this observation. An academic informant acknowledged this trend but observed that students from other majors have started to show interest in participating in Wikithon.

*Second*, youth participation in Wikithon is also influenced by the encouragement from various people around them. Lecturers motivate their students to participate in Wikithon—sometimes students are required to participate in Wikithon as part of a course assignment and lecturers provide guidance for preparing their entries. Some youths were asked by a friend to participate, others were encouraged to participate by family members.

*Third*, the program design also influences young people's decision to take part in Wikithon. Program designs that motivate young people to take part in Wikithon were those which gave prizes to competition winners and competition topics that raised interesting/trending issues. The perception that developed about Wikithon as a platform that could be used to channel aspirations also motivated young people to take part. Another aspect of program design that has an important role in encouraging youth participation is the dissemination of information or exposure of information about the Wikithon competition. However, it should be noted that the dissemination of information on Wikithon activities in Bali has not reached all young people.

For the general public ... there is still not enough dissemination about the Bali Wiki." (In-depth interview, youth respondent, male, 22 years, Bali, 13 July 2023)

Some of the challenges of disseminating Wikithon activities in Bali are:

- a) In several schools, teachers who took part in Wikithon dissemination activities did not spread the information to their respective schools.
- b) The dissemination of Wikithon activities to the STT has not gone smoothly even though there have been collaborations for dissemination at different levels, from Pasikian Yowana at the provincial level to the village level and then to STT at the *banjar* level. Pasikian Yowana at the village level and STT at the *banjar* level often do not receive information about the Wikithon competition.<sup>21</sup> First, this is because the DPMA, which was only formed in 2020, has a work system that may not yet be stable, which has the potential to cause invitations to not reach their intended address. Second, according to a youth informant who is the head of the STT in one of the *banjar* and an informant who is a Wikithon administrator in Bali, understanding regarding the importance of Wikithon activities is not evenly distributed among the Yowana student administrators at various levels, causing information not to be passed down to the lower levels.

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<sup>21</sup>based on interviews with Pasikian Yowana administrators in one of the villages and STT administrators in one of the *banjar* in Bali

BASAbali wiki does not sound familiar to our ears. When there is an event like this, maybe someone thinks, "Oh, this event is not that important." Yes, there's no need to continue. (In-depth interview, youth respondent, male, 26 years old, Bali, 5 September 2023).

Third, youth membership in Pasikian Yowana is voluntary (*ngayah*), which has the potential to cause weak member commitment in carrying out directions from the province to pass on Wikithon information to lower levels. Fourth, according to a member of the program management team who is also the administrator of Pasikian Yowana in one of the *kecamatan* in Bali, young people tend to view the importance of information based on the person who is conveying the information. This is why information on Wikithon has not spread to lower levels. Fifth, the STT organization has been predominantly active in religious and traditional activities and apart from these two activities tends to be passive.

[Youths in Kecamatan A] still look at [judge on] who is speaking. If they know me, they wouldn't ignore me. But those who are new (who don't know me) would ignore me. Sometimes that's what young people here still look at. If their leader spoke, they all kept quiet. Especially those in the Pasikian Yowana. Within the Pasikian Yowana, is the STT. There's no one that I know. Sometimes they just ignore me. Every time I share information [on Wikithon] in the Pasikian Yowana group which contains STT members in the *kabupaten* ... no one responds. There was also no response to letters from the higher level. (In-depth interview, member of the program management team, male, Bali, 28 August 2023)

To overcome the weak dissemination to STT, the program management team has taken a personal approach to STTs which are located "close" to the area where the BASAbali Wiki team members live. A special competition winner category for participants from STT was also added to attract the interest of youths at STT to take part in Wikithon. Workshop activities were also carried out at the *kabupaten* level to bring the dissemination process closer to STT.

- c) Program dissemination has not effectively reached working youths. This is also the case for young people living in rural/remote areas.

For the young people who learned of the Wikithon program and decided to take part in the competition, the process of preparing their competition entries was marked by a number of challenges. Some of them admitted that they had limited ability to write opinions and find interesting topics. Because of minimal knowledge of the topic, youths needed a long time to conduct a literature review. Youths also experienced time constraints in preparing their competition entries and attending workshops (due to, among others, busy school/college and extracurricular activities as well as work). Limited regional language skills were also a challenge, but that did not prevent them from participating in the Wikithon competitions. This is because of the assistance from family members, Balinese language teachers, and college supervisors who provided input on the use of regional language in their entry. The Balinese language dictionary on the BASAbali Wiki website also helped them to complete their competition entries.

Several youth informants admitted that they had difficulty uploading their entry to the BASAbali Wiki website. This is partly because participants were uploading their entries close to the competition registration deadline and also an unstable internet network. Another difficulty is when youths and the public want to vote and comment on the competition entries of Wikithon participants, but they need to have an account on the BASAbali website in order to do so.

Based on their experience of participating in Wikithon, youth informants in Bali assessed the workshop resource persons and Wikithon judges as being credible. However, the jury faced the challenge of time constraints when assessing competition entries due to having to complete duties as a judge and at the same time carry out responsibilities at work. Nevertheless, the problem was dealt with by conducting judging tasks outside office hours. Furthermore, the program management team has carried out a quick assessment of the competition entries before giving it to the jury for assessment.

[The constraint is] time. Because I also have to do office work. Sometimes I do [the Wikithon assessment] outside office hours. When at the office ... there is rarely any free time. (In-depth interview, government official, male, 43 years old, Bali, 17 July 2023)

Another challenging issue for the jury is that activities are not planned for the next year. This is because the program management team has to adapt the timeline to the academic calendar and religious holidays as well as determine issues that would be trending as competition topics.

### 5.1.2 South Sulawesi

Youth informants' interest in participating in the Wikithon competition in South Sulawesi was driven by personal factors, including the passion for writing, the desire to increase their capacity (increase experience and ability to speak in public), free time available, their concern for the preservation of regional languages, and personal experience related to the competition topic.

Meanwhile, external factors that encouraged youth informants in South Sulawesi to take part in the Wikithon competition were friends asking them to participate, encouragement from family members and teachers, and the obligation from schools/campuses to take part in competitions.

[Why do you want to take part in the Wikithon competition?] Because of the additional experience ... because of the prizes too ... [and] it has also been an assignment. If you don't support it, if you don't take part in the competition, you won't get a grade either. (In-depth interview, youth respondent, female, 16 years old, South Sulawesi, 11 July 2023)

Youth informants are also motivated to take part in the Wikithon competition because the program is designed to give out prizes, not charge any fees to participants, as well as raise interesting topics (related to the current situation in society). There are also youth informants who believe that their participation in Wikithon will create a good impact on their community.

A challenge the program is facing to encourage more young people to participate in Wikithon South Sulawesi is the low level of pride among its young people, especially in urban areas, in using regional languages. Consequently, there is reluctance among young people to participate in Wikithon because of their lack of interest in using regional languages. This dynamic indirectly emphasizes the need for efforts to generate young people's interest in regional languages.

Regional languages, especially in Makassar, are very rarely used by young people. (In-depth interview, youth respondent, male, 21 years, South Sulawesi, 12 July 2023)

[Schools] still think that regional languages are not that important to pay attention to. What schools pay attention to is science because they never took part in large-scale competitions about regional languages. (In-depth interview, academic, male, 38 years, South Sulawesi, 17 July 2023)

Another challenge is the limited scope of Wikithon program dissemination. Information tends to spread across urban areas and among individuals who have access to the organizers.

There are still very few people who know this website [BASAsulsel Wiki], it is actually not popular among the public. (In-depth interview, youth respondent, male, 21 years old, South Sulawesi, 12 July 2023)

We found out [about the Wikithon program] from Mr. Abi. Meanwhile, if Mr. Abi wasn't there, we wouldn't know. (In-depth interview, youth respondent, female, 19 years old, South Sulawesi, 18 July 2023)

Competitions like this rarely occur in remote areas. That [information] he could [only] get if people told him. If they were not there, he wouldn't know. (In-depth interview, youth respondent, female, 19 years old, South Sulawesi, 18 July 2023)

This is partly because the Wikithon program dissemination in South Sulawesi is more focused on senior high/equivalent schools. Wikithon's dissemination has not yet been directed to communities, including youth organizations in villages and working youths.

Issues related to Wikithon's poster design in South Sulawesi also emerged. In general, the poster design is considered to lack appeal. In fact, according to one youth informant, "From my experience of participating in competitions, posters are very influential in encouraging people to take part in a competition because they are appealing." (In-depth interview, youth respondent, female, 19 years, South Sulawesi, 18 July 2023)

When deciding to take part in the Wikithon competition, young people face a number of problems, including a lack of self-confidence, limited literature references, and challenges to work in groups. Some youths face distance and time constraints to attend offline workshops and internet signal issues when joining online workshops.

There's a [Wikithon] workshop tonight ... [Want to join?] I don't know. The problem is that the network here is difficult. (In-depth interview, youth respondent, female, 24 years old, South Sulawesi, 12 July 2023)

Youth participants also face the challenge of developing competition entries in Makassar language because there are Indonesian terms which do not have equivalents in Makassar language. There are also difficulties in uploading competition entries to the BASAsulsel Wiki website, filling out forms, logging in, loading the website, and uploading videos which all take a long time, as well as difficulties in finding entries that have been submitted to the BASAsulsel Wiki website.

- a) Difficulties in filling out the form to submit competition entries and in uploading entries. The form is difficult to fill out because it is not easy to understand the data that participants are expected to fill in several tables (for example, filling in the boxes "photo/video reference", "Instagram/TikTok embed", "location", "related written work") in the competition entry registration form. The description is not easy to understand and does not provide guidance regarding the fields that participants are expected to fill in.
- b) Difficulties logging-in. Several informants complained because account registration was carried out using email. This is especially a source of complaint raised by participants who were currently pursuing junior high school and senior high school/equivalent education, who usually do not have an email address. The program management team has addressed this by giving the option to use a cellphone number.
- c) Difficulties in loading the website and uploading videos as they take a long time. This may also be related to internet network issues and/or congestion because competition entries were being submitted close to the deadline.
- d) Difficulties in finding competition entries. Competition entries that have been submitted to the BASAsulsel Wiki website were difficult to find.

## 5.2 Identifying Wikithon's Potential Future Development

Observing the dynamics of various obstacles faced by young people when participating in the Wikithon and preparing their competition entries, future program development needs to focus on topic selection, the time and place for holding activities (workshops and competition deadlines), the scope of competition dissemination, and program partnerships. In addition, it is important to continue to build and strengthen partnership activities with various parties as an effort to create an environment that supports and motivates young people to take part in Wikithon, as well as to strengthen the role of Wikithon in influencing policy. Other aspects to focus on in the future are strengthening the positive experience of public participation through Wikithon, optimizing website performance, reviewing the provisions on when to submit their entry, and continuing to hold workshops with topics that are responsive to the needs of youth participating in the competition.

## 5.2.1 Competition Design

### a) Competition Topic

Various parties appreciated the choice of topics of the Wikithon competition, especially because the topics were interesting and were trending issues and close to the community (occurring in the surrounding environment). The selection of competition topics using these criteria needs to be maintained in the future considering that topic of the competition is, as explained above, a factor that triggers young people to take part in Wikithon competitions.

The competition is also interesting. The discussions are also very up to date. So, when I took part in the competition, the competition was still relevant to discuss with my community. (In-depth interview, youth respondent, male, 28 years, Bali, 10 July 2023)

In Wikithon, I think the activities are extraordinary. Some write articles with topics that are familiar to the public. About waste [management]. Made videos about religious diversity. (In-depth interview, academic, male, 38 years, South Sulawesi, 17 July 2023)

However, informants of the study conveyed the need to further optimize the process of capturing aspirations from young people by ensuring that the competition topic is not too broad and that it uses positive language. Young people (especially those aged 10–17 years) have great curiosity, they like adventure and challenges and tend to have the courage to take risks for their actions without prior careful consideration (Sangadji, 2019). One of the informants was concerned that holding an opinion competition on a topic that was too broad would have the potential to produce work which express criticism that was not constructive—only for the sake of criticizing the government. It is hoped that by using positive language in the competition's topic it will guide young people to provide constructive critical thinking regarding the public issues being raised.

If I'm not mistaken [the initial topic of Wikithon 12 was about] ... "What do you think about Bali?". [The topic] is very general. Young people today would only give the negative stories ... They're just kids. They cannot control their emotions yet ... It's not that we're afraid. This could be misleading; others might think we're the ones teaching them. (In-depth interview, principal, male, Bali, 12 July 2023)

### b) Competition Timeline

Among the factors that affect youth participation in Wikithon competitions is the time needed to prepare the competition entry. The time constraints youths face is due to their busy schedule at school/campus, extracurricular activities, and work. The BASAbali and BASAsulsel Wiki teams realize this challenge and have adjusted the timing of the Wikithon. Since 2022, the dates of Wikithon competitions were determined by taking into account the schools' academic calendar and the commemoration of religious holidays. Previously, in 2021, the program was carried out according to the time frame set by the teams, without considering the above factors.

Even though adjustments have been made, there are still youth informants who do not take part in some of the competitions because the schedule coincides with exams and

other academic activities such as KKN and the completion of assignments. One of the difficulties in adjusting the timing of this competition is the differences in the academic calendars between schools, especially between state and private schools, which causes discrepancies between the competition schedule and the academic calendar. In addition, with the implementation of the Merdeka Curriculum (the 2022/2023 Indonesian curriculum), each school can determine its own exam schedule. The program management team can carry out consultations to schools, such as those carried out by the BASAbali Wiki team as a solution in determining the timeline of the Wikithon competition.

### **c) Determining and Announcing Winners**

Youths participate in Wikithon competitions because they benefit from the opportunity of expanding their networks and honing their public speaking skills. To strengthen this benefit, several youth informants in South Sulawesi suggested that the process of determining the winner be carried out through an offline presentation session. This mechanism has been implemented in South Sulawesi, but only for a few Wikithon series.

Announcements of winners have been made via social media and local mass media in both regions, but not via the BASAbali and BASAsulsel Wiki websites. As an online platform for organizing Wikithon, winners should ideally also be announced through the BASAbali and BASAsulsel Wiki websites. Publication of winners via the websites helps promote the Wikithon program, shows the scope of its activities on the websites, and increases the credibility of the program.

## **5.2.2 Program Dissemination**

### **a) Bali**

The Wikithon program has not reached all youths and this is a challenge that needs to be addressed in the future. In Bali, the Wikithon program organizers need to strengthen dissemination strategies in schools and in the community and ensure that these activities are carried out inclusively—covering all categories of youth, including working youths and youths in rural areas.

In schools, the program management team needs to ensure continuity of dissemination from teacher/student representatives to their respective schools/neighborhoods. Dissemination for working youths can be conducted by carrying out workshop activities on holidays or outside working hours.

Meanwhile, for dissemination to the community, collaboration with Pasikian Yowana has the potential of being improved and continued in the future because they share the same goals with the Wikithon program. Based on their document, the aim of Pasikian Yowana Bali is to increase awareness of and love for Balinese art, customs, and culture, and increase awareness of the preservation of Bali's natural environment (Pasikian Yowana Bali, n.d.). To optimize the collaboration between Wikithon and Pasikian Yowana, the dissemination strategy through Pasikian Yowana needs to begin with efforts to increase the acceptance of Pasikian Yowana at each level of its organization (from province, *kabupaten/kota*, *kecamatan*, village, to *dusun*) to enable it to play an active role in

disseminating the program. Wider dissemination can also be achieved through the use of traditional dissemination media such as billboards in villages in collaboration with the MDA, as well as the Balinese language assistants (under the coordination of the Bali Provincial Culture Agency) in each customary village.

However, what should be noted is that the aim of dissemination through schools/campuses or STT is not separate. Dissemination in schools/universities is aimed at increasing student participation, while dissemination through STT is aimed at increasing the participation of STT youths. Youth members of STT overlap with youths at schools/campuses because STT members include junior high school students until they are married. Intensifying dissemination through STT is essentially aimed at expanding the reach of program dissemination.

## **b) South Sulawesi**

The dissemination in South Sulawesi is more focused on senior high/equivalent schools. Wikithon's dissemination activities have not yet been directed to communities, including youth organizations in villages and working youths. As South Sulawesi has many youth communities/organizations, increased program dissemination through these communities can potentially expand the outreach of the program in the future. In addition, lessons learned can be noted from the dissemination strategies to schools carried out by the BASAbali Wiki team in collaboration with the provincial education agency to facilitate<sup>22</sup> online seminars involving all schools in South Sulawesi (especially in the *kabupaten/kota* that are the focus of the program, namely Kabupaten Gowa and Kota Makassar).

### **5.2.3 Workshop**

A youth's decision to participate in a Wikithon competition is influenced by their interest in public issues, interest in preserving regional languages, knowledge of public issues, and desire to improve their capacity (in public speaking, writing opinions, and multimedia skills). When participating in the competition, youths face the challenges of lack of self-confidence, working in teams/groups, developing competition entries in regional languages, difficulty uploading competition entries to website.

The workshop activities have an important role as part of a series of Wikithon activities to increase (i) awareness of youth civic participation (including preserving regional languages), (ii) youths' knowledge regarding public issues, (iii) youths' capacity in expressing opinions through various media communications (video, photos, and written narratives), and (iv) youths' understanding of how to submit competition entries to the BASAbali and BASAsulsel Wiki websites.<sup>23</sup>

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<sup>22</sup>The provincial education agency facilitates by officially issuing an invitation letter which is then distributed to all schools in South Sulawesi.

<sup>23</sup>In relation to the workshop which is aimed at ensuring that youth participants understand how to submit their competition entries to the BASAbali and BASAsulsel Wiki websites, the program management team needs to prioritize in improving the websites so that it is more user-friendly.

In the future, the scope of workshop topics can be expanded to improve youths' mastery of soft skills, including those related to time management. In Bali, several youth informants admitted that they had difficulty uploading their competition entries to the BASAbali Wiki website. This is because they uploaded their competition entries close to the competition registration deadline. The workshops need to consider the time availability of various youth groups, including working youths, such as being held on holidays or outside working hours.

Considering that the use of regional languages in Wikithon competitions has been one of the reasons why youth do not participate, in the future, workshops need to be a means of campaigning and raising awareness of youth and the community in general regarding the use and preservation of regional languages. This is to generate interest in taking part in preserving regional languages, and hopefully, to have the potential of expanding youth public participation through Wikithon competitions (which are not only attended by youths studying regional language). Ideally, Wikithon should be facilitated by a digital dictionary that can be developed by the program management team or by others.

Furthermore, according to academic informants, fostering a love of regional languages is what needs to be done first before organizing a Wikithon in regional languages. This should be followed by developing a regional language dictionary. This feedback should be noted for program replication in other areas where activities are still in the initial stage. However, in the Wikithon context where activities are already underway (in Bali and South Sulawesi), holding the Wikithon and efforts to foster love for regional languages can be carried out simultaneously.<sup>24</sup>

#### 5.2.4 BASAbali/BASAsulsel Wiki Website Management

In the current era of digitalization, website improvements are important. This is not only to make it easier for Wikithon participants to submit their competition entries, but also to increase the chances of Wikithon participants' competition entries being used in the future by various parties, including as policy inspiration for the government.

Youths have expressed complaints about difficulties in uploading competition entries to the BASAbali and BASAsulsel Wiki websites. They also complained about the requirements to have an account on the website when they wanted to vote and comment on participants' competition entries.

Another issue is the need to improve the wording in the form that must be filled in when submitting an entry. This form needs to use language that is easy to understand. Difficulties in loading the website and uploading videos need to be evaluated by the program management team to identify the cause, whether it is due to network congestion as competition entries are submitted close to the deadline or due to other technical problems. According to Kurniawan (2021), several causes of slow websites include server performance, configuration errors, and the use of images without optimization. Meanwhile, the addition of a "keyword" feature can help to prevent difficulties in finding

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<sup>24</sup>The participation of young people in the Wikithon is part of the efforts to make them aware of the importance of preserving regional languages.

competition entries that have already been uploaded to the website. This strategy can be used along with other continued efforts to make the BASAbali and BASAsusel Wiki websites user-friendly with a display which makes it easier for users to find the information they need. Another feedback for future website development is the importance of being mobile-friendly with better accessibility of the BASAbali Wiki website via cellphone. Accessing the website via cellphone is currently difficult because there are several menus that do not appear.

In response to complaints regarding the process of voting and commenting on the competition entries of Wikithon participants which requires an account on the BASAbali and BASAsusel Wiki websites, the management team explained that this is actually a strategy to simplify the process of giving prizes for comments<sup>25</sup>, and preventing fraud during the voting process.<sup>26</sup> This requirement needs to be maintained because by having an account, commentors can be identified through their data and this will facilitate the process of sending prizes to winners. However, the voting process for competition entries submitted can be modified by utilizing the voter's social media. This is one alternative to consider, as many community members have social media accounts where they are logged in automatically on their device.<sup>27</sup>

### 5.2.5 Program Partnerships

To support the implementation of Wikithon, the BASAsusel Wiki team has invited various stakeholders as resource persons in workshop activities (see Subchapter 3.1.4) as well as sought support from the private sector to provide funding assistance. In Bali, the regional government has the highest level of involvement in Wikithon activities, followed by academics, practitioners, NGOs, influencers, and the private sector. In contrast, in South Sulawesi, regional government involvement is relatively limited. In the future, increasing collaboration with the government needs to be on the agenda of Wikithon activities in South Sulawesi in order to increase the influence of Wikithon on policy. An opportunity that can be used to increase government involvement is the government's interest in the preservation of regional languages. The government even issued South Sulawesi Provincial Regulation No. 5 of 2023 on Lontaraq Literacy and Regional Language and Literature, which among its aims is to preserve regional language and literature. Measures could be taken by repackaging the competition entries of Wikithon participants into attractive visual works, for example, in video form or in written form, such as policy briefs.

Youths have been encouraged by adults around them to participate in Wikithon, including by teachers and lecturers through their initiatives requiring students to participate in Wikithon as part of school/college assignments and providing guidance during the preparation of competition entries—including consultation on the use of regional

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<sup>25</sup>In the context of providing comments on entries, the requirement to have an account on the BASAbali and BASAsusel Wiki websites is reasonable because there is a prize for the best comment. By having an account, those who submitted comments can be identified through their data.

<sup>26</sup>One type of fraud is the use of bots to obtain multiple votes for an entry.

<sup>27</sup>One of the social media that could be utilized is Instagram. Each competition participant uploads their entry to their respective Instagram accounts and tags the Instagram account of BASAbali/BASAsusel Wiki to make it easier for the program management team to track the number of votes for each participant's entry.

languages. This supporting environment plays a role in strengthening the impact of the Wikithon program on the increase of youth civic participation. In the future, the program management team needs to continue initiatives for direct collaboration with schools or campuses.

The challenge faced by the program management team in South Sulawesi is to find resource persons who are able to attract many young people to participate in Wikithon competitions. There are not many influencers and content creators in South Sulawesi who discuss public issues in the work area of BASAsulsel Wiki. Meanwhile, the challenge of obtaining funding assistance from the private sector in South Sulawesi is their lack of interest in preserving regional languages.

The youth issue itself is interesting to us, we— quote and unquote— "sold" it to several prospective sponsors or partners to collaborate with. But when we introduce the issue of regional languages, which is actually interesting, but it is not something that is considered strategic enough by some of our potential partners. (In-depth interview, member of the program management team, female, 40 years, South Sulawesi, 7 July 2023)

### 5.2.6 Monitoring and Evaluation

Monitoring and evaluation activities are carried out to provide lessons learned from success or failure stories in order to effectively and efficiently achieve program goals (both short-term goals and medium/long-term goals) in the future. The scope of monitoring and evaluation covered the evaluation of activities carried out by the program management team (as discussed in Subchapter 3.1.4) and a series of baseline, midline, and endline studies carried out in this research project.

Issues regarding data availability and optimizing data utilization are worthy of note in this monitoring and evaluation process as the availability of data on youths participating in Wikithon is very limited in both study areas. This is important, as the availability of data (for example, village of residence, gender, disability status, age, highest level of education, and occupation) has the potential to be used to optimize planning for better program development in the future.<sup>28</sup>

Participants' data was not collected because it was part of the Wikithon program management team's efforts to ensure a safe space for young people to participate in public issues. However, creating a safe space for public participation does not mean that participants' sociodemographic information should not be collected. A safe space in public participation should also be defined by the youths involved, in addition to applying standards applicable in relevant laws and conventions (child protection law and Convention on the Rights of the Child). Collection of sociodemographic data/information on Wikithon participants can be conducted based on the principles of:

a) clear information on the purpose of data use, storage process, and data confidentiality;

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<sup>28</sup>One example of the potential use of this data is for mapping participants' characteristics and the program coverage areas. By processing this data, program activities can be directed toward making the series of Wikithon activities more effective by targeting youths/areas with low involvement.

- b) the opportunity to ask questions, including to delete information that have been entered—accompanied by clear information regarding procedures and parties to contact to delete such information; and
- c) participant consent during the information collection process. Give participants the freedom to not fill in the information requested during competition registration (except important information for further communication purposes when the participant becomes the winner of the competition).

Youth informants interviewed in this study stated that they do not mind that if during registration they are required to fill in information regarding age, gender, village of residence (not address), education/occupation, and cell phone number.

## 5.3 Program Sustainability Potential

Potential for program sustainability is discussed in this subchapter. The sustainability of the Wikithon program can be defined as efforts to maintain program implementation with or without assistance from external parties.

The potential for program sustainability is dependent on budget availability, commitment of the program organizers to continue the program, and the acceptance of the community (including the government, youths, and various stakeholders) regarding the importance of continuing to organize Wikithon in the future. As a program that receives primary funding from Fondation Botnar, the challenge of program sustainability in terms of funding is an issue, especially when funding from Fondation Botnar is discontinued.

### 5.3.1 Opportunities for Program Implementation, Partnership, and Funding in Bali

The Wikithon program in Bali has the potential to continue and even influence policy. As stated in Subchapter 4.1.2, Wikithon has the potential to change stakeholders' perspective through culture with the recognition of the community's right to participate in planning, management, supervision, evaluation, development, and utilization of cultural heritage as set out in Regional Regulation No. 4 of 2014 on Preservation of Balinese Cultural Heritage. Wikithon is a part of the community's active role in realizing the right to contribute to the preservation of Balinese culture.

In addition, the Wikithon activities are in accordance and even support the vision and mission of the Governor of Bali Province not only in cultural aspects, but also in fields such as tourism and the economy. From a cultural perspective, the governor is concerned with preserving Balinese culture while Wikithon facilitates efforts to preserve regional languages. Meanwhile, alignment with other areas of development is manifested through the topics raised in Wikithon, which are in line with the government's development programs. During the COVID-19 pandemic, for example, Wikithon raised the topic of village tourism potential and creative economic development strategies as an effort to help revive Bali's economy.

Government representatives who are directly involved in organizing wikithon activities also benefit from the program through increasing their knowledge and understanding regarding public issues from a youth perspective. For schools, Wikithon is beneficial for students' self-development. The potential benefits of Wikithon and collaboration between the Wikithon program management team and the government create an opportunity for the Wikithon team to communicate with the regional government. Considering the program's good track record, the government could be interested in collaborating, as it is aware of the potential of the Wikithon program. This is of course an opportunity to start planning forms of collaboration that could be mutually beneficial. In the future, collaboration with the government could potentially help the sustainability of the program, including through funding support.

Another option to maintain program sustainability is to seek funding opportunities from the private sector in the form of sponsorship or CSR funds from various companies. Therefore, funding from the private sector is one potential that can be explored. As discussed in Subchapter 3.2, the BASAbali Wiki team has succeeded in collaborating with the private sector. However, collaboration is still limited. One of the entry points for establishing collaboration with stakeholders is by knowing the focus of their program/priority agenda.

Alternatively, the management team can modify the program design, such as by holding paid activities and adjusting the cost of prizes for winners. Program modifications are further explored in the following section.

**a) Paid Program**

Several youths have stated that one of the reasons they took part in the Wikithon competition was because it was free of charge. However, there were also youths who stated that they would still be interested in participating in the competition even if there was a fee. In general, young people's views on participating in Wikithon based on the amount of registration fee are shown in Table 3.

**Table 3. Youths' Tendency to Participate in Wikithon Based on Range of Registration Fee**

No.	Fee (Rp)	Decision
1.	>100,000	Will not participate
2.	>50,000–<100,000	Will consider
3.	<50,000–50,000	Will participate

Based on Table 3, Wikithon competitions can potentially charge for registration, as there are youths who will still be interested in participating even if a fee is required. However, the decision to impose registration fees needs to be examined further and considered carefully. There are several possibilities in terms of charging fees. Potential participants, such as working youths, who are interested in participating tend to be willing to pay an affordable amount of fee. However, some participants are students who do not have an

income. Therefore, the amount of the registration fee will greatly influence youth participation.

Table 3 illustrates that potential participants tend to be willing to pay a fee in the range of no more than Rp50,000. Some are willing to pay above this rate, but the majority chose the cost range of no more than Rp50,000. However, when competitions are subject to fees, this would reduce the opportunity for youths who do not have funds or have financial difficulties to participate. Therefore, requiring registration fee should be considered carefully.

#### **b) Prizes and Website Usage**

If the program does not have sufficient funds to provide prizes, not awarding any may be an option. However, to compensate for this condition, several factors should be considered, for example, ensuring an interesting topic, feedback on competition entries submitted, development of opinion pieces and other writing activities through the platform, and the provision of participation certificates. Prizes in the form of money may not encourage the participation of some potential participants. However, it cannot be denied that monetary awards do motivate participants to seriously take part in the competition.

The absence of a prize will certainly have a big impact on potential participants who are mainly motivated by awards. Nonetheless, students who participate as part of their school assignment or graduation requirements or would like a forum to express their aspirations, will still participate in the Wikithon competitions. In addition, important information or interesting news shared on both Wiki websites can maintain visitors' interest and their continuous access of the websites even when there are no competitions.

#### **c) Program Implementation with Minimal Costs**

The "What's Up" feature can serve as an alternative strategy in ensuring a space for youths to participate in public issues at minimal costs, where there are no expenditures for juries, prizes, etc. The "What's Up" space invites individuals who access the BASAbali Wiki website to express ideas about public issues with questions that are updated every two weeks. This "What's Up" feature is displayed on the front page of the BASAbali Wiki website as a pop-up page when the website is opened. However, there is room for improvement for how this "What's Up" information is displayed in the future. Youth informants tend not to read these pop-up messages and immediately close the pop-up page.

### **5.3.2 Opportunities for Program Implementation, Partnership, and Funding in South Sulawesi**

Stakeholders recognize the importance of the Wikithon program to continue to be held in the future. With the acceptance of the importance of continuing to hold Wikithon competitions in the future, the challenge is to find funding assistance from various stakeholders.

I was very ... I ... was probably the first person to be sad when this program was ending because it was very beneficial for society and youths. (In-depth interview, academic, male, 38 years, South Sulawesi, 17 July 2023)

Wikithon can serve as a space for the aspirations of young people in response to various public issues around them. The lack of space to express opinions among the youths provides an opportunity for the development of the Wikithon program. However, in continuing the program, funding will be one of the determining factors in the possibility of program sustainability.

The South Sulawesi Government has provided measures that can be taken. In this case, the head of Bappeda provided suggestions for collaborating with various relevant agencies, such as the education agency, also the Balai Bahasa, and others. Therefore, the government's planning process can, from the start, include a special budget allocation to support the Wikithon program. One of the funding opportunities from the South Sulawesi Provincial Balai Bahasa is through the development of the youth community engaged in literacy. However, this needs to be carried out before the government holds a budget meeting so that it can be processed in accordance with the expected timeline.

Apart from seeking government funding, organizers can make efforts to obtain financial assistance from third parties—from seeking grant programs, company CSR, to collaboration with several domestic or foreign organizations. Funding opportunities can begin by establishing communication with various potential parties. The expenditures for the activities of previous program implementation can provide an illustration and supporting documents for a third party who is ready and willing to provide financial support. Aside from obtaining financial support, organizers can seek assistance in other forms of cooperation, such as facilities, jury recommendations, resource persons, and other non-monetary support from various groups, communities, or organizations.

In addition, modifying the program design, such as by holding paid activities and adjusting the cost of prizes for winners is another option. The following section further explores the potential for implementing program modifications in South Sulawesi.

#### **a) Paid Program**

The funding process is an important issue in the sustainability of the Wikithon program in the future. The options and plans that will be pursued need to be considered in depth and must be measurable. One alternative is to design a paid program. On the one hand, this option has several consequences, such as a reduction in the number of participants who register and the limited ability of participants to pay. On the other hand, paid registration can encourage a higher level of motivation from participants to take part seriously and at the same time, provide financial assistance to the organizers.

On average, participants who take part in the Wikithon program in South Sulawesi are senior high school and university students who do not have an income. However, based on Table 3, several potential participants chose to participate as long as the total cost was in the range of Rp50,000. In fact, some are able to pay up to the maximum of Rp100,000. Several more potential participants firmly refused to take part if there was a fee. Charging

fees can be implemented if the facilities provided are adequate and acceptable to prospective participants.

### **b) Prize and Website Usage**

Participants may no longer receive prizes in the form of money, but specific strategies are needed for this change of concept. Wikithon has the potential to become a space for young people to express their opinions. Participation in competitions is not entirely driven by the availability of prizes in the form of money, but also other factors, such as having the desire to express aspirations, having a space to voice opinions, gaining experience, and participating as part of a school assignment.

For some, money is a motivation, especially when the amount offered is quite significant for students. However, students are ready to take part in Wikithon if they are given a certificate or award. These rewards can draw students' interest and motivate them to try their best. Of course, no less important is the issue or topic of the competition, which can attract participants' interest in participating.

In addition, the BASAsusel website has the potential for continued access because it is considered to provide space for expression and voicing opinion. Written materials or information on the website can be used as a source of reference for readers or visitors. However, there are also those who think that the website will not be visited due to the lack of interesting and updated information. These drawbacks can be taken into consideration for future improvements.

### **c) Program Implementation with Minimal Costs**

Similar to what was explained in Subchapter 5.3.1, the "What's Up" feature has the potential to be used as an alternative media for holding Wikithon with minimal cost requirements. However, several improvements are needed to ensure that young people are aware of the existence of the "What's Up" space on the BASAsusel Wiki website and are willing to comment and share ideas. One strategy is to include the activity of conveying opinions through the "What's Up" space as part of the learning process at schools/campuses (obligation-based participation), or by continuing to make a habit of public participation in schools/campuses, communities, and society. The youth aspirations conveyed through "What's Up" should then be compiled as a narrative for publication (and advocacy) material on the BASAsusel Wiki website.

# VI. Conclusion and Development Strategy for the Future Sustainability of the Program

## 6.1 Conclusion

Public issues identified as concerns for youths in both study locations include environmental issues (waste and coastal reclamation), political issues (exercising the right to vote during elections), economic issues (management of tourism near places of worship), social issues (character education, sexual violence, child marriage, and teenage pregnancy), religious and cultural issues (inter-religious harmony and preservation of regional languages), and security issues (illegal fees imposed on new university students). Some youths responded to and took action on these issues. However, overall, few youths could translate their interest in specific public issues into attitudes and behaviors.

Wikithon aims to increase youths' knowledge of and interest in public issues, enhance youths' capacity to engage in public issues, and provide civic participation experience for youths. For the ecosystem, Wikithon serves as a civic participation space for youths. Wikithon also acts as an alternative platform for youth involvement in providing feedback and offering solutions to public issues to foster sustainable youth civic participation through multistakeholder collaboration.

This study found that so far, Wikithon has had a positive impact on improving the ability and opportunities to express opinions through both oral and written media, including the use of regional languages. It also enhances awareness of public issues and develops youths' critical and analytical thinking skills.

Wikithon is recognized as a space that facilitates youths in shaping and expressing their voices creatively. It fills the gap between participation space and youths' voice by providing training, enhancing capacity, and giving recognition (in the form of awards or acknowledgment) to youths who have voiced their opinions on public issues. Wikithon creates a platform for dialogue among youths, society, and policymakers on public issues. It is considered by the youths as a comfortable and safe space for speaking out about civic issues.

The endline study identifies the potential influence of youths' voices (delivered through Wikithon entries) on policymaking. In addition to enhancing the knowledge and understanding of local government stakeholders regarding public issues from a youth perspective, Wikithon also raises awareness about the need for specific policy interventions inspired by the works of the youths. However, further discussions with relevant government agencies have not yet been conducted to follow up on these insights. Furthermore, the involvement of the central government in the process of selecting winners has the potential to boost the influence of Wikithon at the national level.

In the future, Wikithon has the potential to change stakeholders' perspectives on youth civic participation, potentially through cultural advocacy channels.

To further optimize the impact of the Wikithon program on increasing youth civic participation, ongoing efforts are needed to address obstacles faced by youths in participating in Wikithon. These obstacles include scheduling conflicts with school/university and work hours, inadequate exposure to information on Wikithon, and limited mastery of writing and multimedia skills. In South Sulawesi, the lack of pride urban youths possess towards culture and the use of regional languages also become stumbling blocks for youth participation in Wikithon competitions that use regional languages as the language of their entries. Technical obstacles, such as the slow website loading speed, also affect the experience of youths participating in Wikithon competitions.

## 6.2 Future Development Strategies for the Program

Moving forward, several steps can be taken to optimize the impact and ensure the sustainability of the Wikithon program.

### 6.2.1 Future Wikithon Organization Strategies

#### a) **Adjust the design and system of the competition to optimize youth civic participation in Wikithon.** Adjustments can be made by:

- (1) Defining the criteria/standards for good Wikithon topics, which includes trending issues in society, a focused topic, and one that ensures positive discussions to stimulate innovative ideas and creativity in addressing public issues.
- (2) Consulting various stakeholders, including youth (school, university, and working youths), schools, universities, and other relevant parties, to determine the Wikithon schedule.
- (3) Increasing the frequency of Wikithon events where the winners are determined through in-person presentations.
- (4) Conducting votes to determine the winner of the people's choice award, utilizing social media platforms such as Instagram.
- (5) Mapping the needs for the improvement of youth competency in public participation (e.g., time management, opinion writing skills, public speaking, and teamwork) and organizing workshops targeted at the continuous development of these competencies. Additionally, inviting youths who have participated in previous learning series activities (public discussions, workshops, and coaching clinics) to participate in subsequent learning series is a strategy that can be employed.

#### b) **Enhance the reach of Wikithon dissemination activities to cover all youths.**

- (1) Improve the effectiveness of dissemination activities at school by:
  - (a) Fostering the promotion of the Wikithon program in schools by building the schools' awareness of the importance of youth civic participation and the strategic role of Wikithon in facilitating it.

- (b) Improving Wikithon's dissemination activities, specifically in schools in South Sulawesi and other regions. This can be achieved through the replication of Wikithon's collaborative dissemination activities with the provincial education agency, especially those inviting all schools in Bali to attend Wikithon workshops/promotional activities (with an invitation letter from the Education, Youth, and Sports Agency of Bali Province).
- (2) Optimize Wikithon's dissemination activities to the community:
- (a) In Bali:
    - i) By increasing the acceptance of Pasikian Yowana Bali from provincial to village levels regarding the strategic role that Wikithon can play in helping achieve the goals of Pasikian Yowana. One of the recommended efforts is intensifying interpersonal communication, especially with Pasikian Yowana leaders at the provincial and *kabupaten/kota* level, to raise their awareness of Wikithon's strategic role for them.
    - ii) By conducting workshops targeting participants from STT members/managers and utilizing traditional communication media, such as billboards, in villages and in collaboration with the MDA.
  - (b) In South Sulawesi:
    - i) By establishing collaborations with various youth communities in South Sulawesi to encourage youth participation in Wikithon.
- (3) Ensure inclusivity in Wikithon's promotional activities, covering all youth categories, including working youth and rural youth, by:
- (a) Conducting youth-friendly dissemination activities (including workshops) by considering the availability of time for working youths. Organizing workshops for each Wikithon series needs to be done both in person and online. Online workshops are necessary to overcome the distance constraints faced by youth attending workshops.
  - (b) Presenting Wikithon winners as part of the Wikithon ambassadors who promote the importance of youth civic participation and encourage youth participation in Wikithon in various targeted regions.
- (4) Continuously improve the quality of poster designs to be more appealing and capable of motivating youths to participate in Wikithon. Improving the program's communication team's capacity is one of the activities that can be carried out.
- (5) Conduct campaigns highlighting the importance of regional language preservation and youth civic participation to youth, the community, and the government, as a routine agenda for the BASAbali/BASAsulsel Wiki team.
- (6) Publicize Wikithon winners through the BASAbali and BASAsulsel Wiki websites.

**c) Develop user-friendly BASAbali/BASAsulsel Wiki websites.**

- (1) Ensure that the website navigation system, especially on the Wikithon page, helps visitors quickly access the required pages. This includes improving the website navigation system, such as adding a keyword feature to facilitate the search for participant entries.
- (2) Develop BASAbali and BASAsulsel Wiki websites that are compatible with or easy to navigate on mobile phones (mobile-friendly). This is not only to facilitate participants in uploading their entry but also for other website visitors (including the government, NGOs, school/university authorities) to search for participant entries to inspire policy formulation in their respective institutions.
- (3) Improve the wording in the entry upload form to be easily understood by participants, providing clear guidance on the expected content for each input box.
- (4) Make the BASAbali and BASAsulsel Wiki websites a platform to announce Wikithon winners.

**d) Increase the influence of Wikithon on policies.**

Develop competition results into BASAbali/BASAsulsel advocacy content. The diversity of views in Wikithon competition results and public opinions needs to be developed into attractive visual content and policy documents, such as videos and policy papers.

**e) Implement a data-based program monitoring.**

- (1) Collect sociodemographic information from competition participants that is integrated with BASAbali/BASAsulsel Wiki website account data.
- (2) Utilize collected data and information to map the characteristics of participants and the area of the program's reach. By processing this data, program management can be directed to target youths/regions with low involvement characteristics.

**f) Broaden youths' civic participation experience and increase their capacity by involving them as volunteers in organizing Wikithon.**

So far, the initiative to involve youth volunteers in organizing Wikithon has been identified in Bali. This activity needs to be replicated in South Sulawesi as a tangible platform to sharpen public communication skills, foster teamwork, and improve interpersonal communication to encourage other youths to participate in Wikithon. Volunteer aspirations can also be used to capture current public issues trending in society, serving as a means to train youths' sensitivity to public issues developing around them.

## 6.2.2 Strategies for the Future Sustainability of the Program

- a) Strengthen collaboration with various parties, including private sector sponsorships, budget collaboration with the government, and funding from nongovernmental organizations inside and outside the country. One entry point for establishing this collaboration is to explore the program/agenda priorities of various stakeholders that align with the scope of Wikithon's work.

- b) Consider implementing paid Wikithon events, but with the possibility of a reduced number of participants. This is mainly because most Wikithon participants are still in school/university and may not be working yet.
- c) Although winning cash prizes is found to be a motivation for many youth participants, some students are willing to participate in Wikithon without monetary incentives—to them, receiving certificates or plaques is enough. When deciding not to provide cash prizes for competition winners, the program management team needs to prepare nonmonetary incentives for winning the competition that is attractive enough to maintain high youth enthusiasm in participating in Wikithon. This would include selecting issues or competition topics that can attract participants' interest and spark the need to express aspirations or have a platform where they can voice them.
- d) Optimize the role of the “What's Up” feature on the BASAsulsel Wiki website as an alternative space to capture youth aspirations regarding public issues. Improvement of the website navigation system is needed to make visitors aware of and know the existence of the feature and be willing to comment/share ideas. Additionally, incorporating activities to deliver opinion through the “What's Up” feature as part of the learning process in schools/universities (obligation-based participation) can be carried out along with continuing efforts to familiarize civic participation in schools/universities, communities, and society.

### 6.2.3 Notes for Replicating the Program in Other Regions

Based on the experience of implementing Wikithon in Bali and replicating the program in South Sulawesi, the following are some notes for replicating the program in other regions:

- a) Understand the level of use of regional languages in the program replication area and analyze youth perceptions of the use of regional languages. This is necessary to determine the intensity of language preservation awareness activities that need to be carried out before and during the Wikithon activities.
- b) Ideally, Wikithon activities should begin with making available a regional language dictionary that can serve as a reference for youths in preparing their entry. In the Wikithon activity design, youth participants can be motivated to contribute to the regional language dictionary by adding regional language vocabulary to the dictionary (including adding meanings of new words learned during the entry preparation process).
- c) Considering that one of the goals of Wikithon is to build awareness among regional governments regarding the important role of youths in policy formulation and to help the government (especially local governments) formulate public policies, the government (especially regional governments) is a key stakeholder that needs to be involved from the beginning of the Wikithon activities. The pattern of cooperation with local governments involved as competition judges can also be replicated in other regions. Ideally, the program management team can also engage in direct advocacy activities by conveying youth voices/aspirations expressed in Wikithon competitions.

The program management team (or designated parties) can make a policy brief for each Wikithon competition series to be presented to relevant stakeholders/government entities (through direct audiences, *musrenbang* activities, and publication on the website).

- d) Best practices in implementing the Wikithon program in Bali and South Sulawesi that have the potential for replication in other regions include dissemination activities to high schools through collaboration with the provincial education agency, which has successfully increased efficiency with time, human resources, and activity budgets whilst accomplishing extensive reach.
- e) Each region in Indonesia has diverse population sizes and levels of economic development. There may be greater challenges in finding local resource persons and program sponsors in regions with smaller economic scales and populations. This is based on the study's findings, which show the difficulty of finding resource persons and program sponsors in South Sulawesi compared to Bali. With such a situation, inviting resource persons and seeking sponsorships at the national level becomes a solution, especially when there is cross-regional cooperation in organizing Wikithon.
- f) Each region has its own specific public issues. The flexibility of the organization of Wikithon in South Sulawesi needs to be applied in program replication in other regions. This flexibility includes how the program management team adjusts the competition's timeframe (but still adheres to the principle of a marathon competition; Wikithon stands for Wiki Marathon) while raising current public issues in their respective regions.
- g) Knowledge about youth characteristics (including gathering places commonly used by youths), the presence of stakeholders in the replication region, and stakeholders' perceptions of youth civic participation have the potential to be basic information in designing program plans. This includes program implementation and funding collaboration plans as well as program dissemination plans to effectively reach all youths in the target program area.
- h) Program promotions in Bali and South Sulawesi heavily relied on the use of digital media. However, the use of traditional promotional media, such as billboards, can also be used as a medium, considering the characteristics of the community in the replication region. Collaboration with print and online mass media is also important to expand the reach of the promotion, which includes publishing participants' entries as part of policy advocacy.
- i) Organizing Wikithon in provinces with many regional languages (such as in South Sulawesi) poses its own challenges. The existence of 14 regional languages in South Sulawesi requires the program management team to choose the primary regional language commonly used by the community in South Sulawesi as the language used in Wikithon competitions. Similar issues may be faced in other regions with many regional languages. Alternative strategies that can be implemented include:

- (1) Initiating program implementation in a certain region in a province using a specific regional language first, as is currently the case in South Sulawesi, and then gradually developing the use of other regional languages in the province.
- (2) Organizing Wikithon at the *kabupaten/kota* level instead of the provincial level—if this strategy is to be implemented, the presence of the program management team in each *kabupaten/kota* becomes necessary.

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# Appendices

## Appendix 1

### List of Wikithon Schedules, Topics, and Competition Formats

**Table A1. List of Event Schedules, Topics, and Competition formats for Wikithon 1–14**

Wikithon Series/Time	Wikithon in Bali		Wikithon Series/Time	Wikithon in South Sulawesi	
	Topic	Competition Format		Topic	Competition Format
<b>Wikithon 1</b> 16 May–6 Jun 2021	What can the government and the community do to support the local economic recovery in Bali during and after the pandemic?	Photo and caption	<b>Wikithon 1</b> 14 Jun–5 Jul 2021	Are we still learning from home (during the pandemic)?	Video
<b>Wikithon 2</b> 3 Jul–13 Aug 2021	What is your opinion on the government's policies in handling the COVID-19 pandemic in Bali?	Opinion piece	<b>Wikithon 2</b> 9–31 Aug 2021	If you were given the opportunity to lead your city or region during August, what would you do?	Photo and caption
<b>Wikithon 3</b> 6 Sep–4 Oct 2021	How do you reduce solid waste in your neighborhood?	Photo and video	<b>Wikithon 3</b> 11–24 Oct 2021	How do you reduce solid waste in your neighborhood?	Video
<b>Wikithon 4</b> 21 Dec 2021–27 Jan 2022	What should the government do to stimulate and sustain tourism in Bali?	Opinion piece	<b>Wikithon 4</b> 21 Nov–21 Dec 2021	How will you maintain tolerance and create harmony between different beliefs?	Video
<b>Wikithon 5</b> 26 Mar–23 Apr 2022	What policies should the government enact to address issues and advance your village?	Video	<b>Wikithon 5</b> 25 Mar–15 Apr 2022	In your opinion, what steps should the government take to solve food scarcity issues for MSMEs?	Video
<b>Wikithon 6</b> 1–18 May 2022	What is your attitude and responsibility if refugees come to	Opinion piece	<b>Wikithon 6</b> 14–20 May 2021	What is your attitude and responsibility if refugees come to	Opinion piece

Wikithon Series/Time	Wikithon in Bali		Wikithon Series/ Time	Wikithon in South Sulawesi	
	Topic	Competition Format		Topic	Competition Format
	your place due to conflicts like those in Ukraine?			your place due to conflicts like those in Ukraine?	
<b>Wikithon 7</b> 1–25 Jul 2022	What innovative ways can be used to utilize community halls as creative spaces for women?	Interview video	<b>Wikithon 7</b> 16 May–28 Jul 2022	Voice your opinion to prevent and address sexual violence in educational environments.	Opinion piece
<b>Wikithon 8</b> 9–27 Aug 2022	What is the millennial generation's perspective on Indonesia's independence?	Cartoon - Opinion	<b>Wikithon 8</b> 17–26 Aug 2022	My Heroes, My Inspirations What have you done for Indonesia inspired by your heroes?	Video
<b>Wikithon 9</b> 9 Oct–13 Nov 2022	How can the BASAbali Wiki platform encourage you to participate in civic issues?	Opinion piece	<b>Wikithon 9</b> 17 Oct–1 Nov 2022	Let's share your ideas to preserve regional languages for the next generation.	Opinion piece
<b>Wikithon 10</b> 20 Jan–16 Feb 2023	What can we do to maintain inter-religious harmony?	Opinion piece	<b>Wikithon 10</b> 1–18 Feb 2023	What can we do to maintain inter-religious harmony?	Opinion piece
<b>Wikithon 11</b> 10–31 Mar 2023	What values do you want to convey to the government through your chosen <i>ogoh-ogoh</i> ?	Opinion piece	<b>Wikithon 11</b> 15 Mar–3 Apr 2023	Review the Makassar/Bugis-language film titled 'The Last Trepangers'	Opinion piece
<b>Wikithon 12</b> 9 May 2023	One day in Bali: what are your ideas, thoughts, dreams, and hopes for Bali?	Opinion piece	<b>Wikithon 12</b> 12 May–9 Jun 2023	What does the school of the future look like to you?	Video -opinion
<b>Wikithon 13</b> 26 Jun–30 Jul 2023	What are your expectations for the elected leaders in the 2024 elections?	Video	<b>Wikithon 13</b> 10–30 Jul 2023	The number of child smokers increases every year. How to stop it?	Photo - essay

Wikithon Series/Time	Wikithon in Bali		Wikithon Series/ Time	Wikithon in South Sulawesi	
	Topic	Competition Format		Topic	Competition Format
<b>Wikithon 14</b> 19 Sep–12 Oct 2023	The 2024 elections: what programs need to be designed by potential leaders for people with disability in Indonesia?	Opinion piece	<b>Wikithon 14</b> 25 Sep–1 Oct 2023	One day in Makassar: special edition for the Pancasila Sanctity Day	Photo and video
<b>Wikithon 15</b> 19 Sep–12 Oct 2023	The 2024 elections: what programs need to be designed by potential leaders for people with disability in Indonesia?	Opinion piece	<b>Wikithon 15</b> 25 Sep–1 Oct 2023	Youth and Elections: Apathy or What Then?	Photo and video

## Appendix 2

### List of Stakeholders Involved in Wikithon

**Table A2. Stakeholders Involved in the Implementation of Wikithon in Bali and South Sulawesi and Their Roles**

	Wikithon Bali	Wikithon South Sulawesi
Central government	Vice Minister for Tourism and Creative Economy (judge) Directorate-General of Guidance of the Hindu Community of the Ministry of Religious Affairs (judge)	
Provincial governments	Education, Youth, and Sports Agency (judge, resource person, public awareness campaign official) Customary Community Development Agency (DPMA) (judge, public awareness campaign official) Majelis Desa Adat/Customary Village Council (judge, venue support) Pasikian Yowana Bali (judge) Pakis Bali (judge) General Elections Commission (KPU) of Bali Province (judge)	Education Agency (judge)
	Culture Agency (judge) Tourism Agency (judge) Social, Women's Empowerment, and Child Protection Agency (judge) Health Agency (judge) Environment and Forestry Agency (judge) Police Chief of Bali Region (judge)	Communication and Informatics Agency (resource person) Women's Empowerment and Child Protection Agency (DP3A) (judge)
<i>Kabupaten/Kota</i> governments	Member of Regional House of Representatives of Kota Denpasar (judge)	Kota Makassar Education Agency (resource person)

	Wikithon Bali	Wikithon South Sulawesi
	Bkraf (Creative Agency) of Kota Denpasar (judge) Kota Makassar Immigration Detention Center (resource person)	Kota Makassar Immigration Detention Center (resource person) Kota Makassar Ministry of Religious Affairs (judge)
Academics	University of Udayana (judge, resource person) University of National Education, Bali (resource person) Universitas Hindu Indonesia (judge) State Hindu University I Gusti Bagus Sugriwa Denpasar (judge, resource person) Universitas Pendidikan Ganesha (judge) Warmadewa Universitas (resource person) Universitas Gadjah Mada (judge)	Makassar State University (judge) Muhammadiyah University of Makassar (judge, resource person) University of National Education, Bali (resource person) Hasanuddin University (judge) Unhas Anti-Sexual Violence Committee (resource person) Makassar Institute for Public Policy Studies (judge)
Practitioners/experts	Photojournalist (judge, resource person) Photographer (judge) Cartoonist (judge) Artist (judge) Journalist (resource person)	Facilitator of Forum Anak Makassar/Makassar Child Forum (judge, resource person) Journalist (judge) Photography editor/photographer (judge) Environmental activist (judge) Videography editor/video producer (judge) Graphic designer (judge)
NGOs	Kopernik (judge) Forkom Dewi Bali/Dewi Bali Communication Forum IDEP Foundation (judge) Bali Sruti (judge) PlasticDetox (judge) International Organization for Migration (IOM) Indonesia (resource person)	Bhinneka Forum (judge, resource person) Komunitas Keluarga Bhinneka/Bhinneka Community (resource person) International Organization for Migration (IOM) Indonesia (resource person) LBH (Legal Services of) Apik of South Sulawesi (resource person) Rumah Mama (resource person)

	Wikithon Bali	Wikithon South Sulawesi
Public figures	Singer and environmental activist (resource person) Influencer/content creator Social media influencer (judge) Miss Internet Indonesia (resource person)	Singer and environmental activist (resource person)
Program management team	BASAbali Wiki team (judge, resource person)	BASAsulsel Wiki team (resource person)
Youth		Awardee of the Merdeka Domestic Student Exchange Programme (resource person)

Source: program documents and interviews with the program management team



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