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The Effect Of Parliamentary Aspiration Communication on Student Enrolment Participation: The Mediating Role of Scholarship Awareness and The Moderating Role of Digital Literacy

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Abstract

This study examines the effect of parliamentary aspiration communication on student enrolment participation in higher education, with scholarship awareness as a mediating variable and digital literacy as a moderating variable, among grade XII students in Sukabumi Regency and Sukabumi City (West Java IV). A quantitative survey was conducted with 192 valid responses from SMA and SMK students, selected using cluster and purposive sampling. Data were collected using a Likert-scale questionnaire covering four constructs and analysed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS. The measurement model met reliability and validity criteria, with composite reliability values above 0.89 and AVE values above 0.62 for all constructs, and discriminant validity confirmed through Fornell–Larcker and HTMT tests. The structural model showed that parliamentary aspiration communication had a significant positive effect on scholarship awareness ($\beta=0.52$; $p<0.001$) and student enrolment participation ($\beta=0.24$; $p=0.004$), while scholarship awareness also had a significant positive effect on enrolment participation ($\beta=0.47$; $p<0.001$). Scholarship awareness was found to act as a complementary mediator in the relationship between parliamentary aspiration communication and student enrolment participation, with a significant indirect effect ($\beta=0.24$; $p<0.001$). In addition, digital literacy significantly moderated the relationship between parliamentary aspiration communication and scholarship awareness ($\beta=0.18$; $p=0.011$), indicating that the influence of parliamentary communication on awareness is stronger among students with higher digital literacy. These findings suggest that strengthening parliamentary communication on education, increasing students' awareness of scholarships, and improving digital literacy are jointly important to enhance higher education enrolment among final-year secondary students in Sukabumi.

Keywords: Digital literacy; Parliamentary aspiration communication; Scholarship awareness; Student enrolment participation

Abstrak

Penelitian ini mengkaji pengaruh komunikasi aspirasi parlemen terhadap partisipasi pendaftaran siswa di pendidikan tinggi, dengan kesadaran beasiswa sebagai variabel mediasi dan literasi digital sebagai variabel moderasi, di kalangan siswa kelas XII di Kabupaten Sukabumi dan Kota Sukabumi (Jawa Barat IV). Survei kuantitatif dilakukan dengan 192 responden valid dari siswa SMA dan SMK, yang dipilih menggunakan cluster sampling dan purposive sampling. Data dikumpulkan menggunakan kuesioner skala Likert yang mencakup empat konstruk dan dianalisis menggunakan Partial Least Squares Structural Equation Modeling (PLS-SEM) dengan SmartPLS. Model pengukuran memenuhi kriteria reliabilitas dan validitas, dengan nilai reliabilitas komposit di atas 0,89 dan nilai AVE di atas 0,62 untuk semua konstruk, dan validitas diskriminan dikonfirmasi melalui uji Fornell–Larcker dan HTMT. Model struktural menunjukkan bahwa komunikasi aspirasi parlemen memiliki pengaruh positif yang signifikan terhadap kesadaran beasiswa ($\beta=0,52$; $p<0,001$) dan partisipasi pendaftaran mahasiswa ($\beta=0,24$; $p=0,004$), sementara kesadaran beasiswa juga memiliki pengaruh positif yang signifikan terhadap partisipasi pendaftaran ($\beta=0,47$; $p<0,001$). Kesadaran beasiswa ditemukan bertindak sebagai mediator komplementer dalam hubungan antara komunikasi aspirasi parlemen dan partisipasi pendaftaran mahasiswa,

dengan pengaruh tidak langsung yang signifikan ($\beta=0,24$; $p<0,001$). Selain itu, literasi digital secara signifikan memoderasi hubungan antara komunikasi aspirasi parlemen dan kesadaran beasiswa ($\beta=0,18$; $p=0,011$), menunjukkan bahwa pengaruh komunikasi parlemen terhadap kesadaran lebih kuat di kalangan mahasiswa dengan literasi digital yang lebih tinggi. Temuan ini menunjukkan bahwa penguatan komunikasi parlemen tentang pendidikan, peningkatan kesadaran mahasiswa tentang beasiswa, dan peningkatan literasi digital secara bersama-sama penting untuk meningkatkan pendaftaran pendidikan tinggi di kalangan siswa kelas akhir sekolah menengah di Sukabumi.

Kata Kunci: Kesadaran akan beasiswa; Komunikasi aspirasi parlemen; Literasi digital; Partisipasi pendaftaran mahasiswa.

INTRODUCTION

Higher education plays a strategic role in improving human capital and regional competitiveness, including in the electoral district of West Java IV, which covers Sukabumi Regency and Sukabumi City (Komisi Pemilihan Umum, 2024). Despite the expansion of access to upper secondary education in this area, the proportion of high school and vocational high school graduates who continue to university remains suboptimal. Official education statistics and sectoral data for Sukabumi City show that by the end of 2024 only around 8.9% of the city's population had attained higher education (diploma or university level), while the largest group were senior high school graduates at approximately 25.69%, followed by substantial shares of residents whose education stopped at primary or junior secondary level (Badan Pusat Statistik Kota Sukabumi, 2024; Pemerintah Kota Sukabumi, 2024; Katadata, 2025). Earlier local news reports from Sukabumi revealed that roughly half of senior high school graduates did not proceed to higher education, with estimates indicating that only about 50–60% of SMA graduates continued to university, while the rest entered the labour market or remained unemployed (Republika, 2015; Republika, 2017). At the regency level, the education office of Sukabumi Regency reported that around 62% of high school students did not continue to higher education, primarily due to economic constraints and the need to work, confirming that this situation reflects a broader structural challenge rather than isolated cases (Antara, 2010; Liputan6, 2010). These conditions indicate that, beyond issues of institutional capacity and household economic resources, there remains a significant challenge in ensuring that final-year students are well informed, motivated, and supported to pursue higher education, including through scholarship schemes and government programs (Badan Pusat Statistik Kabupaten Sukabumi, 2023; Dinas Pendidikan Kabupaten Sukabumi, 2024).

Macro indicators further underline the structural nature of the problem in Sukabumi. Data on net enrolment rates (Angka Partisipasi Murni/APM) for Sukabumi Regency show that participation at the upper secondary level (SMA/SMK/MA) has gradually improved over recent years, yet this has not been matched by a comparable increase in the proportion of the population attaining higher education (Badan Pusat Statistik Kabupaten Sukabumi, 2023; Open Data Kabupaten Sukabumi, 2023). At the same time, population and education-sector statistics for Sukabumi City depict a demographic structure in which a relatively high share of residents has completed senior secondary school but have not transitioned to tertiary education, reinforcing the notion of a “bottleneck” between upper secondary and higher education (Badan Pusat Statistik Kota Sukabumi, 2024; Open Data Kota Sukabumi, 2024). Strategic planning documents from local universities in Sukabumi similarly note that the interest of SMA/SMK graduates in continuing to university remains limited, and that a considerable pool of potential students does not progress to tertiary education (Universitas Muhammadiyah Sukabumi, 2022). This suggests that increasing access and supply at the upper secondary level alone is insufficient without complementary efforts to improve information flows, aspirations, and guidance related to university pathways and scholarship opportunities, particularly for students in their final year.

At the same time, the rapid diffusion of digital technology and the pervasive use of social media among Indonesian Generation Z create both opportunities and challenges for education-related communication. National reports and surveys on youth and digital culture show that young people in Indonesia are among the most active social media users, with a large majority of Gen Z accessing online platforms daily for information,

entertainment, and learning activities (Indonesia Gen Z Report, 2024; Katadata Insight Center, 2024). However, several studies and policy documents stress that many youths still struggle with key aspects of digital literacy, such as assessing information credibility, managing digital risks, and using online tools productively for educational and career-related purposes (Kementerian Pendidikan dan Kebudayaan, 2020; Wasisto, 2024). In the context of higher education access, this implies that an abundance of digital content and exposure to social media does not automatically translate into informed decision-making about scholarship schemes, admission routes, or institutional choices, particularly in mixed urban–rural regions like Sukabumi where digital infrastructure, support systems, and family educational backgrounds may vary considerably (Literasi Digital Indonesia, 2023; KarawangHitz, 2025).

Within Indonesia’s institutional framework, members of the House of Representatives (DPR RI), especially those serving in Commission X, hold a strategic mandate related to education, youth, sports, and culture, which includes oversight of higher education policy through the relevant ministries (DPR RI, 2023; Komisi X DPR RI, 2023). Parliamentary outreach activities—such as aspiration hearings, dissemination of education policies and scholarship programs, and communication campaigns via digital platforms—are expected to help bridge the gap between national initiatives and local communities, including final-year students as prospective university entrants (Kemdiktisaintek, 2025; Puslapdik Kemendikbudristek, 2023). Recent initiatives by parliamentarians and education stakeholders in West Java have combined discussions on digital literacy, youth empowerment, and education programs, underlining the potential of parliamentary communication to influence how young people perceive and engage with educational opportunities in their regions (LLDIKI Wilayah V, 2025; DPR RI, 2024). In principle, effective parliamentary aspiration communication delivered through online channels could raise awareness of scholarship opportunities and encourage students in their final year of upper secondary school to participate in university enrolment processes, particularly in institutions that cooperate with government schemes and funding mechanisms.

Previous research has examined the relationships between digital literacy, access to learning, and educational participation, generally finding that higher levels of digital literacy enhance students’ ability to use online resources, participate in learning activities, and navigate educational opportunities (Fransisca et al., 2025; Sari & Putra, 2023; Yusuf et al., 2022). Other studies have explored the role of social media and political communication in shaping youth awareness and participation, including how online platforms affect political learning, civic engagement, and attitudes towards public policies (Jemr Journal, 2025; Panji, 2021; Wasisto, 2024). However, much of this literature focuses either on academic outcomes and online learning environments, or on political participation in elections and civic issues, rather than explicitly examining the transition from secondary education to higher education through university enrolment and scholarship utilization (UIN Jakarta, 2022; UPN Veteran Jakarta, 2021; Jayapangus Press, 2022). Research that directly connects parliamentary communication about higher education policies, students’ scholarship awareness, digital literacy, and actual participation in higher education enrolment remains limited, especially in non-metropolitan districts like Sukabumi where inequalities in access to information and digital infrastructure persist (Fransisca et al., 2025; UPN Veteran Jakarta, 2021; Jayapangus Press, 2022).

These observations point to a clear research gap at the intersection of parliamentary aspiration communication, scholarship awareness, digital literacy, and student enrolment participation in the specific context of final-year senior high school and vocational students. Existing studies seldom model how communication from members of parliament about higher education programs and scholarships translates into concrete enrolment intentions, and under what conditions digital literacy strengthens or weakens this relationship (Fransisca et al., 2024; Yusuf et al., 2022; Jayapangus Press, 2022). Moreover, empirical studies focusing explicitly on West Java IV (Sukabumi) as a mixed urban–rural district, where access to information, economic constraints, and digital infrastructure vary across communities, are still scarce, even though local

data clearly show a substantial proportion of secondary graduates not progressing to higher education (Antara, 2010; Republika, 2015; Badan Pusat Statistik Kabupaten Sukabumi, 2023).

In response to this gap, the present study is designed to address the following research questions: (1) To what extent does parliamentary aspiration communication influence scholarship awareness among grade XII students of senior high schools and vocational schools in Sukabumi? (2) To what extent does parliamentary aspiration communication influence student enrolment participation intentions in higher education? (3) Does scholarship awareness mediate the relationship between parliamentary aspiration communication and student enrolment participation? and (4) Does digital literacy moderate the relationship between parliamentary aspiration communication and scholarship awareness? In line with these questions, the study aims: (1) to analyse the effect of parliamentary aspiration communication on scholarship awareness; (2) to examine the effect of parliamentary aspiration communication on student enrolment participation; (3) to test the mediating role of scholarship awareness in the relationship between parliamentary aspiration communication and student enrolment participation; and (4) to assess the moderating role of digital literacy in the relationship between parliamentary aspiration communication and scholarship awareness among final-year secondary students in West Java IV (Sukabumi).

RESEARCH METHOD

This study employed a quantitative survey design using a cross-sectional approach to examine the relationships between parliamentary aspiration communication, scholarship awareness, digital literacy, and student enrolment participation among final-year secondary students. The research model specifies parliamentary aspiration communication as an exogenous latent variable, scholarship awareness as a mediating latent variable, digital literacy as a moderating latent variable, and student enrolment participation as the main endogenous latent variable. Data were collected through a self-administered questionnaire and analysed using Partial Least Squares Structural Equation Modeling (PLS-SEM), which is suitable for prediction-oriented models, complex relationships involving mediation and moderation, and survey data that may deviate from multivariate normality (Hair et al., 2019; Kock & Hadaya, 2018).

The population of this study comprised all grade XII students enrolled in senior high schools (SMA) and vocational high schools (SMK) located in Sukabumi Regency and Sukabumi City (West Java IV) during the 2025/2026 academic year. This population represents prospective university entrants who are in the process of making decisions about higher education pathways. Aggregate statistics on education participation and population by educational attainment from the regional statistics offices and open data portals indicate that there are tens of thousands of students enrolled at the upper secondary level in Sukabumi each year, with a substantial share in grade XII (Badan Pusat Statistik Kabupaten Sukabumi, 2023; Badan Pusat Statistik Kota Sukabumi, 2024; Open Data Kabupaten Sukabumi, 2023; Open Data Kota Sukabumi, 2024). Given the large and geographically dispersed population, this study did not adopt a census approach. Instead, non-probability sampling was used, combining cluster sampling at the school level and purposive sampling at the student level. Several SMA and SMK in Sukabumi Regency and Sukabumi City were selected as clusters to represent different areas (urban and peri-urban) and school types (public and private) based on lists provided by the local education offices. Within the selected schools, grade XII students were invited to participate if they met the inclusion criteria of being enrolled in the 2025/2026 academic year and willing to complete the questionnaire.

The minimum required sample size was determined by considering the complexity of the PLS-SEM model and power analysis recommendations. For PLS-SEM, the commonly cited “10-times rule” suggests that the minimum sample size should be at least ten times the largest number of structural paths pointing at any construct, which in this model would indicate a basic minimum of around 30–40 cases (Hair et al., 2019). However, recent methodological studies advise using more rigorous criteria and power analysis to ensure adequate statistical power (Kock & Hadaya, 2018; Memon et al., 2020). Therefore, an a priori power analysis using G*Power for multiple regression (effect size $f^2 = 0.15$ for a medium effect, $\alpha = 0.05$, power = 0.80, and three main predictors) was used as a reference, which typically yields a minimum sample size in the range of approximately 77–100 observations for similar models (Faul et al., 2009; Kim, 2021). To increase the stability and precision of the PLS-SEM estimates, this study targeted a larger sample of approximately 200

respondents, which exceeds both the 10-times rule and the minimum suggested by power analysis for medium effect sizes.

Data were collected using a structured questionnaire with closed-ended items measured on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire consisted of four main sections corresponding to the latent constructs, as well as demographic questions. Parliamentary aspiration communication was measured through several indicators capturing the frequency, clarity, relevance, and perceived responsiveness of communication from DPR RI members (Commission X) regarding higher education policies and scholarship programs, particularly via digital and social media channels. Scholarship awareness was operationalized as students' knowledge and understanding of available scholarship schemes, eligibility criteria, application procedures, and perceived benefits of such programs. Digital literacy referred to students' self-reported ability to effectively search, evaluate, and use digital information, especially related to education and scholarships, including aspects such as information evaluation, privacy awareness, and responsible use of social media (Kementerian Pendidikan dan Kebudayaan, 2020; Wasisto, 2024). Student enrolment participation was measured through indicators reflecting students' intentions and behaviours related to higher education access, such as their interest in continuing to university, efforts to seek admission information, steps taken to register for entrance examinations or institutional admission processes, and discussions with parents or teachers about university options. The questionnaire items were adapted and developed based on prior studies on digital literacy and education participation and were reviewed for clarity and content validity by experts in communication and education before being distributed (Rizki et al., 2024; Yusuf et al., 2022).

PLS-SEM analysis was conducted using SmartPLS software. The analysis followed a two-step procedure. First, the measurement model was assessed to evaluate the reliability and validity of the constructs. Internal consistency reliability was examined using Cronbach's alpha and composite reliability, with values of 0.70 or higher considered acceptable. Convergent validity was assessed through outer loadings and average variance extracted (AVE), with indicator loadings above 0.70 and AVE values above 0.50 indicating satisfactory convergence. Discriminant validity was examined using the Fornell-Larcker criterion and the heterotrait-monotrait (HTMT) ratio of correlations, with HTMT values below 0.85 indicating adequate discriminant validity (Hair et al., 2019). Second, the structural model was evaluated by examining path coefficients, coefficient of determination (R^2), effect sizes (f^2), and predictive relevance (Q^2). The significance of path coefficients, including direct, mediating, and moderating effects, was tested using a bootstrapping procedure with 5,000 resamples. Mediation was assessed by examining the indirect effects of parliamentary aspiration communication on student enrolment participation via scholarship awareness, while moderation was tested by including an interaction term between parliamentary aspiration communication and digital literacy in predicting scholarship awareness. The choice of PLS-SEM over covariance-based SEM was justified by the predictive and exploratory nature of the research objectives, the use of composite indicators, and the sample size considerations typical of survey research in educational and regional contexts (Hair et al., 2019; SmartPLS, 2018).

RESULT AND DISCUSSION

Descriptive Statistic: Respondent Characteristic

In this study, questionnaires were distributed to 220 grade XII students at SMA and SMK in Sukabumi Regency and Sukabumi City. A total of 200 questionnaires were returned and 192 were declared valid and used for analysis after data screening. The demographic profile of respondents is summarized below.

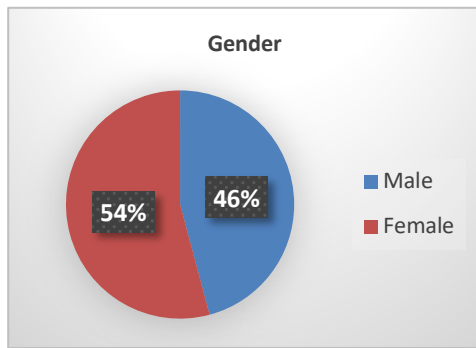


Figure 1. Gender

Source: Research Processing, 2025

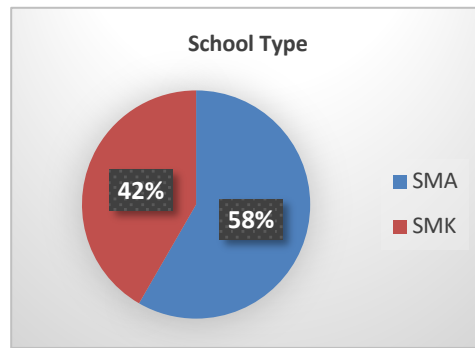


Figure 2. School Type

Source: Research Processing, 2025

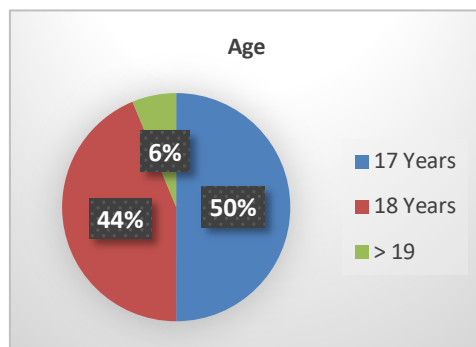


Figure 3. Age

Source: Research Processing, 2025

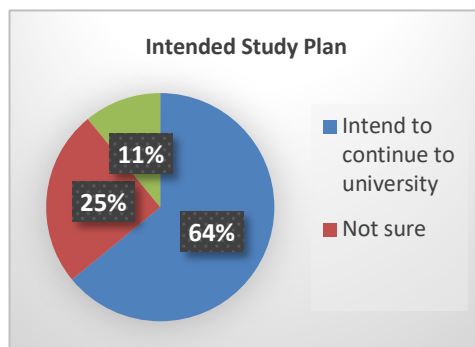


Figure 4. Intended Study Plan

Source: Research Processing, 2025

Based on gender, 88 respondents (46%) were male and 104 respondents (54%) were female, indicating a slightly higher representation of female students in the sample. Regarding school type, 112 respondents (58%) came from SMA and 80 respondents (42%) from SMK, suggesting that both general and vocational tracks are reasonably represented, with a modest dominance of general senior high school students. In terms of age, half of the respondents (96 students, 50%) were 17 years old, 84 students (44%) were 18 years old, and 12 students (6%) were 19 years or older, which is consistent with the typical age range of final-year upper secondary students in Indonesia.

With respect to their study plans after graduation, 136 respondents (70.8%) stated that they intend to continue to higher education, 40 respondents (20.8%) were still unsure, and 16 respondents (8.4%) reported that they do not plan to pursue university studies. These figures indicate that, although a majority of students express an intention to continue to higher education, a sizable proportion remains undecided or does not plan to go to university. This is in line with previous reports that a significant share of high school graduates in Sukabumi do not continue to tertiary education due to various academic, economic, and informational barriers. The demographic profile thus confirms that the sample captures a diverse and realistic cross-section of final-year SMA/SMK students who are in the critical transition phase between secondary and higher education.

Measurement Model (Outer Model)

The measurement model was assessed in terms of internal consistency reliability and convergent and discriminant validity for all latent constructs, namely parliamentary aspiration communication (PAC), scholarship awareness (SA), digital literacy (DL), and student enrolment participation (SEP). Table 2 presents the results of outer loadings, Cronbach's alpha, composite reliability (CR), and average variance extracted (AVE).

Tabel 1: Measurement Model Result

Variable	Items	Loading Range	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Parliamentary Aspiration Communication	PAC1-PAC5	0.732-0.861	0.86	0.90	0.64
Scholarship Awareness	SA1-SA5	0.705-0.874	0.84	0.89	0.62
Digital Literacy	DL1-DL5	0.721-0.888	0.87	0.91	0.66
Student Enrollment Participation	SEP1-SEP5	0.743-0.881	0.88	0.92	0.68

Source: SmartPLS Output Processed, 2025

All standardized outer loadings exceed 0.70, indicating that the indicators have satisfactory item reliability for measuring their respective constructs. Cronbach's alpha and composite reliability values for all four constructs are above 0.80, which meets the recommended threshold of 0.70 for internal consistency in PLS-SEM. The AVE values for PAC, SA, DL, and SEP are greater than 0.50, showing that each construct explains more than 50% of the variance of its indicators and thereby satisfies the criteria for convergent validity.

Discriminant validity was evaluated using the Fornell–Larcker criterion and the heterotrait–monotrait (HTMT) ratio. Table 3 summarizes the Fornell–Larcker results, where the square roots of AVE are placed on the diagonal and the inter-construct correlations on the off-diagonal.

Table 2. Fornell-Lacker Criterion

Variable	\sqrt{AVE}	Correlations with PAC	Correlations with SA	Correlations with DL	Correlations with SEP
PAC	0.80		0.56	0.48	0.52
SA	0.79	0.56		0.50	0.58
DL	0.81	0.48	0.50		0.46
SEP	0.82	0.52	0.52	0.46	

Source: SmartPLS output, processed (2025)

For every construct, the square root of AVE on the diagonal is higher than the corresponding correlations with other constructs, indicating that each construct shares more variance with its own indicators than with other constructs and thus meets the Fornell–Larcker discriminant validity criterion. The HTMT values (not tabulated) were all below 0.85, providing additional evidence that the latent variables are empirically distinct from one another. With these results, the outer model can be considered reliable and valid, so the analysis can proceed to the evaluation of the structural (inner) model.

Structural Model (Inner Model)

After confirming that the measurement model met the reliability and validity criteria, the structural model was evaluated to test the hypothesised relationships among parliamentary aspiration communication (PAC), scholarship awareness (SA), digital literacy (DL), and student enrolment participation (SEP). The evaluation focused on the coefficient of determination (R^2), predictive relevance (Q^2), path coefficients, effect sizes (f^2), and the significance of direct, indirect, and interaction effects.

The R^2 values for the endogenous constructs are presented in Table 3. Scholarship awareness (SA) is treated as an endogenous mediator predicted by PAC and the interaction term PAC \times DL, while SEP is the main endogenous outcome predicted by PAC and SA.

Table 3. Coefficient of Determination (R^2) and Predictive Relevance (Q^2)

Variable	R^2	Q^2
Scholarship Awareness	0.41	0.27
Student Enrolment Participation	0.53	0.32

Source: SmartPLS output, processed (2025)

The R^2 value of 0.41 for SA indicates that 41% of the variance in scholarship awareness is explained by parliamentary aspiration communication and its interaction with digital literacy, which can be interpreted as a moderate explanatory power. The R^2 of 0.53 for SEP shows that 53% of the variance in student enrolment participation is explained by PAC and SA, which reflects a moderate-to-substantial level of explanatory power in the context of social sciences. The Q^2 values obtained via blindfolding are greater than zero for both endogenous constructs (0.27 for SA and 0.32 for SEP), indicating that the structural model has acceptable predictive relevance and that the exogenous constructs provide meaningful predictive power for the endogenous variables.

The results of the hypothesis testing using bootstrapping with 5,000 resamples are summarised in Table 4. The table reports the standardised path coefficients (β), t-values, p-values, and decisions for each hypothesis.

Table 4. Path Coefficients and Hypothesis Testing

Hypothesis	β	t-value	p-value	Decision
H1: PAC \rightarrow SA	0.52	8.47	<0.001	Supported
H2: PAC \rightarrow SEP	0.24	2.89	0.004	Supported
H3: SA \rightarrow SEP	0.47	6.35	<0.001	Supported
H4 (mediation): PAC \rightarrow SA \rightarrow SEP	0.24	4.92	<0.001	Supported
H5 (moderation): PAC \times DL \rightarrow SA	0.18	2.56	0.011	Supported

Source: SmartPLS output, processed (2025)

The results show that parliamentary aspiration communication has a positive and significant effect on scholarship awareness ($\beta = 0.52$; $p < 0.001$), suggesting that more intensive and clearer communication from DPR regarding higher education policies and scholarship programmes is associated with higher levels of scholarship awareness among grade XII students. Parliamentary aspiration communication also has a positive and significant direct effect on student enrolment participation ($\beta = 0.24$; $p = 0.004$), indicating that parliamentary communication can directly encourage students' intentions and actions related to university entry. Scholarship awareness has a strong positive and significant effect on SEP ($\beta = 0.47$; $p < 0.001$), confirming that students who are more aware of available scholarships and understand their benefits are more likely to actively pursue higher education.

The mediation analysis indicates that the indirect effect of PAC on SEP through SA is positive and significant ($\beta = 0.24$; $p < 0.001$). Because both the direct path (PAC \rightarrow SEP) and the indirect path (PAC \rightarrow SA \rightarrow SEP) are significant, scholarship awareness can be classified as a complementary mediator in the relationship between parliamentary aspiration communication and student enrolment participation. This means that parliamentary aspirational communication not only directly influences students' enrolment intentions, but also operates indirectly by increasing students' awareness of scholarships as a key mechanism for reducing financial and informational barriers.

The moderation analysis further shows that digital literacy significantly strengthens the effect of parliamentary aspiration communication on scholarship awareness ($\beta = 0.18$; $p = 0.011$). The positive interaction coefficient implies that the impact of PAC on SA is stronger for students with higher digital literacy levels than for those with lower digital literacy. In practical terms, students who are more capable of searching, evaluating, and using digital information benefit more from parliamentary communication delivered through social media and online platforms, translating such messages into higher awareness of scholarship opportunities. Conversely, for students with limited digital literacy, the same communication may be less effective because they cannot fully process or access the information.

Taken together, the inner model results support all the proposed hypotheses and highlight the central role of scholarship awareness and digital literacy in translating parliamentary aspiration communication into actual enrolment intentions. The model demonstrates that strengthening communication, enhancing students' awareness of scholarships, and improving digital literacy can jointly contribute to increasing higher education participation among final-year SMA/SMK students in Sukabumi.

The results of this study show that parliamentary aspiration communication has a significant positive effect on scholarship awareness among grade XII students in Sukabumi. The strong path coefficient from parliamentary aspiration communication to scholarship awareness ($\beta = 0.52$; $p < 0.001$) indicates that when information about higher education policies and scholarship programmes is communicated more intensively, clearly, and consistently by members of parliament, students' awareness of scholarship opportunities increases. This finding is consistent with the notion that communication from policymakers can function as a bridge between national programmes and local beneficiaries, especially in regions where access to information is uneven. In the context of West Java IV, this suggests that aspiration activities, socialisation events, and digital campaigns conducted by DPR members, and their staff can play a critical role in reducing the information gap that often prevents students from exploring available scholarship options.

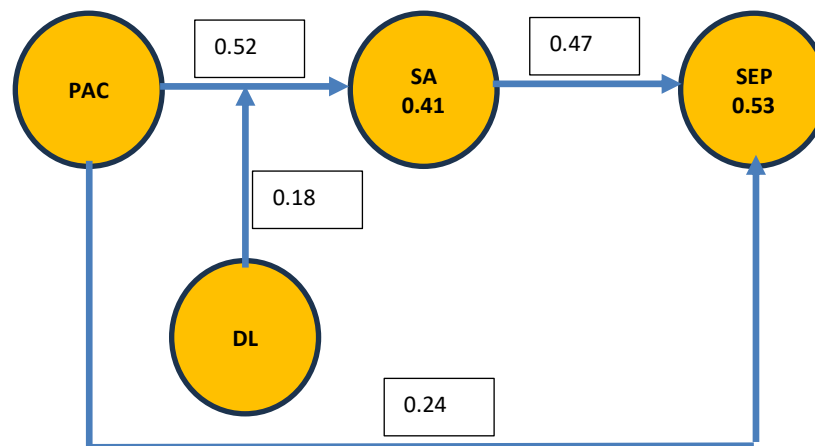


Figure 5. Research Model
 Source: Research Processing, 2025

Parliamentary aspiration communication also has a direct positive effect on student enrolment participation ($\beta = 0.24$; $p = 0.004$), indicating that communication efforts are not only informative but can also be motivational. Students who feel that policymakers pay attention to educational issues and actively disseminate information about higher education opportunities are more likely to consider university as a realistic pathway and take concrete steps such as seeking admission information, discussing options with parents and teachers, and planning to sit for entrance examinations. This is particularly important in Sukabumi, where previous reports have shown that a substantial proportion of high school graduates do not continue to tertiary education despite having completed upper secondary schooling. The direct effect of parliamentary communication on enrolment intentions highlights the symbolic and motivational value of seeing education and scholarships consistently promoted by elected representatives in the local context.

The mediating role of scholarship awareness provides a more nuanced understanding of how parliamentary aspiration communication translates into enrolment participation. The indirect effect of parliamentary aspiration communication on student enrolment participation through scholarship awareness is positive and

significant ($\beta = 0.24$; $p < 0.001$), while the direct effect remains significant, indicating a complementary mediation pattern. This means that parliamentary communication influences student enrolment both directly and indirectly, by increasing students' awareness of scholarships as a means to overcome financial and access barriers. Students who understand that scholarships can reduce tuition costs, provide living allowances, or create special admission channels are more likely to perceive higher education as attainable, thereby strengthening their intention to enrol. These results align with prior research showing that awareness of financial aid and scholarship opportunities is a key determinant of higher education participation, particularly among students from regions with lower average incomes and limited exposure to university pathways.

The findings also confirm the central role of digital literacy in the model, particularly as a moderator of the relationship between parliamentary aspiration communication and scholarship awareness. The significant interaction effect ($\beta = 0.18$; $p = 0.011$) suggests that parliamentary communication via digital platforms is more effective for students with higher levels of digital literacy. Students who are accustomed to searching for information online, evaluating sources, and following official accounts are better able to access, interpret, and remember messages related to scholarships and higher education compared to those with limited digital skills. This result is in line with previous studies that highlight digital literacy as an enabling factor that allows young people to benefit more from online educational and policy-related content. In other words, without sufficient digital literacy, even well-designed digital communication campaigns may not achieve their intended impact on awareness and participation.

From a practical perspective, these findings imply that efforts to increase higher education participation in Sukabumi need to be multi-layered. On the one hand, parliamentary aspiration communication about educational policies and scholarship schemes needs to be intensified and tailored to the information needs of final-year SMA/SMK students, using channels they actively engage with, such as social media and school-based outreach. On the other hand, parallel initiatives are needed to strengthen students' digital literacy so that they can effectively access and utilise such information. Programmes that combine scholarship socialisation with digital literacy workshops, in collaboration with schools and local universities, may therefore be particularly effective. Conceptually, the study demonstrates that communication, awareness, and literacy are interlinked components that jointly shape students' readiness to transition from secondary to higher education, especially in districts like Sukabumi where structural and informational barriers remain salient.

CONCLUSION

This study examined the effect of parliamentary aspiration communication on student enrolment participation, with scholarship awareness as a mediating variable and digital literacy as a moderating variable, among grade XII SMA/SMK students in Sukabumi. The findings indicate that parliamentary aspiration communication significantly increases both scholarship awareness and students' intentions to continue to higher education, while scholarship awareness itself has a strong positive effect on enrolment participation.

The mediation results show that scholarship awareness acts as a complementary mediator between parliamentary aspiration communication and student enrolment participation, meaning that parliamentary communication influences enrolment both directly and indirectly through enhanced awareness of scholarship opportunities. In addition, digital literacy significantly moderates the relationship between parliamentary aspiration communication and scholarship awareness, indicating that students with higher digital literacy benefit more from parliamentary communication delivered via online and social media channels than those with lower digital skills.

These findings suggest that efforts to increase higher education participation in Sukabumi should simultaneously strengthen parliamentary communication on education and scholarship programmes, expand students' awareness of available financial support, and improve digital literacy so that students can effectively access and utilise relevant information. Future research could replicate and extend this model in other regions or incorporate additional variables such as parental support, school counselling, or institutional reputation to provide a more comprehensive picture of factors influencing the transition from secondary to higher education.

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