



The Influence of E-Participation and Digital Literacy on Trust in E-Government Services: A Study on the People of Mataram City

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Received: August 28, 2025 Revised: June 24, 2026 Accepted: June 27, 2026 Available online: July 20, 2026	Digital literacy is the ability of individuals to use ICT to access, evaluate, and produce digital content effectively. Digital literacy in Indonesia is still low, affecting citizen participation in digital governance of government. The purpose of this study is to analyze the contribution of E-Participation and Digital Literacy to Trust in E-Government Services in Big Cities in Indonesia, e-participation variables, digital literacy as well as identifying the weakest indicators in citizen digital engagement. This study uses a quantitative approach with a correlational design. The research subjects were 66 randomly selected residents of Mataram City. Data were analyzed using descriptive statistics and multiple linear regression. The results of the study show Based on the results of descriptive analysis, multiple linear regression, ANOVA, and data graphic visualization, this study concludes that E-Participation (X1) and Digital Literacy (X2) contribute significantly to Trust in E-Government Services (Y). Although both have a positive influence, the Digital Literacy variable is proven to have a stronger and statistically significant contribution ($p = 0.025$) compared to E-Participation ($p = 0.096$). The coefficient of determination ($R^2 = 0.253$) shows that the two variables explain approximately 25.3% of the variability in public trust in e-government, while the remainder is influenced by other factors outside the model.
KEYWORDS	
E-Participation; Digital Literacy; E-Government	
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INTRODUCTION

E-Participation is the process of public participation in government assisted by information and communication technology (ICT), including consultation, deliberation, and collaboration in government services and policy-making. Macintosh, (2004) emphasize that e-participation plays a role in expanding traditional participation into the digital realm, creating interactive spaces for citizens. In Indonesia, a study by (Nurhidayat, Achmad Nurmandi, 2024) shows that the use of e-services-Participation at the local level is still dominant for strengthening administrative efficiency compared to political engagement.

Digital literacy is an individual's ability to use ICT to access, evaluate, and produce digital content effectively. According to (Isabella, I., Iriyani, A., & Puji Lestari, 2023), digital literacy in Indonesia remains low, affecting citizen participation in digital government governance. Meanwhile, (Junaidi et al., 2024);(Anzar, M., Hasbullah, H., & Asraf, 2024) found that higher digital literacy increases trust in and use of e-government services in Indonesia. Digital literacy is a crucial foundation for building an active and engaged society in digital-based governance.

Study (Alharbi et al., 2016) in Saudi Arabia showed that trust is a significant factor in citizens' intention to use e-commerce-participation. (Kim et al., 2012) reported a positive relationship between e-commerce use-government and trust in local residents. Meanwhile, studies in ASEAN (Ditya Putri Safira Ramadhani, Haikal Rahmat Sulaiman, Andita Wulan Anggraeni, 2024) shows a strong correlation between the e index-government and public trust, especially if digital participation is high ($r=0.78, p<.01$).

Research by (AbdulKareem et al., 2024) integrating digital literacy into the TAM model, resulted in the finding that digital

literacy strengthens the relationship between trust and perceived usefulness of e-services-government. In Indonesia, Anzar (2023) showed that digital literacy increases trust and utilization of digital-based public services. In addition, the Digital Transformation study by (Taufiqurokhman et al., 2023);(Asmuddin, 2025) emphasized the existence of barriers to participation due to low digital literacy and trust in system security.

Case study in DKI Jakarta (Intan Nurmala Fairuziyah, Gibran Ahmad Arkaan, Haikal Alfath Marfariza, Meisya Indira Putri Suhendar, 2024) found that the implementation of e-governance, including e-integration-Participation increases public trust in local government. (Suryani et al., 2023) He added that digital-based policy innovations increase citizen engagement, despite being limited by unequal digital literacy. Similar results were obtained from the Jakarta Smart City study, where "trust in government" and "trust in the internet" were strong predictors of citizens' e-participation intentions.

From the review, a general pattern is visible: e-Participation and digital literacy have a positive influence on trust in e-services-However, most of these studies use partial models, testing one independent variable separately or focusing on the level of participation intention, rather than direct public trust. Few studies have simultaneously tested the combined effects of e-participation and digital literacy on public trust in the Indonesian context, particularly using empirical survey data in large cities. The novelty of this research is its comprehensive approach by testing the interaction of two independent variables (e-participation & digital literacy) simultaneously on the dependent variable "trust in e-services-government", with survey validation on Indonesian urban communities.

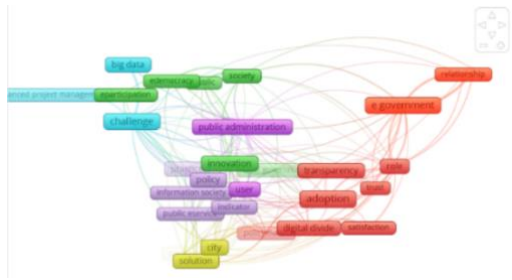


Figure 1. Network Visualization
Source: Vosviewer

Database sources (Scopus and Google Scholar), search strings used, publication period (2015–2024), inclusion criteria (English/Indonesian peer-reviewed articles), and number of records analyzed ($n = 127$ articles after selection). Based on Figure 1 above, the concept of e-government occupies a central position and has a strong relationship with the variables of trust, adoption, transparency, and satisfaction, indicating that public trust is a crucial factor in the success of digital-based government services. The existence of trust as a prominent node confirms that the trust aspect is influenced not only by system quality, but also by the experience and perceptions of the public as service users. Meanwhile, e-participation emerges as a separate cluster related to democracy, society, and innovation. This reflects the shift in the e-government paradigm towards more participatory governance. However, the direct relationship between e-participation and trust in e-government services still appears weak, indicating that public digital participation has not been widely studied as a factor in shaping public trust. Furthermore, digital literacy does not appear explicitly as a primary variable, but is instead implied through the concepts of digital divide and user. This condition indicates the limitations of research that positions digital literacy as a behavioral factor influencing public trust. On the other hand, the context of large cities has not been a dominant focus, even though the complexity of services and the diversity of users in urban areas have the potential to influence the level of trust in e-government services. Therefore, this research is important to fill this gap.

Scholars rarely research Trust in E-Government Services Maulana et al., (2026) Scholars rarely research Trust in E-Gov; instead, they focus on Public Service Innovation Strategy Towards Smart Government, rather than on government services. Nurlinah et al., (2025) Focus on the Impact of government digital transformation on citizen trust and participation: evidence from research in Gowa Regency, Indonesia Training et al., (2023) Focuses on the Influence of Digital Literacy on Citizen Engagement and Participation in E-Government Services for Inclusive Digital Governance. Therefore, this study attempts to fill the knowledge gap that focuses on the Influence of Electronic Participation and Digital Literacy on Trust in E-Government Services: A Study on the Community of Mataram City.

METHOD

This study uses a quantitative approach with a correlational type. This approach was chosen because the main objective of the study is to determine the relationship and influence between two

services-government (Y). The relationship between the three variables was tested using inferential statistical analysis techniques to obtain an empirical and objective overview.

The subjects of this research are people in the Mataram city area who have experience using e-services-government, both directly and indirectly. The sample obtained was 66 respondents selected purposively by considering gender representation, education level, and occupation. The sample selection was carried out so that the data obtained represented the condition of urban society's perception of electronic participation and digital literacy in the context of public trust. This can be seen in graph 1 below. The instrument used in this study was a Likert-scale questionnaire with five alternative answers (1 = strongly disagree to 5 = strongly agree). A total of 18 questions were asked, consisting of 6 items for variable X1 (e-participation), 6 items for variable X2 (digital literacy), and 6 items for variable Y (trust in e-services-government). The instrument was compiled based on theoretical indicators of each variable, then tested for validity $\text{Sign.} < 0.05$ and reliability value Cronbach's Alpha > 0.7 before being used in primary data collection.

Meanwhile, the research procedure includes several stages: (1) preparation of instruments based on relevant theories and indicators; (2) data collection by distributing questionnaires to selected respondents; (3) tabulation and verification of questionnaire data; (4) data analysis using descriptive statistics (average, standard deviation) and multiple linear regression to test the simultaneous and partial effects between variables; (5) interpretation of the analysis results to reveal the meaning of the relationship between variables; and (6) preparation of conclusions based on the findings obtained. The research procedure can be seen in Figure 1 below.

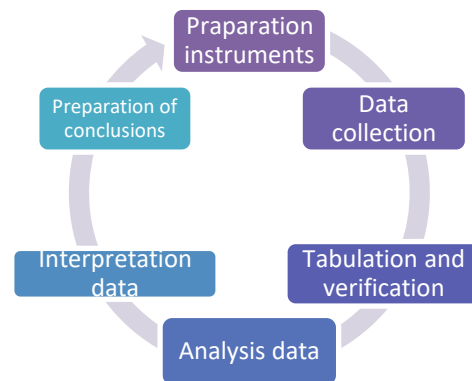


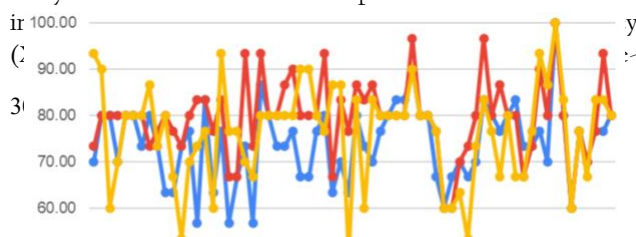
Figure 2. Research flow

Source: Researcher; 2025.

RESULTS AND DISCUSSION

Descriptive analysis of research variables

The following figure presents a line graph depicting the distribution pattern of individual scores for the three main variables in this study, namely X1 (E-Participation), X2 (Digital Literacy), and Y (Trust in E-Government Services). Data were taken from 66 respondents who were the subjects of the study. The purpose of this graph is to provide a visual depiction of the fluctuations in the values of each variable between individuals, as well as to observe potential patterns of relationships between the independent and dependent variables in the context of e-government services.



Graph 2. Distribution Graph of Scores X1, X2, and Y based on 66 Respondents Source.

Based on the graph, it can be seen that E-Participation (X1) which is marked with a blue line shows a significant variation in values among respondents, with some low values below 60 and peaks approaching 100. This shows that the level of public electronic participation in government digital services and forums is not yet even; some are active and responsive, while others show low involvement.

Meanwhile, Digital Literacy (X2), represented by the red line, shows a relatively more stable and high pattern. The majority of respondents' scores are above 75, with fluctuations that are not as extreme as X1 or Y. This indicates that respondents generally have good digital literacy skills, including skills in using digital media, assessing information, and actively utilizing information technology in their daily lives.

Meanwhile, Trust in E-Government Services (Y), depicted by the yellow line, shows the sharpest fluctuations. There are extreme points, both very low values below 60 and very high values approaching 100, indicating that public trust in e-government services varies widely. Some respondents may have high trust due to positive experiences, ease of access, or quality of service, while others may experience difficulties, unclear information, or disappointment, which results in low trust

Descriptive statistics

To obtain a general overview of the data distribution of each variable in this study, descriptive statistical analysis was conducted on the variables e-participation (X1), digital literacy (X2), and trust in e-government services (Y). Descriptive statistics provide information on the average value (mean), standard deviation (standard deviation), variance, and minimum and maximum values of each variable. The results of the descriptive statistical calculations are presented in Table 1 below:

Table 1. Descriptive Statistics

	X1	X2	Y
Valid	66	66	66
Mean	74,040	79,596	76,515
Standard Deviation	8,279	8,362	10,645
Variance	68,548	69,915	113,306
Minimum	56,670	60,000	50,000
Maximum	100,000	100,000	100,000

Source...

The results in Table 1 show that the average e-participation score (X1) is 74.040 with a standard deviation of 8.279. This indicates that in general, respondents' e-participation levels are in the medium-high category, with fairly moderate data variation.

The minimum and maximum scores are 56.670 and 100.000, respectively, indicating a distribution of respondents from low to very high in using e-government platforms.

Meanwhile, the digital literacy variable (X2) had the highest average score compared to the other two variables, namely 79.596, with a standard deviation of 8.362. This indicates that respondents' digital literacy level is generally in the high category. The minimum score of 60,000 and the maximum score of 100,000 indicate that most respondents have relatively good digital skills and knowledge in interacting with technology-based government services.

For the trust variable (Y), the average score was 76.515, with the highest standard deviation of the three variables, at 10.645. This indicates a significant variation in respondents' trust in e-government services. However, the average score was in the relatively high category, with a range of scores between 50,000 and 100,000. The high standard deviation also indicates that some respondents still have doubts or differing perceptions about the quality and reliability of government digital services.

Research data analysis

Validity Test

Focuses on the Influence of Digital Literacy on Citizen Engagement and Participation in E-Government Services for Inclusive Digital Governance. Therefore, this study attempts to fill the knowledge gap by examining the Influence of Electronic Participation and Digital Literacy on Trust in E-Government Services: A Study on the Community of Mataram City.

Table 2. Validity Test

Variable	Indikator	Sign <0.05	Status
X1	X1.1	0.000	valid
	X1.2	0.000	Valid
	X1.3	0.000	valid
	X1.4	0.000	valid
	X1.5	0.000	Valid
	X1.6	0.000	valid
X2	X2.1	0.000	valid
	X2.2	0.000	Valid
	X2.3	0.000	valid
	X2.4	0.000	valid
	X2.5	0.000	Valid
	X2.6	0.000	valid
Y	Y1	0.000	valid
	Y2	0.000	Valid
	Y3	0.000	valid
	Y4	0.000	valid
	Y5	0.000	Valid
	Y6	0.000	valid

Source.....

Based on the validity test results for variables X1, X2, and Y, all indicators demonstrated a significance value of 0.000, which is less than the 0.05 significance limit (<0.05). This indicates that all items in the questionnaire are significantly related to the construct being measured.

For variable X1, all indicators (X1.1 to X1.6) were declared valid. Similarly, for variable X2, all indicators (X2.1-X2.6) met the validity criteria. Meanwhile, for variable Y, all indicators (Y1 to

Y6) also showed the same results: validity. Thus, all items in the research instrument accurately measured the intended variables. This indicates that the instrument used in this study has good validity and is suitable for further analysis.

Reliability Test

After conducting a validity test to assess the accuracy of each indicated point and measuring the variables studied, the next step is to implement the appropriate test. This test assesses the coherence of the research instrument and then determines whether the questionnaire produces consistent results when repeated. This fidelity test is performed using Cronbach's alpha coefficient, based on specific criteria. No fidelity test results will be obtained for variables X1, X2, and Y.

Table 3. Reliability Test

Variable	Cronbach's Alpha>0.7	Status
X1	0.796	reliabel
X2	0.763	reliabel
Y	0,857	reliabel

Source.....

Based on the results of the reliability test using Cronbach's alpha, the values obtained for each variable were: X1 0.796, X2 0.763, and Y 0.857. The criterion used was that if Cronbach's alpha was greater than 0.70, the instrument was considered reliable. For variable X1, the Cronbach's alpha value was 0.796, which exceeds the 0.70 threshold. Therefore, instrument X1 can be classified as highly reliable and acceptable for research. Variable X2 showed a Cronbach's alpha of 0.763, indicating that the instrument for this variable met reliability criteria and demonstrated good stability. Variable Y obtained a Cronbach's alpha of 0.857, indicating a high level of reliability and that the instrument for this variable was highly consistent in measuring the construct under study.

Classical Assumption Test

Normality Test

Normality testing is a prerequisite for parametric statistical analysis, as normally distributed data yields more accurate estimates and tests. In this study, normality testing was conducted using a method specifically tailored to the analysis's needs. The results of the normality testing on the research data are presented below.

Table 4. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		66
	Mean	.0000000
Normal Parameters ^{a,b}	Std.	2.76046942
	Deviation	
Most Extreme Differences	Absolute	.109
	Positive	.091
	Negative	-.109
Kolmogorov-Smirnov Z		.883
Asymp. Sig. (2-tailed)		.417

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of the normality test using the One-Sample Kolmogorov-Smirnov Test, the Asymp. Sig. (2-tailed) The value was 0.417 with a sample size (N) of 66. The decision-making criteria in this test are: if the significance value is greater than 0.05 (> 0.05), then the data is considered normally distributed. Conversely, if the significance value is less than or equal to 0.05 (≤ 0.05), then the data is not normally distributed. The test results show a significance value of $0.417 > 0.05$, thus concluding that the residual data in this study are normally distributed. This is further supported by the Kolmogorov-Smirnov Z value of 0.883, indicating no significant deviation from the normal distribution.

Multicollinearity Test

Multicollinearity testing is important in multiple linear regression analysis because high correlations among independent variables can distort model estimates and lead to unstable results. Therefore, this test is used to ensure that the regression model is free of multicollinearity, thereby ensuring reliable analysis results. The following are the results of the multicollinearity test in this study.

Table 5. Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	Collinearity Statistics
	B	Std. Error	Beta		Tolerance VIF
(Constant)	6.474	3.587		1.805	
X1	.303	.179	.235	1.609	.611 1.637
X2	.403	.177	.321	2.305	.611 1.637

a. Dependent Variable: Y

Based on the results of the multicollinearity test in the coefficient table, the Tolerance and Variance Inflation Factor (VIF) values for each independent variable, namely X1 and X2, can be seen. The decision-making criteria in the multicollinearity test are if the Tolerance value is > 0.10 and $VIF < 10$, then it can be concluded that there are no symptoms of multicollinearity between the independent variables. The test results show that variable X1 has a Tolerance value of 0.611 and a VIF of 1.637, while variable X2 also has a Tolerance value of 0.611 and a VIF of 1.637. These values indicate that all independent variables meet the established criteria.

Linearity test

After conducting a multicollinearity test to ensure no high correlations among the independent variables in the research model, the next step is a linearity test. The linearity test is

conducted to determine whether the relationship between the independent and dependent variables is linear. This test is important in linear regression analysis because one of the basic assumptions is that there is a linear relationship between the independent and dependent variables. The decision-making criterion in the linearity test is that if the Significance Deviation from Linearity value is > 0.05 , the relationship between the variables is declared linear. Conversely, if the significance value is ≤ 0.05 , then the relationship is declared non-linear.

Table 6. Linearity tes

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.474	3.587		1.805	.076
1 X1	.303	.179	.235	1.689	.096
X2	.409	.177	.321	2.304	.025

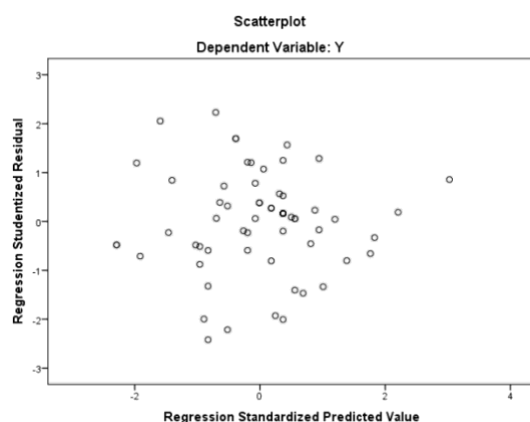
Source.

Based on the test results in the coefficients table, a regression equation is obtained that shows the influence of the independent variable on the dependent variable Y, namely variables X1 and X2. In variable X1, the regression coefficient value (B) is 0.303 with a significance value of 0.096. Because the significance value is greater than 0.05 (> 0.05), it can be concluded that X1 has no significant effect on Y. Meanwhile, variable X2 has a regression coefficient value (B) of 0.409 with a significance value of 0.025. Because the significance value is smaller than 0.05 (< 0.05), it can be concluded that X2 has a positive and significant effect on Y. The constant value of 6.474 indicates that when variables X1 and X2 are considered constant (unchanged), the value of Y is 6.474.

Heteroscedasticity Test

Heteroscedasticity testing is important because one of the assumptions of linear regression is that the residual variance is constant (homoscedastic). If heteroscedasticity occurs, the regression model becomes inefficient and can produce inaccurate estimates. The following are the results of the heteroscedasticity test in this study.

Figur 3. heteroscedasticity test



Based on the results of the heteroscedasticity test using the scatterplot method between Standardized Predicted Value Regression and Studentized Residual Regression, the data points are randomly distributed above and below 0 on the Y-axis and do

not form a specific pattern, such as tapering, widening, or rolling. This random distribution of points indicates that there is no systematic pattern in the residual variance. Therefore, there are no signs of heteroscedasticity in the regression model.

Model Summary

To determine the extent to which the independent variables namely e-participation (X1) and digital literacy (X2) contribute to explaining variations in the dependent variable, namely trust in e-government services (Y), a multiple linear regression analysis was conducted. A summary of the test results for the null model (M_0) and regression model (M_1) are presented in Table 2. The null model is the basic model without including predictor variables, while the M_1 model is a complete model that includes both independent variables (X1 and X2).

Table 7. Model Summary - Y

Model	R	R ²	Adjusted R ²	RMSE
M_0	0.000	0.000	0.000	10,645
M_1	0.503	0.253	0.229	9,346

Note. M_1 includes X1, X2

Based on Table 2, the correlation coefficient (R) value in the M_1 regression model of 0.503 indicates that there is a moderate relationship between the combination of e-participation and digital literacy variables on the level of public trust in e-government services. The R^2 value of 0.253 indicates that 25.3% of the variation in the trust variable (Y) can be explained by the combination of the two independent variables (X1 and X2), while the remainder (74.7%) is explained by other variables outside the model.

The Adjusted R^2 value of 0.229 indicates a coefficient of determination adjusted for the number of predictors and sample size, thus providing a more accurate estimate of the model's predictive ability in the population. This means that approximately 22.9% of the variation in trust in e-government services can be accurately explained by e-participation and digital literacy simultaneously.

In addition, the decrease in the Root Mean Square Error (RMSE) value from 10.645 in the null model to 9.346 in the regression model shows that the model with predictors (M_1) has a lower prediction error rate than the model without predictors (M_0). This shows that the addition of X1 and X2 in the model makes a significant contribution in explaining the variation in variable Y.

Analysis of variance (ANOVA)

To determine whether the regression model as a whole is significant in explaining the relationship between the independent and dependent variables, an analysis of variance (ANOVA) test was conducted. This test aims to determine whether the simultaneous contribution of e-participation (X1) and digital literacy (X2) variables significantly influences trust in e-government services (Y). The ANOVA results for the regression model are presented in Table 3 below:

Table 8. ANOVA

Model		Sum of Squares	df	Mean Square	F	p
M ₁	Regression	1861.675	2	930.837	10,656	< .001
	Residual	5503.214	63	87.353		
	Total	7364.888	65			

Note. M₁ includes X1, X2

Note. The intercept model is omitted, as no meaningful information can be shown.

Based on the ANOVA results in Table 3, the calculated F value was 10.656 with a significance value of $p < 0.001$. A significance value smaller than 0.05 indicates that the regression model consisting of variables X1 (e-participation) and X2 (digital literacy) simultaneously has a statistically significant effect on variable Y (trust in e-government services). This means there is sufficient evidence to state that at least one of the two independent variables contributes to explaining changes in the dependent variable.

The Regression Sum of Squares value of 1861.675 indicates the total variation in the trust variable that can be explained by the model. Meanwhile, the Residual Sum of Squares of 5503.214 reflects variations not explained by the model, or those caused by factors other than participation and digital literacy. With the number of degrees of freedom (df) of 2 for the regression and 63 for the residual, the Mean Square value obtained is 930.837 for the regression and 87.353 for the residual.

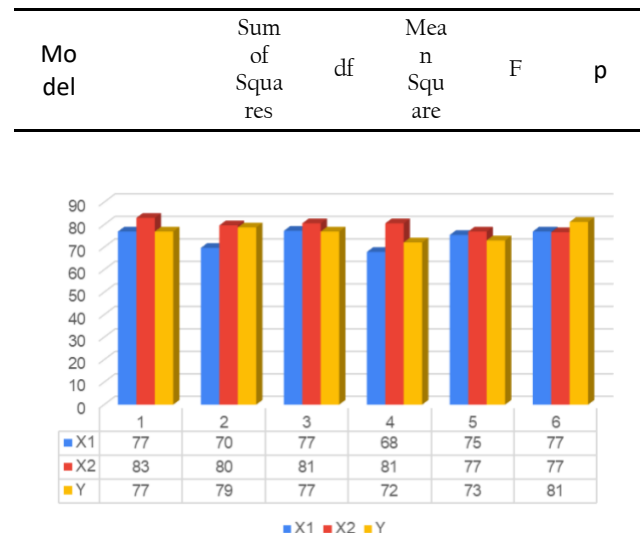
Regression Coefficients

After the simultaneous regression model was found to be significant through ANOVA, the next step was to analyze the regression coefficients to determine the partial effect of each independent variable on the dependent variable. In this context, the independent variables tested were e-participation (X1) and digital literacy (X2), while the dependent variable was trust in e-government services (Y). The results of the regression coefficient analysis are presented in Table 4 below:

Comparison of Mean Values for Each Research Variable

To provide a clearer picture of the value patterns between the three research variables—e-participation (X1), digital literacy (X2), and trust in e-government services (Y), a bar chart was used as a visualization. This graph presents a comparison of the values of each variable among the first six respondents as a representative sample. This visualization aims to visually depict the initial trend of the relationship between the variables before conducting inferential statistical analysis. The following is graph 3.

Table 8. ANOVA



Graph 3. Comparison of values between variables

Based on graph 3 above, it can be seen that the digital literacy (X2) score tends to be higher than e-participation (X1) and trust (Y) for most respondents. For example, in respondent 1, X2 reached a score of 83, while X1 and Y were at 77. A similar pattern was seen in respondents 2 and 3, where X2 consistently outperformed the other two variables. This suggests the possibility that the public's digital literacy level is quite high and could be a dominant factor in shaping trust in government digital services.

Meanwhile, the trust (Y) value shows a fluctuating tendency that follows the X1 and X2 values relatively, but not absolutely proportionally. For example, in respondent 4, although the X2 value is high (81), the Y value is only 72, which is lower than respondents 1 and 3. This indicates that besides X1 and X2, there may be other factors that influence respondents' level of trust in e-government services.

In addition, the comparison between X1 and Y appears quite consistent in several respondents (for example, respondents 1, 3, and 6), which strengthens the suspicion that e-participation also contributes to trust, although perhaps not as strong as the influence of digital literacy.

Discussion

Participation indicators such as "regularly attending forums or online discussions related to government programs" are often challenged by the reality of low levels of active public engagement. This is consistent with the phenomenon of "lurking," where the majority of internet users simply consume content without actively contributing, in line with the 1% rule—approximately 1% of active users create content, while 99% simply read or watch. (Sokowati, 2019).

Several studies have clarified the reasons for the low level of active contribution in online discussions. (Sibia et al., 2023) found that students were reluctant to participate in Q&A forums due to perceived lack of knowledge or fear of public exposure; they preferred to remain passive. This illustrates the same mechanism in e-government public forums: citizens prefer to be observers rather than active participants in the dialogue.

Research on e-participation also shows that if the platform's perceived outcome is low, that is, if citizens do not believe their

Table 8. ANOVA

Model	Sum of Squares	df	Mean Square	F	p
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participation will influence policy, then active involvement decreases significantly. (Lim et al., 2023; Medaglia, 2012; Revyakin, 2019) concluded that without the belief in real feedback from the government, citizens tend not to actively contribute. Similar findings were also found by (Y. Lee et al., 2019; Porumbescu et al., 2017; Wirtz et al., 2021), who showed that digital participation tends to fail to build trust if the public does not receive clear feedback from the government.

Study by (Nurhidayat, Achmad Nurmandi, 2024);(Ritonga et al., 2024) The E-Participation Index in Indonesia states that disparity in access (ICT infrastructure gap), inappropriate regulations, and an unresponsive bureaucratic culture hinder online public participation.

Besides that, (Sokowati, 2019) warns of a digital divide in the Indonesian context, with only urban, young, and middle-class segments actively online. Many people lack the access, skills, or confidence to actively participate in online government forums. For this reason, digital literacy needs to be implemented to strengthen support for the implementation of e-government (Criado et al., 2022; Hujran et al., 2023; S. Lee et al., 2023)

CONCLUSION

Based on the results of descriptive analysis, multiple linear regression, ANOVA, and data graphic visualization, this study concludes that E-Participation (X1) and Digital Literacy (X2) contribute significantly to Trust in E-Government Services (Y). Although both have a positive influence, the Digital Literacy variable is proven to have a stronger and statistically significant contribution ($p = 0.025$) compared to E-Participation ($p = 0.096$). The coefficient of determination ($R^2 = 0.253$) indicates that the two variables explain approximately 25.3% of the variability in public trust in e-government, while the remainder is influenced by other factors outside the model.

The study also found that the indicator "regularly participating in online forums or discussions related to government programs" had the lowest score at 68, indicating that citizens' active participation in the digital space remains low. The data distribution graph reinforces this finding by showing significant fluctuations in variables X1 and Y, indicating a lack of consistency in citizen engagement and trust in the government's digital service system.

A limitation of this study is that it cannot be generalized throughout Indonesia, as it only covered one district/city, which serves as the provincial capital. Future research needs to delve deeper into the psychosocial and institutional factors that influence low e-participation and public trust in e-government services. Furthermore, developing participatory and interactive digital-based interventions is crucial to encourage active citizen engagement and build sustainable trust in technology-based public services.

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CRediT authorship contribution statement

Rahmad Hidayat: Conceptualization, Funding acquisition, Investigation, Project administration, Writing – original draft, Writing – review & editing. Mustamin: Conceptualization, Formal analysis, Methodology, Writing – review & editing. Abdurrahman: Data curation, Investigation, Methodology, Resources. Ridwan: Formal analysis, Resources, Software, Writing – review & editing.

Conflict of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Ethical Statement

The research protocol was reviewed and approved by Universitas Muhammadiyah Mataram, Indonesia. All participants were fully informed of the study's objectives and procedures, and informed consent was obtained prior to participation.

Data Availability

Data available on request from the authors: The data that support the findings of this research are available from the corresponding author, upon reasonable request.

Declaration of Generative AI Use

During the preparation of this manuscript, the authors used [Quillbot and Grammarly] to improve the clarity and readability of the text. Output generated by the tool were carefully reviewed and edited by the authors, who take full responsibility for the content of this article. All substantive intellectual contributions, including conceptualization, analysis, interpretation of data, and final decisions regarding content, arguments, and conclusions, were carried out solely by the authors. The authors take full responsibility for the integrity, originality, and academic quality of this article.

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