

# Salasika

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CHILD, AND SOCIAL INCLUSION'S STUDIES**



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Facing Indonesia-Thai Gen Y Students' Future by 2030**  
Leslie Retno Angeningsih & Bangon Sirisunyaluck

**Sekar Jagad Art Studio as An Agent of Citizens's Diplomacy  
(Study of Women's Participation In Intercultural Relations)**  
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**"Aliansi Laki-Laki Baru": The Role of Social Media  
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# Gender and ICT Usage: Self-Assessment of Critical Issues Facing Indonesia-Thai Gen Y Students' Future by 2030

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## **ABSTRACT**

Gen Y students, known as Millennials, were born between 1980 and 2000. They account for a third of global population and mostly live in developing countries. The aim of this study is to investigate ICT usage among Indonesian and Thai male and female Gen Y students in self-assessment of critical issues facing their future by 2030. This study used descriptive statistics that incorporated Multiple Linear Regression (MLR) model. A survey using questionnaires was conducted at the Institute of Community Development (APMD), Yogyakarta, Indonesia and Maejo University, Chang Mai, Thailand. Respondents were selected using random sampling. A total of 316 respondents as the sample of this study were made up of 128 Indonesian and 188 Thai students with response rate of 73.14% and 78.33%, respectively. The results showed that there were significant differences in ICT usage among Indonesian and Thai Gen Y students in their self-assessment toward critical issues they would face by 2030.

KEYWORDS: *ICT, gender, Generation Y, self-assessment, SGDs*

## **INTRODUCTION**

Generation Y is a generation of people born between 1980 and 2000 that grows up as a part of the emergence of Information and Communication Technology (ICT) (Singhachotsukpat et al., 2013, p. 222). They are also known as the Millennials (Salt, 2006). In this study, Generation Y is mentioned as Gen Y. Gen Y use ICT devices in almost all of their daily activities such as in making friends, maintaining communication, and knowledge management (Meier et al., 2010).

Many researches had been done on ICTs usage in relation to Gen Y (Karubi & Ching, 2015; Valentine & Powers, 2013), age (Attuquayefio & Addo, 2016), gender (Mahmood & Bokhari, 2012; Zabadi & Al-Alawi, 2016) and self-assessment (Harrison et al., 2010; Puspita & Ischii, 2016). Attuquayefio & Addo's study (2016) found there were no differences among male and female students in the use of ICT. However, there were mixed differences in the use of ICT among younger and older people. Later, Karubi and Ching's study (2015) on gender and ICT usage found that Malaysian "Orang Asli"

openly adopted ICTs in order to move forward. It was similar to Valentine and Powers' study (2013) on Gen Y and attitude toward ICT stating that GenY had positive attitude toward ICTs than older generation. Another study shows that people's behavior towards the use of ICTs, particularly to the internet, varied depending on their expectations and countries (Vyncke & Bergman, 2010). Finally, students' attitudes toward e-learning outcomes were found varied among gender, ICT usage, and skills (Zabadi & Al-Alawi, 2016).

The main character of Gen Y students is that they learn more from the outside world than classroom. They have their own capability to seek information. They are recognized as generation of problem solvers (Gulbahar & Guven, 2008). Kennedy et al. (2006) argue that students' experiences in embracing ICTs are not generalizable. A survey done by Skene et al. (2007) of Australian students shows that Gen Y is a diverse group and not all of the students are familiar with ICTs. Many students know nothing about ICTs. Some others use ICTs only when they need something. Therefore, Gen Y students' competence and critical thinking to assess and use ICTs still require further study (Moore, Moore & Fowler, 2005).

In the 21<sup>st</sup> century, each country in the world is trying rigorously to achieve SDGs by 2030. ICTs are strategic tools to accelerate the achievement. ICT usage contributes five advantages to SDG achievement. First, ICTs disperse globally with extraordinary speed using mobile phone, computer, the

Internet, and social media. Second, ICTs can significantly reduce the cost of health, education, and economic services. Third, ICTs accelerate public awareness of ICTs through "generation technologies" improvements. Fifth, ICTs can accelerate the diffusion of technology by providing cheap online platforms for the delivery of SDG-based services (Sachs, 2017).

SDG 5 is about gender equality and women's empowerment. ICTs offer great potential for women to end poverty, improve education and health, enhance agricultural productivity, and create decent employment. Increasing access to online resources for women and girls is essential. Women and girls need to be informed about the benefits of ICTs, so they have rights to greater access demand (ITU, 2016).

ICTs have penetrated almost every aspect of everyday life such as work, business, teaching, learning, recreation and health. The use of ICT does not only improve the learning environment but also prepares the future of the next generation (Wheeler, 2001). Thus, preparing students for real life in ICT world is critical (Braun & Kraft, 1995).

Since then, very few studies investigate ICT usage altogether and examine them toward student's self-assessment on SDGs related issues. This study attempts to examine ICT usage and Gen Y students' self-assessment on SDGs related issues controlled by country of origin, gender, and age. This study was conducted in two universities, one was the Institute of Community Development (APMD) located in

Yogyakarta, Indonesia, and the other was Maejo University in Chang Mai, Thailand. These two universities were selected as research location because they had social science and rural studies programs. The Institute of Community Development (APMD) is the only Indonesian private institute that has village and regional government as well as rural community development programs. Maejo University in Chang Mai, Thailand focuses on Agriculture and Social Sciences. The research questions of this study are: How do Indonesian and Thai Gen Y students mostly do with their ICT devices in daily live, how do they do self-assessment on the critical issues related to their future, what issues do they think they will face by 2030, and are there any differences or similarities in student's self-assessment of critical issues based on their country of origin, gender, and age. The main objectives of this study is to provide a detailed picture of ICT usage among male and female Indonesian and Thai Gen Y students and their self-assessment on critical issues related to SDGs.

Data for this study was collected through a survey of students of Government Studies Program at the Institute of Community Development (APMD) Yogyakarta, Indonesia and students of Social Science at Maejo University, Chang Mai, Thailand. The population of Indonesian students was chosen from 5 parallel classes of Introduction to Sociology course. The total number was 175 students. The population of Thai students was chosen from 4 classes of General Courses of Social Science Program. The total number was 240 students.

Respondents were selected using random sampling with the total of 316 students made up of 128 Indonesian and 188 Thai students. The response rate was 73.14% for Indonesian and 78.33% for Thai respondents.

A self-administered questionnaire was used in this study. The questions were on the use of ICT devices, country of origin, gender, and age. The students were also asked about the use of cellular phone, notebook or laptop, PC, Ipad, and tablet in their daily lives. Seven categories for cellular phone usage were: 1) making phone calls, 2) short message, 3) browsing, 4) taking picture, 5) music, 6) games, and 7) other. Six other usage categories for notebook and PC answers were: 1) office or writing, 2) browsing, 3) games, 4) music, 5) video, and 6) other. Nine categories answers of Ipad and Tablet usage answers were: 1) office or writing, 2) browsing, 3) games, 4) music, 5) video, 6) phone calls, 7) taking picture, 8) short messages, and 9) other.

The dependent variables (Y) were about 20 terms linked to Sustainable Development Goals. The utilization of ICT is believed to have positive impacts on social inclusion, economic growth and environment conservation that can accelerate SDGs achievement (Martin, 2017). Since Gen Y students are well-known as "digital native" (Prensky, 2001), they need to know those issues to anticipate the situations and prepare for the best for their future lives. Gen Y knowledge and concern on SDGs issues are essential for examination. Students were asked to do self-assessment on each of those terms by providing answers with score

ranging from 1 to 10. A score of 1 (one) means "no serious problem at all" while a score of 10 (ten) means "there is a very serious problem". All nominal variables are recorded into dummy variables with 1 (one) as predicted category and 0 as a reference group.

This study used descriptive statistics to examine respondent's socio-demographics and ICT devices usage. To measure the extent to which country of origin, gender, age and ICT usage predict students' self-assessment on twenty critical issues related to SDGs, this study used Multiple Linear Regression (MLR). Five Multiple Linear Regression models were conducted to examine the variance of independent variables being regressed toward the dependent variables as in bivariate exercises.

## **ICT USAGE**

The rapid adoption of smartphones, tablets or other mobile devices, and Social Network Sites (SNS) plays important role in young users' lives (Goosen, 2017; Lindemann, 2017). They use ICTs for internet, facebook (Klein, 2016), information, work, entertainment, and social network (Volkom, Stapley, & Malter, 2013). Nowadays, ICT usage turns into a next step that Ziemba (2013) calls as sustainable information society. People start to use ICTs for economic, socio-cultural, political, and environmental sustainability (Elliot, 2011). Through ICTs, young people can be active learners and develop critical thinking, skills, and creativity (Hubbard, 2013). Yet, ICTs provide

young people with the skills necessary to become lifelong learners and global citizens of the 21st century (Arzal, 2016).

Nearly 70 percent of the bottom fifth of the population in developing countries own mobile phones. The number of internet users has more than tripled in a decade, from 1 billion in 2005 to an estimated 3.2 billion at the end of 2015 (World Development Report, 2016). Smartphones are more common in developed countries than in developing countries. Two-thirds worldwide use the internet but fewer do in Africa and South Asia. Fewer than six-in-ten Millennials have access to the internet (ITU, 2017).

Internet users in Indonesia have tremendously increased. According to Razak Nuraini (2014), 43.5 million young people aged 10 to 19 years of the total 82 million internet users access the internet. In 2015, internet users reached 93.4 million (47.9 percent) of the total population (Ali & Lilik, 2016). On the other hand, Thailand internet users in 2015 reached 27.3 million or 40.3 percent. Global Information Technology Report 2016 shows that in 2015, Indonesia ranks 79 on the Networked Readiness Index out of 143 countries, whereas Thailand ranks 67 (Baller, et.al, 2016). Indonesian students (80 percent) use the internet for data or information, social media (70 percent), music (65 percent) and video (39 percent) sites. Chadchawan (in Singhachotsukpat et al. 2013) states that Thai Generation Y use ICTs for lifestyle and to ease their daily life instead of finding information for gathering knowledge.

## **GENDER**

ICT initiation has acquired a new dimension for women. Women start to take advantage of the existence of ICTs. It was shown by the increasing number of women using ICTs (Egbo et al., 2011). However, the percentage of men using ICTs is still higher (56 percent) than women (44 percent) (Comscore, 2013). The disparity of online access between men and women is the results of different types of information being sought. Women prefer to use internet for recreational information and hobbies, whereas men use it for hobbies, reading, informal classes, downloading music or video, remix files, listening to radio, getting financial information to political news (Pew Internet and American Life Project, 2012).

Although the number of women utilizing ICTs increases persistently, their attitude towards e-learning is still behind men (Liaw and Huang, 2011). Therefore, a gender gap in Indonesian Internet users remains. Many Indonesian women still have less comprehension of how to utilize digital media or the Internet effectively (Suwana, 2017). They suggest that ICT literacy is important. People should not be optimistic to the prospect of mobile internet in cutting down the digital divide (Puspita and Ischii, 2016). The utilization of ICTs creates a new form of inequality in the digital divide (Report of the Seoul Expert Group Meeting, Republic of Korea 11-14 November, 2002). Once addressing gender inequality, ICT usage remains critical (Mahmood and Bokhari, 2012). Social media can actually be used for women empowerment (Primo, 2013). Women are able to communicate to

one another, express affection or concern, and being critical of their circumstances (Antonio and Tuffley, 2014). ICTs can help to empower women.

## **AGE**

Howe and Strauss (2009) in their Generational Theory states that people who are born in the same period of time belong to a specific cohort or generation. People belong to a certain age cohort are more likely to have the same experiences, attitudes, values, and lifestyle (Hoyer & MacInnis, 2010; McCrindle Research Pty Ltd, 2011). Gen Y is an age cohort of people born between 1985 and 2000. Some of them are now college students. They have confidence in their competence, intelligence, and attractiveness. As they are too confident, some people call them as narcissists (Twenge, et al., 2008).

A study of ICT usage across different age cohort in Indonesia by Ramdhani and Wiradhany (2015) found that there was no difference in ICT access, activities, investment in ICT, and attitude towards ICTs. On the contrary, a survey by Puspita and Ischii (2016) of ICT device ownership, Internet adoption, usages, and information acquisition in Indonesia shows that there are significant differences between younger and older, educated and less educated people in mobile phones and internet usage. Utomo et al.'s (2013) study reveals that ICT usage for internet varies in terms of gender and social economic status. And, Harendita's study (2013) on ICT usage and Indonesian teachers' resistance to ICT usage indicates that teachers as older generations are still



unsure whether they should accept or resist the use of ICTs.

According to a survey report of Thailand's National Statistical Office in 2016 (National Statistical Office, 2017), young Thai generation age 6 years and over were 20.2 million of computer users (32.2 percent), 29.8 million of internet users (47.5 percent) and 51.1 million of mobile phone users (81.4 percent). More Thai people are using smartphones for various online activities, such as accessing information about products and services and downloading music, apps and movies. Thai Gen Y like to stay connected, post and share on Facebook and Instagram Live logs.

## **SELF-ASSESSMENT**

Student self-assessment is a process in which students collect information and reflect on their own understanding. Students' self-assessment of personal progress in knowledge, skills, processes, or attitudes makes them more aware and self-understanding as learners (Ministry of Education, 2002, p. 3). Self-assessment with its emphasis on student responsibility and making judgments is "a necessary skill for lifelong learning" (Boud, 1995, p. 11). Additionally, the self-assessment process can help "to prepare students not just to solve the problems we already know the answer to, but to solve problems we cannot at the moment even conceive" (Brew, 1995, p. 57).

Sedikides (1993) shows that self-assessment does exist and is one of the self-evaluation motives. It is important to self-evaluate as it means that people are able to realize

ways in which to improve themselves. Referring to all statements above, this research is conducted to find out how students collect information and reflect on their own understanding and judgment to make them aware of problems they will be facing in the future.

## **CRITICAL ISSUES RELATED TO SDGS BY 2030**

SDGs are universal goals that apply to all countries and involve the entire world. ICTs play significant roles in decoupling economic development from the use of natural resources, so that resource use does not increase along with economic development, giving rise to the so-called Green IT initiatives (Otztruk et al., 2011). The question of how these initiatives can become sustainable in the long term in order to contribute to the sustainability of developmental strategies at national or global level arises (Tjoa & Tjoa, 2016).

Gen Y have early and frequent exposure to technology, which has advantages in terms of cognitive, emotional, and social outcomes (Immordino-Yang et al., 2012). They rely heavily on technology for entertainment, to interact with others – and even for emotion regulation. Members are experiencing instant communication technologies, social networking, and globalization (Park and Gursoy, 2012). They encompass user-generated services (such as blogs), social networking sites, online review or rating sites, virtual game worlds, video sharing sites and online communities, whereby consumers produce, design, publish,

or edit content (Krishnamurthy & Dou, 2008). Some studies suggest that Gen Y actively contribute content, create and mash that they gravitate toward social media sites where they can participate (Dye, 2007). They prefer to stay connected and multitask through technology (Rawlins et al., 2008).

Digital solutions can close SDGs achievement gaps by transforming people's lives and works. GeSI's (Global e-Sustainability Initiative) Initiative research suggests that digital solution will have a huge and measureable positive impact on improving people's life quality, fostering equitable growth and protecting the environment. ICTs offer tremendous opportunities to deliver public services, including healthcare, education, and basic infrastructure to more people. Universities can play a major role in Research and Development (R&D) to train a new generation of sustainable development leaders and play a key role in public awareness and education. Universities can be critical and invaluable sources of long-term independent technical assistance to governments to design and support implementation of SDG plans (Matte et.al, 2015, p. 16). Indonesian and Thai Gen Y students are living in developing countries where life situations are still behind developed countries. Therefore, ICT competences and Gen Y students' critical thinking on issues related to SDGs will be important and relied on.

## **SOCIO-DEMOGRAPHICS**

Descriptive statistics on students' country of origin, gender and age showed that the percentage of Thai

Gen Y students (59.5 percent) was higher than Indonesian Gen Y students (40.5 percent). The percentage of Thai female students (46.8 percent) was higher than Indonesian female students (10.1 percent). On the other hand, the percentage of Indonesian male students (30.4 percent) was higher than Thai male students (12.7 percent). In terms of age, the majority of Thai female students (35.8 percent) were 19 years old, and 11.7 percent were 20 years old. Indonesian male students mostly (16.7 percent) were 18 years old and 11.4 percent were 19 years old. None of Thai students were at the age of 24-year-old. However, 0.6 percent of Indonesian students were 24 years old. The rest of the students from both countries were between the ages of 21 to 23 years old.

## **ICT DEVICES USAGE**

Data on ICT device ownership showed that all of Indonesian and Thai students owned cellular phones, 75 percent students owned notebooks or laptops, 34.2 percent owned PCs, 11.7 percent owned Tablets, and only 10.8 percent owned iPads. Majority of Indonesian students used cellular phones for sending short messages (58.6 percent), while Thai students used them for making phone calls. Indonesian students mostly used notebooks or laptops for browsing (28.1 percent), but Thai students used them for writing (39.9 percent). Both Indonesian (5.5 percent) and Thailand (31.9 percent) students used PCs for office or writing. Generally, Indonesian students used iPads for browsing, playing games, watching videos, or taking pictures (0.8

percent) and Thai students used them for playing games (5.3 percent).

Looking at the relationship between gender and ICT device usage, it showed differences in results. Male students mostly used cellular phones for sending short message (41.9 percent), but female students used them for making phone calls (60.6 percent). Similar difference also occurred in the use of notebook or laptop. Male students used notebooks or laptops for browsing (23.5 percent), while female students used them for writing (41.2 percent). For PC usage, it showed similarity in which male (8.8 percent) and female (30.6 percent) students used them for office or writing. Next, male students mostly used iPads for browsing (2.9 percent) or watching video (2.9 percent), while female students used them for playing games (3.8 percent). Finally, the findings of Tablet usage were similar to iPads. Male students (2.9 percent) used Tablets for watching video and female students (5 percent) used them for playing game.

To investigate the differences between students' self-assessment of critical issues (dependent variables) and ICT device usage (independent variables) controlled by students' country of origin, gender, and age, five multiple linear regression models (MLRs) were run. Table 1 describes the first MLR model of cellular phone usage being regressed to self-assessment on twenty critical issues controlled by country of origin, gender, and age.

The findings showed that students who used cellular phones for making phone calls, sending

short messages, and taking pictures were significantly more likely to assess justice, employment and population as serious issues in facing the future than students who used them for other purposes. Students' country of origin (Indonesia was a predictor and Thailand was a reference group) showed that Indonesian students were significantly less likely to assess security, economy, and employment as serious issues in facing the future than Thai students. Gender, where female was predictor and male was reference group, showed that female students were significantly more likely to assess politics, employment, population, and social conditions as critical issues in facing the future than male students. However, population and crime issues were ungeneralizable because the F-test showed  $p > 0.05$  level. Finally, age cohort (cohort of 17-18 years old was a predictor and cohort of 23-24 years old was a reference group) showed that 17-18 year old students were significantly less likely to assess natural resources as a serious issue in facing the future than the 23-24 year old students'.

**Table 1**  
*Multiple Linear Regression of Cell Phone Usage to Critical Issues Assessment*

No	Issues	B	SE	sig	R <sup>2</sup>	F	sig
1	Justice - CP for calls	-0.596	0.284	0.037*	0.066	2.161	0.020*
2	Natural R. - Age 17-18	-1.207	0.624	0.054*	0.080	2.658	0.004**
3	Security - Country	-0.710	0.211	0.001***	0.119	4.139	0.001***
4	Environment - Country	-0.600	0.221	0.007**	0.072	2.367	0.010**
5	Economy - Country	-0.628	0.209	0.003**	0.089	2.988	0.001***
6	Politics - Sex	0.371	0.159	0.020*	0.076	2.515	0.006**
7	Employment - Country - Sex - CP sms - CP picture	-0.456 0.387 0.722 0.785	0.211 0.160 0.350 0.382	0.032** 0.016** 0.040* 0.041*	0.089	2.966	0.001***
8	Population - Sex - CP sms - CP picture	0.364 0.740 0.863	0.171 0.374 0.407	0.034* 0.049* 0.035*	0.053	1.723	0.075 <sup>n.s</sup>
9	Crime - Sex	0.330	0.154	0.033*	0.045	1.441	0.161 <sup>n.s</sup>
10	Social - Sex	0.367	0.156	0.019*	0.087	2.897	0.002**
Number of observations 316							

Note. p<0.001\*\*\*; p<0.01\*\*; p<0.05\*; p>0.05 <sup>n.s</sup>= not significant; df= 10.

**Table 2**  
*Multiple Linear Regression Model of Notebooks or Laptops Usage and Self-Assessment to Critical Issues*

No	Issues	B	SE	Sig	R <sup>2</sup>	F	sig
1	Poverty - Country	0.487	0.184	0.009**	0.059	1901	0.045 *
2	Democracy - NB browsing	0.470	0.201	0.020*	0.067	2.200	0.018*
3	Natural R. - Country	-0.526	0.199	0.009**	0.069	2.266	0.014*
4	Security - Country	-0.629	0.178	0.001***	0.105	3.575	0.001***
5	Environment - Country	-0.500	0.186	0.008**	0.057	1.859	0.050 *
6	Politics - Sex	0.359	0.162	0.028*	0.063	2.056	0.028 *
7	Employment - Sex	0.392	0.166	0.019*	0.045	1.447	0.159 <sup>n.s</sup>
8	Population - Sex	0.360	0.176	0.041*	0.026	0.803	0.626 <sup>n.s</sup>
9	Crime - Sex	0.347	0.158	0.029*	0.025	0.794	0.635 <sup>n.s</sup>
10	Social - Sex	0.424	0.158	0.008**	0.080	2.669	0.004**
Number of observations 316							

Note. p<0.001\*\*\*; p<0.01\*\*; p<0.05\*; p>0.05 <sup>n.s</sup>= not significant; df = 10.

The second MLR model was notebooks or laptops usage being regressed to the same dependent variables controlled by students' country of origin, sex, and age. Table 2 describes the results of the second model. The findings showed that the use of notebooks or laptops for browsing were significantly more likely to assess democracy as a critical issue the Gen Y students would face in the future than the use for other purposes. Indonesian students were statistically more likely to assess poverty as serious issue in facing the future but less

likely to assess natural resources, security, and environment as critical issues in facing the future than Thai students.

Female students were significantly more likely to assess that politics, employment, population, crime, and social conditions were very serious issues in facing the future than male students. However, those three issues of employment, population and crime situations only existed in the samples (F-Test,  $p > 0.05$ ).

Table 3  
*Multiple Linear Regression of PC Usage to Self-Assessment of Twenty Critical Issues*

No	Issues	B	SE	Sig	R <sup>2</sup>	F	sig
1	Natural R. - PC writing	-0.587	0.208	0.005**	0.070	2.292	0.013**
2	Security - Country	-0.636	0.185	0.001***	0.112	3.845	0.001***
3	Environment - Country	-0.595	0.194	0.002**	0.065	2.131	0.022*
4	Politics - Sex	0.375	0.162	0.021**	0.060	1.951	0.038*
5	Employment - Sex	0.419	0.165	0.011**	0.054	1.735	0.072 <sup>n.s</sup>
6	Population - Sex	0.382	0.175	0.029*	0.028	0.882	0.551 <sup>n.s</sup>
7	Crime - Sex	0.369	0.157	0.019*	0.030	0.939	0.497 <sup>n.s</sup>
8	Social - Sex	0.415	0.158	0.009**	0.081	2.674	0.004**
Number of observations 316							

Note.  $p < 0.001$ \*\*\*;  $p < 0.01$ \*\*;  $p < 0.05$ \*;  $p > 0.05$ n.s= not significant; df= 10.

Table 3 describes PC usage regressed toward self-assessment on critical issues assessment control for the same variables.

The third MLR model showed that PC usage had no significant relationship with any issues. Factors that determined student's assessment of the critical issues were students' country of origin and gender. In both variables, Indonesian students were

significantly more likely to assess security, environment and natural resources conditions as critical issues in facing the future than Thai students. Female students were significantly more likely to assess politics, employment, crime, demography, and social conditions as very serious issues in facing the future than male students. Similar to the second models, employment, crime and population issues were



only found in the sample and not generalizable (F-test,  $p > 0.05$ ).

The fourth MLR model was the use of iPads being regressed to the same variables. Table 4 describes the results of the fourth MLR model. In

contrast to the use of cellular phone, notebook or laptop and PC, the relationship between iPad usage and self-assessment of critical issues for students in facing the future varied considerably.

Table 4  
*Multiple Linear Regression Model of iPad Usage to Self-Assessment of Critical Issues Assessment*

No	Issues	B	SE	sig	R <sup>2</sup>	F	sig
1	Poverty				0.103	2.886	0.001**
	- Country	0.409	0.181	0.024*			
	- Ipad picture	-1.803	0.491	0.001***			
2	Democracy				0.090	2.492	0.004**
	- Ipad music	-1.415	0.474	0.003**			
3	Human R.				0.051	1.360	0.184 <sup>n.s.</sup>
	- Ipad music	-1.023	0.459	0.027*			
	- Ipad picture	-1.074	0.492	0.030*			
4	Natural R.				0.087	2.415	0.005**
	- Country	-0.610	0.174	0.002**			
	- Ipad music	-0.993	0.501	0.049*			
5	Security				0.095	2.649	0.002**
	- Country	-0.723	0.184	0.001***			
	- Ipad game	-0.700	0.359	0.052*			
	- Ipad music	-1.184	0.465	0.011**			
6	Environment				0.095	2.649	0.002**
	- Country	-0.637	0.184	0.001***			
	- Ipad game	-0.700	0.359	0.052*			
	- Ipad music	-1.184	0.465	0.011**			
7	Health				0.046	1.220	0.268 <sup>n.s.</sup>
	- Ipad picture	-1.121	0.504	0.027*			
8	Economy				0.103	2.892	0.001***
	- Country	-0.430	0.174	0.014**			
	- Ipad game	-0.943	0.340	0.006**			
	- Ipad sms	-3.452	1.144	0.003**			
Number of observations 316							

Note.  $p < 0.001$ \*\*\*;  $p < 0.01$ \*\*;  $p < 0.05$ \*;  $p > 0.05$ n.s= not significant; df =12.

Indonesian students were significantly more likely to assess poverty as a serious issue, but less likely to assess natural resources, security, environment, economy, government, and family conditions as serious issues for them in facing the future than Thai Gen Y students. Significant relationship with government was only found in the sample (F-test,  $p > 0.05$ ).

Female students were significantly more likely to assess politics, employment, population, crime, and social aspects as serious issues for them in facing the future than male Gen Y students. Population issue only existed in sample groups, not in the population (F-test,  $p > 0.05$ ).

Table 4  
*Multiple Linear Regression Model of iPad Usage to Self-Assessment of Critical Issues Assessment*

No	Issues	B	SE	sig	R <sup>2</sup>	F	sig
9	Politics				0.074	2.019	0.022*
	- Sex	0.355	0.160	0.028*			
10	Conflict				0.061	1.649	0.078 <sup>n.s</sup>
	- iPad music	-0.854	0.423	0.044*			
11	Employment				0.095	2.650	0.002**
	- Sex	0.363	0.161	0.025*			
	- Ipad game	-0.782	0.346	0.024*			
	- Ipad music	-0.976	0.448	0.030*			
	- Ipad picture	-1.133	0.481	0.019*			
12	Government				0.061	1.635	0.081 <sup>n.s</sup>
	- Country	-0.400	0.184	0.030			
13	Population				0.049	1.295	0.220 <sup>n.s</sup>
	- Sex	0.361	0.173	0.038*			
	- Ipad	-0.742	0.371	0.046*			
14	Technology				0.044	1.165	0.308 <sup>n.s</sup>
	- iPad picture	-1.130	0.518	0.030*			
15	Information				0.067	1.827	0.043*
	- Ipad music	-1.039	0.533	0.052*			
16	Family				0.083	2.300	0.008**
	- Country	-0.504	0.217	0.021*			
	- Ipad music	-1.522	0.550	0.006**			
17	Crime				0.066	1.796	0.048*
	- Sex	0.308	0.154	0.046*			
	- Ipad game	-1.202	0.331	0.001***			
18	Social				0.096	2.678	0.002**
	- Sex	0.363	0.156	0.021*			
	- Ipad music	-0.885	0.435	0.043*			
Number of observations 316							

Note. p<0.001\*\*\*; p<0.01\*\*; p<0.05\*; p>0.05<sup>n.s</sup>= not significant; df =12.

Finally, the fifth MLR model was tablet usage being regressed toward self-assessment of twenty issues controlled by the same variables. Table 5 describes the results of the fifth model.

The findings showed that Gen Y students who used tablets for browsing, office or writing, and video were significantly less likely to assess poverty, economy, and employment as serious issues for them in facing the future than Gen Y students who used them for other purposes. Indonesian students were significantly more likely to assess poverty as a serious problem for them in facing the future. However, they were significantly less likely to

assess natural resources, security, environment, and family conditions as serious issues for them in facing the future than Thai students. Female Gen Y students were significantly more likely to assess politics, employment, demography, crime and social situations as serious issues for them in facing the future than male Gen Y students. The issues of politics, population and crime were not generalizable (F-test, p>0.05). Briefly, it could be stated that the usage of ICT devices in students' self-assessment of twenty critical issues related to SDGs varied among Gen Y students in terms of gender, country of origin, and age.

Table 5  
*Multiple Linear Regression Models of Tablet Usage to Self-Assessment of Twenty Critical Issues*

No	Issues	beta	SE	sig	R <sup>2</sup>	F	sig
1	Poverty				0.084	2.136	0.012*
	- Country	0.471	0.182	0.010**			
2	Natural R.				0.082	2.072	0.016*
	- Country	-1.275	0.495	0.010**			
3	Security				0.116	3.058	0.001***
	- Country	-0.540	0.198	0.008**			
4	Environment				0.065	1.622	0.078 <sup>n.s</sup>
	- Country	0.636	0.177	0.001***			
5	Economy				0.091	2.321	0.006**
	- Tablet writing	-0.524	0.186	0.005**			
6	Politics				0.059	1.463	0.130 <sup>n.s</sup>
	- Sex	3.365	1.153	0.004**			
7	Employment				0.072	1.800	0.042*
	- Sex	0.380	0.162	0.020*			
8	Population				0.034	0.826	0.633 <sup>n.s</sup>
	- Sex	-1.066	0.503	0.035*			
9	Family				0.073	1.824	0.039*
	- Country	0.362	0.175	0.039*			
10	Crime				0.029	0.696	0.767 <sup>n.s</sup>
	- Sex	0.440	0.218	0.045*			
11	Social				0.084	2.129	0.013**
	- Sex	0.326	0.158	0.039*			
Number of observations 316							

Note. p<0.001\*\*\*; p<0.01\*\*; p<0.05\*; p>0.05 <sup>n.s</sup>= not significant; df =13.

New communication technologies are not gender blind. The absence of women's voices and perspectives in information society shows that gender power relations in new media replicate what has happened in conventional media in many ways (Plou, 2003). That is also shown in the results of this study. Female Gen Y students had various types of ICT devices but they did not use them for equality achievement.

ICT usage in self-assessment of critical issues that they will face by 2030 varied between male and female Indonesian and Thai Gen Y students. The overall results of this study support the findings of Zabadi and Al-Alawi (2016) and Utomo et al. (2013) that Gen Y students' assessment of the ICT usage varies, depending on gender. However,

they do not support Attuquayefio and Addo's (2016) study stating that there are no differences among male and female students and Mahmood and Bokhari's (2012) study suggesting that ICT usage will overcome gender inequality. However, in terms of age, this study supports Attuquayefio and Addo's (2016) finding. The finding that female Gen Y students have more ICTs than male students is similar to that of Egbo, Okoyeuzu, Ifeanacho, and Onwumere (2011). This study also supports Marcelle's (2000) thought that direct intervention is needed in order to achieve gender equality, which is in line with Puspita and Ischii's (2016) findings.

## CONCLUSION

There were significantly different relationships in gender, country of origin, ICT device usage, ICT ownership, and numbers of ICT ownership with Gen Y students' assessments of critical issues in facing the future by 2030. Significant differences were found in the population, but some persistence issues were found only in the sample, particularly the one related to gender.

Regardless of ICT device usage, Gen Y female students' self-assessment of gender issues remained. Using varieties of ICT devices, female students persistently assessed social condition as critical issue facing their future. Meanwhile, the population consistently persisted in the sample regardless the ICTs they used. Employment was generalizable in cellular phone, iPad and tablet usage but not in notebook and PC usage. Crime was assessed as a critical issue on all types of ICT usage except in the use of notebooks.

Unlike Thai, Indonesian Gen Y students were more likely to assess poverty as critical issue for them in facing the future, but they were less likely to assess security, environment, economy, employment, natural resources and family as critical issues for them in facing the future. Younger Gen Y students of 17 to 18 years old were less likely concerned in the issue of natural resources than older Gen Y students of 23 to 24 years old. None of Gen Y students were concerned in democracy, conflict, and government as critical issues for them in facing the future.

Furthermore, the types of ICT device usage, especially iPads and

tablets had more influence on Gen Y students' assessment of critical issues than cell phones, notebooks or Laptops and PCs. The overall results showed that ICT usage in self-assessment of twenty critical issues related to SDGs varied among Gen Y students' country of origin, gender, and age.

This study has limitation as a consequence from the sample size that was not large enough for increasing predicted variables. Therefore, some findings, particularly the one related to gender, were not generalizable. This study did not include socio-economic variables. Hence, further research needs to take into account student's socio-economic aspects. Assessment results of critical issues indicated that ICT ownerships and usage seemed related to students' socio-economic status. Survey conducted by Utomo et al. (2013) shows that the variation in Gen Y students in the use of internet is influenced by their socio-economic status. The finding of this study indicates this view needs to be re-considered. There is a need to start intensively in disseminating information on gender issues such as SDGs concern among Gen Y students. Therefore, further research needs to be conducted in order to confirm the consistency of this study results and to find out the inconsistencies factors in the population.

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