



Implementation of the West Sumatra Provincial Election Commission's Voter Education Program Following the 2024 General Election

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Abstract. Voter education has become an essential strategy for strengthening political awareness and democratic participation, particularly among young and first-time voters. Research specifically addressing post-election voter education implemented by provincial election management bodies remains limited. This study aims to analyze the implementation of the voter education program conducted by the West Sumatra Provincial Election Commission after the 2024 General Election and to identify the supporting and inhibiting factors affecting its implementation. A qualitative approach with a descriptive design was employed, involving election commissioners, institutional partners, and university students selected through purposive and snowball sampling. Data were collected through in-depth interviews and documentation studies and analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing. The findings indicate that the program was implemented through public outreach, webinars, public lectures, university partnerships, the establishment of Saka Pramuka Rintisan Yogaswara, and social media utilization. Viewed from Edward III's policy implementation framework, communication, resources, disposition, and bureaucratic structure influenced program implementation. The study concludes that sustainable voter education is crucial for improving political literacy and recommends stronger digital communication, wider institutional collaboration, and continuous youth-oriented voter education programs.

Keywords: Edward III; Policy Implementation; Voter Education; West Sumatra Provincial Election Commission; Young Voters.

1. BACKGROUND

Democracy is a system of government that places the people as the highest holders of sovereignty in the administration of the state (Agustina et al., 2024; Marginson, 2025; Wisnaeni & Herawati, 2022). Within a democratic system, citizen participation serves as a fundamental element that determines governmental legitimacy and the quality of political processes. One of the primary instruments for realizing popular sovereignty is the general election. Through elections, citizens are provided with the opportunity to select their representatives and political leaders, ensuring that the transfer of power occurs constitutionally, peacefully, and democratically (Efgivia et al., 2021). Therefore, the success of elections is not solely measured by their technical implementation but also by the level and quality of public participation in democratic processes.

At the global level, many democratic countries face challenges related to declining political participation, particularly among young voters (Grassi et al., 2024; Sloam et al., 2026; Stockemer & Sundström, 2025). Political disengagement has become a significant concern in contemporary democratic studies because it can reduce electoral legitimacy and hinder

democratic consolidation (Norris, 2014). According to the International Institute for Democracy and Electoral Assistance (IDEA, 2023), low political literacy, declining trust in political institutions, and limited understanding of civic responsibilities are among the key factors contributing to decreased voter participation across various countries. Consequently, electoral management bodies worldwide have increasingly adopted voter education programs as long-term strategies to strengthen democratic culture and enhance citizens' engagement in political life.

As one of the largest democracies in the world, Indonesia faces similar challenges. The implementation of elections as a mechanism for exercising popular sovereignty is constitutionally mandated under Article 22E of the 1945 Constitution of the Republic of Indonesia, which stipulates that elections must be conducted directly, publicly, freely, confidentially, honestly, and fairly. In practice, the success of elections depends not only on the effective administration of electoral processes but also on the level of political awareness and participation among citizens. High voter participation reflects public trust in democratic institutions, whereas low participation may indicate deficiencies in political education and democratic engagement (Aspinall & Sukmajati, 2016).

As an independent and permanent electoral management body, the General Election Commission (Komisi Pemilihan Umum/KPU) plays a strategic role not only in organizing elections but also in promoting political awareness through voter education and political socialization programs. This responsibility is regulated under Law Number 7 of 2017 concerning General Elections and KPU Regulation Number 9 of 2022 concerning Socialization, Voter Education, and Public Participation in Election Administration. These regulations emphasize that voter education should be conducted continuously, systematically, and sustainably, both during and outside electoral periods. The primary objective of voter education is to develop informed, responsible, and politically aware citizens who are capable of exercising their political rights and obligations effectively (KPU RI, 2022).

From a theoretical perspective, voter education constitutes an essential component of political education that aims to improve citizens' political literacy and understanding of democratic processes. Political participation theory proposed by Verba et al. (1995) suggests that political engagement is influenced by political knowledge, social resources, and opportunities for civic involvement. Accordingly, voter education serves as an important mechanism for fostering sustainable political participation because it focuses not only on increasing voter turnout but also on strengthening democratic values and civic responsibility within society.

The implementation of the 2024 Simultaneous General Election in West Sumatra revealed several challenges regarding public participation. Data from the West Sumatra Provincial Election Commission indicate that voter turnout in the 2024 General Election reached approximately 76%. However, participation declined significantly during several post-election events, particularly during the re-voting process (Pemungutan Suara Ulang/PSU) following a Constitutional Court decision, where voter turnout dropped to only 35.73%. This decline suggests that public political engagement remains largely dependent on electoral momentum rather than being embedded as a sustained democratic practice. Such conditions highlight the need for continuous voter education initiatives that extend beyond election periods.

The challenge of political participation is particularly evident among young voters, especially Generation Z, who represent a strategic demographic group for the future of Indonesian democracy. According to data obtained from the West Sumatra Provincial Election Commission, the number of young voters who abstained from voting in the 2024 General Election exceeded the number of those who exercised their voting rights. This phenomenon indicates that the widespread availability of digital information has not automatically translated into increased political awareness among young people. Instead, more adaptive and sustainable approaches to political education are required to encourage meaningful democratic participation among younger generations.

Several previous studies have examined the relationship between voter education and political participation. Solijonov (2016) found that voter education contributes significantly to increasing political awareness and electoral participation among citizens. Similarly, Pratama & Haryanto (2022) as well as Ramadhan (2023) reported that political socialization programs can improve public understanding of political rights and responsibilities while encouraging greater participation among young voters. Nevertheless, most existing studies have focused on voter education initiatives implemented during election campaigns or electoral stages. Research specifically addressing the implementation of voter education programs in the post-election period remains limited, particularly at the provincial electoral management level.

This gap in the literature demonstrates the need for further investigation into post-election voter education as a strategy for sustaining democratic participation. Although electoral regulations require voter education to be conducted continuously, empirical evidence suggests that such activities tend to be concentrated during election periods. Consequently, there is a discrepancy between the normative mandate of voter education and its practical implementation. The novelty of this study lies in its focus on the implementation of post-

election voter education programs conducted by the West Sumatra Provincial Election Commission, including innovative initiatives designed to strengthen political awareness and participation among young citizens.

Based on the foregoing discussion, this study aims to analyze the implementation of the voter education program conducted by the West Sumatra Provincial Election Commission following the 2024 General Election and to identify the factors influencing the implementation of the program in promoting sustainable political awareness and public participation.

2. THEORETICAL STUDIES

Policy implementation is the process of carrying out a predetermined policy to effectively achieve its stated objectives. Successful implementation is not only determined by the quality of the policy but also by the implementation process in the field. According to George C. Edward III (1980), successful policy implementation is influenced by four main variables: communication, resources, disposition, and bureaucratic structure. Communication relates to the clarity and consistency of information delivery to implementers and target groups. Resources include the availability of human resources, budget, infrastructure, information, and authority that support policy implementation. Disposition refers to the attitude, commitment, and willingness of implementers to implement the policy, while bureaucratic structure relates to the division of tasks, work procedures, and inter-organizational coordination that support effective policy implementation.

In this study, George C. Edward III's policy implementation theory is used as an analytical framework to examine the implementation of the Voter Education Program implemented by the General Elections Commission (KPU) of West Sumatra Province after the 2024 General Election. These four indicators are used to analyze how the voter education program is implemented and to identify factors that support and hinder its implementation.

Voter education is the process of providing the public with information, knowledge, and understanding regarding their rights, obligations, and procedures for participating in democratic elections. Pursuant to General Elections Regulation No. 9 of 2022, voter education is implemented systematically, planned, and sustainably to increase political awareness and encourage public participation in democratic life. Voter education is expected to produce voters who are intelligent, critical, rational, and responsible in exercising their right to vote. Therefore, voter education is not only implemented in the lead-up to elections but also forms part of efforts to build a sustainable democratic culture.

In the context of this research, the West Sumatra Provincial General Elections Commission (KPU) acts as both an election organizer and a political education agent responsible for implementing voter education programs for the public, particularly young and first-time voters. The program's implementation is analyzed based on George C. Edward III's four indicators to determine the extent to which the program has met its objectives and the factors influencing its success.

3. RESEARCH METHODS

This study employed a qualitative research method with a descriptive approach. A qualitative approach was selected because the study aimed to understand and describe in depth the implementation of the voter education program conducted by the West Sumatra Provincial Election Commission after the 2024 General Election. According to Creswell (2014), qualitative research is appropriate for exploring social phenomena in natural settings, particularly when researchers seek to understand meanings, processes, and experiences from the perspectives of participants. Similarly, Sugiyono (2019) states that qualitative research is used to examine natural objects, with the researcher serving as the key instrument. The descriptive design was considered suitable because this study focused on systematically presenting the implementation process, institutional strategies, and contextual challenges of post-election voter education programs, particularly those targeting young voters and first-time voters from Generation Z.

The research was conducted at the West Sumatra Provincial Election Commission, the West Sumatra Regional Scout Council, Universitas Negeri Padang, and Universitas Muhammadiyah Sumatera Barat. These locations were selected because they were directly related to the implementation and target groups of the voter education program. The informants were determined using purposive sampling and snowball sampling techniques. Purposive sampling was used to select individuals who had direct knowledge and involvement in the implementation of voter education programs, while snowball sampling was applied to obtain additional informants from young voters and first-time voters. The informants consisted of officials from the West Sumatra Provincial Election Commission, representatives of partner institutions, and members of Generation Z as the target group of the program. Data were collected through in-depth interviews and documentation studies. Interviews were conducted using interview guidelines, while documentation was carried out by examining official documents, activity reports, regulations, organizational structures, and other relevant documents related to voter education programs .

Data analysis in this study used the interactive model proposed by Miles et al. (2014), consisting of data condensation, data display, and conclusion drawing or verification. Data condensation was conducted by selecting, simplifying, and organizing data obtained from interviews and documents based on the research focus. The data were then presented in the form of narrative descriptions to identify patterns, relationships, and factors influencing the implementation of the perspective of Edward III, which includes communication, resources, disposition, and bureaucratic structure as key variables affecting policy implementation. To ensure data validity, this study applied source triangulation and technique triangulation by comparing information obtained from different informants and different data collection methods. Through this process, the findings were expected to provide a credible and comprehensive understanding of the implementation of the West Sumatra Provincial Election Commission's voter education program after the 2024 General Election.

4. RESULTS AND DISCUSSION

Implementation of the Voter Education Program by the West Sumatra Provincial Election Commission After the 2024 General Election

The findings reveal that the West Sumatra Provincial Election Commission continued implementing voter education programs after the 2024 General Election as part of its effort to maintain political awareness and strengthen democratic participation among citizens. Although the intensity of activities was lower than during the electoral stages, voter education remained one of the strategic programs carried out by the Commission. The implementation was intended not only as a post-election evaluation mechanism but also as a long-term strategy to prepare citizens for future elections.

Based on interviews with commissioners and supporting documents, the implementation of voter education focused primarily on increasing public understanding of democracy, electoral procedures, voting rights, and political participation. The Commission emphasized that voter education should be conducted continuously rather than only during election periods. This finding indicates that voter education is perceived as a long-term democratic investment aimed at creating informed, critical, and responsible voters.

Jons Manedi, Commissioner of the West Sumatra Provincial Election Commission, explained:

"Voter education is not only conducted before elections. After the election, the Commission continues educational activities as part of evaluating the electoral process and preparing citizens for future elections."

The statement demonstrates that voter education has become an integral component of post-election activities and reflects the Commission's commitment to sustaining political awareness beyond electoral cycles.

Target Groups of the Voter Education Program

The findings indicate that the voter education program targeted several voter segments, including women, persons with disabilities, vulnerable groups, young voters, and first-time voters. However, the primary focus of the post-election voter education program was Generation Z and first-time voters.

This prioritization was based on the demographic dominance of young voters in future elections and concerns regarding political apathy among younger generations. According to data obtained from the Commission, Generation Z represents a substantial proportion of future voters, making this group strategically important for democratic sustainability.

Table 1. Main Target Groups of the Voter Education Program.

Target Group	Program Orientation
Young voters and first-time voters	Political literacy and electoral participation
Generation Z	Democratic awareness and electoral engagement
Women voters	Equal political participation
Persons with disabilities	Inclusive electoral participation
Vulnerable groups	Political empowerment

Despite becoming the primary target group, interviews with university students and Scout members revealed that many participants were unfamiliar with the voter education program. Several respondents stated that they had never received direct information regarding voter education activities organized by the Commission.

This finding indicates a discrepancy between the intended target groups and the actual dissemination of information. While Generation Z was prioritized in program planning, the program's visibility among the target population remained relatively limited.

Forms of Voter Education Program Implementation

The findings show that the implementation of voter education was conducted through two major programs: (1) collaboration with Saka Pramuka Rintisan Yogaswara and (2) partnerships with higher education institutions.

Collaboration with Saka Pramuka Rintisan Yogaswara

One of the most significant innovations introduced by the West Sumatra Provincial Election Commission after the 2024 election was the establishment of Saka Pramuka Rintisan Yogaswara. The program was initiated through a memorandum of understanding between the Commission and the West Sumatra Regional Scout Council.

The program aimed to involve young people directly in voter education activities through a Training of Trainers (TOT) model. Scout members received training on democracy, elections, political participation, and voter education before disseminating the information to their peers and communities.

The findings indicate that this initiative serves two strategic functions. First, it increases political literacy among young people. Second, it helps the Commission overcome limitations in human resources by involving trained youth as electoral education ambassadors.

According to Jons Manedi:

"Members of Saka Yogaswara will become an extension of the Commission in disseminating electoral information and voter education to their peers."

This finding suggests that the program represents an innovative approach to youth-based voter education and community participation.

Partnerships with Universities

The second major program involved collaboration with universities, particularly Universitas Andalas and Universitas Muhammadiyah Sumatera Barat. Through these partnerships, the Commission organized public lectures, seminars, and voter education activities aimed at enhancing students' understanding of democracy and elections.

The findings indicate that universities were considered strategic partners because students possess significant potential to a

ct as agents of change and disseminators of political information. Through these collaborations, voter education was integrated into academic activities, thereby increasing opportunities for students to engage with democratic issues.

Supporting Factors Affecting Program Implementation

The study identified several factors that supported the implementation of the voter education program.

Table 2. Supporting Factors in Program Implementation.

Supporting Factors	Description
Institutional cooperation	Collaboration with universities and youth organizations
Digital media utilization	Use of social media, webinars, and online communication
Large youth voter population	Availability of a large target audience
Organizational support	Commitment from partner institutions

The most significant supporting factor was institutional cooperation. Partnerships with universities and the Scout movement enabled the Commission to reach broader audiences and implement voter education more effectively.

Another important factor was the use of digital media. Social media platforms and webinars allowed electoral information to be disseminated rapidly and efficiently, particularly among younger generations who are highly active online.

Discussion

Communication in the Implementation of the Voter Education Program

The findings indicate that communication plays a crucial role in the implementation of the voter education program conducted by the West Sumatra Provincial Election Commission after the 2024 General Election. The Commission employed various communication channels, including social media, webinars, public lectures, university partnerships, and the Saka Pramuka Rintisan Yogaswara program, to disseminate information regarding democracy, elections, and political participation. These efforts demonstrate the Commission's attempt to adapt voter education strategies to the communication preferences of younger generations, particularly Generation Z, who are highly engaged with digital platforms.

From the perspective of Edward III's policy implementation theory, communication is a determining factor in policy success because policy objectives and information must be transmitted clearly, consistently, and accurately to target groups. The findings reveal that although the Commission has diversified its communication channels, many young voters remain unaware of the existence of voter education programs. This suggests that the communication process has not yet fully achieved message penetration among the intended audience.

This finding supports the study conducted by Sari et al. (2023), which found that digital communication strategies significantly influence voter awareness and participation among Generation Z. Similarly, Novianty & Octavia (2018) reported that inadequate dissemination of electoral information contributes to low political participation among first-time voters. Therefore, the present study confirms that communication effectiveness is not solely determined by the number of communication channels used but also by the extent to which information reaches and engages the target audience.

Theoretically, these findings reinforce Edward III's argument that ineffective communication may hinder policy implementation despite the existence of clear policy objectives. Practically, the findings suggest that the West Sumatra Provincial Election Commission needs to develop more interactive and youth-oriented communication strategies through digital platforms that are frequently used by Generation Z.

Resources Supporting and Constraining Program Implementation

The findings demonstrate that resources significantly influence the implementation of the voter education program. The Commission utilized various resources, including digital media, institutional partnerships, organizational networks, and educational collaborations, to support program implementation. Partnerships with universities and the Scout movement enabled the Commission to expand its outreach beyond its institutional capacity.

According to Edward III, adequate resources are essential for successful policy implementation because even well-designed policies may fail if resources are insufficient. The present study reveals that while the Commission has successfully leveraged external resources through partnerships, limitations in human resources continue to constrain program implementation. The wide geographical coverage of West Sumatra makes it difficult for the Commission to provide direct voter education activities evenly across all regions.

These findings are consistent with Yulianti (2021), who found that limited human resources often reduce the effectiveness of voter education programs, particularly in geographically dispersed regions. Previous studies have also emphasized that institutional collaboration can compensate for resource limitations by expanding access to target groups and increasing program reach.

The findings contribute to the literature by demonstrating that resource adequacy should not only be measured in terms of personnel and budget but also through the ability of implementing organizations to establish collaborative networks. In practical terms, strengthening partnerships with educational institutions, youth organizations, and community groups may become an effective strategy for overcoming resource constraints in voter education programs.

Disposition and Organizational Commitment in Voter Education

The study reveals that the West Sumatra Provincial Election Commission demonstrates a strong commitment to implementing voter education beyond the electoral cycle. The continuation of voter education activities after the 2024 General Election reflects the Commission's understanding that voter education is a long-term democratic investment rather than merely an election-related activity.

In Edward III's framework, disposition refers to the attitudes, commitment, and willingness of implementers to carry out policy objectives. The findings indicate that Commission officials possess positive attitudes toward voter education and actively support its implementation through innovative programs such as university partnerships and Saka

Pramuka Rintisan Yogaswara. This commitment illustrates a favorable disposition among policy implementers.

However, the study also finds that positive organizational commitment alone is insufficient to ensure program effectiveness. Many young voters continue to exhibit political apathy and limited interest in political education activities. Consequently, there remains a mismatch between institutional commitment and public engagement.

This finding aligns with Putra (2020), who argued that the success of voter education programs depends not only on the commitment of implementing agencies but also on the responsiveness of target groups. The study further supports previous findings suggesting that youth political participation is influenced by perceptions of politics, civic trust, and the relevance of political information to everyday life (Abebe et al., 2024; Alscher et al., 2022; Stals et al., 2022).

Theoretically, the findings confirm Edward III's proposition that favorable implementer attitudes contribute positively to policy implementation. Nevertheless, they also indicate that successful implementation requires reciprocal engagement from target groups. Therefore, voter education initiatives should be designed in ways that resonate with the interests and communication styles of younger generations.

Bureaucratic Structure and Inter-Institutional Collaboration

The findings reveal that the implementation of voter education programs relies heavily on bureaucratic coordination and inter-institutional collaboration. The Commission collaborates with universities, schools, youth organizations, and the Scout movement to deliver voter education activities. Such collaboration enables the Commission to extend program implementation beyond its organizational boundaries.

According to Edward III, bureaucratic structure influences implementation through organizational arrangements, division of responsibilities, coordination mechanisms, and operational procedures. The present study demonstrates that the existence of collaborative structures facilitates the implementation of voter education by distributing responsibilities among multiple stakeholders.

The establishment of Saka Pramuka Rintisan Yogaswara represents a particularly significant innovation because it institutionalizes youth involvement in voter education. Similarly, cooperation agreements with universities create opportunities for integrating democratic education into academic environments. These initiatives indicate that voter education is increasingly being implemented through network-based governance rather than through a purely bureaucratic approach.

The findings support previous studies emphasizing the importance of collaborative governance in electoral education programs. Research conducted by Solijonov (2016) highlighted that sustainable voter education requires partnerships between electoral management bodies and civil society organizations. Likewise, Aspinall and Sukmajati (2016) argued that broader stakeholder involvement contributes to stronger democratic participation and political awareness.

From a theoretical perspective, the findings extend Edward III's bureaucratic structure dimension by demonstrating that effective implementation increasingly depends on collaborative and networked governance arrangements. Practically, the findings suggest that strengthening institutional partnerships may enhance the sustainability and effectiveness of voter education programs.

The findings contribute theoretically to the application of Edward III's policy implementation model within the context of electoral education. The study demonstrates that communication, resources, disposition, and bureaucratic structure collectively influence the effectiveness of voter education programs. Among these factors, communication effectiveness and public responsiveness emerge as the most critical challenges in reaching young voters.

Practically, the findings suggest that the West Sumatra Provincial Election Commission should strengthen digital engagement strategies, expand collaborative networks, and develop more innovative approaches tailored to Generation Z. Programs that combine peer-to-peer education, digital content creation, and youth participation may be more effective in addressing political apathy and increasing democratic engagement among young voters.

This study has several limitations. First, the research was conducted only within the context of the West Sumatra Provincial Election Commission, limiting the generalizability of findings to other provinces. Second, the number of informants was relatively limited and primarily focused on Commission officials, partner institutions, and selected members of Generation Z. Third, the study relied on qualitative data, which may be influenced by subjective interpretations of participants and researchers. Future studies are recommended to employ mixed-method approaches involving larger samples of young voters across multiple regions to obtain a more comprehensive understanding of post-election voter education programs.

5. CONCLUSIONS

The implementation of the Voter Education Program by the West Sumatra Provincial Election Commission (KPU) after the 2024 Election has been quite successful through various activities, such as outreach, webinars, public lectures, collaboration with educational institutions, the formation of the Yogaswara Pioneer Scout Group (Saka Pramuka), and the use of social media for voter education. From the perspective of implementing the George C. Edward III policy, program implementation was supported by strong communication with various parties, the dedication of implementers to program implementation, and a bureaucratic structure that facilitated activity coordination. However, program implementation still faces various challenges, including uneven distribution of information to all target groups, limited human resources and regional reach, and low political interest and awareness among some young people regarding voter education. This situation indicates that ongoing voter education still needs strengthening to optimally achieve the goals of increasing political literacy and public participation.

Based on the research findings, it is recommended that the West Sumatra Provincial KPU strengthen its ongoing voter education program through innovation in communication strategies, optimizing the use of digital media, and expanding partnerships with educational institutions, schools, youth organizations, and community groups. In addition, increasing resource capacity and developing more interactive voter education methods is necessary to reach more target groups, especially the younger generation. Future research is expected to analyze the effectiveness of voter education programs on changes in political literacy and public participation across a wider area or using different research approaches to produce more comprehensive results.

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