

## INTEGRATED VOTER EDUCATION MODEL TO STUDENTS AS PRE-VOTERS

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**ABSTRACT.** This research aims to describe the importance of preparing pre-voters to become intelligent and participatory beginner voters, through an integrated voter education model. This solution was born from the fact that in general voter education only aggressively targets first-time voters during the election stage. This research was carried out by the Pekanbaru City KPU and the Kampar Regency KPU as well as several secondary schools in Pekanbaru City and Kampar Regency. The research used a qualitative design with descriptive methods, with research informants including KPU commissioners, Election Smart House Managers, and Pancasila and Citizenship Education (PPKn) teachers at schools. Research data was collected through observation, interviews, FGD and documentation studies. The research results found that: (1) the absence of a sustainable voter education program to prepare pre-voters to become politically literate beginner voters. Voter education in schools is generally carried out during the election stage, with the theme of socialization; (2) there is no cooperation for the implementation of sustainable voter education (3) an integrated voter education model is needed to combine collaboration between the actors of political education and the PPKn's teachers as a means of learning about elections and democracy in schools to strengthen students' political literacy as pre-voters.

**Keywords:** Voter Education; Integrated; Political Literacy; Students; Pre-voters

### INTRODUCTION

General elections are a real example of the concept of people's sovereignty, where on voting day, the people determine their own choice of leaders according to the criteria of their conscience, so that elections can be said to be one of the mandatory characteristics of a democratic political system, which is generally adopted by countries in the world including Indonesia. However, it is not uncommon to find general elections with a process that lacks integrity, meaning that elections are marred by fraud which ultimately produces leaders who are far from the people's expectations. Ideally, election integrity is a quality that must be possessed by every country that claims to be a democracy (Rahmatunnisa, 2017). This is certainly caused by various factors, not only from the rottenness of political party cadres and selection in filtering and nominating candidates, but also due to the low level of political literacy which causes society to be trapped in black campaign practices, political hoaxes and political manipulation (Hariyanti et al., 2018). Political literacy factors, especially in terms of elections and democracy, are influenced, one of which is by how massive voter education is carried out by election organizers and various related parties such as national and political unity bodies, schools, Pancasila and Citizenship Education (PPKn) teachers, universities, and non-governmental organizations that focus on election

and democracy issues (Hariyanti & Sari, 2021). It can be said that elections and voter education are two things that cannot be separated, because in order to produce quality elections, integrated voter education is needed which requires collaboration from related parties.

Voter education is an effort to instill values related to elections and democracy in national and state life to citizens who have met the requirements as voters in elections or potential voters in the future. Voter education has the following objectives: (1) to increase political participation of citizens; (2) to increase political literacy; (3) to increase the volunteer attitude of voters (Manik & Budhiati, 2015). Voter education does not only emphasize knowledge about the technicalities of voting but more than that, namely how voters can actively participate in the course of elections. Active participation here means that they can understand the meaning and mechanisms of the election so that they can monitor the course of the election. This will certainly create intelligent voters and quality elections (Hariyanti, 2015).

In order to achieve this goal, integrated voter education is needed, in the sense of comprehensive voter education through collaboration between various related parties in educating target groups. In this case, if the target group is pre-voters, who are still at school level, then collaboration between election organizers is needed through the Election Smart House program and civic education teachers

in schools, as the main source of information related to election and democracy themes. Students in schools are classified as pre-voters. Pre-voters is group age Which Not yet enter age voters but in the next 5 years will enter the voting age. In Indonesia, the rules The minimum voting age limit is 17 years or you must be/have been married. Group pre-election strategic become target voter education because they are still in the phase of spiritual and thought growth (Manik & Budhiati, 2015) . One of the election information centers for pre-voters designed by the election organizers is the Election Smart House.

Election Smart House (hereinafter referred to as RPP) is a building/room located in the area of the central/provincial/district/city General Election Commission which is intended as a center for election information for the community (Manik, Husni Kamil, Sigit Pamungkas, 2015) . The central KPU has regulated that the KPU in the regions must have an RPP and then creativity and innovation are required from election organizers in the regions to develop the RPP as an election information center, such as visiting schools, to the radio, and even inviting/initiating the public to visit the RPP (Aprilia & Azmi, 2021) . If developed optimally, the RPP has the potential to become an appropriate voter education service and be developed as a district/city political education center (Rafni & Suryanef, 2019) . However, in its implementation as center education voters, Lesson Plan experienced several obstacles, namely (1) a lack of election learning media for pre-voters, in the sense of a lack of socialization materials available in the RPP, This means that it is necessary to update election information (Simbolon, 2019) . In RPP is usually only found *as a mockup* of the voting process at the TPS. and TPS props for simulation purposes. The material presented is in the form of displays information elections standard Which nature general And national; (2) Absence cooperation manager Lesson Plan with parties related use development Lesson Plan as a center for voter education such as schools through Pancasila and Citizenship Education teachers (Hariyanti, Hambali, Ahmad Eddison, 2022) ; (3) The absence of a sustainable and integrated political education curriculum or special programs Which designed for use increase pre-voter political literacy through RPP (Hariyanti, 2022) ; (4) low visits to RPP caused by several factors, namely the lack of socialization of RPP to the community and also influenced by the less strategic location of RPP, where the KPU office is generally located in the

central area of regional government management and far from school areas.

If targeting the pre-voter segment, then the most appropriate party to be involved by the election organizers in implementing voter education is the school, especially the PPKn teachers, who are also members of the MGMP PPKn organization. Election and democracy materials are part of the Civic Education learning materials in schools. However, so far, generally this material is taught without using media that can help students understand elections and democracy in a more real and enjoyable way. In general, it is only taught through lecture methods, discussions, and continued reading textbooks in class. This kind of learning model certainly confuses students and continues to make the concept of elections and democracy an abstract concept to understand. In fact, students are a group that will prepare to become new voters in the next few years. Teachers should prepare students to become smart, selective, and participatory new voters. So far, generally new voters have been targeted by pragmatic election participants, who trick new voters as a vote bank without providing political education that can make them smart in determining their choices (Indrajat et al., 2020) . This means that to avoid this, voter education is needed as early as possible for students as pre-voters.

Constraint This urgent completed Because a number of consideration that (1) pre-voters are a group who are still children and tend to be unfamiliar with problem elections, the only one information Which Enough clear got from Teacher Education Pancasila And Citizenship (PPKn) in school However The tendency is that PPKn teachers rarely use election learning media Which can help understanding participant educate. Information elections need delivered through appropriate and interesting media so as to attract attention pre-voters. Election And democracy need taught in age Which as early as maybe (pre-voters) so that they will later become smart first-time voters, rational and responsible; (2) Election and democracy material is included in PPKn material for elementary, middle and high school levels with a wide range of material coverage. customized with level education so that appropriate If done cooperation with PPKn teachers who are always close to the pre-voter groups; (3) RPP is a means of voter education that is facilitated and funded by the state for public wide including pre-voters, However very what a shame if its utilization has not been running effectively so that cooperation and development of RPP from various parties including university academics through contributions of

recommendations, ideas, or products that can be used for progress development Lesson Plan.

Related to research and studies on voter education, political education for pre-voters and new voters conducted by election organizers to strengthen democracy, has previously been conducted by researchers, including research conducted by Diyah Setiawaty in 2014, entitled Encouraging Young Voter Participation Through Programmatic Political Education. The results of this study are that election organizers from each democratic election period have not yet conducted programmatic voter education and are still using the voter information approach which is a temporary solution. Political parties have also not been optimal in carrying out the function of political education as mandated by law. There needs to be a joint commitment from both the government and political parties by involving all elements of society such as CSOs and educational institutions to start conducting programmatic voter education to increase not only the number of voter participation in elections but also political participation as a whole (Setiawaty, 2014).

Then, Research conducted by Suryanef and Alrafni in 2019, entitled Voter Education for new voters through smart election houses. The results of the study were that the potential votes of new voters were often not managed properly through systematic and comprehensive voter education. The presence of the Smart Election House (RPP) as one of the priority programs of the General Election Commission (KPU) which functions as a voter education service center is a separate vehicle for new voters to understand elections and democratic life in general. The research results describe the potential of RPP in providing voter education services for new voters and how RPP is developed as a means of political education in districts/cities (Rafni & Suryanef, 2019).

Research conducted by Ahmad Imron Rozuli and Muhtar Haboddin in 2018, entitled Voter Education and Strengthening Democracy. This paper attempts to examine the link between voter education and civic politics on the one hand, while on the other hand linking voter education with strengthening democracy. This perspective is very different from the study of voter education, which places elections as its central focus. For the author, voter education needs to be expanded in meaning by linking civic politics and democracy. Voter education contributes to creating intelligent, critical, and rational citizens in exercising their political rights. At the same time, independent and free in voicing their demands, desires, and political interests. Furthermore, the

results of voter education allow citizens to control the performance of the government in carrying out its duties and functions. In other words, voter education will increase the capacity of citizens when dealing with the government (Rozuli & Haboddin, 2018).

Research conducted by Harnom, et al. in 2019, entitled Political Education for Millennial Voters in Understanding the Dangers of Vote Brokers by the KPU, found that the socialization activities carried out by the KPU for millennial voters were only carried out when the election was about to take place. The material carried out by the KPU explained more about the technical problems of the election, then the elements of money politics were given. However, in providing material on money politics, the KPU did not have materials or modules, so that new voters only knew about avoiding people who wanted to give money and vote for their candidates. The KPU did not explain the form of money politics and how the system worked. Based on the experience of the 2014 Election, the KPU should have differentiated the method of socialization it carried out for the level of voters. In this article, the author proposes that the KPU in carrying out socialization about education for new voters include the basic needs of new voters themselves, as we know most of them do not have political experience so it is necessary for the KPU in its socialization to form a mindset based on rationality to consider voting decisions based on ability, vision-mission and knowing the track record of the parties and candidates. So that they cannot be easily influenced to sell their votes. By providing knowledge about the ins and outs of the election, it will become a fortress of understanding for them in digesting information (Harnom et al., 2019).

Research conducted by Roderik Rekker, in 2022, entitled Young Trendsetters: How Young Voters Fuel Electoral Volatility. Sociological theory argues that social change occurs first and foremost among young people, who set trends that can eventually carry over to older generations. The study examines the extent to which this proposition applies to electoral shifts by comparing parties' electoral gains among young (aged <25) and older (aged >24) voters in 21 Western democracies between 1948 and 2019. An analysis of 219 national election surveys reveals that winning parties typically make disproportionate gains among young voters. This *youth bonus* is even greater for new parties, whose electoral breakthroughs are facilitated by young people. Electoral shifts among young voters also predict similar shifts among older voters in subsequent elections. This shows that the younger generation is not only more sensitive to election trends, but they

can also determine trends that will ultimately affect the older generation. Therefore, young voters should be seen as an important driver of electoral instability (Rekker, 2022) who set trends that may eventually carry over to older citizens. This study examined to what extent this proposition applies to electoral shifts by comparing parties' electoral gains among young (age <25).

Based on previous research on the theme of Voter Education, this study takes a different point, namely examining how to formulate an integrated Voter Education model innovation, which minimizes the weaknesses of Voter Education found in several previous studies such as Voter Education which tends to be incidental (carried out when the election stages are taking place), and Voter Education which is not only aimed at mobilizing the Community to use their voting rights but more than that, namely being able to carry out non-electoral participation so that the material provided must be comprehensive, structured and sustainable.

## METHOD

This study uses a qualitative descriptive method design because it comprehensively describes the realization of voter education carried out by election organizers and describes the innovation of the integrated voter education model idea as an offer of solutions to the problems and weaknesses of current political education. Qualitative research methods are often called naturalistic research methods because the research is conducted in natural conditions or natural settings (Abdussamad, 221 CE) . This research was conducted at the Pekanbaru City KPU and Kampar Regency KPU as well as several high schools in Pekanbaru City and Kampar Regency. The research informants consisted of the Pekanbaru City and Kampar Regency KPU commissioners, Election Smart House Managers, and Pancasila and Citizenship Education (PPKn) teachers at schools. Research data were collected through observation, interviews, FGDs and documentation studies. The technical data analysis used the Miles and Huberman model which consisted of data collection, data verification and reduction, and drawing conclusions. The triangulation technique used triangulation of data sources.

## RESULTS AND DISCUSSION

Integrated voter education is based on various studies that have found various typologies of new voters, all of which are narrowed down

to several characteristics, namely minimal political knowledge and experience, vulnerable to being victims of hoaxes and money politics and vulnerable to being a white group or swing voter group who hesitate to make a choice because of the lack of information obtained so that it can lead to a state of not voting, or voting but not knowing for sure the vision, mission and program or even the figure of the candidate leader who will be elected. In this study, the focus of the research is pre-voters, namely voters who will determine their voting rights in the next few years, or preparing to become new voters in the next few years. To prevent pre-voters who are still in school from becoming new voters with minimal political literacy, an integrated voter education model was developed, namely a voter education strategy that combines collaboration between PPKn teachers at schools and the Regency/City KPU as election organizers close to the school location to provide and present real experiences around election materials in the form of implementing an integrated voter education model with the help of voter education pocket books and smart pre-voter smart card learning media, which at the end of the learning will end with a visit to the Smart Election House at the nearest Regency/City KPU.

It is clearly stated that the Integrated Voter Education Model is intended to prepare students as pre-voters to become smart new voters, namely participatory new voters, who have good political literacy and are expected to be able to become election monitors in the community, meaning they participate in maintaining the election process in accordance with the rules set, free from fraud. This means here, how to build a volunteer attitude in students to participate in forming quality elections. Integrated voter education, through collaboration between smart election houses and civic education teachers in schools is an innovation in election learning in schools because so far learning about elections and democracy tends to be done monotonously. Integrated voter education model for pre-voters includes the design of a pre-voter education strategy, the composition of pre-voter education materials and media learning elections And democracy. It is expected later after reconstruction model education voters finished, can be ended with socialization to the pre-voter group. An integrated voter education model is needed by group pre-election For help Study elections And democracy because material elections And democracy generally nature abstract (need understanding/analysis) And group target

Which targeted namely pre-election Which of course Still children And teenager generally like process learning with use interesting media and content easy understood.

**Incidental Voter Education**

Incidental voter education in question is voter education that is only carried out at certain times, in this case it is intended as voter education that is only carried out before the general election. To welcome the simultaneous general election to be held on February 14, 2024, the KPU is conducting voter education with the theme of socialization and education for new voters to schools in its working area. This voter education aims to provide political literacy to new voters while inviting new voters to exercise their right to vote on February 14, 2024 at the TPS. Voter education can be organized by the KPU itself and its entourage, it can also be organized by the PPK by inviting commissioners as resource persons and also carried out by the National and Political Unity Agency (Kesbangpol) by presenting KPU commissioners as resource persons. In addition, KPU commissioners can also be invited by schools as resource persons in filling the strengthening activities of the Pancasila student profile project (P5) both in junior high schools (SMP) and high schools (SMA) as part of the implementation of the Merdeka curriculum with the theme “voice of democracy”. P5 activities are only carried out per academic year at school.

Based on data obtained in the field, it can be seen that voter education carried out in schools by the Pekanbaru City KPU and the Kampar Regency KPU tends to be carried out incidentally and not sustainably, both in holding socialization activities and education for new voters in schools and acting as resource persons in strengthening activities for the Pancasila student profile project (P5) organized by several schools. For more details, see the table of voter education activities carried out in the period August 2022-October 2023, below:

**Table1. Socialization and education activities for new voters, visits to RPP and resource person P5 KPU Pekanbaru City**

Date	P5 socialization activities and resource persons
22 October 2023	Election socialization through joint screening at the Babussalam Islamic boarding school in Pekanbaru.
October 16, 2023	Socialization and Education for New Voters at As Shofa Islamic High School
September 4, 2023	Socialization and Education of Political Ethics and Culture at SMA 10 Pekanbaru

September 1, 2023	Resource person P5 at SMPN 9 Pekanbaru
August 30, 2023	Socialization and Education of Political Ethics and Culture at SMA 4 Pekanbaru
August 29, 2023	Socialization and Education for New Voters at Telkom Vocational School
August 18, 2023	There was a visit to the RPP by students of SMA N 10 Pekanbaru.
August 3, 2023	Socialization and Education for New Voters at SMA 10 Pekanbaru
March 17, 2023	Socialization and Education for New Voters at Muhammadiyah Vocational School, Pekanbaru
March 16, 2023	Socialization and Education of Political Ethics and Culture at SMA 1 Pekanbaru
March 15, 2023	Socialization and Education of Political Ethics and Culture at SMA 2 Pekanbaru
December 16, 2022	Socialization and Education for New Voters at SMK 5 Pekanbaru

Source: from various sources and processed by researchers

**Table 2. Socialization and education activities for new voters, visits to RPP and resource person P5 KPU Kampar Regency**

Date	P5 socialization activities and resource persons
22 October 2023	Election socialization through joint screening of the film “Kejarlah janji” at the Muallimin Muhammadiyah Islamic Boarding School in Bangkinang
October 16, 2023	Visit to RPP by students of SMA 1 Kampar Utara, especially class X students
23 September 2023	P5 resource person at SMA 2 Tambang
September 22, 2023	P5 resource person at SMA 1 Bangkinang
September 21, 2023	Socialization and Education for New Voters at SMA 3 Siak Hulu
September 14, 2023	Socialization and Education for New Voters at SMK 2 Tapung Hilir I
September 11, 2023	Socialization and Education for New Voters at SMA 1 Tapung Hulu
September 11, 2023	Socialization and Education for New Voters at MAN 2 Kampar
September 8, 2023	Political education and socialization of the 2024 election for new voters at SMA 1 Kampar Utara
September 8, 2023	Political education and socialization of the 2024 election for new voters at SMA 1 Kampar Kiri
September 7, 2023	P5 resource person at SMA 2 Bangkinang
September 4, 2023	Socialization of increasing participation of new voters at SMA 1 Kampar
September 1, 2023	Socialization of increasing participation of new voters at SMA 1 Rumbio Jaya
August 25, 2023	Socialization of increasing participation of new voters at SMA 1 Kampar Timur
August 25, 2023	Resource Person P5 at SMP 2 Bangkinang City
August 25, 2023	Socialization of increasing participation of new voters at SMA 2 Rumbio Jaya
August 16, 2023	Socialization of increasing participation of new voters at SMA 3 Tapung

August 15, 2023	Socialization of increasing participation of new voters at SMA 2 Tapung
23 February 2023	Visit to RPP by students of Bangkinang Health and Tourism Vocational School
21 February 2023	P5 resource person at Bangkinang Health and Tourism Vocational School
31 January 2023	P5 resource person at SMK 1 Kuok, especially class X students
October 6, 202	Socialization and Voter Education at Bangkinang Special Needs School
September 20, 2022	P5 resource person at SMP 3 Bangkinang
August 31, 2022	P5 resource person at SMA 1 Bangkinang

Source: from various sources and processed by researchers

If we look at the data above, it can be said that the duration of the field visits carried out by the KPU to schools is quite different. It could be influenced by the agenda factors of each KPU or differences in focus on the voter segment. The theme of the 2024 Election Socialization and Education for New Voters to Schools clearly illustrates that this is done incidentally. The findings of this study are in line with several previous studies that so far voter education tends to be carried out incidentally, namely at the time before the election and is always associated with the election, there should be an expansion of meaning because voter education aims to increase the political literacy of citizens which will later strengthen the position of citizens when dealing with or participating in the political and government process (Irawan, 2022; Rozuli & Haboddin, 2018).

Voter education should be carried out in a programmed manner, not incidentally, and should involve cooperation with various related parties that are in accordance with the targeted voter segment such as NGOs, political parties, communities, schools, teachers, and universities because the responsibility to educate the community politically is not only the responsibility of the election organizers (Amsori, 2017). So far, the KPU as the party burdened with the obligation to carry out voter education to the community, has carried out programmed voter education such as the smart election house program, democracy volunteers, village cadres who care about elections and elections, as well as incidental ones such as the socialization of new voter education to schools which is carried out before the election, but the problem is that programmed political education tends to be ineffective and unsustainable. Such as the democracy volunteer program which was only recruited in the 2014 and 2019 elections, the village cadres who care about elections and elections which were only recruited in the 2019 elections and the smart election house program which was deserted

by visitors due to the lack of socialization and cooperation with related parties (Ahmad Eddison, Hariyanti, 2023; Bayu Setya Anggara, 2021; Tiowinanda & Nora Eka Putro, 2019).

Voter education, whether carried out in a programmed or incidental manner, must include the following criteria: (1) Voter education should focus on targeting one segment of voters by providing materials that are in accordance with the level of cognition and education of the community which will later be related to the breadth of coverage and emphasis of the material provided and the style of language delivery of the facilitator; the socio-cultural background of the community which will later be related to the style of delivery of materials that are appropriate and can be adapted to the local wisdom of the local culture so that the material delivered will be easily understood by the target community; (2) Voter education must be carried out by involving parties related to the target group, if the target is students, then cooperation should be carried out with schools or with associations of teachers in the field of civic education, where constitutional, electoral and democratic materials are included in it so that it is easier for election organizers to initiate future programs and agendas for voter education for both pre-voters and new voters. However, as an election organizer, the KPU has carried out its obligations well in carrying out voter education for the community regardless of all forms of shortcomings that exist.

### Political Literacy and Continuous Voter Education

According to Bernard Crick (Putri, 2017) political literacy is a practical understanding of concepts taken from everyday life, and language is an effort to understand political issues, the beliefs of the contestants, how their tendencies affect themselves and others. In short, political literacy is basically a complete compound of knowledge (cognition), skills (psychomotor) and attitudes (affection). According to Denver and Hands, (Sutisna, 2017) political literacy is knowledge and understanding of the political process and political issues, knowledge and understanding that allows every citizen to effectively carry out their role (participate) as a citizen. This knowledge and understanding will refer to the extent to which an individual citizen pays attention to and understands political issues. This means that it can be said that political literacy is a set of competencies that should be possessed by citizens who claim to be a democratic country, because the main characteristic of this system is the concept of people's sovereignty, where the people as the holders of the highest power, one of their powers is to choose a leader directly

through a general election mechanism, which aims to produce a leader who is in accordance with the aspirations and will of the people. In order for this goal to be achieved, citizens need to be politically intelligent so that in voting or determining their choice they do so according to their conscience, not based on transactions/ *money politics* /buying and selling votes or other fraudulent practices such as political manipulation, *hoaxes* and other black campaigns (Rosit et al., 2024).

Citizens with a good level of political literacy will try to observe and analyze the political issues that occur so that they have their own perspectives and opinions, not easily led by opinions built by elites who want to gain support and votes by manipulating data and information. In addition, it also allows citizens not to get caught up in transactional politics of buying and selling votes/support during general elections or experience confusion in understanding the applicable election system so that they can fall into the white group due to minimal information. Or vice versa, becoming a floating voter because they have not been able to make a choice, citizens like this can also enter the white group because after considering and comparing various candidates they do not find a choice according to their choice. Idealistic citizens like this become abstainers because the high level of political knowledge and information they have is not accompanied by moral awareness to participate.

Political literacy is a mandatory competency that citizens should have in a democratic political system because it makes citizens have a strong position in the political and government process (Putri, 2015). In order to strengthen the political literacy of citizens, continuous voter education is needed, namely education about elections and democracy that is not only carried out by election organizers and related parties only when the election stages are taking place or, to be precise, before the election event. Voter education is needed that is carried out continuously both when the election stages are taking place and when the election event has finished. However, in reality, so far, voter education to the community, such as to schools, has only been intensively carried out before the election. According to the KPU Pekanbaru commissioner, this happened because of the lack of voter education funds at the KPU. If you visit schools or other places by bringing participants, of course you need accommodation, consumption, and other technical costs. This is the deficiency that has occurred so far. The same thing was also said by the Kampar Regency KPU. Actually, to overcome this problem, the central KPU has made an innovation strategy, namely by establishing a smart election

house which currently exists in every Provincial, Regency/City KPU in Indonesia. The RPP is intended as an election information center for the community so that it is designed in such a way as to make it easier for the community to learn about elections, such as being equipped with a display room, namely a room for presenting national and local election data and information, then there is an audio-visual room, namely a room equipped with TV equipment and a *sound system* to present election videos and films to visitors, then there is a simulation room equipped with a replica of a TPS complete with equipment used during the election, only the ballot papers are replaced, allowing visitors to simulate voting at a TPS during the election. This means that here it provides real experience to visitors in understanding and feeling the flow of voting. Finally, the RPP is also equipped with a discussion room, which is intended as a place for discussion, exchange of ideas and questions and answers after visiting the entire RPP room. Based on the results of research at the Pekanbaru City KPU, the description of the RPP there is quite representative in accordance with the RPP guideline book, even the RPP room is also equipped with a podcast room and a giant election snake and ladder game that is laid out as a display room carpet. Meanwhile, for the Kampar Regency KPU RPP, the RPP room has been set up with a separate building separate from the KPU staff office, but it has not been designed optimally because sometimes this room is also used as a meeting and conference hall.

Voter education through RPP is very possible because it can be equipped with good information facilities and equipment, it only requires creativity and innovation from election organizers in the regions to realize RPP as a center for continuous voter education. If it is only passive in the sense of receiving visits from the community, then this is not effective because information about the existence of RPP is still not evenly distributed. Such as an interview with a high school PPKn teacher in Pekanbaru who admitted that he did not know about the existence of RPP as an election information center at the KPU. This could be due to the lack of socialization of the KPU RPP or the lack of cooperation between the KPU and parties related to the voter segment such as schools and teachers, universities, communities, NGOs, and so on.

Based on data from visits to the Pekanbaru KPU RPP during August 2022 to October 2023 from schools or universities, there was one visit from students of SMAN 10 Pekanbaru on August 18, 2023 and one visit from students of the University of Riau

on September 22, 2022. Meanwhile, for visits to the Kampar KPU RPP, during August 2022 to October 2023 from schools and universities, there was one visit from class X students of SMAN 1 Kampar Utara, and one visit from students of Bangkinang Health and Tourism Vocational School on February 23, 2023. If we observe the findings above, it can be said that the RPP is running ineffectively due to the lack of visits. In order to build sustainable voter education, which aims to prepare students to become first-time voters with a good level of political literacy, collaboration, innovation and creativity are certainly needed. Therefore, there is a need for an innovation in the integrated voter education model that combines collaboration between the KPU and schools, especially through PPKn teachers, to target students as pre-voters.

### **Integrated Voter Education Model**

Several studies in the United States have shown that there is a significant positive relationship between taking civics courses and extracurricular participation in high school, and the likelihood of voting in the future (age of being eligible to vote). One important way that schools can support increased political participation in students in the future is by helping to improve civic learning and knowledge among adolescents. Therefore, it can be said that civic education influences levels of political participation because it provides citizens with knowledge of their rights, the ability to understand political debates, and an understanding of their own interests and how these play a role in policy making and consideration. (Siegel-Stechler, 2019). This study produced research findings that ultimately provided recommendations for a civic education learning model that aims to increase students' motivation and knowledge to vote in the future. It is recommended that the civic education model be democratic, updated with current topics by discussing public issues in the classroom by asking for the full involvement of students so that they are first asked to read the news and public events that are happening, then how to encourage students to want to be actively involved in school service activities to the Community or in Indonesia the term KKN activities (but in Indonesia this is done while being a student at a university) because this activity has been proven to make students more sensitive to the social conditions around them and also encourages students to be active in extracurricular activities at school because this activity is able to hone mindsets and involvement in groups, all of which lead to the possibility that these students will become participatory voters in

the future because they have been equipped with democratic values at school since early on.

Other related research in the United States also found that there was a relationship between civic education assessments or exams and the shrinking gap in the number of voters between young and old voters. So the model offered by the researcher is how civic education teachers have the freedom to design their own materials and themes, so that in the future some of them may result in a higher level of youth involvement in elections. However, it must also be remembered that exercising the right to vote in elections is not the only goal of civic education because it is very possible that students receive good civic education but still decide not to exercise their right to vote because they feel they are not in accordance with the vision and mission of the candidates and the programs provided by political parties. For some civic education courses, the desired outcome is not necessarily community participation, but rather an expansion of awareness and understanding of social justice. (Giersch & Dong, 2018) education policy is slow to adopt the recommendations of research and great variation exists within the United States in how schools deliver civics instruction. We hypothesize that when states make civics requirements more uniform and demanding, statewide civic participation among young people increases. Using state-level data about civic education requirements and voter registration and turnout from the Center for Information and Research on Civic Learning and Engagement (CIRCLE).

Civic education in schools is indeed intended to improve citizens' political literacy as well as to become participatory citizens, one real example is participating in voting in elections. However, sometimes this goal can not be achieved if these young citizens consider the political situation in their country to be uncondusive and there is a decay of democracy, as happened in Zimbabwe. For students in this study, taking part in political activities is not a measure of democracy or good citizenship. They do not consider discussions on political issues and following political discussions in the media as indicators of good citizenship. They have low trust in the country's political institutions. This arises from their experience facing political conflicts at home. Apathy towards politics arises when people do not trust politicians, are skeptical of government institutions, and are disappointed with how the democratic process works. (Sigauke, 2012). In Zimbabwe, it appears that the younger generation is distrustful of the political environment, disillusioned with the political system and economic development

in the country at that time. This suggests that a civic education program introduced in a political climate of distrust may not change the attitudes of learners, nor their level of participation at their age and in the future. At the same time, it is encouraging that they consider non-political community work as an indicator of good democracy and citizenship even though they are not currently involved in these activities at the school and local community levels.

Based on the results of the study above, it is indeed seen that between the actors of voter education include election organizers, government, NGO's and schools in this case, Civic Education learning has a relationship like mutual symbiosis, where this relationship is mutually beneficial because both have the same goal, namely political literacy of young citizens. For this reason, an integrated voter education model solution is offered, which includes the design of learning strategies, composition pre-voter education materials and media learning elections And democracy. This integrated voter education model is specifically aimed at PPKn material themed on elections and democracy which is generally found in grades X, XI and XII.

So far, election outreach programs have generally focused on first-time voters. However, a system needs to be developed to prepare pre-voters to become intelligent and responsible first-time voters. It's impossible to develop intelligent and participatory first-time voters just once or twice. Furthermore, numerous studies have demonstrated the vulnerability of first-time voters to hoaxes, transactional politics, being trapped by peer group politics, and being targeted by pragmatic party elites during election periods. These factors are all caused by several factors, including a lack of political knowledge and election experience, limited access to direct political literacy from political/voter education actors, and an education system that is not yet optimal in guiding the younger generation towards political literacy. Therefore, early preventive measures are needed to address these issues.

Integrated voter education is an effort to implement voter education through collaboration between voter education actors (the General Elections Commission (KPU), the Elections Supervisory Agency (Bawaslu), the government through the National Unity and Politics Agency (Kesbangpol), and election and democracy NGOs (NGOs) and educational institutions (schools/citizenship teacher associations). This involves integrating the election and democracy curriculum into the Civics curriculum. Elections and democracy are part of the PPKn material in schools. Voter education within the

framework of civic education aims to build citizens' political literacy. The characteristics of politically literate citizens are civic competence, which is stated in three important components: (1) civic knowledge, namely knowledge and insight into citizenship; (2) civic disposition, namely values, attitudes, character and commitment to citizenship, including responsibility, discipline, respect for the opinions of others, critical and creative thinking, nationalism, patriotism, law-abidingness, politeness, and respect for human rights. (Yanti, 2022); (3) Civic skills are a set of intellectual, social, and personal citizenship skills that citizens should master in order to become good and smart citizens, as envisioned by the state. Clear political knowledge and understanding will foster citizens' political awareness in exercising their rights and obligations as citizens and will guide them in their attitudes and responses to socio-political issues around them (Branson, 2003; Galston, 2004).

Integrated voter education is designed to be implemented in two ways: (1) Election and democracy materials prepared in flipbook format are distributed to students when the democracy chapter in the 1945 Constitution theme is taught in schools. According to the curriculum structure of civic education phase F, this theme is taught in grade XI. This integration is possible because in the independent curriculum, teachers have the freedom to develop learning tools. In addition, teachers are also given the flexibility to arrange the number of meetings according to the theme being taught in order to achieve learning objectives. This means that the material in the integrated voter education model is used as the main reference in democracy learning during several meetings. In the learning process, civic education teachers can collaborate with voter education actors in delivering material on the spot at school or through public invitations to institutions as part of the democratic experience for students.

(2) Integration into the P5 program with the theme of the voice of democracy. Based on the Ministry of Education, Culture, Research, and Technology Guidelines Number 56 of 2022, the Pancasila Student Profile Strengthening Project (P5) is a co-curricular activity that focuses on a project approach to strengthen efforts to achieve competencies and character in accordance with the Pancasila Student Profile based on the Graduate Competency Standards (SKL). The implementation of the Pancasila Student Profile Strengthening Project is carried out flexibly in terms of content, activities, and implementation time. This project is designed separately from the core curriculum. The objectives, materials, and learning activities in the project do not have to be directly

related to the objectives or learning materials in the core curriculum. Educational institutions have the flexibility to involve the community or the world of work in the planning and implementation of the Pancasila Student Profile Strengthening Project.

There are seven (7) selected themes for the Pancasila Student Profile Strengthening Project, namely (1) Sustainable Lifestyle (Emphasizes the importance of understanding and practicing an environmentally friendly lifestyle, as well as efforts to reduce negative impacts on nature) (2) Local Wisdom (Respect and preserve local culture, including traditional knowledge and unique practices of a region); (3) Bhineka Tunggal Ika (Cultivating a sense of unity and tolerance amidst diversity, as well as respecting cultural, religious, and ethnic differences); (4) Build the Soul and Body (Strengthening awareness of physical and mental health, as well as efforts to maintain the well-being of oneself and others); (5) Voice of Democracy (Developing an understanding of democracy, human rights, and participation in the political process); (6) Engineering and Technology to Build the Unitary State of the Republic of Indonesia (Developing skills and creative thinking in the field of technology, as well as the potential to develop innovative solutions); and (7) Entrepreneurship (Cultivating an entrepreneurial spirit, including the ability to recognize business opportunities, innovate, and build independent businesses).

It means that in implementing the P5 program in schools, schools are given the freedom to develop P5 modules based on their individual needs. This presents an opportunity to integrate an integrated voter education model into P5 activities with the theme "Voice of Democracy." Theme selection is flexible, depending on the school's needs. However, some schools typically assign specific themes to each class for various reasons. For example, the theme "Voice of Democracy" is typically targeted to 11th graders in the first semester because it coincides with the election for student council president. In other schools, it is placed in 12th graders because the material is closely related to civics education in 12th grade.

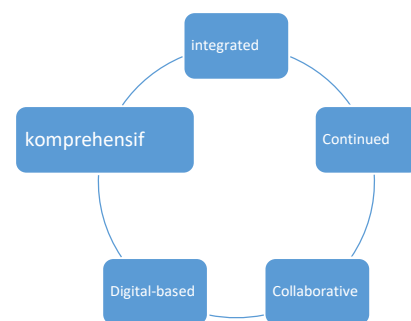
The integration of voter education into the P5 program with the theme "Voice of Democracy" is specifically implemented in the following ways: (a) election and democracy material compiled in flipbooks serves as the core material for the activities; (b) inviting voter education actors as resource persons for the activities; (c) during the action activities, this can include visits to voter education institutions such as the General Elections Commission (KPU) election smart house, the Elections Supervisory Agency

(Bawaslu) podcast, or participating in collaborative political education workshops between the National Unity and Politics Agency (Kesbangpol) and NGOs.

In integrated voter education into the P5 democratic voice activity, it is recommended that civic education teachers be made coordinators in the implementation of activities, due to several considerations, namely: (a) facilitating the implementation of resource person invitations and mapping of visiting/target schools because there is collaboration between voter education actors and MGMP PPKn (PPKn teachers); (b) mastery of the material, because so far the P5 coordinators are usually from other subject teachers so that they find it quite difficult to innovate and be creative in developing the material.

Meanwhile, the integrated voter education material that will be compiled in an e-book consists of the following materials: the concept of nation, state, democracy, political education, political parties, general elections and regional head elections, the concept of voter education, the history of elections in Indonesia, pre-voters and becoming smart voters.

In general, it can be said that the strategy for implementing integrated voter education can be described as follows:



**Figure 1. Integrated Voter Education Model**

The principle of integration in this paper is intended to integrate voter education materials covering democracy, state institutions, election implementation, election supervision, political participation, civil society in democratic consolidation, political culture, the use of social media and political literacy of generation Z into the high school civics curriculum. A collaborative strategy means engaging parties related to the target group to establish official cooperation in the implementation of voter education. Comprehensive voter education in the research is intended to mean that voter education materials integrated into Civics subjects not only cover the technical aspects of election administration but also aspects of election supervision, political culture and ethics and the concept of democracy. Voter education materials are made in one book/module containing a

variety of materials that can be delivered by all actors in voter education.

Furthermore, the sustainability of this model means that voter education is implemented not only during the election stages but also after the election is over. Therefore, the integrated voter education model recommends that voter education begin in grade XI through the infiltration of democracy material in the Civics syllabus. It is then re-infiltrated into other related materials in grade XII. In the currently implemented Merdeka Belajar curriculum, election and democracy material begins to be specifically studied in grade XI.

Furthermore, the strategy for utilizing digital technology means that voter education materials should be compiled in media that is easily accessible via smartphones, such as flipbooks. Another approach is to utilize social media by creating posters and educational videos on elections and democracy for social media content.

Based on the explanation above, we can analyze the advantages of the integrated voter education model, namely: (1) Students learn election and democracy material using light and enjoyable learning resources; (2) The material used in the pocket book is arranged interactively using terms that are often used by the younger generation (adapting the everyday slang of students); (3) Integrated voter education through collaboration between the Regency/City KPU and PPKn teachers at school allows voter education programs to be carried out sustainably (both have the same vision and mission in educating students to become smart voters), meaning that it is not only carried out when there is election and democracy material in class but also when there are election events such as the election socialization stages to schools where it can be said that almost every school that has partnered with the KPU can become a target school or become a target for KPU programs such as the election class program that existed in 2014 or the KPU can help facilitate the election of the student council chairman at school, which is set up like a national election process, which aims to provide students with real-world voting experience.

The weaknesses that can be identified from the integrated voter education model are as follows: (1) It requires costs to rent a vehicle for a visit to the Regency/City KPU RPP. Not all schools have school bus facilities; (2) It also requires costs to print smart pre-voter smart cards, which can come from student contributions or from the personal pockets of the PPKn teacher concerned. Matters related to funds are usually rather risky; (3) Pocket books are distributed

digitally (e-books), meaning that students are required to bring cellphones to school, well sometimes not all students have cellphones in certain schools. This certainly makes it difficult to read and understand the material; (4) Schools must have wifi facilities or students must have an internet quota in order to download pocket books sent by teachers. sometimes this is also an obstacle if the signal strength at school is not strong and smooth; (5) Requires permission from the school when taking students out of the school area, sometimes there are cases where the school does not allow it because it does not want to take the risk if there is an unwanted incident in the field; (6) It requires extra time outside of PPKn lesson hours, not all teachers are willing and big-hearted to give their lesson hours. Or if PPKn lesson hours are used, it is likely to disrupt the delivery of the next material; (7) It requires a strong will and determination from PPKn teachers to continue this model because it requires sacrifice in terms of costs, time, and permits; (8) Teachers must continue to ensure that students focus on reading the pocket book material via their respective gadgets, not opening other applications during the learning process.

Then, finally, the impact of the management of the integrated voter education model can also be identified as follows: (1) Students at least become more focused on reading the material because it is divided into sections in a pocket book; (2) Teachers are required to continue to take the initiative and be creative in managing learning so that the learning process becomes fun and not boring. To build a lively learning atmosphere, teachers are advised to have ice breaking skills. Because in this model, students are given enough time to read, discuss with each other, play cards until concluding the material. During that time, it is hoped that teachers will not be passive only as supervisors; (3) The cooperative relationship between the KPU and PPKn teachers can run solidly.

**Table 3. The following table describes the differences in the implementation of voter education by voter education actors and the design of an integrated voter education model.**

implementation of voter education so far	integrated voter education model design
Voter education tends to be carried out during the general election stages. The selection of voter education locations is random or based on informal proximity to the school so that not every school gets the opportunity for election socialization.	Voter education is carried out continuously through integration into civic education subjects or P5 programs in schools. Each school is scheduled to receive voter education from voter education practitioners. Therefore, formal collaboration between voter education practitioners and professional organizations of high school civics teachers is necessary..

Not yet established cooperation with parties related to the target group, so far it has only been in the form of notification or invitation for the implementation of voter education programs at the target group's location.	Partnering with professional organizations of civics teachers to establish cooperation on voter education in schools so that it can be carried out sustainably and programmed in accordance with election and democracy material in the civics curriculum in schools.
The material presented tends to be electorally oriented in preparation for the implementation of elections.	The material provided is designed to be comprehensive, not only discussing elections but also democracy, the constitution, and social media in developing the political participation of the younger generation.
Social media has not yet been utilized optimally in voter education, still prioritizing manual and face-to-face outreach.	Integrated voter education is designed by utilizing social media to reach pre-voter groups through educational, concise, and easy-to-understand content.

(source: processed by researchers,2025)

## CONCLUSION

Integrated voter education is aimed at preparing pre-voters to become participatory first-time voters, have good political literacy and even form a spirit of volunteerism in guarding democracy according to the rules. This is attempted through collaboration between PPKn teachers in schools because election and democracy materials are integrated in PPKn materials with the KPU as the election organizer. Both parties have a fairly large role in forming a young generation that is politically literate and determines the quality of elections in the next few years if they are successful in making students become smart and responsible voters. The integrated voter education model, where the products are pocket books for pre-voter education and election learning media, smart pre-voter cards, are expected to increase students' understanding of elections and democracy in schools and the KPU through the RPP can be used as a means of learning elections in real terms for students because it is equipped with various election learning rooms consisting of display rooms, audio-visual rooms, simulation rooms and discussion rooms. This model has advantages, disadvantages and management impacts, it is hoped that in the future it can be applied and have benefits for the democratic process in Indonesia.

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