

DOI: <https://doi.org/10.57125/FED.2023.06.25.01>

How to cite: Susdarwono, E. T., & Anis, A. (2023). Political education in Indonesia: Community assessment and preferences for political education conducted by political parties. *Futurity Education*, 3(2), 5–20. <https://doi.org/10.57125/FED.2023.06.25.01>

Political Education in Indonesia: Community Assessment and Preferences for Political Education Conducted by Political Parties

Endro Tri Susdarwono*

Peradaban University, Indonesia, <https://orcid.org/0000-0002-0417-9816>

Aswhar Anis

Peradaban University, Indonesia, <https://orcid.org/0009-0005-9967-2871>

***Corresponding author:** susdarwonoendrotri@gmail.com.

Received: February 26, 2023 | **Accepted:** April 7, 2023 | **Published:** June 25, 2023

Abstract: One of the functions carried out by political parties is the function of public political education. Political education is the process of imparting knowledge to the public about state politics and finally implementing it in general election activities. The success or failure of political education carried out by political parties to the public can be seen by the level of community participation in general elections. This study aims to describe people's assessments and preferences for political education conducted by political parties in Indonesia. Descriptive quantitative approaches were used in this research. While testing the hypothesis the Mac Nemar hypothesis on signs and testing changes was used. Based on testing the hypothesis on signs, it was found that more respondents who answered that political education carried out by political parties for the community failed or were not successful were more than respondents who answered that political education carried out by political parties for the community was successful. As an implication, political education carried out by political parties is declared a failure or the function carried out by political parties in conducting political education has

not been carried out properly. Based on the Mac Nemar change test hypothesis, it was found that the calculated chi-squared value was 0.167 and this value was smaller than the khai squared value in table 3.841. So that the null hypothesis is declared accepted and has the implication that there is no change in respondents' preferences after joining a political party.

Keywords: education, elections, political education, political parties, political system, politics

Introduction

The socio-political system in every country, including both developing and developed countries, considers education and politics as two important elements. Both are often seen as separate parts, which have nothing to do with each other. In fact, both are implemented in the process of forming the characteristics of society in a country (Affandi, 2019). These two elements are interrelated in supporting and filling existing institutions, and the educational process cannot be separated from its important role in shaping people's political behavior. This linkage can be seen from the dynamic and close relationship between education and politics itself. This relationship is an empirical reality that has been formed since the development of human civilization and has become the main focus of study by scientists. Education is often used as a medium and a place to instill state ideology or the bones that support the political framework. In western countries, Plato put emphasis in his book titled Republic on the study of the relationship between education and politics, Plato discussed the relationship between ideology and state institutions with the goals and methods of education (Plato et al., 2018).

Plato's opinion about the relationship between education and political structure in his book "Republika" designed an education system that not only produces a correct view, and the correct thinking about future leaders, but also for people who are not prepared to become leaders (Santoso, 1967). Plato's education system was designed to support and improve the social order, but its political characteristics for the clerical curriculum were hidden (hidden curriculum). Opinion of R.S. Peters regarding the education system, all education systems have a certain political characteristic, that these systems are designed to guide children using traditional ways of doing all their activities, so that education must be conservative and support the status quo. Education also leads people to a new world vision that teaches what is good and bad as well as right and wrong which we call normative (Sukarno, 2011). This education provides them with an interpretive framework that enables them to understand the world, make judgments about it, and fill it with innovation (Kadir, 2010).

Society in general still feels uncertainty when discussing politics. People always think of politics as something dirty, evil and scary. So that people do not dare to touch it, let alone take part in it. This should not have happened if the people had realised that in fact they also participated in determining the life of the country, which incidentally was their participation in political life (Rahman, 2018). Azra (in Asrori, 2015) said that when conducting a dialogue on education, the reality found is that the education system cannot be separated from government political policies. Education and politics are two different things, but have main goals that mutually support one another. These two elements are intertwined in the formation of the characteristics of people who live in the country concerned (Istikhrah & Asrinaldi, 2019).

The constitutional mandate in the 1945 Constitution emphasises that education is a means to build the nation within the framework of "national intelligence" and increasing "people's welfare" (Hindun et al., 2021). In the 4th paragraph of the 1945 Constitution there is the sentence "Educating the nation's

life" is a national education goal that describes the ideals of the Indonesian nation to educate and generalise education throughout Indonesia in order to achieve an intelligent national life (Constitution of Indonesia, 1945). Efforts to increase progress are often confronted with the fact that issues of nationality and democracy have been raging in the political arena of government, especially influenced and strongly determined by the role of the political elite and the political participation of citizens. This is reflected in the growth of political parties after the Reformation and the political participation of citizens who play a role in the political system in Indonesia. Political education in the era of government in Indonesia has provided valuable experience and carved historical events that deserve to be used as a foundation in the framework of future national development (Hermawan, 2013).

Political education contains a process of learning and understanding including the rights, obligations and responsibilities inherent to every citizen in the life of the nation and state (Nurdiansyah, 2015). In English, political education is better known as political socialisation. If translated in Indonesian, political socialisation is interpreted as political education. Academic experts also equate the term political education with the term political socialisation, because the experts interpret the two terms almost the same. In other words, political socialisation is a narrow part of political education. Political education is often referred to as political forming or politicking *bildung* (Purnawati, 2019). It is called "forming" because it contains the intention of forming political people who are aware of their political position in society. And it is called "bildung" (formation or, self-education), because this term implies forming oneself with one's own awareness and responsibility to become a political person (Hermawan, 2020).

Political education is very important when the simultaneous elections are to be held in 2024, especially in Indonesia. With the rise of hoaxes and hate speech in society, it sometimes causes people not to think rationally, especially with current and future attitudes that are entering the era of globalisation, more openness, coupled with the flow of information that very fast. From this situation critical thinking of society is needed in order to prepare people who are intelligent in politics, especially in politics in the region (local politics) (Nurdiansyah, 2015). The participation of novice voters can be increased by having a process of political education for voters (Hajad & Ikhsan, 2019).

Political education is very important for nation development and progress. With the existence of political parties that care about conducting political education to citizens or the community, ideal politics will grow, namely the existence of public awareness to support the political system and provide criticism and control of the existing government in Indonesia (Sukarno, 2011). For countries that are independent and sovereign, the existence of political parties is a prerequisite, the state through its representatives who sit in people's representative bodies express opinion. Through political parties, people can realise their right to express opinions about the direction of life and its future in society and as a state. Political parties are a very important component in a democratic political system (Pasaribu, 2017).

Political parties aim to facilitate citizens' political aspirations in legitimate political institutions (Maimunah, 2016). Political parties are producers or 'factories' of party cadres who then through the electoral mechanism of 'representing the people' become politicians in parliament. However, political parties remain as 'main users' of party cadres to realise the political goals of political parties, namely power in the parliamentary arena. Through this relationship, political party cadres and cadres have mutually supportive relationships. However, the relationship between political parties and their party cadres is not purely political. Political parties are crucial instruments in providing political education to

citizens. Political parties have an ideological role to educate the nation's political education (Satria Buana et al., 2021).

Based on the above background, this study aims to provide a description of the public's assessment and preference for political education conducted by political parties in Indonesia. The hypotheses to be tested in this study consist of 2 (two), namely: political education conducted by political parties for the community were successful and the respondents who answered that political education carried out by political parties for the community failed; and there is no change in the success or failure of preferences for political education of political parties for the community.

Research Methodology

Political education for voters is very important and is a priority for all electoral stakeholders and society. Voter education has a double impact both on improving the ethics and culture of democracy in society and on improving the quality of political actors at the parliamentary and executive levels. Linear with what was conveyed by Sigit Pamungkas, that intelligent voter education is expected to give birth to legislators who dare to convey aspirations and are responsible for fighting for the interests of society (Haboddin, 2015). In line with this, according to Faulks (2010), quality elections are highly supported by first-time voters who are rational, educated, and broad-minded and have high standards for the ability of existing elites and political institutions to meet their expectations.

It can be seen from the elections that have been held before (2009, 2014, 2019) where election democratic parties are not a place for intelligent political education for the people. In the context of public politics, the 2009 election was only an arena for transactions and national contracts which were unequal and unfair between the people and politicians. The people offer their voices, while the politicians give abstract (uncertain) promises. Mutual deception between the two parties in transactions is unavoidable, as a result, people who have voting rights become pragmatic and apathetic in this democratic party (Hermawan, 2020). Political education facilities can come from formal and informal institutions. Formal institutions consist of schools or colleges, while informal institutions consist of families, political parties and pressure groups, mass media of all kinds. The implementation of political education in Indonesia still encounters many obstacles because the institutions whose role is to carry out political education for the community have not optimally carried out their role in educating the public politically (Bashori, 2018).

In this study type approach of quantitative descriptive research was used. The sample of respondents consisted of 50 respondents located in Tegal Regency, Pemalang Regency, Tegal City, and Brebes Regency. The sampling technique used random sampling. While the instrument used in this research was a questionnaire. The data analysis technique evaluated the hypothesis testing based on hypothesis testing on signs and the Mac Nemar change test. Hypothesis testing on signs was applied to prove the truth of the hypothesis related to the occurrence of two different conditions after a stimulus was given. Meanwhile, the impact that is created after the stimulus was given cannot be measured through numbers, but only in the form of signs. The sign itself can be a positive (+) or negative (-) sign. The determination of the status of the null hypothesis, in the sense of whether it was accepted or rejected, is based on a comparison between the calculated khai-squared value and the khai-squared value in the distribution table and then aligned with the applicable testing criteria. The magnitude of the calculated khai-squared value can be found by applying the formula

$$\chi^2 \frac{[(n1 - n2) - 1]2}{n1 + n2}$$

8

Where χ^2 is the chi-squared value, n_1 was the number of differences that were positive and n_2 was the number of differences that were negative.

Meanwhile, the Mac Nemar change test was carried out with the aim of ensuring that a change in state occurred after a certain treatment or stimulus was given to several objects that were sampled. In this method, changes in state or response shown by objects are analysed with the help of a table called a 2 x 2 frequency table. The table is used as a tool because this method is applied to 2 groups of paired samples. When depicted, the outline of a 2 x 2 table is as shown in the following table

Table 1

Table 2 x 2 Mac Nemar Test

	Condition After Stimulus Given	
Circumstances Before the Stimulus Was Given	-	+
+	A	B
-	C	D

Differences in answers are given by giving positive (+) and negative (-) signs for the answers given by respondents. The answer is in the form of a response or attitude towards the object. At the top left of the table cell (from a positive sign to a negative sign) and at the bottom right of the table cell (from a negative sign to a positive sign) are changes to the first and second answers. The formulation of the final conclusion is obtained by performing calculations to determine the chi-squared value, namely:

$$\chi^2 = \frac{[A - (\frac{A+D}{2})]^2}{\frac{A+D}{2}} + \frac{[D - (\frac{A+D}{2})]^2}{\frac{A+D}{2}}$$

Where 2 is a constant, D is a number of objects that display changes in answers from negative to positive, A is a number of objects that display changes in answers from positive to negative, and χ^2 is the calculated chi-squared value.

Research Results

Based on the results of a survey that was conducted on 50 respondents, some data were generated. In order to clarify regarding the respondent, a description of the respondent is given as follows. The following is a description of the respondent's data based on the level of education in this study

Table 2

Description of Respondents by Education Level

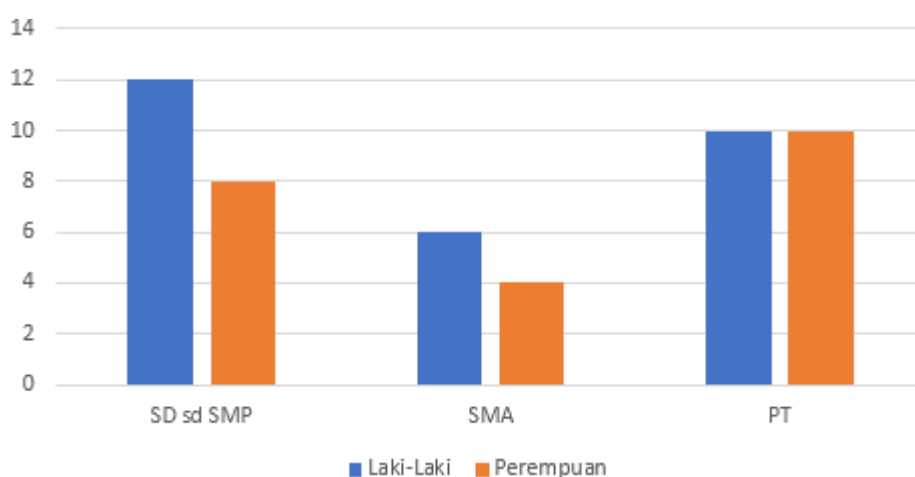
Education Level	Respondent
Elementary School (SD) s/d Junior High School (SMP)	20
Senior High School (SMA)	10
Perguruan Tinggi (High Education)	20
Total	50

Respondents who were involved in this survey by education level included Elementary to Junior High School Education level as much as 40 percent, Senior High School Education level as much as 20 percent of the total number of respondents. As for respondents with tertiary education levels as much as 40 percent of the total respondents.

Meanwhile, the composition of respondents based on gender included, for male respondents, there were 23 respondents or 46% of the total respondents who were included in the survey. Meanwhile, for female respondents, there were 27 respondents or 54%. The description of the respondent can clearly be seen based on the following graph

Figure 1

Composition of Respondents by Gender



The following is the data obtained from the respondents related to testing the hypothesis on the sign

Table 3

Survey Results Regarding Hypothesis Testing on Signs

Respondent Name	Political Education of Political Parties		Respondent Name	Political Education of Political Parties	
Respondent Name	Political Education of Political Parties		Respondent Name	Political Education of Political Parties	
	Succeed	Fail		Succeed	Fail
ReSpNT.1		-	ReSpNT.26		-
ReSpNT.2		-	ReSpNT.27		-
ReSpNT.3	+		ReSpNT.28		-
ReSpNT.4		-	ReSpNT.29		-
ReSpNT.5	+		ReSpNT.30		-
ReSpNT.6	+		ReSpNT.31		-
ReSpNT.7		-	ReSpNT.32		-
ReSpNT.8		-	ReSpNT.33	+	
ReSpNT.9		-	ReSpNT.34		-
ReSpNT.10	+		ReSpNT.35		-
ReSpNT.11		-	ReSpNT.36	+	
ReSpNT.12	+		ReSpNT.37		-
ReSpNT.13		-	ReSpNT.38	+	
ReSpNT.14	+		ReSpNT.39	+	
ReSpNT.15		-	ReSpNT.40		-
ReSpNT.16		-	ReSpNT.41	+	
ReSpNT.17		-	ReSpNT.42		-
ReSpNT.18		-	ReSpNT.43	+	
ReSpNT.19		-	ReSpNT.44		-
ReSpNT.20		-	ReSpNT.45		-
ReSpNT.21		-	ReSpNT.46		-
ReSpNT.22		-	ReSpNT.47		-
ReSpNT.23		-	ReSpNT.48		-

ReSpNT.24	+		ReSpNT.49		-
ReSpNT.25	+		ReSpNT.50		-
			Total	14	36

Based on the obtained and shown in Table 2 data, it is stated that the number with a negative sign is greater than the number of positive signs. Thus, because the number of negative signs is greater, the applied hypothesis testing is the left-sided test. The null hypothesis states that the respondents who answered that political education conducted by political parties for the community were successful and the respondents who answered that political education carried out by political parties for the community failed. Meanwhile, the alternative hypothesis states that respondents who answered that political education conducted by political parties for the community succeeded less than respondents who answered that political education carried out by political parties for the community failed. Therefore, symbolically stated in this study, the formulation of the null hypothesis and the alternative hypothesis in this study are described as follows:

H0 : P Respondents who answered political education of political parties succeeded = P respondents who answered political education of political parties failed

H1 : P Respondents who answered political education of political parties succeeded < P respondents who answered political education of political parties failed

The level of confidence used or applied in this study uses 0.05. In the khai-squared table, the khai-squared value for degrees of freedom is 1 and a significance level of 0.05 is 3.841. As for the criteria for testing this case, the hypothesis testing that is applied is the right-hand side test. So, the testing criterion applied in this case is that the null hypothesis is accepted if

$$x^2 \leq 3,841$$

While the criteria used to reject the null hypothesis is if

$$x^2 > 3,841$$

In the table, the number of positive signs (n1) is 14 and the number of negative signs (n2) is 36. So, based on the formula for calculating the khai-squared value, the calculation of the magnitude of the khaki- squared value is calculated as follows

$$x^2 = \frac{[(n_1 - n_2) - 1]^2}{n_1 + n_2}$$

$$X^2 = \frac{[(14 - 36) - 1]^2}{14 + 36} = \frac{529}{50} = 10,58$$

Through the results of these calculations, the khai-squared value is 10.58. This value is greater than the khai-squared value in the table of 3.841. Thus, the null hypothesis which states that respondents who answered political education conducted by political parties for the community were the same as respondents who answered political education conducted by political parties for the

community failed to be rejected. Conversely, the alternative hypothesis which states that respondents who answered political education conducted by political parties for the community were less successful than respondents who answered political education conducted by political parties for the community failed to be accepted.

After testing the hypothesis on the sign, then the Mac Nemar change test hypothesis was tested. This test was conducted to find out whether there was a change in respondents' preferences after joining a political party.

Table 4

Survey Results Regarding the Mac Nemar Change Test Hypothesis Testing

Respondent Name	Preference		Respondent Name	Preference	
	Before	After		Before	After
RspN.1	Succeed	Succeed	RspN.26	Succeed	Succeed
RspN.2	Succeed	Succeed	RspN.27	Fail	Succeed
RspN.3	Fail	Fail	RspN.28	Succeed	Succeed
RspN.4	Succeed	Succeed	RspN.29	Fail	Succeed
RspN.5	Succeed	Fail	RspN.30	Fail	Succeed
RspN.6	Succeed	Fail	RspN.31	Succeed	Succeed
RspN.7	Succeed	Succeed	RspN.32	Succeed	Succeed
RspN.8	Succeed	Succeed	RspN.33	Succeed	Fail
RspN.9	Succeed	Succeed	RspN.34	Succeed	Succeed
RspN.10	Succeed	Fail	RspN.35	Fail	Succeed
RspN.11	Succeed	Succeed	RspN.36	Succeed	Fail
RspN.12	Succeed	Fail	RspN.37	Fail	Succeed
RspN.13	Succeed	Succeed	RspN.38	Succeed	Fail
RspN.14	Succeed	Fail	RspN.39	Succeed	Fail
RspN.15	Succeed	Succeed	RspN.40	Succeed	Succeed
RspN.16	Fail	Succeed	RspN.41	Succeed	Fail
RspN.17	Succeed	Succeed	RspN.42	Succeed	Succeed
RspN.18	Fail	Succeed	RspN.43	Succeed	Fail

RspN.19	Fail	Succeed	RspN.44	Fail	Succeed
RspN.20	Succeed	Succeed	RspN.45	Fail	Succeed
RspN.21	Succeed	Succeed	RspN.46	Succeed	Succeed
RspN.22	Succeed	Succeed	RspN.47	Succeed	Succeed
RspN.23	Fail	Succeed	RspN.48	Succeed	Succeed
RspN.24	Succeed	Fail	RspN.49	Succeed	Succeed
RspN.25	Succeed	Fail	RspN.50	Succeed	Succeed

Based on the data shown in Table 4, the above hypothesis testing was then carried out on the Mac Nemar change test with the aim of obtaining certainty whether or not there was a change in respondents' preferences after entering a political party on the success or failure of political party-political education for the community. From the data obtained from the respondents, a test was carried out with the steps to test the hypothesis that must be carried out including:

In this study, the put forward hypothesis is: the null hypothesis essentially states that there is no change in the success or failure of preferences for political education of political parties for the community. Meanwhile, the alternative hypothesis states that there has been a change in preference for the success or failure of political party education for the community. So, in this study the null hypothesis and the alternative hypothesis are symbolically formulated as follows:

H₀ : Ppreferences = Ppreferences do not change

H_a : P preferences ≠ Ppreferences do not change

This study uses a significance level of 0.05 or 5%. Based on the khai-squared table, the khai-squared value with a df or degrees of freedom of 1 and a significance level of 0.05 is 3.841. The khai-squared value obtained in the table is 3.841 which is used as the basis for formulating the test criteria and in the final conclusions. So, the criteria for testing the hypothesis that is applied is that the criteria for the null hypothesis are accepted if

$$x^2 \leq 3,841$$

The null hypothesis criterion is rejected if

$$x^2 > 3,841$$

If the procedure for testing the hypothesis carried out in this study has passed the steps for calculating the khai-squared value, the calculation steps are carried out through the following procedure. The results are shown in the 2 x 2 table briefly below. The following table presents the answers given by the respondents.

Table 5

Changes in Respondent Preferences

	The state of preference after entering a political party	
The state of preference before entering a political party	Fail	Succeed
Succeed	13	25
Fail	1	11

The next step, based on the data shown in Table 9. The magnitude of the chi-squared value is calculated by applying the following formula. In the conducted research, the following is the khai-squared value:

$$x^2 = \frac{[A - (\frac{A+D}{2})]^2}{\frac{A+D}{2}} + \frac{[D - (\frac{A+D}{2})]^2}{\frac{A+D}{2}}$$

$$x^2 = \frac{[13 - (\frac{13+11}{2})]^2}{\frac{13+11}{2}} + \frac{[11 - (\frac{13+11}{2})]^2}{\frac{13+11}{2}} = \frac{1}{12} + \frac{1}{12} = 0,167$$

Based on the results of calculations that have been done before, the magnitude of the khai-squared value is 0.167. This value is smaller than the khai-squared value in table 3.841. Therefore, the null hypothesis which states that there is no change in preferences for the success or failure of political education for political parties for the community is accepted. While the alternative hypothesis which states that there is a change in preference for the success or failure of political education for political parties for the community is rejected.

Discussion

The supporting arguments in political education occupy a very important place in politically literate individuals formation. The supporting arguments can determine the nature of their perceptions of politics and their reactions to a number of occurring political phenomena. In general, politics can lead the community, both the intellectual community and the political community, to become more mature and orderly in the life of society, nation and state.

Political education is a process of awareness and maturity from citizens, up to the citizens of the city, province or country, school residents, organisations, or people. Citizens are not elements of the masses, but are active members in an organic body. If the analogy is that the members and the body are healthy only if both are healthy, then the members must be aware of their constructive contributions, both those who approve and those who denounce and even those that are against infections in the body (Budianto, 2017).

The goal of political education is the political maturity that is willing to assume responsibility for the public interest at different levels (local, communal, national). Political education must take place in an atmosphere of experiencing freedom and bearing the consequences of its decisions. Political education must be distinguished from socialisation as a process of internalising patterns of social behavior, which prepares young people to behave according to what society expects. Socialization that starts in the family can support education toward political maturity (critically responsible citizenship) but can also hinder this process if society adheres to social norms that uphold conformism (conformism) alone.

One of the carried out functions is the function of public political education. Political education is the process of imparting knowledge to the public about state politics and finally implementing it in general election activities. The success or failure of political education carried out by political parties to the public can be seen by the level of community participation during general elections, the fewer people who abstain, the more successful political parties are in conducting political party education to the public. This is because political party education is basically forming and growing individual political orientation (Elisa, 2016). Article 31 of Law of the Republic of Indonesia number 2 of 2011 states that: Political party education aims to: First, to increase awareness of people's rights and obligations, in society, nation and state life. Second, to increase political participation and community initiatives in society, nation and state life. Third, to increase the independence, maturity, and to build a national spirit in order to maintain national unity. Where political education is carried out to build an ethical and political culture that is in accordance with Pancasila. Furthermore, Article 34 paragraph (3a) explains that: in the implementation of political education, political parties receive financial assistance sourced from the State Revenue and Expenditure Budget / Regional Revenue and Expenditure Budget which is given proportionally to political parties that get seats in the People's Legislative Assembly, Council Provincial People's Representatives, whose calculation is based on the number of acquisition votes. Prioritized financial assistance to conduct political education for members of political parties and the public. Political party education must be carried out by political parties to the public considering that many people are still unfamiliar with politics.

Some people even are afraid to be a part of politics. It's not in vain, this happens because people don't understand and are aware of politics itself. Politics is actually not scary and activities that bring each other down. Precisely with the existence of politics which is actually able to make the situation stable both in terms of security and national defense. If properly used, politics will also have a positive impact on the life of the nation and state. But the existence of a paradigm in society makes politics considered something scary and rarely anyone wants to understand and understand politics itself.

Political education cannot be separated from the citizenship education. Political parties through Law Number 2 of 2011 as a change from Law Number 2 of 2008 concerning Political parties have the function of carrying out political education centered on party and community cadres with an emphasis on content on the rights and obligations of citizens in building ethics and culture politics in the life of the nation and state. However, political education carried out by political parties is very vulnerable to conflicts of interest which are influenced by the interests of the political parties themselves. On the other hand, most of the implementation of political education in Indonesia is carried out by political parties only sporadically at the time of general elections, both at the national and regional levels (Hardian et al., 2021).

The functions of political parties as stated in the Law of the Republic of Indonesia Number 2 of 2011 concerning political parties, states that political parties have a function in carrying out or

providing political education. Political parties are a means to make the wider community understand more about politics, especially how to make Indonesian citizens aware of their rights and obligations in the life of society, nation and state. The increase in the number of political parties in Indonesia should ideally have the consequence that society has broader insights on matters related to democratic freedoms. However, until now the role of these political parties in providing political education to the public has not been fully felt (Hindun et al., 2021).

When the election implementation moment takes place, the existence of political parties very clearly voices the interests of the state and the people, but when that moment ends, their responsibilities also end. Supposedly the function of political parties is to provide political education to broad constituents. There is no time limit for the implementation of political education for constituents, either before the election or after the election, as during the period of gaining people's support (Nadir & Wardani, 2019). Regarding the education provided to the public in Indonesian political life, the function of political parties faces many obstacles and challenges which have yet to be fully resolved holistically. The image of political parties that has been embedded in the perceptions and paradigms of society is the toughest challenge for political parties. This bad image is created as a result of bad or improper actions that have been carried out by some members of political parties in the form of corruption. Members of political parties in Indonesia are often entangled in legal problems due to corruption.

Conclusions and Implications

The function to provide political education among the public is carried out by political parties. Political education will be successful if most of the people in the area are able to participate in politics and in decision making. Community participation in politics, in fact, can be seen at the time of direct general elections, both in general elections. The higher the participation rate and the lower the abstentions rate in these activities, it shows that political parties are successful in carrying out their functions in providing political education to the public. Based on the hypothesis testing on the sign, it was found that the calculated chi-squared value was 10.58 and this value was greater than the chi-squared value specified in the table of 3.841. So that the null hypothesis is declared rejected and the alternative hypothesis is accepted. Thus the answers to respondents who responded that political education conducted by political parties for the community failed or were not successful were more than respondents who answered political education carried out by political parties for the community were successful. As an implication, political education carried out by political parties is declared a failure or the function carried out by political parties in conducting political education has not been carried out properly. Based on the Mac Nemar change test hypothesis, it was found that the calculated chi-squared value was 0.167 and this value was smaller than the chi-squared value in table 3.841. So that the null hypothesis is declared accepted and has the implication that there is no change in respondents' preferences after joining a political party.

Suggestions for Future Research

This investigation suggests other studies to use hypothesis testing with different methods and be more able to dig deeper related to political education carried out by political parties. For further research related to political education study, it is recommended to conduct research using mixed methods in order to achieve deepness, especially related to the implementation of the application of political education. Research questions that might be explored are related to a formula finding or form of implementing effective political education in society. Furthermore, it is also necessary exploring through research by applying hypothesis testing related to how political parties which incidentally are

the spearhead in carrying out political education are able to effectively precisely, and always continuously carry out their functions. Political education research cannot be separated from finding a model of implementing political education as a public policy owned by the government as an implementation model that is elegant and acceptable to society at large.

References

- Affandi, F. N. (2019). Pelaksanaan pendidikan politik dalam meningkatkan partisipasi politik generasi muda [Implementation of political education in enhancing the political participation of the younger generation]. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Asrori, M. (2015). Politik dan pendidikan (tinjauan historis pengaruh kebijakan politik terhadap sistem pendidikan di Indonesia) [Politics and education (A historical overview of the influence of political policies on the education system in Indonesia)]. *J-PAI: Jurnal Pendidikan Agama Islam*, 2(1), 53–67. <https://doi.org/10.18860/jpai.v2i1.3762>
- Bashori, K. (2018). Pendidikan politik di era disrupsi [Political education in the era of disruption]. *Sukma: Jurnal Pendidikan*, 2(2), 287–310. <https://doi.org/10.32533/02207.2018>
- Budianto, R. (2017). Pengaruh pendidikan politik terhadap partisipasi masyarakat dalam pemilu tahun 2014 di kelurahan Simpang Pasir Kecamatan Palaran Kota Samarinda [The influence of political education on community participation in the 2014 elections in the Simpang Pasir Sub-District of Palaran, Samarinda City]. *ejournal Ilmu Pemerintahan*, 5(1), 93–106. [https://ejournal.ip.fisip-unmul.ac.id/site/wp-content/uploads/2017/02/Rachmad%20Budianto%20\(02-10-17-09-13-41\).pdf](https://ejournal.ip.fisip-unmul.ac.id/site/wp-content/uploads/2017/02/Rachmad%20Budianto%20(02-10-17-09-13-41).pdf)
- Elisa, N. (2016). Hubungan antara pendidikan politik dengan generasi muda [The relationship between political education and the younger generation]. *Kalam Keadilan*, 4(1), 87–101. <https://ejurnal.univamedan.ac.id/index.php/kalamkeadilan/article/view/50>
- Faulks, K. (2010). *Sosiologi politik* [Political sociology]. Bandung: Nusa Media.
- Haboddin, M. (2015). Menghadirkan pemilih pemula cerdas dalam pemilu 2014 [Empowering smart first-time voters in the 2014 elections]. *Jurnal Transformative*, 1(1), 10–20.
- Hajad, V., & Ikhsan, I. (2019). Pendidikan politik bagi pemilih pemula di SMAN 1 Meureubo Kabupaten Aceh Barat [Political education for first-time voters at SMAN 1 Meureubo, West Aceh District]. *Jurnal Pengabdian Masyarakat: Darma Bakti Teuku Umar*, 1(1), 19–27. <https://doi.org/10.35308/baktiku.v1i1.1237>
- Hardian, M., Hidayah, Y., Suryaningsih, A., & Ardian Feriandi, Y. (2021). Gagasan pendidikan politik bagi generasi muda (Sebuah kajian literatur) [Ideas of political education for the younger generation (A literature review)]. *Briliant: Jurnal Riset Dan Konseptual*, 6(3), 552–567. <https://doi.org/10.28926/briliant.v6i3.653>
- Hermawan, I. C. (2013). Revitalisasi pendidikan politik dalam pendidikan kewarganegaraan di Indonesia [Revitalization of political education in citizenship education in Indonesia]. *Jurna Kajian Pendidikan*, 3(1), 9–26. <https://mindamas-journals.com/atikan/article/view/141>

- Hermawan, C. I. (2020). Implementasi pendidikan politik pada partai politik di Indonesia [Implementation of political education in political parties in Indonesia]. *Jurnal.Unsur.Ac.Id*, 10(1). <https://jurnal.unsur.ac.id/jpphk/article/view/939>
- Hindun, N. S., Ulya, I., & Alnashr, M. S. (2021). Pendidikan politik bagi anak melalui organisasi siswa madrasah ibtdaiyah [Political education for children through the elementary school student organization]. *Dawuh Guru: Jurnal Pendidikan MI/SD*, 1(1), 27–40. <https://doi.org/10.35878/guru.v1i1.268>
- Istikharah, I., & Asrinaldi, A. (2019). Pendidikan politik bagi masyarakat sebagai penyelenggara pemilu tingkat ad hoc [Political education for the community as organizers of ad hoc level elections]. *NUSANTARA: Jurnal Ilmu Pengetahuan Sosial*, 6(2), 314–328. <https://doi.org/10.31604/jips.v6i2.2019.314-328>
- Kadir, A. (2010). Kemauan politik untuk kemajuan pendidikan dan pendidikan politik untuk kemajuan bangsa [Political will for the progress of education and political education for the progress of the nation]. *Shautut Tarbiyah*, 16(10), 48–68. <https://ejournal.iainkendari.ac.id/index.php/shautut-tarbiyah/article/viewFile/119/120>
- Maimunah, M. (2016). Relasi politik pendidikan dan politik kekuasaan [The relationship between political education and power politics]. *Al-Afkar: Jurnal Keislaman & Peradaban*, 1(2), 120–136. <https://doi.org/10.28944/afkar.v1i2.8>
- Nadir, N., & Wardani, W. Y. (2019). Membangun pendidikan politik dalam fatsun demokrasi pancasila dan deliberative [Building political education in the context of pancasila democracy and deliberative democracy]. *The Journal of Society & Media*, 3(1), 126–141. <https://doi.org/10.26740/jsm.v3n1.p126-141>
- Nurdiansyah, E. (2015). Implementasi pendidikan politik bagi warga negara dalam rangka mewujudkan demokratisasi di Indonesia [Implementation of political education for citizens in realizing democratization in Indonesia]. *Bhineka Tunggal Ika*, 2(1), 54–58.
- Pasaribu, P. (2017). Peranan partai politik dalam melaksanakan pendidikan politik [The role of political parties in conducting political education]. *JPPUMA: Jurnal Ilmu Pemerintahan Dan Sosial Politik*, 5(1), 51–59.
- Plato, Sukur, S.G., Wijaya, C.A., & Widada, Rh. (2018). *Republik* [Republic]. Yogyakarta : Narasi.
- Purnawati, L. (2019). Pendidikan politik sebagai upaya peningkatan kesadaran politik masyarakat (Studi di Kantor KPU Kabupaten Tulungagung) [Political education as an effort to increase political awareness of the community (Study at the Tulungagung District KPU Office)]. *Jurnal Publiciana*, 11(1), 55–71. <https://journal.unita.ac.id/index.php/publiciana/article/view/139>
- Rahman, A. (2018). Konsep dasar pendidikan politik bagi pemilih pemula melalui pendidikan kewarganegaraan [Basic concepts of political education for first-time voters through civic education]. *Jupiis: Jurnal Pendidikan Ilmu-Ilmu Sosial*, 10(1), 44–51. <https://doi.org/10.24114/jupiis.v10i1.8385>
- Santoso. (1967). Pendidikan politik terhadap pemilih pemula [Political education for first-time voters]. *Angewandte Chemie International Edition*, 6(11), 951–952.

- Satria Buana, M., Erlina, E., & Yulia Rahman, E. (2021). Paradigma pendidikan politik antikorupsi dan kesetaraan gender di partai politik [The paradigm of anti-corruption and gender equality political education in political parties]. *Integritas*, 7(1), 23–42. <https://doi.org/10.32697/integritas.v7i1.733>
- Sukarno, B. (2011). Pendidikan politik dalam demokratisasi [Political education in democratization]. *Widya Wacana: Jurnal Ilmiah*, 7(1), 1–19. <https://ejurnal.unisri.ac.id/index.php/widyawacana/article/view/420>