

The Election Smart House Management as a Society Political Education Facility

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Abstract

The presence of the Election Smart House (RPP) as one of the national priority programs which launched by the General Election Commission (KPU) since 2016. It has become an important political education, especially how people learn democracy and electoral materials about democracy. Until end of 2018, RPP was established in all districts/cities and province. Currently, there are 327 RPP in Indonesia. Unfortunately the existing RPP had not been managed properly. Effective management will make the RPP one of the centers of community political learning resources which will certainly contribute to improving the quality of democracy in the region. This article aims to analyze how effective forms of RPP management as well as find solutions to the use of RPP as a means of community political education. This research used Research and Development (R & D) with more intensive through Focus Group Discussion (FGD) and in-depth interviews. The results indicated that standardization of RPP management needs to be developed in order to effective as a center for community political learning.

Keywords: management, political education, democracy quality

Introduction

The presence of Election Smart House (RPP) as one of the national priority programs launched by the General Election Commission (KPU) has become important as a means of public political education, especially how people learn electoral and material about democracy. Until the end of 2018 RPP had been established in each district / city and all provinces, which currently amount of 327 district/city. Unfortunately the existing RPP has not been managed optimally. Effective management will make the RPP one of the centers of community political learning resources which will certainly contribute to improving the quality of democracy in the region.

RPP is a concept of political education that is carried out through the use of space from a building or a special building to carry out the entire program of community education project activities. RPP is operationalized based on KPU Circular No.220 / KPU / 2016 concerning voter education facilitation and KPU Circular No.339 / KPU / VI / 2016 concerning Control of RPP Formation Programs. In the guideline for implementing RPP that is explained that the objectives of the RPP are: (1) to increase voter participation both in quality and quantity; and (2) become a center for electoral information. Meanwhile, the specific objective is to educate the public about the importance of elections and democracy by increasing understanding of the essence and urgency of democracy and instilling awareness of democratic values.

As one of the centers of the source of political learning and democratic life for the community, the presence of RPP is an innovation because so far the socialization carried out both from the government, KPU, and political parties is still conventional. In addition, there is unavailability of comprehensive learning resources.

This article aims to analyze how effective forms of RPP management and at the same time find solutions for the use of RPP as a means of community political education.

Management of RPP as a means or center of polytical learning resources is an activity of managing, managing, and monitoring everything that can be used to help everyone to learn to

showcase their competencies. It is essentially a learning resource center according to Januszewski and Molenda in Rahmadi (2017) [1]:

"A place – which can be anything from part of a room to a complex of buildings – that is set up specially for the purpose of housing, and making available for use, a collection of learning materials in different media, or for providing facilities for the production as same."

Learning resources are all sources including data, people and objects that can be used for learning to achieve learning goals, in this case the process political education and democratic values. Learning resources can be developed into two types, namely *by design* and *by utilization* with the aim of *facilitating learning and improving performance*. According to Mudhofir in Rafni and Suryanef (2018) [2], to develop a learning resource center must do three things: (1) conduct a needs analysis; (2) developing physical facilities; and (3) developing programs. While the management principles are based on four things, namely: (1) the principle of managing the information center, which is intended for who, how, and what content information is made; (2) the principle of service management, depends on the quality of activities and service personnel; (3) the principles of instructional development management are highly dependent on the ability to make *need assessments*, choose sources of learning, evaluate, and develop instructional programs; and (4) production management principles related to the provision of instructional materials or materials.

So that, the form of political education activities in the RPP is by utilizing four spaces, those are: (1) audio visual space; (2) showroom / display of props / electoral information / democracy; (3) discussion room; and (4) socialization rooms. The four rooms facilitate the process of political learning. Thus the learning of political education through RPP is expected to be able to make citizens learn as political participants with the knowledge, values, orientation, beliefs they have. The quality of political participation which is the final estuary of political education is highly dependent on political knowledge (Predescu and IoanaParjan, 2011) [3]. Political knowledge plays an important role in anticipating the many abuses of rights and fraud in voting such as a lot of political violence that occurs (Collier, 2012) [4]; (Lehoucq, 2003) [5]; (Chaturvedi, 2005) [6].

Method

This article is part of the author's research entitled *The Model of Election Smart Home Development as a Means of Sustainable Political Education Based on Local Wisdom*. One of the focuses studied was the management of RPP. This type of research is qualitative with the procedure used in data collection referring to Creswel's (2014) data collection activity pattern [7]. Research informants were determined *purposively*, namely KPU Commissioner of West Sumatra Province and Commissioner of the KPU from Bukittinggi, Technical and Public Relations Section of West Sumatra Provincial KPU and Bukittinggi City KPU, RPP visitors, local government, education experts, and political education experts. Data is collected through *independent interviews*, *focus group discussions*, and documentation studies. To analyze the data used the steps of qualitative data analysis, namely data collection, data reduction, data presentation, and drawing conclusions. The validity of the research data is obtained through *credibility*, *transferability*, and *dependability*, and can be confirmed.

Result and Discussion

Management of Election Smart Houses.

The Management of The Election Smart House (RPP) in the locations studied shows that the RPP has not been optimal as a source of community political learning resources, especially in understanding electoral specifically, as well as democratic life in general as stated in the guidelines for establishing RPP. Some problems were encountered such as the absence of a special section that fostered and headed the RPP. RPP has been managed together under the responsibility of the local KPU Commissioner. Management is carried out by the Legal, Technical and Public Relations Section for provincial-level KPU and Technical and Public Relations Subdivisions at the district / city KPU. In other words, there is no standardized RPP management structure. It is unclear the main tasks and functions of each employee who manages RPP. Then there is not yet a representative space for

political education service activities. In addition, there is unavailability of sufficient budget to manage RPP to be more functional. The following will describe the management of RPP at the research site based on four management principles.

First, the principle of management in RPP is intended for whom, how, and what content is disseminated through that information. As an illustration, information is disseminated through the KPU's official website or social media. Information is aimed at users, both pre-voters, novice voters, female voters, and the community at large. Presented information through voter information systems has an influence and results in people's behavior in viewing political phenomena. Fowler and Margolis (2014) [8] in his research explained that political information had an effect on the attitude of citizens towards parties in the United States. When citizens who lack information receive information, they automatically shift their political preferences. Information dissemination through the web, especially in the era of Industrial Revolution 4.0 can be used as a medium of interaction between the KPU as the manager and the general public as users. This can be used as a means of giving criticism and input. As stated by Sanchez-Vilar, E. Bigne, J. Aldas-Manzano (2017) [9] that through weblogs there are facilities for influencing political areas and their main role is to provide criticism. In the research of Sanchez et al. 39 weblogs were taken as samples and 890 blog users were asked to respond to the role of the internet (in this case blogs) as the main tool in providing input in the political arena.

Second, there is about the principles of service management those are highly dependent on the quality of activities and service personnel. The research findings indicate that there is no standardize in Operating Procedure (SOP) that is clear in the two RPPs. Besides that there is no service officer who is specifically responsible for political education activities such as *guides* or technicians. Thus needed *training / training* isto produce managers / facilitators in the RPP and also for technicians. Besides that the principle of managing services is highly dependent on network access. The lesson plan will be effectively utilized if it involves many related parties such as: (1) building a network with Teachers of Pancasila and Citizenship Education (PPKn). PPKn teachers can use RPP as a source of political learning resources for students. Instead the PPKn teacher can also be trained as a *guide* for RPP; (2) building cooperation with *stakeholders* through the publication of activities and assistance in developing RPP. The research findings show that private sector assistance plays a major role in the development of RPP; (3) building cooperation with all activists of democracy. This aims to make the RPP a place for activists of democracy to express ideas, place of learning and improve the quality of life of a better local democracy.

Third, the principle of instructional development is highly dependent on the ability to make *need assessments*, choose learning resources, evaluate and develop instructional programs. In management of instructional development management, research findings indicate that in both RPP voter education materials are available which are implemented in the form of models or dioramas. Furthermore, on the wall panel, information is available, among others, the history of elections in Indonesia, the stages of elections, the election process, the electoral knowledge test, the electoral system, election participants (legislative and presidential elections), profile of election organizers and the importance of elections and democracy.

Educational programs on RPP services can be designed into several packages so that the community has learning options that are in accordance with what they want. Learn from Australia and India where they already have programs established to conduct voter political / educational education. In Australia there is ongoing cooperation from the KPU with the original community through an *indigenous electoral participation program* that involves civil society in a sustainable manner and is expected to be a means of learning political education (Setiawaty, 2014) [10].

While in India there is also a political education program as an effort to increase voting participation through *systematic voters of education and electoral participation (SVEEP)*. This program is a systematic voter education in collaboration with *civil society*, educational institutions and young group volunteers. SVEEP has a specific target audience such as women's groups, young people, marginalized groups and indigenous groups.

Educational programs from Australia and India are the inspiration for creating educational programs in the form of active political education services. Educational programs can be divided into four types of educational programs, namely: (1) for pre-voters; (2) for beginner voters; (3) for female voters; and (4) for the general public. These educational programs are designed in the form of activity packages with different strategies. Pre-voter education programs for example are designed for elementary and middle school children or before 17 years of age. The strategies in implementing the program package for pre-voters are as follows: (1) material is given on the basics of elections with participatory methods; (2) media can be through audio visual with *thegameslatest*; (3) showrooms are filled with information *updated* and information about local wisdom values about how the basic values of elections are developed through the wisdom saying and symbols that existed in the days before modern democracy; and (4) space for discussion both *online* and *offline*. This is in accordance with the research of Dinesen et al. (2016) [11] in three countries, namely America, Denmark, and Sweden about the magnitude of the influence of political education on the level of community participation especially pre-voter children.

Then the package of education programs for beginner voters can be presented in: (1) the material about the urgency of the votes of first-time voters in elections, how to understand the election and its theoretical and empirical implications; (2) the strategy given concerns critical and participatory thinking; (3) official social media from the KPU or web-based information system are very favored by adolescents in observing political and government events, especially ahead of elections; and (4) the discussion space in the RPP to be more functional needs to be made more regular events for informal discussion activities for democracy activists. In this room, it is necessary to discuss how elections are conducted based on local wisdom values. With planned activities a program evaluation can also be carried out.

Campbell and Niemi (2016) [12] have conducted research on citizens aged 18-24 during the period 2006-2010 to find out the level to determine the level of political knowledge of the younger generation through the *National Assessment of Educational Progress (NAEP)*. From this research, it can be seen the need for evaluation throughout the voter education process. Similar research was also conducted by Persson and Oskar Lindgren and Orkarsson (2016) [13] of 30,000 students to find out the influence of the level of education on political knowledge, participation and democratic values. From these two studies it is known that in developed countries there is a seriousness of policy makers and political scientists to make measures for the successful implementation of political education.

Meanwhile Heller (2013) [14] explained about political education through elections for teenagers. In his article described an election simulation project for German teenagers he called U18. The goal is to arouse the interest of adolescents in discussing the electoral theme more interestingly

The educational program package for women has a specific strategy, namely: (1) the materials are chosen to elaborate on the role of gender in politics, awareness of the importance of women's participation in politics, or the public sphere and how to address gender inequality in politics; and (2) the structure of delivery of learning by implementing a transformative political education approach. According to Pembangy (2008) [15] there are five characteristics of transformative political education, namely: (1) the growth of critical awareness; (2) futuristic insight; (3) the importance of skills / skills; (4) orientation to humanist values; and (5) quality assurance.

Furthermore, there is educational programs for the general public: (1) the material presented as an alternative is the essence of political education as a form of democratic education, elections and ins and outs, and how citizens can participate in elections or democratic life to be more qualified; (2) the methods used are more varied especially concerning adult education (andragogy); and (3) must pay attention to the element of entertainment.

The fourth is the principle of managing production. This principle relates to the provision of instructional materials both *online* and *offline* such as e-modules, e-books, interactive multi media, learning videos, and so on.

Utilization of Election Smart Houses as a Community Political Education Facility.

RPP is a concept of voter education that is carried out through the use of space from a special building or building to carry out the entire program of community education project activities. Thus the form of activity (service) of political education in RPP is a series of political education activities through the use of space in the RPP. The research findings show that there are four spaces that can be utilized for political education activities, namely: (1) audio visual space; (2) showroom / display of props / electoral information / democracy; (3) discussion room; and (4) simulation space. The four rooms facilitate the process of political learning. The audio-visual room is used for screening films involving national elections and local elections. Making local films with animated forms can be used as a means of political learning. This is as expressed by Harisson and Hummel (2010) [16] that the tendency of students to prefer animated films. Animated films are able to enrich students' experiences and competencies in a variety of material presentations. The material presented through film / video shows has an impact on student motivation in participating in elections or democratic life.

Meanwhile the exhibition / display equipment / electoral information contain the history, system, participants and stages and importance of the election. Besides that, there are also models / dioramas about voting procedures at polling stations (TPS). Political education activities in this room are very dependent on the form of media provided. Political information about elections and effective democracy in the RPP also creates local media that attracts visitors such as the history of local elections, and sayings about elections that can be understood by local communities. It is the same with the simulation room. Not only presenting the election process at polling stations but the simulation is complemented by local values in the election process itself such as badunsanak elections in Padang City or West Sumatra Province in particular.

Then the discussion room becomes a room that has the opportunity to carry out deeper political education. This room can be used for public discussions for democratization activists. Learning together in lesson plans can increase the activeness of citizens to participate in politics. The characteristics of active citizens in question, among others, are aware of their political rights and obligations, have a high level of political participation. One effort to become an active citizen is through *learning by experience* by means of public discussions or learning together with democracy activists such as *non-governmental organizations (NGO's)* (Ribeiro, 2012) [17]

Activities in the display room require "*guiding*" services. A *guide* or instructor will provide information to visitors. If the instructor can present information clearly and interestingly, it will certainly increase the interest of visitors to the RPP.

Aside from the existence of *servicesguide*, another form of service in the RPP was in the form of inviting schools through collaboration with the local education office. RPP is also used as a learning tool for middle school students or beginner voters. This is in line with Pacho's (2014) disclosure [18] that studying political information will enable students to appreciate how government is organized, how they work, how citizens can interact with government, and take advantage of various opportunities to participate and develop positive attitudes towards politics. While Rong Yu (2012) [19] in his research on students proved that political education can increase students' ideological levels, psychological qualities and are useful for developing better careers.

Political education is not as well as internalized in every individual society. Therefore, it needs an awareness that continues to increase public participation in political life in general or elections in particular. According to Affandi (2009) [20] political education is seen as a *political conception* process that is in the form of a rational and dialogical normative ethical value process. Political education encourages people to see themselves and their environment in a critical way, determine the right attitude and quickly make the right decisions.

Indicators of the success of political education can be seen from the achievement of the learning process itself, namely: (1) making individuals able to understand a more complete social-political situation; (2) dare to provide constructive criticism of the condition of society that is not stable; (3) its activities are directed at a genuine democratic process; and (4) able to fight for certain interests and ideologies, especially those related to security and welfare together. Furthermore Kartono (2009) [21]

states that political education has the following characteristics: (1) not only aims to develop and develop political knowledge but more than that which is to develop a political orientation that includes values, beliefs and attitudes that aim forming individual political awareness; (2) political education does not aim at fostering individual loyalty to the authorities but is an activity process that aims to form a critical mentality and is able to conduct constructive dialogue and act with a change in a better direction; (3) political education is a lifelong continuous process; (4) the objectives of political education are political personality, political awareness and political skills.

Conclusion

Based on the previous explanation, it can be concluded that:

1. Management of Election Smart Houses is constructed through the following four principles: (1) the principle of managing the information center; (2) service management principles; (3) instructional development management principles; and (4) production management principles.
2. Election Smart House as a center for learning resources for political education for people in the Industrial Revolution era 4.0, can innovate to create digital learning resources to be used by the pre-voter community, beginner voters, female voters, as well as other general groups of society.

Suggestions

In relation to the studies carried out, the following points can be suggested:

1. The General Election Commission as the implementer of the Election Smart House policy should make the management structure and Standard Operating Procedure more complete.
2. The General Election Commission should always *update the* sources of political learning so that it is more interesting and the RPP is more functional.

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