



Enhancing Youth Civic Engagement of First-Time Voters Within The Framework of Civics Education

Debora Pratiwi Sibarani¹, Alexander Aur² and Juliana Tirza³

^{1,2,3} Pelita Harapan University, Tangerang, Banten, Indonesia
debora.sibarani@uph.edu

Abstract. The participation of first-time voters in elections is not only a crucial initial step, but also holds significant potential in shaping the lifelong civic engagement habits of young individuals as active citizens. In the upcoming 2024 election, 22.85% of the total voters belong to Gen-Z as first-time voters who demonstrate their awareness and eagerness to participate in politics and contribute to future changes. This article aims to highlight the barriers faced by first-time voters in their journey toward engagement in forthcoming elections and explores efforts that can be made to enhance their participation. The article uses a descriptive quantitative method with a mixed questionnaire as the research instrument, consisting of open and closed questions for student respondents as first-time voters. The results of the questionnaire show a lack of information about elections and candidates, an apolitical attitude towards electoral education, and a non-holistic Civic Education for first-time voters that can hinder them from getting involved and playing an active role in elections. Furthermore, this research presents a model of community engagement for first-time voters that can be pursued within the framework of Civic education, so that first-time voters can become active citizens before, during, and after elections as a pattern of active engagement that goes beyond political action.

Keywords: election, first-time voters, barriers to engagement.

1 Introduction

General elections are often seen as the culmination activity of democratic festivities in Indonesia where everyone can be involved in organizing and making use of their rights by giving their voice for the future of the nation for at least the next five years. Nevertheless, to make people want to come to the election place and vote, it takes a lot of effort to foster a citizen's desire to be actively involved in political activities. The initial political momentum of a first-time voter is what will determine their activity as a citizen in the future because the general election moment is when a person will gain memorable experience of being involved in political activities. Based on the results of a survey conducted by the Centre for Public Policy Research of The Indonesian Institute [1], most first-time voters have the awareness and desire to participate in politics and be part of future changes. The participation of first-time voters in general elections is a first step as well as a great potential for forming a habit of youth civic

engagement that will last a lifetime as active citizens. Civic engagement is defined as individual action or participation in civic life that benefits peace and national development based on a high sense of responsibility towards the community or community groups [2]. Adler and Goggin [3] further explain that community involvement describes how citizens actively participate in community life to improve the conditions of others or help shape the future of a better community by emphasizing social interaction in the community. Activities considered part of community engagement can vary, including blood donation, donating money, volunteering, voting, and participating in community service and public action. These activities can be followed and even initiated by young people as a form of civic involvement in the community or society.

Many studies suggest that people who are involved in voluntary work that reflects civic involvement have a greater sense of meaningfulness than people who are not involved in these activities. In addition, community involvement is believed to affect meaningfulness in life directly. This community involvement will lead to generativity for future generations which goes beyond the cultural values through teaching and mentoring as a legacy which is one of the main sources of meaning in life [3]. Therefore, this civic involvement must be echoed from an early age because young people who are involved and participate in public life can bring improvements to people's lives through their contribution to improvement, interaction with other members, involvement in social structures, government, schools or universities, or any membership organization [4].

Nevertheless, Herry-Priyono [5] explains that there are three obstacles as well as major needs that often-become challenges for first-time voters to be actively involved in political activities, namely electoral education, voter information, and Civic education. Electoral education is a framework for thinking about why citizens must take electoral action, why it is important to use voting rights during elections, how to consider the choices of people's representatives in voicing opinions in a future government, as well as what institutions are involved in elections so that first-time voters can oversee the course of the election. Meanwhile, voter information is the information needed by first-time voters to know the ins and outs of the party which includes history, symbols, vision and mission, the principles underlying elections, rights, and obligations of voters in participating in elections, as well as technicalities when conducting elections, so that first-time voters can gain the confidence in carrying out the election process. Then last is Civic education where first-time voters will later have a noble desire to be involved as active citizens in their professional fields to contribute (knowledge distribution) or by collaborating with other disciplines to advance the welfare of many people (government mechanism work).

This article aims to elucidate the challenges encountered by first-time voters as they navigate their path towards involvement in upcoming elections and, furthermore examine potential initiatives to boost their engagement within the framework of Civics Education because education directly equips citizens with important abilities to participate [6], therefore young people will gain memorable experiences in general elections as their first political activities which later became the cornerstone of their active engagements as a citizen in the future. Wolfinger & Rosenstone [6] highlight two political skills that Civics education must provide to students to increase youth

Civics engagement; (1) literacy which allows youth to access and interpret information presented in the news media and (2) education which equips youth with the skills to understand the elements of bureaucracy in registering and voting. Because individuals with higher levels of education are more likely to have the skills needed to learn and understand how and why they should vote. Moreover, Civics education not only plays an important role in increasing civic engagement among people in quantity (voting and affiliation), but also in increasing the quality of their involvement (interest, knowledge, attitudes), hence it can improve the quality of democracy by fostering political interests, encouraging the acquisition of political knowledge, and cultivating a supportive attitude towards political freedom [7].

2 Research Method

This study uses literature studies to find answers to these questions what youth civics engagement is, why youth civics engagement is important, what is the correlation between youth civics engagement and active citizens, how to provide a meaningful experience as a first-time voter, and what are the impacts of this initial political experience in the future. As initial research to see the need for a model of community engagement, the instrument was distributed in the form of a survey. The survey was then analysed using a quantitative descriptive method. This method is used to describe variables as they are, according to the data obtained. The instruments used were developed by researchers based on previous research conducted by the Centre for Public Policy Research of the Indonesian Institute [1]. The instrument consists of open and closed questions, which are referred to as a mixed questionnaire. This instrument tried to measure how many of the research subjects have participated in the election, their responses regarding the significance of the young generation participating in the election, the qualifications of the leaders whom they expect to become state leaders, and the obstacles that might prevent them to take a role in exercising their voting rights. A total of 76 students participated in this survey—data obtained from a private university in Tangerang, Banten. Respondents were limited to those who were 17 to 21 years old and came from various majors in the research location. After the preliminary research was completed, it appears that there is a need for a youth civic engagement model that can be applied in Indonesian compulsory subjects, namely Citizenship or Civics Education. Hence, a literature study was carried out to find the model of civics engagement model for young people as first-time voters.

3 Results and Discussion

3.1 Results

From the results of the preliminary research, data with the demographics of the respondents was found as the table shown below.

Table 1. The demographics of the respondents.

Age	Frequency
17	3
18	22
19	30
20	5
21	16
<i>Total</i>	<i>76</i>
Gender	Frequency
Female	50
Male	26
<i>Total</i>	<i>76</i>
Major	Frequency
Law	49
Management	11
Hospitality	8
Food Technology	3
Engineer	3
Accounting	2
<i>Total</i>	<i>76</i>

As initial data to explore the urgency of this research, respondents were asked to answer questions regarding their experience of participating in elections. A total of 57 respondents had never participated in an election. Yet, a total of 51 respondents knows a presidential candidate and/or a particular party that they will vote for in the 2024 election.

Table 2. Respondents' participation in the election.

Do you have the election experience before?	Frequency
Yes	19
No	57
<i>Total</i>	<i>76</i>

Table 3. Respondents know their choices in the 2024 election.

Do you know who you will vote for a presidential candidate and/or a particular party in the 2024 election?	Frequency
Yes	51
No	25
<i>Total</i>	<i>76</i>

Considering that the research respondents are still dominated by students who have never participated in an election, it is a good opportunity to conduct initial education, before the general election takes place. In the open questions section, researchers tried to explore the views of respondents regarding the qualities of leaders expected to become leaders. The dominant traits that emerge are honesty, integrity, having the right vision and mission to advance Indonesia, being firm, responsible, and having a clear program for the future. There are positive hopes conveyed by these first-time voters and it shows an indication of concern for a better country with good leaders [8].

From the data obtained, it is also implied that students have the hope to contribute. Students appear to want to be involved in elections and act as active citizens. This can be seen from the data obtained regarding their hopes as students and as first-time voters. From the student perspective, leaders who will lead are expected to be people who have qualities such as honesty, broad insight, integrity, firmness, and the courage to act, not just make promises. For them, the image of a leader worthy of leading Indonesia is a leader who has a vision and mission to solve the nation's problems and has strategic ideas to realize that vision and mission. Regarding aspects that might hinder them from participating, the researchers divided them into several groups of obstacles, and the results are as shown in the table below.

Table 4. Obstacles from Students' Perspective.

What do you think might hinder your political participation in the 2024 elections?	Percentage
I feel that my vote will not change the condition of Indonesia.	45
I feel insecure because I don't understand politics.	29
I am lazy to find out about the candidates.	18
I don't have time to go to the polling station.	8
<i>Total</i>	<i>100</i>

One of the things that most discourages them from participating in elections is the feeling or thought that their vote will not change the condition of this nation. From these findings, it can be concluded that there is a perspective from students that needs to be corrected so that they do not feel doubtful or confident that their role will not have any impact. As new voters, there is fear or worry that they will choose the wrong leader. There are also those who worry that the leader they choose will not be the best previous leader. Some students are afraid because they have not been educated enough about general elections and this is their first general election moment.

The respondents also being asked about the forms of political participation that they could show and many of them mentioned giving their voting rights. Predominantly, first-time voters do not really understand the forms of their political participation. With an anthropological approach, research shows that first-time voters have a relaxed, free, tend to be informal, and fun-seeking seeking in their patterns of behaviour in politics [9]. The finding also shows that many respondents in this study did not have specific concerns regarding the implementation of future elections. Overall, the

data obtained shows the need for civic engagement education for youth to accommodate their concerns about the quality of the leaders who will lead them later and provide them with a meaningful election experience for first-time voters.

3.2 Discussion

After the 1998 reformation, Indonesia reaffirmed and pursued its status as a modern democratic country. This status is expressed concretely in the institutionalization of various modern state democratic institutions, such as the Corruption Eradication Commission, the Human Rights Commission, the Judicial Commission, and the General Elections Commission. As a modern democratic country, the institutionalization of various democratic institutions is not enough to ensure that Indonesia truly is a modern democratic country. The existence of modern democratic institutions only guarantees the implementation of procedural democracy. Meanwhile, substantial democracy has not been fulfilled if the democratic instruments available are modern democratic institutions.

One of Indonesia's modern democratic institutions, which is tasked with holding general elections, is the General Election Commission. This commission is responsible for carrying out general elections in a democratic, transparent, and accountable manner. This commission ensures the realization of democratic procedures in general elections. In other words, as one of the modern democratic institutions, this commission is responsible for ensuring that procedural democracy in the context of general elections goes well. However, a modern democratic country does not only seek to establish democratic institutions. Nor does it only strive for the realization of procedural democracy. In a modern democratic country, substantial democracy must also be realized. Substantial democracy is the active participation of citizens in a democratic public sphere for the common good. Such participation is an expression of citizen awareness to take an active part in various fields of state life as a form of responsibility as citizens. Substantial democracy is accommodated procedurally through democratic instruments, namely democratic institutions in a modern democratic state.

Indonesia has established itself as a modern democracy. Therefore, procedural democracy and substantial democracy take place simultaneously. It is important to strive for this because every citizen can procedurally accommodate his rights through all procedural mechanisms in democratic institutions, but this cannot always guarantee that substantial democracy is realized. A group of citizens exercises their right to vote in general elections according to democratic mechanisms and procedures, but after exercising their right to vote, they are indifferent to the process of administering the state and fulfilling the rights of citizens carried out by the politicians and national leaders they have chosen. The basic requirement for the continuity of substantial democracy is the existence of active citizens and the activeness of citizens in a modern democratic state, especially actively monitoring, supervising, and evaluating the process of administering the state and fulfilling the rights of citizens. Active citizens are citizens who take the initiative to be actively involved in various dimensions of state life. Citizens are actively involved in various fields of state life in accordance with their scientific competence and professional capacity. Thus, a modern democratic

state grows and develops scientifically and professionally, which is marked by the active involvement of its citizens in various fields of state life.

In the framework of procedural democracy and substantial democracy, students who have the status of first-time voters in general elections are a crucial group who must obtain political education so that they will become active citizens in the future. Political education for first-time voters is part of the citizenship education curriculum, both in the context of general elections and in a broader and sustainable context, namely forming active citizens in a modern democratic country [10]. In the context of general elections, political education for first-time voters takes place in two stages. First, the general election education stage (electoral education). This stage takes place before the general election is held. Second, the general election stage (voter information). This stage takes place when you want to exercise your right to vote politically. This stage continues in the third stage, namely post-general election through Civics education. The political education method used in these three stages is the involvement of first-time voters at each stage. Through this method, from an early age, first-time voters have been directed and mobilized in state life. Thus, from an early age, first-time voters form their awareness and responsibility as active citizens in a modern democratic country.

One of the challenges of Indonesia's modern democracy, especially in the context of the 2024 General Elections, is the presence of Gen Z as first-time voters. Although there is no standardized and universal definition for Gen Z, their existence in the era of internet technology marks this generation. That is, Gen Z is the first generation born in the world of internet-connected technology. Some researchers categorize the generation based on the year of birth, which is after 2000 [11]. Gen Z accesses information through the internet. However not all information presented by the internet contains scientific truth. Therefore, the information received by Gen Z is not fully valid and is not sufficient to be accepted as true information. Gen Z as first-time voters is also categorized as the millennial generation. Millennials are a new political generation [12]. As a new political generation, millennials face a wave of political protests related to new issues. These various problems demand political participation. In addition to new issues, their political participation, especially in general elections, is influenced by several factors, including education, social media, and the economy [13]. Although they always access internet information, especially social media, because they are still early students at university, their level of understanding of politics is not sufficient. That is why, Gen Z as a novice voter is still less interested in political issues, especially general election politics. In fact, this condition does not only occur in Indonesia but also in Malaysia [14] a neighbouring country of Indonesia.

General elections are not only a moment to actualize political rights by electing people's representatives in parliament and national leaders. More than that, general elections are a moment for novice voters to decide on political choices [15] to fight for various community issues to become the post-election development agenda. In addition, the political decisions of novice voters are also an expression of the political values they live and understand [16]. Of the many problems of society, there are specific issues that demand attention from novice voters. One issue is women's political participation in public institutions [17]. Therefore, Gen Z is faced with special prob-

lems, that demand their political awareness and participation, especially that of female first-time voters. The description of Gen Z shows that the attitudes and political choices of novice voters need to be exemplified by leaders, both political leaders and leaders of election organizers [18] and adequate political literacy [19]. Quality role models and political literacy can also give birth to young political leaders, who are able to carry out youth social movements [20].

Political Education for First-Time Voters. Beginner voters are the political status of some students as citizens in a modern democracy. With such status, students have the potential to become active citizens. In order for active citizens to become actual students, political education in the context of general elections must be carried out. Political education for first-time voters takes place in two stages. First, the stage of electoral education. Second, is the stage of voter information. These two stages serve as the basis for post-election political education which aims to shape the political status of first-time voters as active citizens. Therefore, political education for first-time voters is crucial because it is from this point that awareness and responsibility as citizens in a modern democratic country begins and is at stake in the long-term future.

The Stage of Electoral Education. In general elections, categories apply to voters. The categories used are territorial categories and age categories. Territorial categories are called electoral districts. Meanwhile, age categories are based on age level. The age category that always receives attention from political parties, politicians, and election organizers is the category of first-time voters. This category refers to groups that first exercise their rights in general elections by electing people's representatives in parliament and national leaders [21]. Beginner voters, especially those aged 17-21 years, are a group of voters who are the target of political candidates and national leaders to gain votes for support from this group.

As political people in a modern democratic country, the existence of a group of first-time voters in that age range, although they have high political enthusiasm, their political awareness is not yet sufficiently established. At this age, students use their emotions more related to their own political status and various other things related to politics. Therefore, in general election education for first-time voters, the sociology of emotions is an approach that needs to be considered. Beginner voters often use their emotions in political actions, especially towards political parties and national leadership candidates (presidential candidates and vice-presidential candidates). Emotions are the political power of citizens in making political decisions [22]. In the context of citizen participation in a democracy, emotions as a political force are often used by politicians to drive political populism. Basically, humans are cognitive and emotive creatures. With this nature, human political decisions rely on their cognitive and emotive powers [7]. This also applies to student beginner voters in general elections. Therefore, cognitive and emotive aspects must be considered in political education for first-time voter students.

Elections that take place in a modern democratic country are declared successful if the political participation of citizens in general elections is high. Political participa-

tion, especially for first-time voters, is crucial because it can determine the success or failure of the general election that takes place. Voters' political participation is rooted in the political education they receive as first-time voters, especially general election education. General election political education that does not build a bridge between social inequality, awareness gap, and psychological gap, with elections as a political fact in which every first-time voter expresses his political choices, has an impact on the failure of general elections and does not form active citizens post-general elections [23] [6]. Therefore, general election political education is important. General election political education for first-time voters (electoral education) is an effort to build awareness among first-time voters regarding the rationale for participating in general elections, the use of voting rights, and the relationship between choice and representation. Apart from that, the purpose of this education is also so that first-time voters have knowledge about the various institutions involved in general elections and the urgency of overseeing general elections by citizens. Thus, first-time voters decide to become political people through participation in general elections.

Why take part in the general election? If this question is asked to first-time voters, many answers will be found. The answers given by first-time voters may not be based on empirical data and arguments regarding general elections and national leadership candidates. Therefore, first-time voters must be involved in efforts to build political awareness of general elections and the reasons for them. Involving young voters in this effort is part of political education. Political education is a systematic and sustainable effort for citizens to actively participate in the state as political subjects [24]. In the context of general elections, general election political education for first-time voters is an effort to form awareness and arguments regarding the reasons for participating in general elections and as citizens [10]. Without political education through involving first-time voters in general elections political education, new voters do not have an accurate picture of modern democratic countries and do not seek to become an important part of modern democratic countries.

The reasons for first-time voters participating in general elections are anthropological reasons. The philosopher Aristotle said that humans are political creatures, *zoon politicon* [25]. Human ontology in the context of living together in a country is a political being. Even in the political history of modern countries, the ontology of political people is the ethical basis of modern political systems [26]. This means that the politics that take place in modern democratic countries are designed by people who have political rationality, and the goal of politics is to organize rational coexistence in the country. In other words, the goal of forming a state must be rational and that goal is revealed in the administration of a rational state as well. Thus, political ethics obtain fulfilment. Beginner voters who have self-awareness as a *zoon politicon* or as a political person will use this self-awareness as a rational foundation for getting involved in general elections by exercising their voting rights. Within the framework of the same awareness, first-time voters build rational considerations regarding the logi-

cal relationship between the act of voting in general elections and the political representation they entrust to parliamentary politicians and national leaders. The act of voting as a political act implies giving voters a mandate to politicians and national leaders. Elected politicians and national leaders carry out and implement this mandate through public services in the interests of the public or citizens [27].

The Stage of Voter Information. New voters who have taken general election political education will enter the general election moment. At this moment, first-time voters must obtain voter information. General election information relates to technical intricacies for first-time voters such as requirements for voters, polling places, timing of general elections, and voting procedures [5]. The General Election Organizing Commission (KPU) is the party that has the information and instruments for general elections. This commission collaborates with various parties, such as universities, and civil society organizations to distribute general election information transparently and accurately. At this level, first-time voters as citizens have the right to information regarding technical matters of general elections.

New voters are involved as parties who distribute general election information to the public. With the characteristics of being a young generation who usually uses digital communication media, first-time voters are involved in making videos, e-posters, and electronic service advertisements regarding all matters related to the implementation of general elections. Thus, first-time voters are involved in creating political accountability for general elections through the dissemination of general election information [23]. By involving new voters in providing general election information to the public, new voters are aware of their responsibilities as active citizens. This activity is a constitutive element of the existence of a modern democratic state and the implementation of state life and public services for the community.

The Stage of Civics Education. Political education at this stage is advanced political education. At this stage, students who were initially first-time voters, no longer have the status of first-time voters. They have become full citizens. Apart from that, students are also better able to master the fields of science studied at university. With their scientific capacity, students contribute to the life of the country. Political education at this stage becomes part of the citizenship education curriculum. The difference with political education at the previous stage is that political education at this stage is interdisciplinary in nature. This means that in citizenship education, students work across scientific disciplines to distribute knowledge to society [28]. Students across sciences collaborate and work together with the government to advance public welfare.

Political education methods in the context of citizenship education can take the form of case studies or projects. But the scope is broader and networked. For example, a community health improvement project. In this project, students view health problems as multidimensional problems. Public health relies on the quality of the ecological environment, the economic welfare of the community, legal certainty from the government, access to sources of knowledge, psychological stability, and so on.

The dimensions that shape public health require cooperation between parties to contribute to each other based on their respective scientific capacities to form holistic public health. In the end, the result of being an active citizen is being able to network across disciplines to solve the country's problems starting from understanding as a first-time voter who takes an active part in determining the country's future.

Furthermore, in the framework of Civics education, youth Civics engagements for first-time voters can be pursued in several ways. The methods that will be explained below are models of involving young voters in public issues which are the responsibility of state administrators and citizens. First, case studies related to public policy [29] [30]. The case study begins with observing and analysing the state of the citizen in a certain field. For example, in the field of public health. Students and lecturers observe public health services carried out by public health centres or hospitals. The results of the observations were analysed using the theory or perspective of public policy in the health sector. The conclusion of the analysis is related to the responsibilities of the legislature which compiles legal regulations in the health sector, the judiciary which oversees the implementation of legal regulations in the health sector, government agencies which administer public health services based on statutory orders, and the urgency of oversight by citizens of the duties and responsibilities of these country's institutions. Through this case study, first-time voters understand the relevance of their existence as citizens who are responsible for selecting state administrators in various state institutions, who are responsible for fulfilling citizens' rights. Thus, when using their political rights during general elections, first-time voters choose with full awareness and are responsible for the consequences of their choices.

Second, the involvement of first-time voters who are students in project-based learning. Together with lecturers, students work on certain projects that have an impact on a just life together. For example, poverty alleviation projects. The project is preceded by observation and analysis of problems in the community. Followed by mapping the actors or parties directly related to the problem being observed and analysed. Actor mapping aims to build a collaborative network between parties to alleviate community poverty. Data on the root causes of poverty in the community, potential resources owned by the community, and the presence of actors are used to develop a poverty alleviation framework. The framework is prepared starting from planning, implementation, monitoring, evaluation, improvement, and development [31]. The involvement of first-time voters through this project is integrated with one of the duties of lecturers from the tridharma (three dharma) of higher education, namely community service. Through project-based learning, first-time voters gain awareness of their responsibilities toward realizing a common life. Based on this awareness, first-time voters also practice carrying out projects concretely. Reflection on all project planning and implementation is placed within the framework of reflection on citizens. Thus, through project-based learning, first-time voters understand that the act of voting in general elections is a political act for the realization of active citizens.

4 Conclusion

Enhancing the youth civic engagement of first-time voters through Civics education is crucial as it equips citizens with essential skills for active participation in democratic processes. To ensure its realization, the process of political education for first-time voters can be divided into three key stages: electoral education, voter information, and Civics education. The first stage, electoral education, occurs before the general election and focuses on educating novice voters about the electoral process, their rights, and the importance of participating in elections. This stage lays the foundation for their understanding of the democratic process. The second stage, voter information, takes place when individuals are ready to exercise their right to vote. During this stage, young voters are provided with essential information about candidates, policies, and the specific election they are participating in. This knowledge empowers them to make informed choices during the election. The third stage, post-election Civics education, ensures that the engagement of first-time voters does not end with casting their ballots. It involves ongoing education and engagement with the political system, encouraging active participation in the democratic process beyond election day. The key strategy in all these stages is to actively engage and include young, inexperienced voters right from the beginning. This helps them develop a strong sense of purpose and involvement within the state's system. As a result, first-time voters gain a deep understanding of their roles as active citizens in a modern democracy. Hence, this approach is crucial for building an informed and participatory younger generation that contributes to the vitality of our democracy.

References

1. Policy, P.: Riset Tentang Persepsi Anak Muda Terhadap Pemilu 2024. (2024)
2. Ajaps, S.O., Obiagu, A.N.: Increasing Civic Engagement Through Civic Education: A Critical Consciousness Theory Perspective. *J. Cult. Values Educ.* 4, 64–87 (2020). <https://doi.org/10.46303/jcve.2020.2>
3. Fong, C.P., To, S. ming: Civic Engagement, Social Support, and Sense of Meaningfulness in Life of Adolescents Living in Hong Kong: Implications for Social Work Practice. *Child Adolesc. Soc. Work J.* (2022). <https://doi.org/10.1007/s10560-022-00819-7>
4. Saud, M.: Civic engagement, youth socialisation and participation in public spheres in Indonesia. *Child. Youth Serv. Rev.* 119, 105669 (2020). <https://doi.org/10.1016/j.childyouth.2020.105669>
5. Herry-Priyono, B.: Memilih sebagai tindakan politis [Paper Presentation]. Seminar Dies Natalis ke-45, Sekolah Tinggi Filsafat Driyarkara, Ja-karta (2014)
6. Willeck, C., Mendelberg, T.: Education and Political Participation. *Annu. Rev. Polit. Sci.* 25, 89–110 (2022). <https://doi.org/10.1146/annurev-polisci-051120-014235>
7. Le, K., Nguyen, M.: Education and political engagement. *Int. J. Educ. Dev.* 85, 102441 (2021). <https://doi.org/10.1016/j.ijedudev.2021.102441>
8. Gigauri, I., Mushkudiani, Z.: New Generation'S Expectations for 21St Century Leader and Perception By Young Employees of Leadership in Organizations. *Eur. J. Manag. Mark. Stud.* 6, 1–15 (2021). <https://doi.org/10.46827/ejmms.v6i3.1054>
9. Supriatna, E.: Beginner Voter's Behavior: Study of the Simultaneous Regional Elections

- at Karawang Regency, West Java. *J. Ilmu Sos. Mamangan*. 6, 107 (2017). <https://doi.org/10.22202/mamangan.1964>
10. Pontes, A.I., Henn, M., Griffiths, M.D.: Youth political (dis)engagement and the need for citizenship education: Encouraging young people's civic and political participation through the curriculum. *Educ. Citizsh. Soc. Justice*. 14, 3–21 (2019). <https://doi.org/10.1177/1746197917734542>
 11. Szymkowiak, A., Melović, B., Dabić, M., Jeganathan, K., Kundi, G.S.: Information technology and Gen Z: The role of teachers, the internet, and technology in the education of young people. *Technol. Soc.* 65, (2021). <https://doi.org/10.1016/j.techsoc.2021.101565>
 12. Milkman, R.: A New Political Generation: Millennials and the Post-2008 Wave of Protest. (2017)
 13. Print, I.O., Wulandari, Y.: Political Participation of the Millennial Generation in General Elections : The Influence of Education , Social Media , and Economic Factors. 12, 183–198 (2023)
 14. Mior, W.R., Shahimi, A., Chin, K.Y., Harith, A., Hanafi, A., Husin, M.: Voting at 18: Are Malaysian Young Voters Ready to Vote? *Int. J. Adv. Res. Educ. Soc.* 2, 96–105 (2020)
 15. Sah Allam, S.N., Hassan, M.S., Jamri, M.H., Abdul Rani, N.S., Ab Hadi, S.N.I., Meerangani, K.A.: New Young Voters' Decision to Vote: Impact of Access, Analysis and Evaluate, Create and Act. *Int. J. Acad. Res. Bus. Soc. Sci.* 12, 1567–1581 (2022). <https://doi.org/10.6007/ijarbss/v12-i4/13080>
 16. Gonyea, J.G., Hudson, R.B.: In an Era of Deepening Partisan Divide, What is the Meaning of Age or Generational Differences in Political Values? *Public Policy Aging Rep.* 30, 52–55 (2020). <https://doi.org/10.1093/ppar/praa003>
 17. Ang, M.E.S., Ballesteros, R.E.: Maria: A Game Concept on the Perception of The Filipino Voting Youth towards Women in Politics. (2022)
 18. Kasim, A.C., Omar, N.H., Manap, J.: Young Voters and Politics Based on Integrity and Leadership Ahead of the 15th GE. *Int. J. Acad. Res. Bus. Soc. Sci.* 13, (2023). <https://doi.org/10.6007/ijarbss/v13-i6/17597>
 19. Pradhana, G.A., Diponegoro, U.: *Jurnal Ilmu Sosial Youthizen Political Literacy* : 19, 22–39 (2020). <https://doi.org/10.14710/jis.19.1.2020.22>
 20. Serrano, U., Lin, M., Ebrahimi, J., Orellana, J., Paniagua, R., Terriquez, V.: In Millennial Footsteps: California Social Movement Organizations for Generation Z. *Sociol. Perspect.* (2021). <https://doi.org/10.1177/07311214211010565>
 21. Nur Wardhani, P.S.: Partisipasi Politik Pemilih Pemula dalam Pemilihan Umum. *Jupiis J. Pendidik. Ilmu-Ilmu Sos.* 10, 57 (2018). <https://doi.org/10.24114/jupiis.v10i1.8407>
 22. Heaney, J.G.: Emotion as power: capital and strategy in the field of politics. *J. Polit. Power.* 12, 224–244 (2019). <https://doi.org/10.1080/2158379X.2019.1618485>
 23. Scervini, F., Segatti, P.: Education, inequality and electoral participation. *Res. Soc. Stratif. Mobil.* 30, 403–413 (2012). <https://doi.org/10.1016/j.rssm.2012.06.004>
 24. Moeller, J., de Vreese, C., Esser, F., Kunz, R.: Pathway to Political Participation: The Influence of Online and Offline News Media on Internal Efficacy and Turnout of First-Time Voters. *Am. Behav. Sci.* 58, 689–700 (2014). <https://doi.org/10.1177/0002764213515220>
 25. Namang, R.B.: Negara Dan Warga Negara Perspektif Aristoteles. *J. Ilm. Din. Sos.* 4, 247 (2020). <https://doi.org/10.38043/jids.v4i2.2449>
 26. Gintis, H., van Schaik, C., Boehm, C.: Zoon politikon: The evolutionary origins of human socio-political systems. *Behav. Processes.* 161, 17–30 (2019). <https://doi.org/10.1016/j.beproc.2018.01.007>
 27. Perry, J.L.: Democracy and the new public service. *Am. Rev. Public Adm.* 37, 3–16 (2007). <https://doi.org/10.1177/0275074006296091>
 28. Newell, W.H.: CONTRIBUTIONS OF INTERDISCIPLINARY STUDIES TO CIVIC

- LEARNING: An Addendum to A Crucible Moment. *Issues Interdiscip. Stud.* 200, 192–200 (2013)
29. Campos, P.A., Reich, M.R.: Political Analysis for Health Policy Implementation. *Heal. Syst. Reform.* 5, 224–235 (2019). <https://doi.org/10.1080/23288604.2019.1625251>
30. Miller, K.K., Shramko, M., Brown, C., Svetaz, M.V.: The Election Is Over, Now What? Youth Civic Engagement as a Path to Critical Consciousness. *J. Adolesc. Heal.* 68, 233–235 (2021). <https://doi.org/10.1016/j.jadohealth.2020.10.033>
31. Minamoto, Y.: Process Considerations in Evaluating Educational Cooperation Projects. 9, 89–105 (2006)

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

