



Political Education in Formal Institutions: Strategies to Increase Public Participation in the Democratic Era

Franciscus Xaverius Wartoyo^a, Yuni Priskila Ginting^b

^a Faculty of Law, Pelita Harapan University, Jakarta, Email: franciscus.wartoyo@uph.edu

^b Faculty of Law, Pelita Harapan University, Jakarta, Email: yuni.ginting@uph.edu

Abstract

Political education in formal institutions is crucial in shaping citizens who are aware of their rights, obligations, and roles in democracy. This study analyzes strategies applied in universities to increase public participation in democratic life. Using a normative method with conceptual and regulatory approaches, the research finds that political education can be strengthened through curriculum development, citizenship training, open discussions, and the use of information technology for learning. Nevertheless, challenges remain, such as limited resources, structural barriers, and restricted academic freedom. To address these issues, collaboration between educational institutions, the government, and civil society is essential. A comprehensive and inclusive approach will help build a critical and sustainable political education system. Ultimately, political education in formal institutions can act as a catalyst in fostering active, responsible, and participatory citizens in the democratic era.

Keywords: *Democratic Era; Formal Institutions; Political Education; Public Participation*

A. Introduction

Public participation is a fundamental pillar of a democratic system. Citizens who are aware of their rights and responsibilities tend to be actively involved in political processes, whether through elections, community deliberations, or monitoring public policy. One strategic way to foster this awareness is through political education, especially when it is integrated into the formal education system. However, the education sector today is often perceived as being averse to politics. This stems from the belief that educational institutions are neutral spaces and should be free from political interference. Yet, education is a systematic process aimed at enhancing human dignity in a holistic manner, so that all dimensions of humanity can develop optimally.¹ In the educational process, democratic values should be strongly introduced and instilled. This is crucial, considering that students whether at the primary or higher education level are in the phase of developing critical awareness. They possess a potentially higher level of social sensitivity compared to the public, who are more focused on their daily work activities to meet life's necessities. This statement is by no means intended to diminish the level of social concern among the public, but rather to emphasize that the educational world plays a vital role in shaping a generation with strong political and social awareness. Therefore, neglecting politics within the realm of education may hinder the realization of a democratic and just society.

¹ Haedar Nashir (2022), *Indonesia Ideologi dan Martabat Pemimpin Bangsa – menyentuh upaya literasi politik dan karakter kepemimpinan*



Meanwhile, members of society who are pursuing education generally focus more on the learning process. However, it is important to understand that politics is an inseparable aspect of social life. Politics is closely linked to power, policy, and the governance of communal life within a social order. Various theories have been proposed by scholars to define politics, but in general, politics can be understood as the art and science of acquiring and managing power for the welfare of society. Politics is not a new phenomenon; it has been a part of human civilization since ancient times. In every era and system of governance be it kingdoms, empires, caliphates, or sultanates there has always been a ruling authority exercising political power through policies believed to maintain order and promote the well-being of the people.² In earlier times, political power was generally held by the nobility those who came from royal bloodlines or aristocratic families. Their authority stemmed from kinship systems and dynastic inheritance. However, as society and modern governance systems evolved, the concept of politics also developed to become more inclusive, open, and participatory. Policies or decisions issued by royal officials in the past can easily be understood as forms of political decisions. In general, a political decision refers to a decision made by an individual or institution with state authority, aimed at regulating or influencing public interests.

In authoritarian regimes or absolute monarchies, political decisions tend to be unilateral and centralized, as all power is concentrated in the hands of a king or a single ruler. In such conditions, political education has little to no space to develop, since public participation in decision-making processes is extremely limited or even entirely absent. This stands in contrast to modern democratic systems, where many countries today adopt the principle of Trias Politica a concept that divides state power into three main branches. In this system, power is distributed as follows:³

1. Executive, responsible for implementing laws and managing the day-to-day operations of government.
2. Legislative, authorized to make laws and oversee government performance; and
3. Judiciary, tasked with upholding law and justice through judicial authority.

The principle of Trias Politica the separation of executive, legislative, and judicial powers has direct implications for political education. First, students and citizens need to understand that state power is not centralized but rather comprised of checks and balances. Second,

² Haqqi, H. & Dipokusumo, G. (2020). Pendidikan Politik dalam Rangka Penguatan Partisipasi Politik Pemuda. *Adi Widya: Jurnal Pengabdian Masyarakat*, 4(1a), 40-50

³ Firmansyah, J. & Kariyani, L. N. (2020). Pendidikan Politik Bagi Pemilih Pemula di Tengah Pandemi Covid-19 di Kabupaten Sumbawa. *JISIP*, 5(4)



political education must emphasize the importance of active participation, for example through elections (legislative and executive) or public oversight of the judicial process (judicial). Third, awareness of this distribution of power fosters a critical attitude toward abuses of authority. Thus, teaching Trias Politica helps develop citizens who are more politically literate, aware of democratic rights, and responsible for maintaining the sustainability of the democratic system.

This division of power aims to create a system of checks and balances, prevent abuse of power, and open avenues for public participation in the political process. In this context, political education becomes crucial, enabling citizens including students and university learners to understand their rights and responsibilities, and to actively contribute to democratic life. According to the World Values Survey (2017–2022), only around 19% of Indonesians consider politics important, while 41.3% said it is not important. More than 49% of respondents also admitted to never discussing political issues in everyday conversation.

Although most countries in the world today have adopted either a presidential or parliamentary system of government, there are still several nations that maintain absolute power, where the highest authority remains in the hands of a king or sultan, without a clear mechanism for power separation. Indonesia itself adheres to a presidential system and the principle of power division. In a presidential system, the president is elected directly by the people through general elections and leads the cabinet directly, serving as both the head of state and head of government. Although theoretically, state power is divided into three branches executive, legislative, and judiciary in practice, these branches do not function completely independently or in total separation. On the contrary, they are interconnected and work together in carrying out governmental functions, sharing responsibility in the management of the state.⁴

One of the main features of a democratic system is the existence of political parties. Political parties function as instruments for articulating and aggregating the interests of the people, as well as serving as a bridge between citizens and governmental institutions. Through political parties, the public can express their political aspirations, elect their representatives in legislative bodies, and influence the direction of public policy. The low level of political awareness among the public is often caused by a lack of fundamental understanding of politics and democratic processes. Therefore, a more structured,

⁴ Slamet, P. H. (2020). Politik Pendidikan Indonesia dalam Abad ke-21. *Cakrawala Pendidikan*, 3(3)



comprehensive, and widely accessible form of political education is needed. One strategic channel to achieve this is through educational institutions.⁵

This study aims to examine how optimizing the role of educational institutions can enhance public political participation. Political education is not only relevant for members of political parties but is also essential for all citizens as part of democratic civic education. Currently, the legal foundation for political education in Indonesia is outlined in Law No. 2 of 2008 on Political Parties, which was amended by Law No. 2 of 2011 on the Amendment to Law No. 2 of 2008. These regulations state that the implementation of political education is the responsibility of political parties, both for their members and the broader public. However, in practice, political education carried out by political parties has not fully reached all segments of society, particularly the younger generation within formal educational settings. Therefore, the role of educational institutions becomes crucial in filling this gap and serving as a bridge between democratic theory and participatory practice in society.⁶

B. Research Method

The research method used in this article is the normative legal research method, which is carried out through several approaches, namely the conceptual approach and the statutory regulatory approach. The conceptual approach is used to examine the concept of political education, as formulated in Article 3B of the Law on Political Parties. Article 3B of the Political Parties Law states that political education is aimed at: (1) raising awareness of the rights and obligations of citizens in social, national and state life; (2) encouraging public participation and political initiative; (3) building independence, maturity and national character in order to maintain unity and integrity; and (4) strengthening political ethics and culture based on Pancasila and the 1945 Constitution. The article states that political education includes deepening the values of the four pillars of nationality, namely Pancasila, the 1945 Constitution of the Republic of Indonesia, *Bhinneka Tunggal Ika*, and the Unitary State of the Republic of Indonesia, understanding the rights and obligations of citizens in building healthy political ethics and culture and the development of political party members in a tiered and sustainable manner. Primary legal materials are authoritative and binding sources of law. In the context of your paper, primary legal materials include Law Number 2 of 2011 concerning Amendments to Law Number 2 of 2008 concerning Political Parties,

⁵ Nafisah, K. (2020). Strategi Komunikasi dan Pendidikan Politik Penyelenggara Pemilu di Era Pandemi Covid-19. *Panoptikon*, 1(2)

⁶ Mujianti Rahayu, B., Yuhana, Y. & Fathurrohman, M. (2020). Pendidikan Kewarganegaraan sebagai Praktik Keterlibatan Politik di Indonesia. *Jurnal Tinta*, 6(1)



specifically Article 3B, which regulates the objectives of political education. The 1945 Constitution of the Republic of Indonesia, as it serves as the constitutional foundation for establishing political education. Secondary legal materials include explanations or comments from experts, research documents, and academic literature.

C. Results and Discussion

Education is one of the main pillars of societal life, as it is through education that people acquire the knowledge, skills, and values needed to live meaningfully and responsibly. In the context of a democratic society, education not only serves to enhance individual capacity but also functions as a tool for shaping citizens who are aware of their rights and responsibilities. Formal education helps internalize political values such as democracy, justice, human rights, and civic responsibility in students. Through political education, individuals do not merely learn what politics is but also develop the ability to think rationally and critically about political phenomena around them.

When the public possesses sound political awareness, they become more active and responsible in national and civic life, thereby strengthening the stability and sustainability of the political system. Formal education plays a key role in the political socialization process alongside family, mass media, and the social environment. In the study of political education, there are two main concepts that must be thoroughly understood: the concept of education and the concept of politics. The Concept of Education, education is a systematic learning process that takes place both within formal institutions such as schools and through social experiences in society. Education aims to develop an individual's potential in intellectual, emotional, and social aspects. In the context of political education, education plays a role in shaping citizens' attitudes and mindsets so that they can understand the existing social and political systems, and critically assess government policies and processes, and actively participate in public life.

Politics, in a broad sense, encompasses all matters related to power, governance, public decision-making, and the distribution of resources. In a democratic context, politics is not merely the domain of elites or political parties but also involves the active participation of citizens in decision-making processes that affect communal life. Political education is the integration of the concepts of education and politics. In other words, political education is a learning process aimed at shaping political awareness, political knowledge, and a participatory



attitude in national and civic life.⁷ Inclusive and participatory political education is a crucial prerequisite for the sustainability of democracy. If political education is only associated with party activities or outdated school materials, the public will become increasingly apathetic toward politics. Therefore, a new approach is needed one that can bridge formal education, community activities, and open spaces for political participation. The public often shows little interest in political education programs organized by government institutions, civil society organizations, or community groups. One of the reasons is that these activities are perceived as too formal, overly theoretical, and lacking in direct, tangible benefits. Many citizens feel that the material presented is repetitive or something they have already learned in school, especially through Civics Education.

This creates the impression that political education is merely symbolic and irrelevant to the real needs or lived experiences of the people. To realize active and responsible public participation in political life, building political awareness is a fundamental first step. Political awareness reflects the extent to which individuals understand the political system, their role as citizens, and the importance of engaging in decision-making processes that affect the common good. Political awareness does not emerge automatically it must be cultivated through a continuous and systematic learning process, one of which is through political education. Political education serves to Instill a proper understanding of the political rights and responsibilities of citizens, foster a critical attitude toward public policies and existing political practices, and provide participatory skills such as engaging in discussions, organizing, voicing aspirations, and taking part in elections or public forums.⁸

Well-designed and contextually relevant political education will foster increased political participation among the public. This means that when individuals have a comprehensive understanding and feel a sense of ownership within the political system, they are more likely to: Engage in democratic processes (elections, deliberations, peaceful protests, policy monitoring), Join socio-political organizations, and Become agents of change within their communities. Effective political education does not merely convey political theories; it also shapes citizens' perspectives and behaviours toward politics. Therefore, political participation will naturally follow once political awareness has been deeply cultivated within

⁷ Hasanah, S. U., & Sulha. (2020). Pendidikan Politik dalam Meningkatkan Partisipasi Siswa sebagai Pemilih Pemula di Kota Singkawang. *Jurnal Pendidikan Kewarganegaraan*, 7(2)

⁸ Haqqi, H., & Dipokusumo, G. (2020). Pendidikan Politik dalam Rangka Penguatan Partisipasi Politik Pemuda. *Adi Widya*, 4(1a)



individuals. In this regard, political education serves as the fundamental foundation for building a participatory, inclusive, and sustainable democracy.⁹

In practice, political education organized by political parties has not been effectively implemented. Political education activities conducted by parties are generally limited to active members or internal party cadres and have yet to inclusively reach the broader public. This creates a gap in access to political information and insights, especially among non-partisan communities. As a result, efforts to promote public engagement in political decision-making processes become less than optimal. One strategic solution to address this issue is the integration of political education into the formal education system, particularly at the high school and university levels. Formal educational institutions have key advantages in terms of reach, structured curricula, and academic legitimacy to deliver political content in a neutral and objective manner. Students at the high school level are generally around 17 years old, an age that legally qualifies them as adult citizens with political rights, including the right to vote in elections. The 1945 Constitution of the Republic of Indonesia Article 27 paragraph (1): "All citizens are equal before the law and government and are obliged to uphold the law and government without exception." This article forms the basis for the principle of equal rights, including political rights. Law Number 7 of 2017 concerning General Elections Article 198 paragraph (1) "Indonesian citizens who, on election day, are 17 (seventeen) years of age or older, are married, or have previously been married, have the right to vote. This means that 17 years of age is the minimum age requirement for a person to have the right to vote in an election.

Therefore, political education provided at this stage has a significant impact in Enhancing understanding of political systems and democracy, shaping awareness of political rights and responsibilities, and encouraging the development of participatory attitudes from an early age. Furthermore, at the university level, political education can be further developed through critical discussions, academic research, student organizations, and direct involvement in socio-political activities both on campus and within the broader community.¹⁰

Political education through political parties is still limited and exclusive. To reach a wider community and build political awareness evenly, formal education is the most potential and strategic media. By strengthening the curriculum of citizenship and political education in

⁹ Firmansyah, J., & Kariyani, L. N. (2020). Pendidikan Politik bagi Pemilih Pemula di Tengah Pandemi COVID-19 di Kabupaten Sumbawa. *JISIP*, 5(4)

¹⁰ Nadir, N., Wardani, W. Y., & Purwandi, A. (2023). Urgensi Pendidikan Politik Menyongsong Pemilu Presiden 2024 untuk Pemilu yang Jujur & Adil. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(6)



schools and universities, it is hoped that a young generation will emerge who are politically literate, critical, and active in democratic life. According to Article 280 paragraph (1) letter h of Law Number 7 of 2017 concerning General Elections, it is stated that "In the implementation of the campaign, implementers, participants, and campaign teams are prohibited from using government facilities, places of worship, and educational places." This provision is intended to maintain the neutrality of educational institutions and prevent politicization of the learning environment. However, this regulation has given rise to the interpretation that all forms of activities related to politics, including political education, may not be carried out in educational institutions.¹¹

The Constitutional Court's (MK) ruling, which affirmed the prohibition of practical politics in educational settings, was intended to maintain neutrality and prevent the politicization of campuses. However, from a political education perspective, this ruling raise ambivalence. On the one hand, it opens substantive space for political education oriented toward strengthening civic literacy, understanding democracy, and fostering healthy political ethics, as the Constitutional Court does not prohibit political education as part of the academic process. On the other hand, without clear boundaries, there is the potential for misinterpretation: campuses could become arenas for practical political propaganda by certain parties or groups. Therefore, the political education space opened by the Constitutional Court's ruling must be fenced off with strict regulations, academic ethics, and oversight to ensure it remains purely educational, not political campaigning.

However, this view has undergone significant changes through the Constitutional Court Decision Number 65/PUU-XXI/2023, which states that: Campaign activities in educational institutions are allowed, if they are carried out without campaign attributes and based on an official invitation from the person in charge of the educational institution. This decision provides new space for the implementation of political education in educational institutions, if they meet the provisions of Not carrying campaign attributes or political party symbols, implemented at the official invitation of the educational institution (not the initiative of a political party or candidate), and the material presented is educational, neutral, and does not direct political choices.¹² With this Constitutional Court decision, educational institutions now have a more flexible legal basis for organizing political education activities, whether in

¹¹ Al-Ra'zie, Z. H., dkk. (2025). Pentingnya Pendidikan Politik di Era Digital untuk Siswa SMA. *Jurnal Pengabdian Sosial*, 2(7)

¹² Wibowo, A. P., & Yusuf, N. (2020). Pendidikan Politik sebagai Usaha Parpol Menyemai Nilai Pancasila dalam Kehidupan Keorganisasiannya. *Jurnal Pendidikan Pancasila & Kewarganegaraan*, 5(1)



the form of seminars, public discussions, public lectures, or other open forums, if these activities do not violate the principle of neutrality and are not partisan campaigns. With the latest legal basis from the Constitutional Court, political education in educational institutions is legitimate and possible, if it meets the requirements that have been set. This is in line with the need to increase political participation from a young age through educational media that are neutral, objective, and build students' critical capacity.

The world of education is a neutral space that should be free from practical political intervention. Educational institutions, both schools and universities, have the responsibility to shape the character, ethics, and intellectuality of students objectively, without ideological bias or affiliation with a particular party. Therefore, it has become a social agreement and national policy that political parties may not enter the school environment to carry out campaign or propaganda activities. This prohibition is based on the aim of preventing the politicization of educational institutions, maintaining the integrity and professionalism of educators, avoiding the formation of ideological polarization among students who are still psychosocially vulnerable, maintaining a safe, comfortable learning atmosphere, and free from political pressure. The neutrality of the world of education must remain the main principle. Political education is indeed important, but it must be carried out without opening space for practical political intervention that endangers the independence of educational institutions. The Constitutional Court's decision opens up opportunities but also demands extra strict caution and supervision to prevent misuse of academic space by political actors. One important breakthrough that can be offered to increase public participation through formal education is the development of a structured political education curriculum, as a complement and expansion of the Citizenship Education (PKn) subject. So far, PKn has tended to emphasize normative and theoretical aspects, while space for understanding actual political practices and the dynamics of democracy is often limited.

Through a more contextual and applicable political education curriculum, students can be introduced directly to the real political process, including:¹³

1. Understanding the mechanisms of elections and regional head elections.
2. Getting to know political institutions and the functions of people's representatives.
3. Learning how to analyze candidate or political party programs.
4. Debate simulation exercises, mini elections, or public discussion forums.

¹³ Mii, R., Reza, M., & Latuda, F. (2023). Pendidikan Politik dalam Meningkatkan Partisipasi Politik. *Journal Governance & Politics*, 3(2)



5. Involvement in social action projects or simple policy advocacy at the local level.

This is very relevant considering that students aged 17 and above are classified as first-time voters, who constitutionally have the right to vote in elections. Therefore, it is important to equip them with adequate knowledge and skills so that:

1. They can critically assess the vision, mission and programs of candidates.
2. They are not trapped in money politics, hoaxes, or information manipulation.
3. They can use their voting rights intelligently, consciously, and responsibly.

Political education through a structured curriculum based on democratic practices is essential to prepare the younger generation as rational and participatory voters. In this way, the votes cast in the election are not wasted but become part of a real contribution to building a healthier and more representative political system. In the context of modern democracy, providing political education to students is not only relevant, but also an urgent need. This group, which is very large in number and spread throughout Indonesia, has the potential for significant votes in every general election, both at the local and national levels.¹⁴ Their voices are not only important in terms of quantity but also have a great influence on the direction of public policy and the nation's political regeneration. Therefore, political education is a crucial instrument to ensure that their right to vote is used consciously, intelligently, and responsibly. Using the right to vote is a real form of political participation of citizens in the life of the nation and state. So far, political content in the world of education has only been represented to a limited extent through Citizenship Education (PKn) subjects. However, the increasingly complex socio-political reality requires strengthening the content of political education that is more specific and applicable.¹⁵ This step is important so that educational institutions become places that are not only neutral in practical politics, but also active in instilling democratic values, awareness of the rights and obligations of citizens, and critical thinking skills on policy issues. Building a democratic and politically civilized nation must start from the world of education. Structured and inclusive political education will create a young generation that is aware of its role, active in society, and critical of the course of government. Their voices are not just numbers but determine the future of Indonesian democracy.

D. Conclusion

¹⁴ Yahzinka, E. M. (2022). Pengembangan Pendidikan Kewarganegaraan sebagai Pendidikan Politik. *Jurnal Kewarganegaraan*, 3(2)

¹⁵ Tarmo (2021). Pendidikan Kewarganegaraan & Pembentukan Preferensi Politik Pemilih Pemula. *Jurnal Politik Profetik*



Higher education institutions play a strategic role in improving political literacy and building dignified elections. The urgency of this role is reflected in several important aspects, Increasing political awareness among students and academics, so that they can become active and critical citizens in democratic life, Providing education in political values and ethics, in order to form political character and integrity that upholds the principles of democracy and justice and Developing political analysis skills, which are needed to understand socio-political dynamics, public policy, and the election process objectively and scientifically. Based on the discussion above, it can be concluded that higher education institutions have a strategic role in improving political literacy and supporting the realization of dignified elections. Through political education, universities contribute to forming political awareness, instilling political values and ethics, and developing critical analysis skills among students as prospective voters and future leaders. However, the implementation of political education in higher education environments still faces a number of challenges, such as curriculum limitations, lack of resources, gender inequality, technological barriers, and obstacles to freedom of expression.

Therefore, strategic steps are needed to overcome these obstacles. Integration of political education into a cross-disciplinary curriculum systematically, so that it is not limited to certain study programs. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) is responsible for formulating policies for integrating political education into cross-disciplinary curricula in high schools and universities, and the General Election Commission (KPU) and the Election Supervisory Agency (Bawaslu) can be the main partners in providing election training and literacy to lecturers, teachers, and students. Increasing the capacity of lecturers and education personnel in political, democracy, and election issues through training and collaboration with related institutions. Creating safe and inclusive political dialogue spaces, to ensure equal participation for all students without discrimination, including based on gender. Wise use of digital technology as a means of interactive, critical political education that encourages active participation. Strengthening academic freedom and freedom of opinion in the campus environment, as the main prerequisite for creating a healthy and democratic political culture. Through a comprehensive and collaborative approach, universities can become centers for strengthening democracy based on political literacy, national values, and civilized political ethics.

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