

Youth Politician School Yogyakarta SATUNAMA Foundation as a Political Education and Democracy Effort for Youth

Zulfah Lis Syafawati¹ and Suharno²

^{1,2} Faculty of Social Sciences, Law, and Political Science, Yogyakarta State University, Yogyakarta

Corresponding author: Zulfah Lis Syafawati, Yogyakarta State University, zulfahlis.2020@student.uny.ac.id

Abstract

This study aims to determine the implementation of the Young Politician School by the Yogyakarta SATUNAMA Foundation as an effort to educate political and democratic youth. This research uses this type of qualitative research with a descriptive approach. Data collection techniques using interviews and documentation. Data analysis was carried out using the model of Miles et al consists of (1) data collection, (2) data condensation, (3) data display, and (3) drawing conclusions/verification. The results showed that the Yogyakarta SATUNAMA Foundation established the Young Politician School to address the low political participation of youth and the declining quality of democracy in Indonesia. The contribution of the SATUNAMA Foundation in developing democracy in Indonesia by focusing on young political actors to have political literacy skills through the Young Politician School to analyze the political environment is a challenge and opportunity for young politicians in developing a democratic political culture. The Young Politician School is implemented with 3 different levels, namely level I, II, and III by covering the competence of knowledge, character.

Keywords: Political Education, Democracy, School of Young Politicians, SATUNAMA Foundation

Abstrak

Penelitian ini bertujuan untuk mengetahui implementasi Sekolah Politisi Muda oleh Yayasan SATUNAMA Yogyakarta sebagai upaya pendidikan politik dan demokrasi bagi pemuda. Penelitian ini menggunakan menggunakan jenis penelitian kualitatif dengan pendekatan deskriptif. Teknik pengumpulan data menggunakan wawancara dan dokumentasi. Analisis data dilakukan menggunakan model dari Miles et al terdiri dari (1) pengumpulan data, (2) kondensasi data, (3) tampilan data, dan (3) penarikan kesimpulan/verifikasi. Hasil penelitian menunjukkan bahwa Yayasan SATUNAMA Yogyakarta membentuk Sekolah Politisi Muda untuk mengatasi rendahnya partisipasi politik pemuda dan menurunnya kualitas demokrasi di Indonesia. Kontribusi Yayasan SATUNAMA dalam mengembangkan demokrasi di Indonesia dengan cara fokus pada aktor politik muda untuk memiliki kemampuan literasi politik melalui Sekolah Politisi Muda untuk menganalisis lingkungan politik menjadi tantangan dan peluang bagi politisi muda dalam mengembangkan kultur politik demokratis. Sekolah Politisi Muda dilaksanakan dengan 3 tingkatan yang berbeda, yaitu tingkat I, II, dan III dengan mencakup kompetensi pengetahuan, karakter, dan keterampilan dalam berpolitik sehingga dapat mencetak politisi muda Indonesia yang bermartabat dengan memiliki nilai integritas, memiliki kapabilitas dalam mengembangkan budaya politik yang demokratis serta dapat memperjuangkan berbagai kepentingan publik dengan berkomitmen pada nilai dan etika politik Pancasila sehingga tercipta hubungan harmonis antara masyarakat sipil dan kelompok kepentingan lainnya untuk mencapai kemajuan bangsa dan negara yang demokratis.

Kata Kunci: Pendidikan Politik, Demokrasi, Sekolah Politisi Muda, Yayasan SATUNAMA

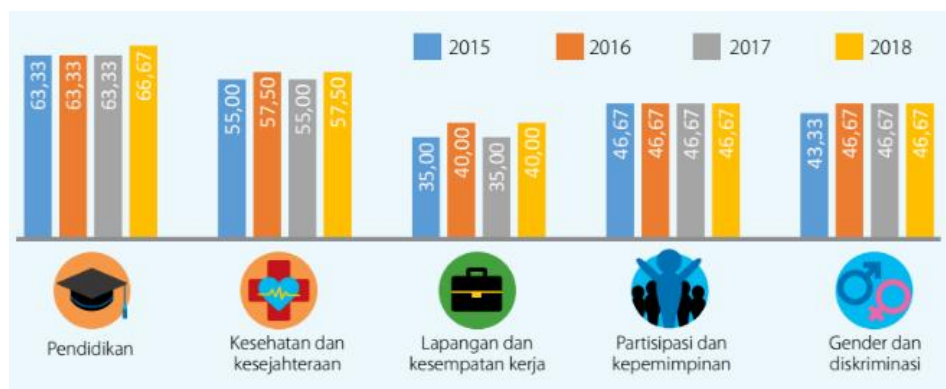
INTRODUCTION

The life between the state and citizens cannot be separated from politics. Aristotle argued that politics as an association of citizens whose function is to discuss and organize matters concerning the common good of all members of society (Surbakti, 2010: 2) According to (Budiardjo, 2015: 15) politics is an attempt to determine regulations that are acceptable to the majority of citizens to bring society towards a harmonious life together. Based on the thoughts of these political experts, it can be concluded that politics has a good goal to formulate and determine policies according to the needs of the entire community as aspired. According to Aristotle participation Citizenship in politics is an important part of a good human life (Miller, 2018: 19). In this case, it is intended that public political participation is the main indicator in the political system in a democratic country, especially the Republic of Indonesia. Political participation is the act of citizens trying to influence or support the government or as a voluntary activity to influence directly or indirectly political choices at various levels of the political system (Patmisari et al., 2020: 219).

The level of community political participation can be seen based on indicators of political awareness. Cholisin & Nasiwan (2012: 149) describe there are 4 levels of public political awareness of political participation, including: (1) Active participation if citizens have high political awareness and trust in the government; (2) passive participation is depressed (apathy) if political awareness and trust in the government is low; (3) Radical militant participation if political awareness is high but trust in the government is very low; and (4) Passive participation if political awareness is very low but trust in the government is very high. The democratic process involving groups in society can affect the high or low level of political participation, especially youth groups. Youth has an important role in supporting and improving the quality of development, economy, education, technology and other fields in Indonesia. Currently, Indonesia is entering a demographic bonus, meaning that the number of productive population aged 15-64 years is greater than the unproductive population aged under 5 years and above 64 years. Based on data from the Badan Pusat Statistik (2020: 9) based on the results of the National Socio-Economic Survey in 2020, there are around 64.50 million Indonesians who are in the youth age group.

The presence of youth has the potential to determine Indonesia's superior and competitive human resources. However, the problem currently being faced is the level of youth participation and leadership which is still low based on the Youth Development Index in Figure 1 it is stated that the participation and leadership index value has stagnated with the value of 46.67 from 2015 to 2018. Youth participation and leadership is determined by 3 indicators, namely: youth who participate in social activities, youth who are active in organizations, and youth who provide suggestions or opinions in meetings.

Figure 1. Development of the Domain Index Value Development Index Indonesian Youth for the 2015-2018 Period



Source: (Kementerian PPN/Bappenas, 2020: 13)

The 2020 regional general election during the Covid-19 pandemic shows that political participation is still low based on the high number of voters who do not give their right to vote or are commonly known as golput. One of the real cases that occurred in the general election of Medan City, North Sumatra. Based on a quote from CNN Indonesia (2020) that the results of the recapitulation of the Medan City KPU, the pair Bobby Nasution and Aulia Rachman received 53.45% of the valid votes. Meanwhile, Akhyar Nasution and Salman Alfarisi won 46.55% of the valid votes. Even though Bobby Nasution and Aulia Rachman received high votes, they still lost when compared to residents who did not exercise their right to vote, reaching 54.22% of the 1,635,846 total voters.

Political participation in general elections which is still relatively low during the pandemic is influenced by economic and health priorities that are more expected by the public than political interests that only give promises during the campaign period. In addition, the low level of political participation is influenced by trust in political parties. Based on a national survey of young people's voices on the nation's socio-political issues conducted by Indikator (2021: 22) in Figure 2 shows the majority 64.7% assesses that political parties or politicians in Indonesia are not very good at all or not very good at representing people's aspirations.

Figure 2. Youth's Assessment of Political Parties/Politicians

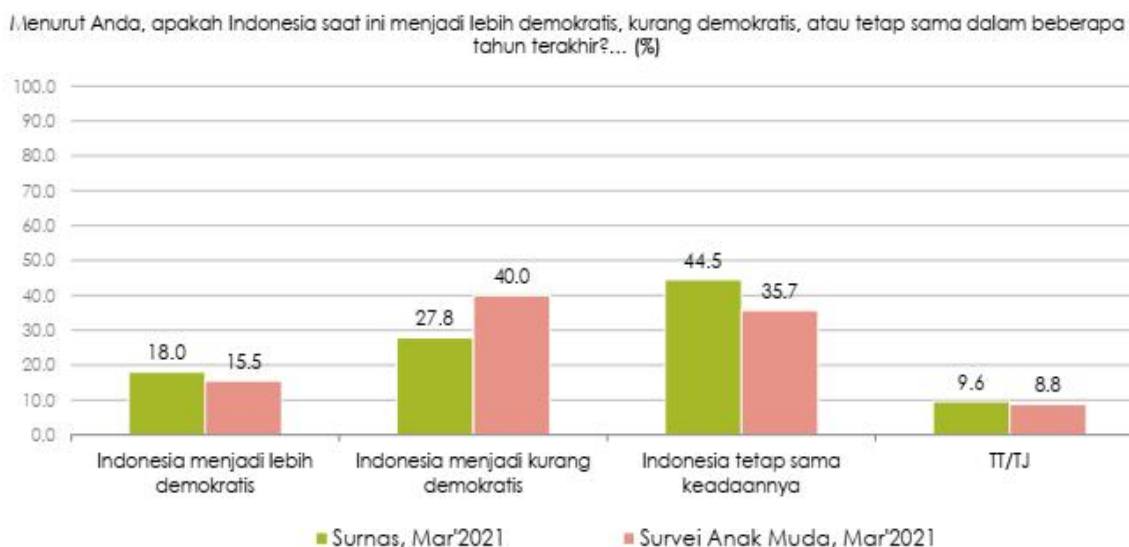


The low level of youth trust in political parties or politicians is due to several views that political parties or politicians as representatives of the people in the legislative body of the House of Representatives have many members who are corrupt and waste public funds. Youth's views are increasingly negative towards the House of Representatives due to the ratification of Law Number 11 of 2020 concerning Job Creation, the ratification of Law Number 19 of 2019 the Second Amendment to Law Number 30 of 2002 concerning the Corruption Eradication Commission to the existence of a political dynasty in Indonesia. regional elections. This makes the youth's view of political parties and the House of Representatives worse because they cannot represent the aspirations and interests of the community.

Political participation that is still low has an impact on the ongoing democracy in Indonesia. Figure 3 shows a survey conducted by (Indikator, 2021: 16) that youth who answered that Indonesia had become less democratic (40%). Youth who answered Indonesia remained the same (35.7%), and youth who answered that Indonesia was more democratic only 15.5%.

Figure 3. Youth's assessment of democratic development

PERKEMBANGAN DEMOKRASI DI INDONESIA DALAM BEBERAPA TAHUN TERAKHIR



Source: (Indikator, 2021: 16)

Youth's assessment of the development of democracy in Indonesia is reinforced by the results of a study conducted by Jati (2021: 1) on 3 main reports, namely: (1) The Economist Intelligence Unit (EIU) report on the decline in freedom of expression and opinion as the main base for the decline in the quality of Indonesian democracy, placing Indonesia on the order of 64 out of 167 countries; (2) The Indonesian Democracy Index report shows a decrease in the freedom of opinion index score from 66.17 in 2018 to 64.29 in 2019; and (3) the 2021 Democracy Report puts Indonesia at number 73 out of 179 countries in terms of freedom in democracy. In summary, the three democracy reports show a shift in Indonesia's electoral pattern of democracy towards a flawed democracy.

Research conducted by Sofyan (2013: 8) also explained that the public stated that they lacked and did not believe in democracy as the best system for Indonesia because of the fact that Indonesia's condition was still chaotic, political elites were still selfish, there was no openness, transparency, and human resources were not ready. The public is also still not convinced of democracy in Indonesia because the existing freedoms are not controlled, not towards improvement, economic conditions are still not improving, and people are not ready to accept change, actors do not understand democracy, there is no unity of attitude and many abuses of authority.

Seeing the low political participation of youth and the declining quality of democracy in Indonesia, it is necessary to have political education for youth. The importance of citizens to have political participation because it can turn nominal citizens into citizens who feel themselves part of the public so that they are moved to act by the desire to promote the common good (Dagger, 2012: 152). In Indonesia, there is Law Number 2 of 2011 Concerning Amendments to Law Number 2 of 2008 Concerning Political Parties in number 4 explaining that political education is a learning process and understanding of the rights, obligations, and responsibilities of every citizen in the life of the nation and state.

Hegel's idea of political education does not depend on great law makers, but the process of political education involves the family, civil society, and the state. Children get their first ethics lesson from the family. Then in young adulthood develop talents and pursue interests especially in the field of civil society. Finally, adulthood takes place in the political order by bringing rights and obligations regulated by public law in a legal state (Ballacci, 2019: 89). It can be concluded that political education is education to create a high awareness of citizens about their rights and

obligations in a democratic country. Families, government, and civil society have an important role in developing political education covering aspects of knowledge, skills and attitudes in politics.

Article 7 paragraph 1 of the Regulation of the Minister of Home Affairs Number 36 of 2010 Concerning Guidelines for Facilitating the Implementation of Political Education it has been regulated that the target groups for facilitating the implementation of political education include: (a) political parties; (b) local political parties; (c) community organizations; (d) other non-profit organizations; and (e) vertical institutions or agencies in the regions. Political education is generally carried out by political parties and formal educational institutions. Political parties are the link between civil society and the government. Political parties have several functions, including: a means of socializing and building a political community, a means of recruitment and political regulation, a means of political control and participation, creating an effective government, political participation in the ruling government.

Political and democratic education taught through formal education in schools is integrated with Pancasila and Citizenship Education subjects, while in universities it is integrated with Citizenship Education courses. Civic Education according to Kerr (1999: 6) aims to prepare young people to play a role and be responsible as citizens through school, teaching and learning in the preparation process. Meanwhile, according to Turner (1999:40) Citizenship Education to secure and enhance knowledge, skills and values relevant to the nature and practice of participatory democracy; increase awareness of rights and obligations, and sense of responsibility necessary for the development of students into active citizens; and building value for individuals, schools and communities from involvement in local and wider communities.

Based on Article 7 paragraph 1 letter d of the Regulation of the Minister of Home Affairs Number 36 of 2010 that non-profit institutions also have the authority to organize political education. One of them is the Yogyakarta SATUNAMA Foundation, a non-profit organization engaged in community empowerment through mentoring, advocacy, and training. The department of democracy, politics, governance and social inclusion has the objective of responding to the development of the policy area superstructure in Indonesia and implementing political and democratic education for civil society. The program developed in providing political education for youth is called the Young Politician School.

RESEARCH METHOD

The research method uses this type of qualitative research with a descriptive approach to explain the Yogyakarta SATUNAMA Foundation Young Politician School as an effort to educate political and democratic youth. Data collection techniques through interview and documentation techniques. Interviews conducted openly or unstructured using interview guidelines outline the topic of the problem to be asked. The documentation study was conducted to obtain data or reports related to the implementation of the Yogyakarta SATUNAMA Foundation Young Politician School as a political and democratic education for youth to support the research results. The research subject was conducted at the Yogyakarta SATUNAMA Foundation as an activist for the Young Politician School program. Data analysis was carried out using the model of Miles et al (2014: 33) consists of (1) data collection, (2) data condensation, (3) data display, and (3) drawing conclusions/verification.

RESULT AND DISCUSSION

Understanding of democracy for the people of Indonesia is very diverse, this opinion is shared by Sofyan (2013: 8) into 6 main groups, namely: (1) the community states that democracy is identical to the political process based on the majority vote; (2) society equates democracy with change towards improvement; (3) society identifies democracy as a process of direct election of leaders; (4) the community identifies democracy as a decision-making process by deliberation and consensus; (5) society declares democracy as the values of freedom, the right to voice and respect for freedom; and (6) the public understands democracy as governance of the people, by the people and for the people.

Democracy in Indonesia is currently becoming an important and urgent issue because political actors display popularity in front of the public more than the meaning of democracy in terms of the performance of political actors for the public interest. Indonesian people have been expecting a lot from political actors to uphold the quality of democracy as a result of improving the democratic system in Indonesia. In a democratic system, public political participation is an important activity because it has full sovereignty to be involved in political decisions that will concern the interests and good of the community.

Democracy and civil society have a strong relationship with each other to support each other. Civil society organizations as articulators and aggregators of public interests have a significant role in the development of democracy. Civil society must play a role in preventing democracy from becoming an exclusive contestation space for the elites and being able to build an inclusive democracy for the widest possible number of citizens to participate politically in fighting for the public interest (SATUNAMA, 2014: 1).

Citizens need to contribute so that democracy can develop better. The influence of citizens on politics and civil society can be part of the democratic process, including: labor organizations, educational institutions, and non-governmental organizations/NGOs (Veugelers & Groot, 2019: 17). This writing focuses on the role of non-governmental organizations (NGOs) as pillars of democracy to create a strong civil society and able to fight for the rights of citizens in the life of the state. Non-governmental organizations (NGOs) are organizations founded by individuals or groups voluntarily with the aim of supporting and sustaining activities or public interests without intending to take financial advantage. Non-governmental organizations (NGOs) are legal organizations in law that work without any dependence on the government (Herdiansah & Randi, 2016: 50).

One of the non-governmental organizations (NGOs) that plays a role in developing political and democratic education is the Yogyakarta SATUNAMA Foundation which was established in 1998. The SATUNAMA Foundation is committed to promoting and fighting for democracy, justice, welfare and governance that is transparent, accountable, and free of corruption so that society, government and business cooperate with each other without domination for the realization of a healthy and just Indonesian society economically, socially, culturally and politically (SATUNAMA, 2014). The contribution of the SATUNAMA Foundation in developing democracy in Indonesia is by focusing on actors in civil society who have adequate leadership capacity to maintain and develop democracy. Starting in 1997, a workshop was held to design a leadership and democracy education program for civil society leaders known as Civic Education for Future Indonesian Leaders (CEFIL) which ran for the period 1998-2008 (SATUNAMA, 2014: 1-2). The benefits of the Civic Education for Future Indonesian Leaders (CEFIL) training, namely; (1) organizational capacity building; (2) development of analytical skills; (3) expansion of knowledge and discourse; (4) increasing political capacity; (5) network development, and; (6) mastery of conflict resolution skills. Alumni of the Civic Education for Future Indonesian Leaders (CEFIL) training stated that it was useful in developing knowledge, experience and increasing self-capacity, raising awareness to respond to developments in the political situation, leadership and organizational management, the ability to plan and implement programs, monitor and evaluate, and make report (SATUNAMA, 2014: 16).

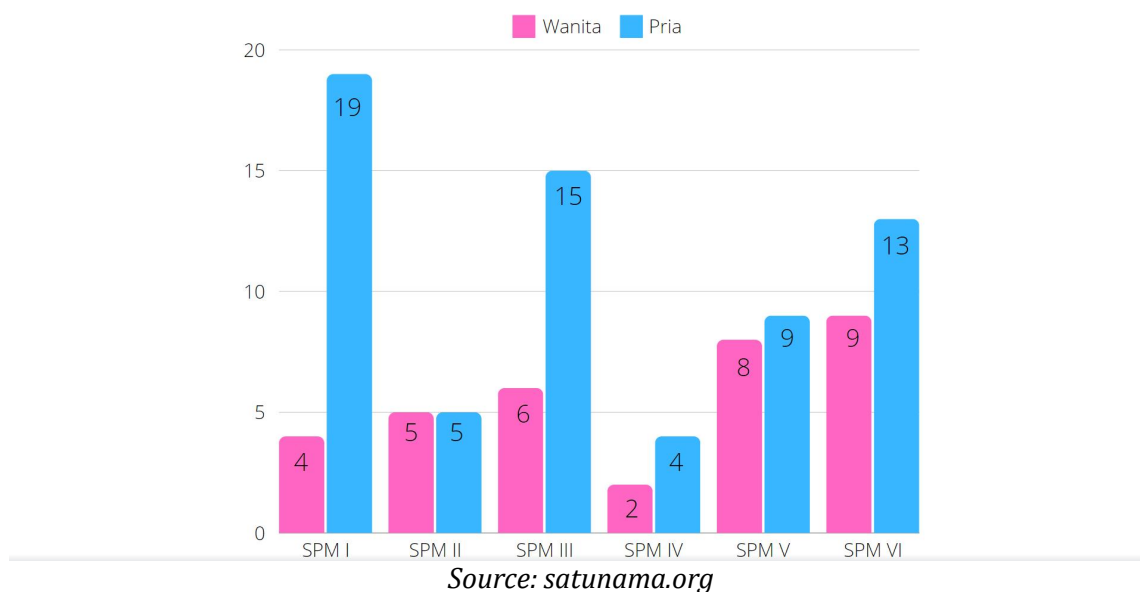
Training *Civic Education for Future Indonesian Leaders* (CEFIL) was followed by a number of public education programs in the context of campaigning for democracy through gender equality, interfaith dialogue, citizen rights, good governance, and management of non-profit institutions. Such trainings include: strengthening political education for women's organizations, political education accompanied by conflict resolution and peacemaking for religious leaders, civic education for local politicians, and history of thought training which contains an introduction to ideological discussions, such as liberationism and socialism for intellectuals young (SATUNAMA, nd). Every year Yogyakarta SATUNAMA Foundation continues to develop training programs for Facilitating various civil society organizations in fighting for the rights and obligations of citizens and developing a way of life that is democratic, just, transparent, accountable, and free of corruption.

Department of Democracy, Politics, Governance and Social Inclusion Yogyakarta SATUNAMA Foundation in the field of Politics and Democracy has the aim of carrying out political and democratic education for civil society movement activists and young politicians across political parties. Politics and Democracy in 2015 formed the Young Politician School program as part of the Civilizing Politic for Indonesia Democracy (CPID) which is a political education program to return political dignity to its initial ideals as an idea and steps that must be taken by the Indonesian people so that their presence provides meaning for economic welfare, social justice and law enforcement (SATUNAMA, nd).

Program Young Politician School supported by Konrad-Adenauer Stiftung a political foundation of the Federal Republic of Germany since 1968 has been actively contributing to international cooperation and understanding with its programs and projects in Indonesia. The Young Politician School was formed because there were several problems democracy in Indonesia, including: skepticism and low youth participation in politics, integrity issues because many youths from political parties as well as members of the legislature have been convicted of corruption cases, even politics is still dominated by old people who do not give space to youth Veugelers & Groot (2019: 21). studying youth views on democracy he found that many students were not interested in participating in democratic practices because they felt they had no influence. This is supported by research Approach (2013: 149-150) found evidence that although young European citizens generally support institutions, such as parliament, courts, support democracy and the idea and need for democratically elected government, young citizens always perceive government as unresponsive and distrust politicians and political parties. Young citizens have less interest and participation in politics and democracy than older generations. Young citizens choose not to join political parties, do not contact politicians and do not support politicians during general elections. These problems are also serious challenges in the democratic agenda in Indonesia.

According to Ziegler (2013: 111) the legitimacy of national democracy is seen as risky if citizens do not participate. The first duty of citizens is to exercise political rights and the second task of citizens is to do so by legitimizing democracy, namely strengthening the democratic order. Approach (2013: 149) states that democratic societies recognize that the future of sustainable democracy lies in educating young people by engaging in some form of educational experience to prepare young people to become adult citizens. Veugelers & Groot (2019: 17) outlines 2 elements of democracy, namely: freedom and equality together form part of the political vision of democracy. Freedom refers to the right to own, express one's own opinion and participate in democracy. Equality refers to the opportunity to participate in the democratic process and equal power relations in a democracy.

The Yogyakarta SATUNAMA Foundation wants to contribute to the development of Indonesian democracy through political education provided through the Young Politician School specific and people's rights. The specific targets of the Young Politician School program are: (1) increasing the capacity of young politicians (political party administrators) as political subjects who are very important in developing democracy in Indonesia; (2) increasing the sensitivity of young politicians (political party administrators) to social problems and challenges of democracy in Indonesia (SATUNAMA, nd).

Figure 4. Young Politician School Implementation Program

SATUNAMA has conducted the Young Politician School at 6 times, attended by male and female participants. Political and democratic education in various countries has been integrated with Civic Education in schools and in the community. According to Hinchliffe (2018: 12) that Civic education is not only a form of subject in the school curriculum, but also becomes part of a wider culture so that political education can be had by everyone. Whiteley (2014: 516) states that civic education can increase community involvement including increasing morality, participation, volunteer activities, political knowledge and fostering positive political values.

Citizenship has 3 components, namely: civil, political, and social rights. The civil component of citizenship consists of the rights necessary for individual freedom, such as: freedom of speech, thought and faith, property rights, and equality under the law. The component of political rights includes the right to participate in the exercise of political power as a member of a body having political authority or as an elector of a member of that body. The social rights component is linked to the welfare state, including: the right to education, health care, housing and a minimum level of income (Doğanay, 2012: 20).

Political education which is part of Citizenship Education aims to ensure that all students become politically autonomous citizens and involves teaching students how to use democratic rights effectively and engage in public reasoning (Neufeld, 2020: 37). Rahman & Suharno (2020: 286) explain that political education is a systematic educational effort to form individual and community awareness so that they understand their rights and obligations, as well as their responsibilities as citizens. In addition, to understand the values, norms, and political symbols in order to create a democratic political system based on Pancasila and the 1945 Constitution.

In the IEA Citizenship Education Study, there are 3 pillars in Citizenship Education, namely: democracy, national identity, social cohesion and diversity (Lee, 2012: 503). Therefore, democracy education is an important part of Citizenship Education to build smart, democratic, and responsible citizens, as well as media that can build the personal qualities that students want for the realization of the component of civic participation (Coal & Darmawan, 2017: 82). Democratic citizenship education aims to develop students' abilities to participate wisely and responsibly as democratic citizens in political, economic, social and cultural life (Doğanay, 2012: 25).

Implementation of the Young Politician School begins from strengthening young political actors to being an important part of ensuring democracy runs well. In general terminology, political actors always refer to actors who hold political positions or are elected through a political process (Rozak et al., 2020: 64). The labeling of political terminology cannot be

separated from the goals of the actors to maintain and maintain political power and influence (Rozak et al., 2020: 56). However, the term actor is not only mentioned for citizens who are involved in political parties, there are a number of other actors within the scope of the political community, including interest organizations, lobby groups, indigenous and religious groups, social movements, citizen assemblies, and community communities. These actors can utilize their respective resources and organize a number of initiatives to articulate their interests so that they can be aggregated and accommodated in various policies (Wahyuningroem, 2021: 243).

In this case the Yogyakarta SATUNAMA Foundation pays attention to the importance of young political actors to have political literacy skills through the Young Politician School to analyze the political environment as a challenge and opportunity for young politicians in developing a democratic political culture and the need for capacity building of young political actors. The implementation of the Young Politician School is based on the curriculum and modules of the Young Politician School for Democracy and a 5 year program mentoring model that includes the knowledge, character and skills competencies needed by young politicians for the development of democracy and politics (SATUNAMA, nd). Whiteley (2014: 517) stated that the curriculum has a positive influence on student participation, norms and values related to political involvement. The Young Politician School curriculum is evaluated every year by looking at the needs and exploring strategic issues that will strengthen young political actors.

The Young Politician School has been implemented since 2015 until now in 2021 and has 5 batches. Participants in the Young Politician School come from political party cadres who are delegated by partnering political parties and have met the requirements to attend the Young Politician School. The political parties that partner with the Young Politician School program include: (1) PDI-P; (2) Gerindra Party; (3) the National Awakening Party; (4) Democratic National Party; (5) Democratic Party; (6) the Working Group Party; (7) National Mandate Party at the level provinces and districts/cities in the Special Region of Yogyakarta, DKI Jakarta, West Java, East Java, Central Java, South Sulawesi, Lampung, West Kalimantan. In addition to partnering with political parties, the Young Politician School program also partners with the General Election Commission (KPU) of Sleman Regency, the General Election Commission of the Republic of Indonesia (KPU RI), the General Elections Supervisory Agency (Bawaslu), members of the Honorary Election Organizing Council (DKPP).

Young Politician School carried out for 8 months (on off) with 3 levels, namely level I, II, and III. For example, the 3rd batch of Young Politicians School at level I and II focuses on material; 1) public policy making to provide participants with an understanding of the ins and outs of public policy, from principles, methods to tools commonly used in formulating public policies and how to analyze a policy; 2) political strategic thinking to train participants to think strategically in order to formulate strategic political movements; and 3) building values to internalize values so that they are always carried out through light and fun methods, such as: brainstorming, presentations, group discussions, individual assignments, dialogue, reflection and meditation methods. After the material is given at levels I and II (SATUNAMA, nd).

Furthermore, at the 4th batch of Young Politicians School, level I focuses on integrity, public policy, and political communication. Level II focuses on the management of political parties. Level III focuses on civic strengthening competencies and constituent management. The material presented in the Young Politician School at each level is given differently with a gradual process according to the level of difficulty. After the participants have obtained knowledge material about political education, the next step is to go to the field to implement the skills of the participants on collecting community aspirations, organizing the community and building constituencies in Njelok Village, Gunung Kidul Regency, Yogyakarta at the 4th batch of Young Politicians School.

The materials given to the young politicians included: (1) building data-based constituencies; (2) public policy making; (3) political communication; (4) political action plans; (5) public policy analysis; (6) participatory and inclusive public budgeting (APBD); (7) public budget analysis; (8) supervision of public policies and government programs; (9) supervision of public budgets; (10) campaigns and publications; (11) political ethics; (12) citizenship politics; (13) gender mainstreaming in politics; (14) voter behavior; (15) deepening of party conflict

management; (16) the integrity system of political parties; (17) electoral and party systems; (18) build a network of election stakeholders; (19) transformation and internal democracy of political parties; (20) lobbying and negotiation; and other materials. The material is discussed and reviewed with competent presenters in their respective fields. The speakers came from lecturers, researchers, members of the House of Representatives (DPR), General Election Commission (KPU) of Sleman Regency, General Election Commission of the Republic of Indonesia (KPU RI), General Election Supervisory Body (Bawaslu), Members of the Honorary Election Organizing Council (DKPP).

Referring to the competence of knowledge, character, and skills in politics according to what has been designed in the Young Politician School curriculum, the Young Politicians School participants in the aspect of political knowledge can have an understanding of political concepts so that they can build critical political awareness. In the aspect of political character, participants can form themselves as citizens based on the character values of the Indonesian people so that they can live together in community, nation and state activities. In the aspect of political skills, participants can think critically in looking at various political issues by understanding the problem, making various considerations of solutions and deciding the chosen solution that will be useful for the public in dealing with problems.

Participants in the Young Politician School can also carry out critical assessments according to Approach (2013: 153) about political issues in democracy as evidence of competence as an actively involved citizen. One will use knowledge of democracy, citizens' rights, national history, and others. Use skills for evaluation, positioning, critical reflection, and more. As well as being able to take advantage of values about the importance of democracy, respecting individual differences, being responsible for getting involved, having faith in democratic institutions, and participating in the political community.

The theory elaborated by Doğanay (2012: 26) that the successful implementation of Civic Education requires a school curriculum that can be learned through the school's relationship with the wider community by bringing the community and civil society into schools or by bringing schools into the community and civil society. This is in accordance with the implementation of political education in the Young Politician School program which has a special curriculum that includes knowledge, skills, and political character competencies for participants to have. The Young Politician School has connected young cadre participants of political parties with communities or institutions in the political field to share knowledge and skills in political education. In addition, the relationship between young political party cadres participants and civil society through direct practice to Njelok Village.

Therefore, after the implementation of the Young Politician School internally by political parties, the alumni of the participants can strengthening the basis of their respective political parties by emphasizing the value of integrity and democracy as political actors to strengthen the democratic system in Indonesia. Externally political parties, alumni participants can take part in the contestation of legislative choices at the district/city, provincial, and central levels in order to influence Indonesian youth in increasing participation in politics. If they have been elected as representatives of the people, they can understand the importance of the reality of inclusive citizenship so that they have diversity values, including when making policies, regulations, and advocating for their constituents.

Through the Young Politician School program, it is hoped that Indonesian youth can become democratic citizens or active citizens as defined by Approach (2013: 153) to participate in civil society, a community of political life characterized by mutual respect and non-violence and consistent with human rights and democracy. Learning in the Young Politician School is carried out innovatively, creatively and effectively so that participants can achieve 2 main goals, namely: achieving youth involvement and increasing political literacy as stated by Whiteley (2014: 516) community involvement is helping in the lives and concerns of the community, including learning through community involvement and service to the community. Meanwhile, political literacy means that participants can learn about and how to make effective individuals in public life through knowledge, skills and values.

Thus, political education is appropriate to use in providing knowledge, skills, and character to youth about democracy, especially Pancasila democracy as a democratic system implemented in Indonesia. The contribution of the presence of the Young Politician School can produce dignified young Indonesian politicians who have the value of integrity, have the capability to develop a democratic political culture and can fight for various public interests by being committed to the values and political ethics of Pancasila so that creating harmonious relations between civil society and other interest groups to achieve the progress of a democratic nation and state.

CONCLUSION

Democracy in Indonesia is currently becoming an important and urgent issue because political actors display popularity in front of the public rather than provide political performance for the public interest. Citizens need to have political participation for democracy to develop better. The influence of citizens on politics and civil society can be part of the democratic process. Young Politicians School includes competence of knowledge, character, and skills in politics so that the participants of the Young Politician School in the aspect of political knowledge can have an understanding of political concepts so that they can build critical political awareness. In the aspect of political character, participants can form themselves as citizens based on the character values of the Indonesian people so that they can live together in community, nation and state activities. In the aspect of political skills, participants can think critically in looking at various political issues by understanding the problem, making various considerations of solutions and deciding the chosen solution that will be useful for the public in dealing with problems. Political education is appropriate to use in providing knowledge, skills, and character to youth about democracy, especially Pancasila democracy as a democratic system implemented in Indonesia. Contributions from the presence of the Young Politician School can print Indonesian youth into women democratic citizens or active citizens to participate in civil society, community political life characterized by mutual respect and non-violence and in accordance with human rights and democracy.

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