




Implementing The Role of NGOs In Curricular and Societal Civic Education Through Political Literacy

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Abstract

The importance of political literacy in this context NGOs have the potential to contribute to developing political literacy that is more effective and has a wider impact. Although Civic Education is an integral part of the curriculum, the challenge of teaching democratic values and effective political participation can still be implemented by NGOs as a form of curricular and societal Civic Education. The research in this paper aims to find out the role of NGOs related to political literacy in society through education and advocacy strategies. The research method used is qualitative, with data collection techniques of observation, documentation, and structured, open, and in-depth interviews with representative civic education teachers and representative staff of local NGOs as informants selected by purposive sampling. The findings were based on research conducted for six months with limitations in regional coverage. The political literacy program was declared successful in demonstrating the role of NGOs with the strategy of conducting political literacy training, providing easy-to-understand political information, holding public discussions, inviting people to get involved in the political process, and establishing partnerships with government institutions and civil society. Political literacy activities have a positive impact on participants, although it is not seen and felt directly by the entire community. In conclusion, through political literacy, NGOs can help people become politically literate, less susceptible to political issues, and more open in their political thoughts and actions.

Keywords *NGOs (Non-Government Organizations), Curricular and Societal Civic Education, Political Literacy, Civil Society Organization, Civic Literacy*

INTRODUCTION

In the development of democracy in Indonesia, citizenship education has an important role in forming citizens who are active, participatory, and aware of their rights and responsibilities in political life. However, challenges faced in implementing effective citizenship education remain, including a lack of understanding of politics and low political participation. To overcome this, NGOs (Non-Governmental Organizations) are important in promoting citizenship education through literacy politics. Citizenship education has an important role in forming citizens who are active, participatory, and aware of their rights and responsibilities in political life. In Indonesia, efforts to improve citizenship education have been made through school curricula and government programs (Zulhernanda & Suyitno, 2019).

One of the main challenges is a lack of understanding of politics and low political participation among the public. This can hinder citizens' ability to actively participate in the political process and make decisions that impact their lives. Minimal understanding of politics can also influence the selection of competent leaders and encourage public policies that support the interests of society. NGOs (Non-Governmental Organizations) are important in promoting citizenship education through literacy politics. NGOs can provide political education that is inclusive and independent and focuses on strengthening political understanding and active participation skills (Erawati, 2020).

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However, despite several efforts that have been made, there are still limitations in implementing the role of NGOs in citizenship education through literacy politics in Indonesia. Some studies are limited in geographic scope or focus only on particular approaches to citizenship education. Therefore, there is a need for more comprehensive and in-depth research to overcome these limitations and find effective solutions (Liu, 2022). To increase political understanding and political participation in society, as well as strengthen citizenship education in Indonesia, this research will implement the role of NGOs in political literacy. It is hoped that this research can make an important contribution to overcoming existing previous research related to the title Implementation of the Role of NGOs in Citizenship Education through Literacy Politics in Indonesia, which has not yet been carried out much. However, several studies on civic education and political literacy in Indonesia can provide an initial understanding of this topic. First, research on the Influence of Citizenship Education on Youth Political Participation in Indonesia. The strength of this research is that it examines the relationship between citizenship education and the political participation of teenagers in Indonesia. This research provides an understanding of the extent to which citizenship education influences adolescent political participation. A weakness of this research may be that it does not specifically discuss the role of NGOs in civic education through political literacy (Syamsuri, 2020).

Second, research on the role of NGOs in increasing public political awareness in Indonesia. The advantage of this research is that it focuses on the role of NGOs in increasing the political awareness of society in Indonesia. This research can provide insight into how NGOs can contribute to civic education through literacy politics. The weakness of this research may be that it does not specifically discuss the implementation of the role of NGOs in citizenship education through literacy politics. More in-depth research is needed on how NGOs can effectively implement literacy politics in the context of citizenship education (Rahman et al., 2020).

Third, research related to the development of a political literacy program to increase political participation among youth. The research focuses on developing a political literacy program to increase political participation among youth. This research can provide insight into how a political literacy approach can be applied in citizenship education. However, this research may not have specifically discussed the role of NGOs in implementing political literacy programs. Research that focuses more on NGOs' role in citizenship education through literacy politics is needed (Boulding & Hadenfeldt, 2019).

Even though several previous studies are related to citizenship education and literacy politics in Indonesia, more specific and in-depth research is still needed regarding the implementation of the role of NGOs in citizenship education through literacy politics (Rasyid & Marta, 2020). This research can provide a more comprehensive understanding of the advantages and disadvantages of existing methods and provide practical recommendations for NGOs, educators, and policymakers. In general, previous research is still limited to what has been carried out in this context; several solutions and methods have been proposed. Previous studies show participatory approaches in citizenship education, involving NGOs in the learning process and political literacy that focus on strengthening political understanding and participation skills (Riduan et al., 2019).

Furthermore, it is hoped that this research can contribute to public understanding of the role of NGOs in civic education and literacy politics in Indonesia. Apart from that, it is hoped that the public will have a better understanding of the effectiveness of participatory approaches, the effective role of NGOs, and political literacy strategies that can be applied in the context of citizenship education in Indonesia. This research can also provide new insights and practical recommendations for NGOs, educators, and policymakers in increasing political participation and public political awareness. Thus, this research aims to fill the gaps in previous research, offering

effective solutions and methods.

The steps in this research that are important in equipping students in schools with effective political literacy skills are having teachers and teaching staff who are aware of the skills to understand political literacy. Therefore, in the research civic education teachers and NGO activists were interviewed regarding political literacy skills. Based on this explanation, the problems discussed are:

1. How do we implement the role of NGOs and citizenship education in literacy politics in Indonesia?
2. How do citizenship education teachers and NGOs implement curricular and community citizenship education through political literacy?

LITERATURE REVIEW

Definition of Political Literacy

Political literacy refers to an individual's ability to understand, analyze, and actively participate in political processes (Eriksen, 2020). This involves an understanding of political systems, institutions, and decision-making processes, as well as knowledge of the rights and obligations of citizens. Political literacy also includes critical abilities in consuming political information, including recognizing and evaluating information sources, understanding different perspectives, and identifying political propaganda or manipulation. Norris and Inglehart (2019) say political literacy is an individual's ability to understand and use political information to participate in political processes, including general elections, form political opinions, and make decisions based on knowledge about politics.

Furthermore, Dalton describes political literacy as including an understanding of the political system and democratic processes, as well as the individual's ability to participate actively in politics, including discussing and debating, voting, and making political decisions based on good knowledge and understanding. In line with this, Hahn and Kaghan (2017) also explain that political literacy is an individual's ability to understand and interpret political information, including mass media and political messages, as well as having critical skills in recognizing political manipulation and disinformation and make political decisions based on good knowledge and understanding.

More specifically, political literacy includes understanding the principles of democracy, human rights, freedom of opinion, general elections, public policy, and skills in participating in political debate and dialogue (Heryanto et al., 2019). Political literacy also includes awareness of social and political issues, as well as the ability to act as an active citizen, such as voting, expressing opinions, and being involved in social movements. Thus, the definition of political literacy provided by these experts emphasizes an individual's ability to understand and use political information, as well as participate actively in the political process. Political literacy involves understanding political systems, democratic processes, democratic values, and the ability to recognize political manipulation and disinformation.

In the digital and social media era, political literacy also involves understanding and interpreting widespread political information and identifying and overcoming disinformation or hoaxes (Lailiyah et al., 2020). Political literacy is important in building a participatory, critical, and empowered society, which can contribute to sustainable democratic development. The primary goal of political literacy in the digital age is to help individuals develop the critical skills necessary to sort accurately from inaccurate information and recognize the political manipulation and disinformation that often spread widely in cyberspace. By having good political literacy, individuals can understand the broader political context and identify political bias in the news (Rasyid & Marta, 2020; Kurniawan & Putri, 2020).

Curricular and Community Citizenship Education

Curricular citizenship education is part of the formal curriculum designed to provide an understanding of the political system, democratic values, citizens' rights and obligations, and political participation. Through curricular citizenship education, students are provided with political knowledge that is important for understanding political structures and democratic processes. They are also taught about their rights and responsibilities as citizens, as well as values such as justice, equality, and tolerance. With this understanding, students can develop solid political literacy and understand the importance of political participation in maintaining democracy.

Citizenship Education is a subject taught in schools in Indonesia. Civic education aims to develop understanding, awareness, and positive attitudes towards the values of Pancasila as the basis of the state, as well as strengthen citizenship and national identity (Koren, 2023). There are two main aspects of civic education, namely curricular and community Civic education. Curricular citizenship education refers to learning integrated into the official curriculum at the formal education level. This Civic education subject is taught as a compulsory subject and aims to provide knowledge about Pancasila, law, politics, the 1945 Constitution of the Republic of Indonesia, the Indonesian government system, democracy, human rights, pluralism, and national values (Pratama, 2021).

On the other hand, community civic education is related to educational efforts and the socialization of Pancasila and civic values carried out outside the formal education environment. This involves various parties, including government institutions, community organizations, mass media, and individuals, promoting national values, tolerance, active participation in national and state life, and respect for societal differences (Kurniawan et al., 2019; Kurniawan, 2020). Community Civics aims to build civic awareness, strengthen national identity, foster a sense of patriotism, and promote inclusive attitudes and harmony among citizens. Therefore, both curricular and community civic education have an important role in forming and strengthening awareness and understanding.

On the other hand, community citizenship education involves learning outside the classroom that focuses on direct societal experiences. Through activities such as visits to government institutions, participation in social movements, or discussions with community leaders, students can practically experience politics and see how the political system operates in everyday life. Community citizenship education provides opportunities for students to interact with various stakeholders and involve themselves in real political processes. This helps them develop the social, critical thinking, and political participation skills necessary for political literacy.

According to Rojas and William (2023), curricular citizenship education helps students understand their rights and responsibilities as citizens, as well as develop the ability to participate effectively in political life. They argue that curricular citizenship education should emphasize the development of deep political understanding and critical skills in recognizing political issues. Meanwhile, according to Felton et al. (2023), civic education involves direct experience in society, which helps students see how politics operates in everyday life. They argue that through civic education, students can develop social and political participation and critical thinking skills that are important in political literacy. Programming (2023) also emphasized the importance of curricular citizenship education in developing political literacy. According to them, curricular citizenship education helps students understand the political system, political participation, and democratic values. They argue that this understanding is essential for building active and responsible participation in politics.

Overall, curricular and community citizenship education is essential in developing political literacy. Students are provided with fundamental political knowledge through curricular citizenship education, while civic citizenship education provides in-depth practical experience.

Combining these two approaches helps students understand the political system, strengthens critical skills, and encourages active participation in political and civic life. Therefore, curricular and civic citizenship education in political literacy aims to equip students with in-depth political knowledge, critical thinking skills, and active involvement in the political process. This goal helps students become intelligent and responsible (Aulia & Rahmatullah, 2020; Anjarsari, 2023).

Definition of NGOs

NGOs, or Non-Governmental Organizations, are organizations that operate independently and do not have a goal of financial gain. The main focus of NGOs is on social, environmental, humanitarian, education, health, human rights, development, and other areas (Merimaa & Lepik, 2020). Individuals or groups found these organizations to encourage social change, defend the rights of certain individuals or groups, and provide assistance and services to those in need. NGO funding usually comes from public donations, foundations, private institutions, or international institutions, and the scope of their operations can be local, national, regional, or international, depending on the goals and scale of their work. NGOs often collaborate with governments, the private sector, and international institutions to achieve their goals. The structure and size of NGOs vary greatly, from small and local to large and international (Güler, 2022). NGOs can carry out advocacy campaigns, raise funds, provide direct services, conduct research, provide education and training, and build collaborative networks with other organizations to achieve their goals. The role of NGOs is crucial in social development, promoting human rights, mitigating disasters, preserving the environment, increasing access to education and health, and fighting for social justice. NGOs can carry out advocacy campaigns, raise funds, provide direct services, conduct research, provide education and training, and build collaborative networks with other organizations to achieve their goals.

NGOs use various media to disseminate information, organize events, and mobilize society to be more active in political participation. Apart from that, NGOs also conduct research and collect information on relevant political issues. They analyze public policy, conduct surveys, and provide data and information that can help the public understand political issues better. NGOs also encourage active political participation in society, especially among underrepresented groups (Pratama, 2021). They organize voter registration campaigns, mobilize voters, and provide support to strengthen political participation. Finally, NGOs also have a role in monitoring political activities and promoting accountability. Through monitoring elections and political activities, NGOs help ensure integrity and transparency in the political process. With these various roles, NGOs contribute to building a more politically aware society, actively participate, and support an inclusive and just political system.

The aim of NGOs in carrying out political literacy activities is to increase public understanding and awareness of the political system, citizenship rights, and political participation skills. Through educational programs, training, campaigns, and advocacy, NGOs aim to provide in-depth knowledge about politics to the public, develop political participation skills, and raise awareness about important political issues. They also want to encourage active and responsible political participation and promote community involvement in political activities. The ultimate goal is to empower people to engage in the political process actively, influence social change, and strengthen democracy (Saputri & Aribowo, 2021). NGOs are important in creating political literacy activities because political literacy is an important foundation for people who participate actively in the political process. Through political literacy activities, NGOs provide opportunities for the public to gain the knowledge, skills, and understanding needed to participate in wise political decision-making. Political literacy activities by NGOs help people understand the political system and democratic processes, enabling them to participate effectively in elections, political campaigns,

and other political activities. With a good understanding of the rights and responsibilities of citizens, citizens can make political decisions that are more informed and based on facts ([Sumanto & Dharma, 2019](#)).

Symbolic Interaction Theory

Symbolic interaction theory is a sociological perspective emphasizing the importance of symbols and social interactions in understanding how individuals give meaning to their social world. George Herbert Mead first developed this theory, which was then further developed by Herbert Blumer. According to symbolic interaction theory, individuals construct meaning through social interactions. Symbols used in social interactions, such as words, body movements, or signs, have meanings assigned by the individual and understood by others. This meaning is not fixed or fixed but continues to change through social interaction.

This theory also emphasizes the important role of the self in social interactions. Individuals develop their self-concept based on how they interact with others and how others respond to them. This self-concept plays an important role in shaping individual behavior and social interactions. In symbolic interaction theory, symbols and social interactions are also seen as the basis for forming broader social structures, such as norms, values, and institutions. Repetitive symbols and social interactions form accepted patterns of behavior in society ([Astuti & Hendrawan, 2019](#)).

RESEARCH METHOD

The method used in this research is a descriptive qualitative research approach. Qualitative research aims to understand and explain social phenomena in depth and contextually ([La Marre & Chamberlain, 2022](#)). The qualitative research model collects and analyzes descriptive data, focusing on meaning, interpretation, and in-depth understanding of a phenomenon. This research design uses a case study research model and involves in-depth analysis of a single case, whether individual, group, organization, or community. Researchers studied and analyzed the case comprehensively to understand its context, dynamics, and complexity ([Denny & Weckesser, 2022](#)).

This research explores the inclusion of political literacy skills in curricular and community citizenship education and the role of NGOs in this regard. Regarding the general definition of qualitative research, it is difficult for everyone to provide one definitive definition. In general, qualitative research involves collecting the views of individuals and groups involved in the research subject, interpreting the data resulting from these views, and the location of the observations. A qualitative researcher spends time in the research area and interacts with the individuals involved, both face-to-face and online. They collect data from individual experiences and ideas, as well as analyze information obtained in the field of research. In this research, because more than one qualitative data collection method is used and aims to understand the situation, it can be categorized as a qualitative case study. The document analysis method with a qualitative approach was used in this research. Document reviews are an important resource used by researchers. Document review is carried out through five main stages, namely accessing the document, checking its authenticity, and understanding the document ([Kohler et al., 2022](#)).

Participant data

This research was conducted in January-June 2023. Informant data was selected using purposive sampling based on the level of intensive involvement of the informant's role in the community or political literacy programs implemented by NGOs. The informants who were research subjects consisted of 7 representatives of NGO staff, 3 representatives of program participants, 7 civic education teachers at high schools, and 6 members of the general public. The informants consisted of 11 men and 12 women.

Data Collection Techniques

Data collected in qualitative research shows variation. The data collected can be in the form of observation notes, interview notes, documents, images, and other graphic presentations (Breeze, 2023). During the data collection process, informants were given seven open-ended questions developed by the researcher as written text (Flores & Garcia, 2023). These questions relate to the dimensions of political knowledge and participant participation in the political process. The knowledge dimension includes questions such as:

1. What is government politics in Indonesia?
2. What is political literacy?
3. Who are citizens who are active in the political process?
4. What is the perspective of the democratic system in Indonesia? Moreover, is it important that political education be taught in schools?

Furthermore, questions in the prospective teacher idea dimension include (Do you discuss political issues at regional and national levels? Have you ever taken part in activities representing society or aiming to develop political literacy?). In this context, this research uses essays from literacy program participants as document data.

Data analysis technique

The written documents obtained were analyzed using the data triangulation analysis method, namely categorical analysis. The stages of the qualitative data analysis process include (1) the source selection stage, (2) the analysis stage using methods, (3) the researcher's notes and experience, and (4) the stage of providing validity and reliability. The analysis was also validated by researchers using an interactive model to ensure the validity of the research data (Flynn, 2023).

FINDINGS AND DISCUSSION

Data was obtained through interviews with staff representatives from several NGOs, participant representatives, and representatives of civic education teachers involved in political literacy programs.

Implementation of the role of NGOs and Citizenship Education in Political Literacy in Indonesia

Implementing the role of NGOs in citizenship education through literacy politics in Indonesia is an important issue in building a society that is aware of their rights and obligations as citizens. NGOs have great potential to actively increase people's political understanding and participation through political literacy activities. In this context, political literacy refers to efforts to increase people's understanding of the political system, democratic processes, human rights, and active involvement in the political process. Through political literacy activities, NGOs can provide objective education and information to the public about procedures for participating in politics, their rights and obligations as citizens, as well as the importance of playing an active role in democratic development (Gale, 2019; Irawati, 2020).

In implementing the role of NGOs in citizenship education through literacy politics, cooperation between NGOs, government, and educational institutions is very important. The government can provide institutional and policy support that facilitates the role of NGOs in citizenship education (Ridha & Riwanda, 2020). Educational institutions can also play a role in integrating civic education components involving NGOs into the formal curriculum. In addition, NGOs need to ensure that democratic, independent, and non-partisan principles are used in their literacy political activities. This is important to maintain the integrity and objectivity of activities and build public trust in NGOs as reliable stakeholders (Krisnawati, 2020).

In Indonesia, implementing the role of NGOs in civic education through political literacy can significantly contribute to strengthening democracy and building a society that is more aware, informed, and active in involving itself in the political process. By increasing people's political understanding and participation, it is hoped that a society that is more responsive to the social, environmental, and political issues around them can be created and contribute to developing a better country. The political literacy approach in Citizenship Education strengthens students' political understanding and participation (Gumilar et al., 2023). In the context of citizenship education, political literacy aims to give students a deep understanding of the political process, government system, rights and obligations as citizens, and the importance of participation in political activities. This approach involves developing analytical, critical, and high-level thinking skills so students can access, interpret, and manage political information well (Intelligen & Neuroscience, 2023).

With a political literacy approach in Civics, students become more skilled in understanding, analyzing, and participating in political life (Pérez & Freire, 2023). They can recognize the influence of politics in various aspects of their lives and have the ability to contribute to the social change they desire. The political literacy approach equips students not only with knowledge about politics but also with the skills and attitudes needed to become active, intelligent citizens and play a role in building a democratic and just society. Implementation of political literacy programs is carried out in several forms, including:

1. Collaboration between NGOs and Educational Institutions in Political Literacy Programs in Indonesia
2. Teacher Training Program and Political Literacy Capacity Building in Indonesia
3. Political Education and Advocacy Training Program by NGOs in Indonesia
4. Evaluation and Monitoring of the Implementation of the Political Literacy Program in Indonesia

The Role of Citizenship Education Teachers and NGOs in Implementing Curricular and Community Citizenship Education Through Political Literacy

Citizenship education teachers and non-governmental organizations (NGOs) implement curricular and community citizenship education through political literacy, which is very important in forming a society with a strong sense of citizenship and actively participating in political life. Citizenship education teachers play a central role in providing citizenship education to students. They are responsible for teaching democratic values, the rights and obligations of citizens, as well as the political process objectively and in-depth. Teachers must ensure that learning materials cover important aspects such as political participation, human rights, pluralism, and understanding of political systems. Apart from that, teachers also need to encourage students to think critically (Simatupang, 2019; Nurwanti, 2020).

Apart from the role of teachers, non-governmental organizations (NGOs) also play an important role in implementing citizenship education through political literacy. NGOs can provide training, seminars, and civic education programs to the general public outside the school environment. They can work with schools or educational institutions to provide additional resources and extracurricular activities that support citizenship education. NGOs can also hold social campaigns and advocacy programs to increase public awareness about the importance of political participation and involvement in political life (O'Brien & Williams, 2021).

Therefore, NGOs collaborate with teachers in implementing political literacy strategies in schools and communities, including for self-improvement. It is important that a teacher, apart from having literacy skills and extensive knowledge, also has a strong character and love of the country. This teacher figure can be a role model and bulwark against forms of radicalism, separatism, and

ideas contrary to the foundations of the Indonesian state (Pancasila). On the other hand, NGOs build networking networks with ICCE (Indonesian Center for Civic Education) and implement political literacy programs to build knowledge, attitudes, and skills in increasing community political participation (Jones & Lee, 2020; Pham, 2022).

In Indonesia, NGOs still have limited movement in making Indonesia politically literate. The political literacy strategy is used as an effort to strengthen democracy in society but is still oriented towards procedural political education. NGOs read the character of Indonesian society, which is still slow to understand the democratic system, so they try to build political literacy in society. Several NGOs are concerned with the development of political literacy in Indonesia and play a role in the development of democracy, namely:

1. Lulusdem (Association for Elections and Democracy): Lulusdem is an organization that focuses on elections and democracy in Indonesia. They have political literacy programs that aim to increase people's understanding of the democratic process, political rights, and participation in general elections.
2. Partnership Partnership for Governance Reform: Partnership is an organization that focuses on governance reform in Indonesia. One of their programs is a political literacy program that aims to increase public awareness and understanding of political issues and public participation.
3. PSHK (Center for Law and Policy Studies): PSHK is a research and advocacy institution focusing on studying law and policy in Indonesia. They have a political literacy program to increase people's understanding of law and public policy.
4. LSI (Indonesian Survey Institute): LSI is a survey institute that conducts research and studies of public opinion in Indonesia. Apart from that, they also have a political literacy program that aims to increase people's understanding of politics and general elections.
5. PSHW (Center for Regional Law and Policy Studies): PSHW is a research and policy development institution focusing on regions and decentralization in Indonesia. They have a political literacy program to increase public understanding of regional policies and public participation.
6. Transparency International Indonesia (TII): TII is an NGO focusing on eradicating corruption and increasing transparency in Indonesia. This NGO plays an important role in strengthening democracy by advocating for transparency in government and promoting public participation in monitoring corruption.
7. Indonesian Corruption Watch (ICW): ICW is an NGO that plays a role in fighting corruption in Indonesia. Through monitoring, advocacy, and campaigns, they seek to strengthen democracy by reducing corruption in government and promoting public accountability.
8. Legal Aid Institute (LBH): LBH is an NGO focusing on community empowerment through legal advocacy. This NGO plays an important role in strengthening democracy by providing access to justice for society, protecting human rights, and fighting for social justice.
9. People's Children's Advocacy and Education Institute: local NGOs in the South Sulawesi region that play a role in advocacy and political education through training in "Democracy Schools" and "Democracy, Tolerance, and Advocacy Courses" as an effort to improve the political literacy skills of active communities and critical in the democratic process in Indonesia.
10. People's Voter Education Network (JPPR): The main focus is education for voters to form awareness among first-time voters and the entire community to strengthen political education in civil society.
11. Network for Democracy and Electoral Integrity (NetGrit): focuses primarily on institutions that carry out elections to emphasize election management institutions to have integrity

and prioritize honesty and fairness during elections.

12. Constitution and Democracy Initiative (KODE): The main focus is to invite citizens to care about the constitution of Indonesia, namely the UUD 1945 of the Republic of Indonesia
13. The Political Literacy Institute: operates in the field of political education and aims to build socialization for citizens who care about politics with the motto "Citizen Care Political Empowerment".
14. Center for Public Policy Studies (PKKP): PKKP is an NGO focusing on public policy research and advocacy. They have political literacy programs carried out in various regions in Indonesia to increase people's knowledge and understanding of politics and government.
15. Institute for Democracy and Electoral Assistance (IDEA): IDEA is an international NGO with a political literacy program in Indonesia. They work with the government and local communities to increase political participation and understanding of democracy through education and training.

CONCLUSIONS

Based on research entitled Implementing the role of NGOs in Citizenship Education through Political Literacy in Indonesia, it can be concluded that NGOs have an important role in improving citizenship education in Indonesia. This research highlights the importance of political literacy as an effective strategy for increasing people's political understanding and participation. By involving NGOs in citizenship education, it can be hoped that there will be increased political awareness and participation among the community. The role of NGOs has a significant impact on strengthening people's political understanding, increasing political participation, and encouraging empowerment and active involvement of citizens in the political process. Through political literacy programs implemented by NGOs, the public can gain better knowledge about the principles of democracy, the rights of citizens, and the importance of participation in public decision-making. With a better understanding, people can actively participate in political activities, including elections, campaigns, and advocacy on community issues. Apart from that, the implementation of political literacy by NGOs also contributes to increasing government transparency and accountability, encouraging dialogue and tolerance between people with different political views, and advocating on community issues.

The results of this research also have implications for the development of citizenship education policies by encouraging governments and NGOs to develop educational programs that are inclusive and based on literacy politics. The implications of this research show the important role of NGOs as partners in efforts to increase community political participation and political awareness, as well as empowering communities to become agents of change in building a more democratic and inclusive society. In Citizenship Education, political literacy supported by NGOs can be an effective strategy in strengthening students' political understanding and involvement, thereby producing a generation that is critical, responsible, and active in building a democratic country.

LIMITATION & FURTHER RESEARCH

In this research, several limitations can be applied. First, this research can limit its geographical area to only certain areas in Indonesia, such as certain provinces or cities, to focus the analysis on specific contexts and gain a deeper understanding of the implementation of the role of NGOs in citizenship education through literacy politics in the region. Second, a certain time limit can be applied to obtain relevant and actual data regarding this study. Third, this research can limit the respondents or samples to be studied, such as involving certain NGOs active in citizenship education or related parties such as teachers, students, or community members involved in political

literacy activities. A limitation of this research is that not all NGOs worked together to provide their responses.

Only a few NGOs aware of citizenship education are willing to collaborate with this research. The limitation of this research is that due to time constraints, only 23 respondents were selected, and these 23 respondents were fully committed during the interview. Future research could also examine whether innovation, technology, transparency, values and beliefs, and other moderating variables such as education, race, and age impact civic education systems. Finally, this research can limit its focus to specific concepts or variables, such as the role of NGOs in supporting the development of civic education curricula, the effectiveness of political literacy activities carried out by NGOs, or the impact of NGO participation in civic education on people's political understanding and participation.

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