

The Role of the Nganjuk KPU Election Smart House in Enhancing Students Political Literacy and Democratic Understanding

Rengga Santoso¹, Erik Wardana², Krisna Pratama³

¹ PGRI Mpu Sindok University 1; renggappkn@upms.ac.id

² PGRI Mpu Sindok University 2; maserick765@gmail.com

³ PGRI Mpu Sindok University 3; krisnabayupratama25@gmail.com

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ABSTRACT

Democracy education in Indonesia still faces challenges in improving understanding of elections, especially among students. The Nganjuk KPU Election Smart House (RPP) is one of the efforts to overcome this problem by providing a place for democracy education for students. This study aims to evaluate the role of the Nganjuk KPU RPP in improving understanding of democracy and voter participation among students. This research method uses a qualitative approach with case studies on activities carried out at the RPP KPU Nganjuk, which involves interviews with students and direct observation of the activities that take place. The results indicate that the RPP KPU Nganjuk is effective in enhancing students understanding of democracy and elections, as evidenced by positive feedback rates of 70–85% across eight participating schools, active student engagement reflected in 12–15 questions asked per session, and interview responses indicating increased civic awareness. Nevertheless, challenges remain, including limited facilities and varying prior knowledge among students from urban and rural areas.

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Corresponding Author:

Rengga Santoso

PGRI Mpu Sindok University 1;renggappkn@upms.ac.id

1. INTRODUCTION

Political education is a crucial element in strengthening the foundations of democracy in developing countries like Indonesia, where public participation in the electoral process is often influenced by low levels of political literacy. As the country with the largest democratic system in Southeast Asia, Indonesia faces challenges in building citizens political awareness through educational programs organized by institutions such as the General Election Commission (KPU) (Dwi Septi Aryani, 2022). Political education not only aims to increase knowledge about voters rights and obligations but also to cultivate a critical attitude toward public issues, which ultimately contributes to democratic stability. In the post-COVID-19 pandemic digital age, political education is becoming increasingly relevant because false information

(hoaxes) and political polarization can reduce the quality of voter participation, especially among students and local communities. Programs like the Smart Election House (RPP) initiated by the KPU are one of the national initiatives to address this issue, focusing on sustainable education that integrates Pancasila values and democratic ethics.

At the local level, the phenomenon of low political literacy is evident in districts like Nganjuk, East Java, where access to election information is still limited due to geographical and socio-economic factors. Although the Nganjuk District KPU has established RPPs as education centers, community participation in this program has not been optimal, especially after the 2024 Election, where voter turnout reached approximately 80%, but was still below the national target (KPU Kabupaten Nganjuk, 2025). Low political literacy among young voters in rural areas is a well-documented challenge in Indonesia, linked to limited access to civic education resources and geographical barriers to information (Fajrin et al., 2023; Dwi Septi Aryani, 2022). This phenomenon reflects the ineffectiveness of political education programs in rural areas, where people are more focused on economic issues than political ones (Septianda Hendarno & Yogopriyatno, n.d.). Therefore, the RPP has the potential to be a bridge for raising local awareness about democratic processes. Similar studies in other areas, such as Sukabumi and Bengkulu, show that RPP can increase participation if implemented with strategies that are adaptable to the local context.

Within the framework of grand theory, political education through lesson plans can be analyzed using the civic culture theory, which emphasizes the importance of balance between citizen participation, obedience, and subjective orientation toward the political system. In the Indonesian context, this theory aligns with Pancasila as the state ideology, where political education aims to shape active and responsible citizens. Additionally, John Dewey's theory of democratic education is relevant because it highlights experiential learning through facilities like lesson plans, which allow society to learn directly about democracy to build sustainable political literacy. These theories emphasize that political education is not just the transfer of knowledge, but also the formation of democratic values that are adaptable to the era of digital convergence in Indonesia (Sari & Rafni, 2020). In this study, both frameworks are applied to interpret how RPP activities at the Nganjuk KPU foster students' civic orientation and experiential democratic learning, and to contextualize the findings within the broader goal of building sustainable political literacy among young voters in rural Indonesia.

Political literacy is defined as an individual's ability to understand, evaluate, and participate in political processes, encompassing cognitive (knowledge), affective (attitudes), and evaluative (actions) aspects. The RPP role variable refers to the function of this facility as a means of political education for the KPU, which includes socialization, training, and the provision of election information for the students. Local communities in Nganjuk are defined as residents of the district who are involved in the RPP program, including students and vulnerable groups such as students and students.

The main problem in this research is the low effectiveness of the Nganjuk KPU's RPP program in increasing the political literacy of the students, which is reflected in the fluctuating 2024 election participation data due to a lack of information access and understanding of democracy. This was exacerbated by the COVID-19 pandemic, which limited face-to-face activities, necessitating a descriptive evaluation of political education programs to identify specific obstacles at the district level.

This discussion is related to previous studies that explored lesson plans in other areas, such as Sukabumi, where the program was effective in increasing political participation through socialization strategies. Similarly, in Bengkulu, formative RPP evaluations showed an increase in program output despite implementation challenges (Verrel Simanjuntak et al., 2024). This relationship reinforces that political education through lesson plans has national potential, but it needs to be adapted to the local context to optimize its impact.

The research subject is focused on the Nganjuk District Election Commission (KPU) because of its location as a rural area in East Java with a majority of farmers and young people, which represents common challenges in small districts in Indonesia. This reason is based on the need to explore the implementation of lesson plans outside major cities, where accessibility and community involvement are lower compared to urban areas like Bandung or Sukabumi.

Although studies on RPP have been conducted in areas such as Sukabumi (Sari & Rafni, 2020) and Bengkulu (Septianda Hendarno & Yogopriyatno, n.d.), these studies focused on community-level participation rather than student-centred political literacy development. No qualitative case study has specifically examined RPP implementation in a rural district such as Nganjuk following the 2024 elections, leaving a significant gap in understanding how RPP programmes shape students democratic understanding in small-district contexts (Fajrin et al., 2023) This study addresses that gap directly.

The urgency of this research is increasing as the 2029 Simultaneous Elections approach, where improving political literacy in local areas like Nganjuk can prevent a decline in participation and digital polarization. With the increasing trend of hoaxes on social media, the RPP program needs to be evaluated to ensure its contribution to building quality democracy, especially for students who will dominate the upcoming elections.

This research aims to describe the role of the Nganjuk KPUs Lesson Plans in enhancing political literacy among the students through a descriptive qualitative approach, with the hope of providing recommendations for the KPU to strengthen similar programs in rural areas. By filling the literature gap, this study is expected to contribute to strengthening Pancasila-based political education in Indonesia.

2. METHODS

This study employs a qualitative approach with a case study method to evaluate the role of the Smart Election House (RPP) organized by the Nganjuk General Election Commission (KPU) in enhancing democratic understanding and voter participation among students. This approach was chosen to gain an in-depth and comprehensive understanding of the impact of the RPP activities on students understanding of elections and democracy. The research was conducted from October to December 2025, covering RPP activities at KPU Nganjuk. A purposive sampling technique was employed to select informants who had direct involvement in the RPP programme, comprising: (1) students who participated in RPP sessions (n = 490 total across eight schools), (2) accompanying teachers who supervised students during the activities, and (3) commissioners of the Nganjuk KPU responsible for organising the programme. Purposive sampling was chosen because it allows the researcher to select participants who can provide the most relevant and information-rich data regarding the RPPs impact on students political literacy (Younas & Imran, 2025).

The type of research used is descriptive qualitative research with a case study approach. This case study focuses on the RPP activities at the Nganjuk KPU, which were attended by students from several schools in Nganjuk Regency. The main objective of this research is to evaluate the effectiveness of the RPP program in improving Students understanding of democracy and young voter participation.

Data collection in this study was carried out using two main techniques: interviews and direct observation. Interviews were conducted with various parties involved in the RPP activity, namely participating students, accompanying teachers who supervised the students during the activity, and commissioners of the Nganjuk KPU who were responsible for organizing the program. The purpose of this interview is to explore their views and perceptions regarding RPP activities, specifically how far this program can enhance their understanding of democracy and the electoral process. The interview also aims to determine the extent to which RPP activities can influence their participation in the upcoming election.

In addition to interviews, direct observation was conducted by the researcher to directly observe the activities taking place at the KPU Nganjuk Smart Election House. In this case, the researchers observed various activities involving interactions between students, accompanying teachers, and KPU commissioners, and recorded the material presented in each activity session (Rrustemi & Kurteshi, 2025). This observation aims to gain a clearer picture of the dynamics and effectiveness of the activities carried out, as well as to obtain deeper information on how this program is delivered and received by the participants.

The main instrument in this study was an interview questionnaire designed to explore students understanding of democracy, the election process, and the influence of the RPP program on their attitudes

toward elections. Additionally, structured observation was used to record student activities during the activities and provide a more detailed picture of the interaction and engagement processes of students in this program.

The data obtained from interviews and observations were analysed using a thematic analysis approach, following the six-phase framework proposed by Braun and Clarke (2006): (1) familiarisation with the data through repeated reading of interview transcripts and observation notes; (2) generating initial codes from students, teachers, and commissioners responses; (3) searching for themes by collating codes into potential thematic categories; (4) reviewing themes against the full data set to ensure they accurately represented the data; (5) defining and naming each theme clearly; and (6) producing the final report by selecting vivid and compelling extracts to illustrate the themes. The main themes identified include: students understanding of democracy and elections, levels of student engagement in RPP activities, and students perceptions of the relevance and quality of RPP materials.

Through thematic analysis, researchers can understand the extent to which the RPP program is effective in improving young voters understanding of democracy and participation. The results of this analysis will provide a clearer picture of the successes or obstacles faced in this program, as well as areas that need improvement to achieve maximum democratic education goals. To enhance the trustworthiness of the findings, member checking was employed as a data validation strategy. Preliminary findings were shared with three student informants and two KPU Nganjuk commissioners, who confirmed the accuracy and plausibility of the emerging themes. This process ensured that the interpretations reflected participants actual experiences and perspectives.

The collected data will then be organized into tables and graphs to illustrate the distribution of positive feedback, the number of questions asked by students, and comparisons between participating schools. Table 1 shows the distribution of positive feedback and the number of questions asked by students in various schools involved in the lesson plan activity. The resulting graphs will help provide a visual representation of student satisfaction levels with the activities conducted.

3. FINDINGS AND DISCUSSION

Research Findings This study analyzes the role of the Smart Election House (RPP) of the Nganjuk KPU in enhancing students understanding of democracy and participation, considering positive feedback and the number of questions asked by students in various schools involved in the activity.

Data from Table 1 show variations in the level of positive feedback among the participating schools. SMA Muhammadiyah 1 Nganjuk stands out with the highest positive feedback at 85%, indicating that students at this school are very satisfied with the activities conducted by the Election Smart House (KPU Kabupaten Nganjuk, 2020). SMP Negeri 4 Nganjuk also showed a fairly high level of satisfaction with 80% positive feedback.

These quantitative results are supported by qualitative evidence from student interviews. A student from SMP Negeri 3 Nganjuk (Grade VIII) stated: Before visiting the RPP, I did not know the difference between permanent and additional voters. After this activity, I now understand the entire electoral process from start to finish. Another student from the same school (Grade IX) added: I used to think KPU only counted votes. I now understand they are also responsible for educating people to vote wisely. These responses indicate a meaningful increase in civic knowledge among students from urban schools.

These quantitative indicators are corroborated by qualitative evidence from student interviews. A student from SMP Negeri 3 Nganjuk stated: After visiting the RPP, I now understand that my vote actually matters and that the election process is designed to be fair. A student from SMA Muhammadiyah 1 Nganjuk similarly reflected: I used to think elections were only for adults, but now I realise I need to prepare as a future voter. These responses are consistent with John Dewey's theory of democratic education, which posits that experiential engagement with democratic institutions cultivates informed and active citizenship. Furthermore, the higher engagement observed in urban

schools aligns with civic culture theory: students in better-resourced environments demonstrate stronger participatory orientations when exposed to civic education programmes (Sari & Rafni, 2020).

However, (KPU Kabupaten Nganjuk, 2025) most other schools have lower positive feedback, with figures around 70%-75%, and this condition may indicate differences in the quality of activities or external factors affecting student satisfaction levels, such as limited facilities in some schools and variability in Students understanding of the material presented. Therefore, to visualize this data, you can refer to Figure 1, which shows a graph comparing the positive feedback equivalence levels among the target schools (Dinas Komunikasi, 2017). This is because each point on the graph represents one school, with the vertical axis representing the ratio of positive feedback (a value of 0.8 = 80%, 0.85 = 85%, and so on). Analysis of this graph (Kamil et al., 2020) illustrates the quality of response from each school based on the number of questions asked and student satisfaction levels. Therefore, each target school, with different student-to-question ratios, uses the resulting data processing as a performance or satisfaction indicator for each school in the form of positive feedback. Thus, it can provide a comprehensive overview of the level of student engagement in each school, as well as their perceptions of the material presented during the lesson plan activities. Furthermore, the location data listed shows geographical and demographic differences between the schools involved in the Nganjuk KPU lesson plan program, in accordance with the regional topology observed in schools in the urban area of Nganjuk, such as SMP Negeri 3 Nganjuk and SMA Muhammadiyah 1 Nganjuk, which tend (Moch Indra Kurniawan, 2021) to have higher positive feedback indicators compared to schools in rural areas, such as SMA Negeri 1 Gondang and SMA Negeri 1 Rejoso. This is due to better access to facilities and more resources in urban areas.

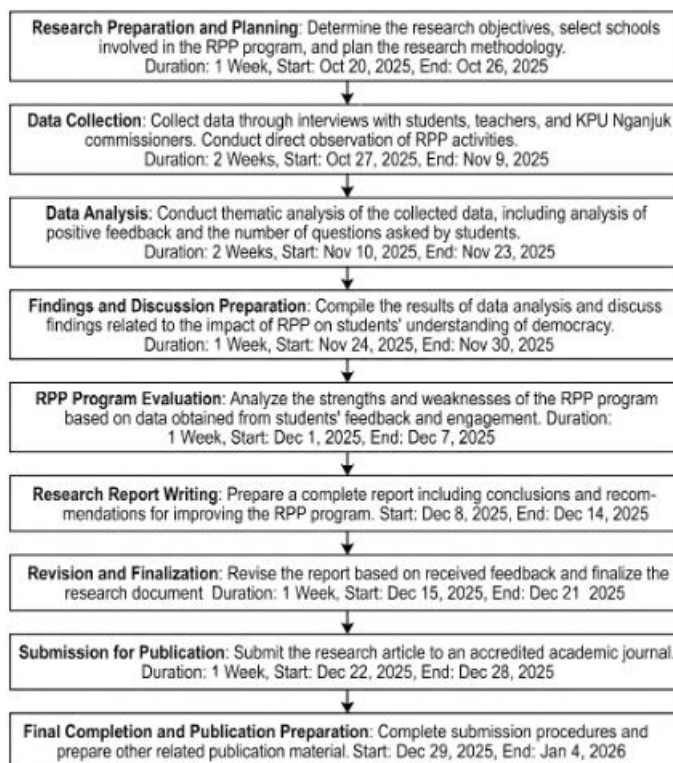
Observations from accompanying teachers further reinforce these findings. A teacher from SMP Negeri 4 Nganjuk remarked: Our students are usually passive when invited to discuss politics in the classroom. But at the RPP, they were enthusiastic asking questions directly to KPU commissioners. The atmosphere was completely different. This observation aligns with Dewey's theory of democratic education, which emphasises that direct experiential engagement produces deeper civic learning than passive classroom instruction. A teacher from SMA Negeri 1 Rejoso noted a contrasting dynamic among rural students: I noticed that students from our school, located on the outskirts of the city, asked more about basic things such as how to register as a voter. This shows that access to information in our area is still limited. This disparity in baseline knowledge between urban and rural students is consistent with civic culture theory, which attributes differences in political participation to unequal access to civic resources (Sari & Rafni, 2020).

Thus, a positive feedback rate of 0.8 (80%) (Syahfitri & Rafni Prodi Pendidikan Pancasila dan Kewarganegaraan, n.d.) indicates that 80% of students responses were positive to the questions asked. Schools with lower positive feedback scores, such as 70% (SMA Negeri 1 Gondang, SMA Negeri 1 Rejoso), show that although there was engagement, the quality of the material or activities presented could be improved to achieve higher student satisfaction.

Qualitative data from rural schools corroborate this finding and shed light on the underlying reasons. A student from SMA Negeri 1 Gondang (Grade XII) noted: We rarely receive information about elections in our village. This was the first time I saw a real ballot box and ballot paper in person. However, a student from the same school (Grade XI) also highlighted a limitation: The material was good, but the visit was too short. We wanted to learn more but had to leave already. Similarly, a student from SMP Negeri 1 Pace (Grade IX) reflected: I did not know that abstaining from voting also affects election results. The KPU commissioner's explanation made me reconsider the importance of voting. These accounts suggest that while RPP activities successfully introduce students to electoral processes, the brevity of sessions and limited prior exposure in rural areas constrain the depth of learning achievable in a single visit.

Table 1. Timeline and Evaluation of the Smart Election Home Role Research by the Nganjuk KPU

No	Task	Description	Duration	Start Date	End Date
1	Research Preparation and Planning	Determine the research objectives, select schools involved in the RPP program, and plan the research methodology.	1 Week	October 20, 2025	October 26, 2025
2	Data Collection	Collect data through interviews with students, teachers, and KPU Nganjuk commissioners. Conduct direct observation of RPP activities.	2 Weeks	October 27, 2025	November 9, 2025
3	Data Analysis	Conduct thematic analysis of the collected data, including analysis of positive feedback and the number of questions asked by students.	2 Weeks	November 10, 2025	November 23, 2025
4	Findings and Discussion Preparation	Compile the results of data analysis and discuss findings related to the impact of RPP on students understanding of democracy.	1 Week	November 24, 2025	November 30, 2025
5	RPP Program Evaluation	Analyze the strengths and weaknesses of the RPP program based on data obtained from students feedback and engagement.	1 Week	December 1, 2025	December 7, 2025
6	Research Report Writing	Prepare a complete report including conclusions and recommendations for improving the RPP program.	1 Week	December 8, 2025	December 14, 2025
7	Revision and Finalization	Revise the report based on received feedback and finalize the research document.	1 Week	December 15, 2025	December 21, 2025
8	Submission for Publication	Submit the research article to an accredited academic journal.	1 Week	December 22, 2025	December 28, 2025
9	Final Completion and Publication Preparation	Complete submission procedures and prepare other related publication materials.	1 Week	December 29, 2025	January 4, 2026



Workflow

Table 2. Student Participation in RPP KPU Nganjuk Activities

No	School Name	Location	Number of Students	Grade Level(s)	Number of Questions	Positive Feedback (%)
1	SMP Negeri 4 Nganjuk	North Nganjuk	50	VIII & IX	12	80%
2	SMP Negeri 3 Nganjuk	Nganjuk City	60	VII, VIII & IX	14	85%
3	SMP Negeri 1 Pace	South Nganjuk	50	VIII & IX	15	75%
4	SMP Negeri 1 Bagor	West Nganjuk	50	VIII & IX	15	75%
5	SMA Muhammadiyah 1 Nganjuk	Nganjuk City	75	X, XI & XII	15	70%
6	SMA Negeri 1 Gondang	North Nganjuk	75	X, XI & XII	12	70%
7	SMA Negeri 1 Rejoso	North Nganjuk	50	XI & XII	15	70%
8	SMA Negeri 1 Kertosono	East Nganjuk	80	X, XI & XII	15	70%

Table 3. Recapitulation of the Number and Focus of Questions Asked by Students During the Election Smart House (RPP) Activity at the Nganjuk KPU

No	Question	Discussion Area	Purpose of the Question
1	Why is the Election Smart House (RPP) activity important for students understanding of democracy?	Purpose and importance of RPP in democracy education	To understand the reasons behind the importance of RPP in shaping smart and aware voters.
2	How does KPU Nganjuk select the schools involved in the RPP activities?	School selection criteria and program implementation	To understand the process of selecting schools and their involvement in the program.
3	What is the biggest challenge in implementing the RPP program in Nganjuk?	Obstacles faced in RPP implementation	To identify the main challenges faced by KPU Nganjuk and the solutions undertaken.
4	How many questions did students ask during the activities at KPU Nganjuk's RPP?	Student participation in RPP discussions	To understand the level of interaction and interest shown by students during the activity.
5	Can RPP activities be applied to increase voter participation in future elections?	Impact of RPP on voter participation	To assess whether RPP can directly contribute to improving voter turnout in future elections.
6	How can the positive feedback received from students be used to improve RPP activities?	Evaluation and feedback from participants	To understand how positive feedback can be used for program improvement.
7	What do students expect after participating in RPP activities at KPU Nganjuk?	Students expectations of RPP impact	To identify students expectations after participating in RPP and how it affects their perspective on elections.
8	Is there any difference in understanding of democracy between	Differences in understanding based on location	To compare Students understanding of democracy based on school location (urban vs. rural).

	students from urban and rural schools?		
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Source: data obtained from direct observation and interviews with students, teachers, and commissioners of the Nganjuk KPU during the Election Smart House activity, 2025.

Aspect Observed	Observation Findings
Student involvement	Students actively explored electoral props display; long queue at the simulation voting booth.
Q&A interaction	Q&A sessions lasted an average of 25–35 minutes; urban students asked more complex questions than rural students.
Facility conditions	RPP room adequate for 50–60 participants; schools with >75 students required split sessions.
Materials delivered	Covered: history of Indonesian elections, KPU's role, voting procedures, dangers of hoaxes, and first-time voter rights.
Students' emotional responses	Enthusiastic expressions during voting simulation; some rural students appeared hesitant as it was their first time seeing a ballot box.

Source: direct observation conducted by the research team during RPP KPU Nganjuk activities, October–November 2025..

4. CONCLUSION

This study concludes that the Nganjuk Regency KPU Election Smart House has made a significant contribution in increasing the understanding of democracy among students, which is reflected in the high level of positive feedback in most of the schools involved. This program also has the potential to increase the participation of young voters, with results that show high enthusiasm from students, especially at SMA Muhammadiyah 1 Nganjuk. However, there are several obstacles that need to be considered, such as limited facilities and differences in understanding among students, which have the potential to affect the overall outcome of the program. It should be noted that this study does not claim a direct causal link between RPP activities and increased voter participation, as establishing such a relationship would require longitudinal data beyond the scope of this research. Future studies should track long-term changes in voting behaviour among RPP participants to test this relationship more rigorously. Schools in rural areas, although actively involved, show lower positive feedback, which could be due to a lack of access to technology or limitations in the delivery of materials.

These challenges were recognized by the Nganjuk General Elections Commission (KPU) itself. A commissioner from the Socialization Division stated: "The RPP program is designed to meet the needs of a more visual and interactive younger generation. Pamphlets and brochures alone are not enough, as they need to see and touch election equipment directly." However, a commissioner from the Planning Division identified a structural barrier: "Our biggest challenge is reaching schools in remote areas. Long distances limit the frequency of visits, meaning not all students in Nganjuk have equal access to the program." This institutional recognition reinforces the need for the KPU to develop outreach strategies tailored to the rural context, such as mobile RPP units or satellite education centers in sub-districts.

To maximize the impact of the lesson plan, program management must be improved by paying attention to facilities, as well as developing more effective socialization strategies to reach all students

in a more inclusive and interactive way. Regular program evaluations are also important to improve the quality of activities and ensure that the goals of democracy education can be achieved optimally. Thus, the Nganjuk KPU RPP has the potential to become an effective model of democratic education if its management is strengthened and adjusted to the local needs of each school and region.

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