



Political Education Intervention on Gender Equality, Disability, and Social Inclusion (GEDSI): Promoting Social Justice and Political Participation among Novice Voters

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Abstract. This research explores the political education intervention of Gender Equality, Disability, and Social Inclusion (GEDSI) as an effort to promote social justice and enhance political participation among novice voters. The designed GEDSI political education program will examine the relationship between political knowledge and political engagement of novice voters, aiming to provide a comprehensive understanding of political rights and obligations, as well as critical skills in participating in the political process. This research method utilizes a mixed methods approach by integrating quantitative and qualitative data to explore the experiences of novice voters in terms of political knowledge and political engagement. The quantitative approach employs a quasi-experimental design with the intervention process of political education program comprising pre-test, intervention, and post-test on 36 respondents, which are then analyzed using Repeated Measures Anova. Meanwhile, qualitative data gathered from in-depth interviews, observations, and documentation studies of novice voters throughout the process of political education intervention program are analyzed using coding analysis. The research findings indicate that after the implementation of the GEDSI political education program, there is an increase in political knowledge and political engagement among novice voters. This confirms that political education intervention can have a positive impact on strengthening political participation among novice voters, while also promoting social justice. As a recommendation, continuous efforts are needed to develop and implement political education programs that encompass various aspects of political life to broaden their scope and impact.

Keywords: Gender Equality, Disability, and Social Inclusion (GEDSI), Political Engagement, Novice Voters, Political Education, Political Knowledge.

1 Introduction

Novice voters have become one of the interesting subjects in contemporary politics. They are individuals who have recently obtained their voting rights and will participate in the democratic process for the first time. Their involvement in general elections has significant potential to shape the political direction of a country [1]. According to data from the Indonesian General Election Commission, it is estimated that approximately 52% of eligible voters in the 2024 general elections will be novice voters [2]. This indicates that novice voters have the potential to voice their interests in the political process.

The involvement of novice voters in the implementation of general elections not only brings new voices to the democratic process. When they participate in general elections, their voices not only reflect personal interests but also the collective aspirations of the younger generation who will inherit the leadership baton of the nation. The importance of political engagement of novice voters lies in the fact that they bring new perspectives and fresh ideas into the political arena [3,4]. By addressing issues relevant to their daily lives, novice voters can bring about significant changes in public policy. In the constantly evolving global context, novice voters often highlight issues such as climate change, gender equality, human rights, and technology, which are the main focus for the younger generation [5].

However, despite having great potential, the political engagement of novice voters also faces several challenges. Based on the experience of the general elections in 2019, we are confronted with high rates of invalid votes, the prevalence of hoaxes, disinformation, hate speech, and practices of money politics. One of these issues is caused by a lack of understanding of the political process and a lack of knowledge about ongoing issues [6]. Some novice voters may feel disinterested or find it difficult to comprehend the complexity of politics, which can reduce their level of participation in general elections. Many of them do not yet have sufficient understanding of political issues, party platforms, or candidates' track records. This can lead to uninformed decisions or even abstention from voting altogether [7,8]. Concerns about confusion or uncertainty in voting can hinder their participation, causing their voices to be poorly represented in the democratic process.

Furthermore, novice voters are often subjected to pressure from various sources, whether it be from family, peers, or social media. This pressure can influence their political decisions and diminish their independence in choosing candidates that align with their own values and beliefs [9]. Moreover, novice voters are also frequently targeted by unethical or manipulative political campaigns, which can obscure their view of a healthy political process. Novice voters are concerned about experiencing political identity uncertainty amidst increasing ideological divergence and political polarization [10]. This often makes novice voters feel difficulty in finding their place in the political spectrum. They may not fully resonate with a particular political party or feel unrepresented by existing candidates. This uncertainty can lead to low levels of participation or rapid shifts in political preferences among novice voters.

Novice voters represent a potential market in general elections due to their perceived unique behavior. Voting behavior in America indicates that novice voters are

more interested in political issues and engage in political actions. Novice voters have a “dual nature,” which on one hand, if utilized well, can be positive. However, on the other hand, it also poses vulnerabilities that can negatively impact political stability. The presence of novice voters brings significant potential for positive change in politics [11]. They often bring fresh perspectives and innovative ideas into the political process. This indicates that their participation can revitalize the dynamics of contemporary politics.

Political education programs serve as a form of support in promoting political literacy that can help novice voters understand the importance of political participation and provide them with the necessary tools to make informed decisions [12,13]. The General Election Commission, both at the central and regional levels, faces challenges in implementing political education programs. There are limitations in resources and funding for conducting socialization activities, especially targeting novice voters. Additionally, the General Election Commission also encounters challenges in introducing new approaches in implementing political education for novice voters. The various political education approaches implemented by the General Election Commission so far have not been able to effectively reach novice voters. The format of political education programs tends to be designed formally, leading to low attractiveness in participation. Additionally, difficulties in adapting the format of political education to the preferences and needs of the younger generation also result in a lack of engagement and interest from novice voters. This indicates that the political education approaches that have been used are not yet fully effective in achieving the desired goals.

Based on the above issues, this research will propose a design for a political education program for novice voters by incorporating critical issues such as gender equality, disability, and social inclusion. The proposed GEDSI political education approach in this program will be more interactive and participatory-based, aiming to be an effective solution in enhancing political understanding and political participation of novice voters, while promoting values of social justice and equality in democracy [14]. Gender equality serves as the underlying principle of social justice, where men and women have equal opportunities in accessing and controlling resources, as well as participating in political decision-making processes. Additionally, disabilities are often overlooked factors in the political context. Individuals with disabilities often face physical and social accessibility challenges that hinder their full involvement in the political process, both as voters and as candidates. Furthermore, social inclusion is an important aspect in ensuring that all groups in society feel recognized and valued in political life.

The goal of GEDSI political education is not only aimed at individuals who lack sufficient political understanding but also includes voters who have knowledge of political issues. Therefore, political education holds strategic and urgent significance in promoting the involvement of every citizen, especially novice voters, to have sufficient political knowledge. Through a holistic approach, this intervention aims not only to enhance political knowledge but also to build inclusive attitudes and awareness of the political rights held by all individuals, regardless of their gender, disabilities, or social backgrounds. Thus, this intervention is expected to empower novice voters to actively participate in the political process while strengthening the values of social justice and inclusion in society. This research aims to fill the knowledge gap in this domain and

make a meaningful contribution to the development of a more democratic, inclusive, and sustainable society in the future.

2 Method

2.1 Research Design

This study adopts a mixed methods approach by combining quantitative and qualitative data. The quantitative data utilizes a quasi-experimental method, wherein there are pre-test, intervention, and post-test actions. The quasi-experimental method employed focuses on quasi-experimental design, which examines the pre-post intervention process [29]. Measurements using pre-tests and post-tests are conducted to observe changes in behavior regarding political knowledge and political engagement after implementing an intervention in the form of a political education program based on GEDSI for novice voters.

Qualitative data is collected through in-depth interviews, observations, and document studies from the political education intervention process, focusing on novice voters' experiences with political knowledge and engagement. This qualitative data is then integrated with quantitative data to offer a comprehensive view of the GEDSI political education program's impact. This combined analysis helps identify behavioral change patterns and factors influencing the program's effectiveness for novice voters.

2.2 Hypothesis

2.2.1 Politic Knowledge

Political knowledge is the cornerstone of a democratic society, reflecting the extent to which citizens understand political processes, institutions, and policies [11,15]. This knowledge plays a crucial role in fostering civic engagement and enables individuals to make informed decisions in the electoral process. Many factors influence political knowledge, including education, media consumption, and socioeconomic status. Political knowledge is closely related to political engagement. Individuals with higher political knowledge tend to be more politically active, including participation in general elections, political discussions, and engagement in political organizations [16,17]. Good political knowledge enables citizens to make more informed and rational decisions, which in turn strengthens the quality of democracy.

Political education can effectively provide a better understanding of knowledge, enabling individuals to make more informed and responsible decisions in every election [19]. Additionally, political education can also increase critical awareness of political dynamics and existing social issues. This is important because critically aware voters tend to be less susceptible to propaganda or misleading information [8]. The long-term impact of political education can cultivate interest and active participation in politics, especially among young and novice voters. These efforts not only

strengthen democracy but also ensure that the voices of various societal groups, including those previously marginalized, are heard [20]. Political education also plays a role in fostering a sense of responsibility and commitment to democratic values.

Hypothesis 1 : There is an increase in political knowledge among novice voters during the implementation of a political education program based on gender equality, disability, and social inclusion (GEDSI).

2.2.2 Politic Engagement

Political engagement is a concept that encompasses various activities undertaken by individuals to influence political decisions and public policies. These activities include participation in general elections and political discussions aimed at ensuring a healthy democracy [22]. Many factors influence political engagement, including individual and structural factors. Individual factors include education level, political knowledge, and political attitudes. Education is one of the primary predictors of political engagement; individuals with higher levels of education tend to be more engaged in political activities [23,24]. Structural factors influencing political engagement include the political system, political culture, and access to political resources. Open and democratic political systems tend to encourage higher levels of political engagement, while authoritarian systems may hinder political participation [27,28].

Political education plays a crucial role in enhancing political engagement. These efforts aim to equip individuals with the knowledge and skills needed to participate in the political process [22]. Political education also facilitates the development of involvement by fostering critical skills crucial in analyzing political and social issues, thus making voters not only passive participants but also active agents of change [17,24]. The long-term impact through political education can help overcome political apathy that often arises due to a lack of understanding of how the political system works and how individuals can contribute. With adequate information, individuals will feel more in control and responsible for their political future [18]. Political education is also important in equipping the younger generation with the ability to adapt to global and national political changes.

Hypothesis 2 : There is an increase in political engagement among novice voters during the implementation of a political education program based on gender equality, disability, and social inclusion (GEDSI).

2.3 Participant

Participants in this study are novice voters in high school level in Bandung City, aged at least 17 years old. Respondents were selected using purposive sampling technique, where initially there were 50 participants. However, 12 respondents were eliminated for not completing the post-test survey. Therefore, the final valid sample for this study consisted of 38 respondents. The sample of 38 respondents was validated by GPower calculation, requires a minimum sample size of 36 respondents [30].

The demographic data description is presented in Table 1. The research results indicate that the distribution of gender shows that approximately 55% of the respondents are female, and 45% are male. Additionally, in terms of age, around 82% are respondents aged 17 years old, and 18% are respondents aged over 17 years old. From the aspect of age, it shows that the respondents are novice voters who will participate in the general election in 2024.

Table 1. Profile of Research Respondents

No	Attribute	Frequency	(%)
Sex			
1	Female	21	55
2	Male	17	45
Age			
1	17 years	31	82
2	More than 17 years	7	18

2.4 Measurement

Political knowledge was measured by presenting eight questions related to the procedures of general elections, requirements and criteria for conducting general elections, the voting process in general elections, and the introduction of political leader candidates (including their vision, mission, and programs). Meanwhile, political engagement consisted of six questions related to political news consumption, political awareness, and participation in political discussions.

The responses were selected using a Likert scale with five response points ranging from point one, which is strongly disagree, to point five, which is strongly agree. The measurement instrument in the pre-test stage, intervention stage, and post-test stage used the same scale. Each indicator item of the political knowledge variable was deemed valid and reliable with Cronbach's alpha at α phase 1, which is 0.932, α phase 2, which is 0.915, and α phase 3, which is 0.768. Meanwhile, for the political engagement variable, α phase 1 = 0.945, α phase 2 = 0.766, and α phase 3 = 0.768. In the reliability test, the data showed reliability, with values above 0.320, which is the prerequisite criterion for the test in this research.

2.5 Data Analysis: Repeated Measures ANOVA

In the quantitative data analysis, SPSS 23 was utilized. Repeated Measures ANOVA was employed to examine significant differences between the stages before and after the intervention [31]. Additionally, the quantitative data analysis also considered multilevel analysis. This multilevel analysis allowed for the utilization of data that maintained the strength of representative sample data at each measurement point [32].

Several factors justify this approach. First, the data's variability across regions and schools is relevant for GEDSI political education programs, as novice voters come from

diverse schools. Second, contextual variables like school characteristics or social environments can impact program success, and multilevel analysis isolates these influences. Finally, the longitudinal design involves repeated data collection at multiple phases, making multilevel analysis better suited to handle missing and biased data across different levels. Hypothesis testing utilized the post hoc LSD test from Bonferroni with the aim of determining whether one group had significantly different results compared to another group [33]. This testing aimed to discern the effect of GEDSI political education programs for novice voters at each phase. Concerns about small sample size affecting data interpretation were addressed. In intervention studies, there are often groups with small sample sizes, which can be problematic as it may increase the risk of failing to detect actual effects [34,35]. Standard statistical hypothesis testing would be considered significant if referring to a p -value > 0.05 , then the hypothesis is accepted. However, according to Nielsen to minimize the risk of errors affecting the interpretation of intervention results, a p -value < 0.10 is used to provide logical reasons to consider effects on small sample sizes [36].

2.6 Analysis Framework: Process Evaluation

In the qualitative data analysis, the effect of implementing GEDSI political education programs on novice voters is evaluated based on the indicators of political knowledge and political engagement. The analysis focuses on the content of the training, examining the extent to which novice voters are influenced by the intervention in improving political knowledge and political engagement on an individual basis.

Coding analysis is utilized in this study, consisting of open coding, axial coding, and selective coding stages [36]. In the open coding stage, data on novice voters' responses to political understanding or behavioral changes from the program are categorized and coded by themes. In the axial coding stage, these initial codes are analyzed to form cohesive categories illustrating cause-and-effect relationships or influencing conditions. The final stage, selective coding, develops comprehensive narratives on how the GEDSI political education program impacts novice voters' political knowledge and engagement.

A combination of quantitative and qualitative data analysis is integrated to provide a more holistic understanding of the effects of the GEDSI political education program on novice voters. The integration of both types of analysis allows for linking quantitative findings with the contextual data from qualitative data that explore individual responses to the GEDSI political education program and how it affects the political knowledge and political engagement of novice voters.

3 Result

3.1 Evaluation of Each Intervention Phase

Table 2 presents the evaluation results of each intervention phase by comparing the average scores of each phase in the intervention program of GEDSI political education

for novice voters. The average assessment of each intervention phase is based on the indicators of political knowledge and political engagement.

Table 2. Average Scores of Each Intervention Phase

Phase	Mean	Std. Deviation
Political Knowledge		
1	30.53	8.170
2	35.47	5.187
3	35.50	3.875
Political Engagement		
1	25.37	6.175
2	25.37	2.917
3	26.24	2.604

Based on Table 2, it is evident that the scores of the political knowledge variable for novice voters exhibited progression across each phase. The average scores increased from Phase 1, before the program, to Phase 2, during the intervention, and finally Phase 3, indicating an improvement compared to the previous phases. Meanwhile, the scores for the political engagement variable among novice voters also displayed development across each phase. There was no significant increase during Phase 2, the intervention phase; however, there was an improvement observed in Phase 3 compared to the preceding phases. The progression of average scores can also be observed in Figure 1.

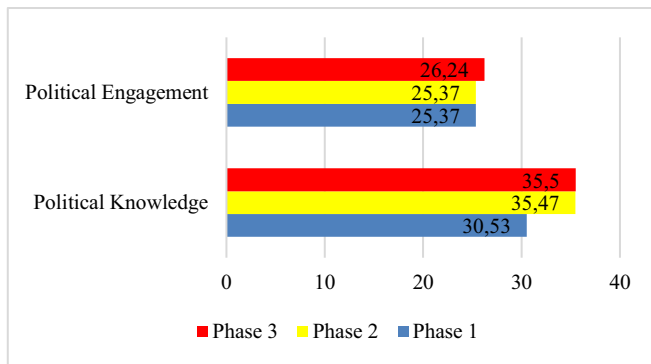


Fig. 1. Comparison of Average Scores in Each Intervention Phase

3.2 Impact Evaluation of the Program

Table 3 presents the results of evaluating the impact of the intervention on the indicators of GEDSI political education program for novice voters. The hypothesis results indicate that the average political knowledge scores between Phase 2 (during the program intervention) were higher compared to Phase 1 (before the program). Additionally, Phase 3 (after the program) showed higher values compared to Phase 1 (before the program). Moreover, the average political knowledge scores between Phase 2 (during the program

intervention) were also higher, although not significantly, compared to Phase 3 (after the program).

Meanwhile, the calculation results of the difference in political engagement among novice voters before and after the implementation of the gender equality, disability, and social inclusion (GEDSI) based political education program were also subjected to post hoc LSD tests from Bonferroni. The hypothesis results indicate that the average political engagement scores between Phase 2 (during the program intervention) were higher compared to Phase 1 (before the program). Additionally, Phase 3 (after the program) showed higher values compared to Phase 1 (before the program). Moreover, the average political knowledge scores between Phase 2 (during the program intervention) were also higher, although not significantly, compared to Phase 3 (after the program).

Table 3. Evaluation Results of the Intervention

Phase	Mean Dif	Sig
Political Knowledge		
Phase 1 → Phase 2	-4.947	0.002
Phase 1 → Phase 3	-1.974	0.08
Phase 2 → Phase 3	-0.026	0.30
Political Engagement		
Phase 1 → Phase 2	0.000	1.000
Phase 1 → Phase 3	-0.868	0.06
Phase 2 → Phase 3	-0.788	1.000

Based on Table 3, comparing the values of Phase 1, which is the phase before the program, and Phase 3, which is the phase after the program, reveals an increase in political knowledge among novice voters after the intervention of the GEDSI political education program, thus supporting the hypothesis ($p\text{-value } 0.08 < 0.10$). Additionally, there is an increase in political engagement among novice voters after the intervention of the GEDSI political education program, thus supporting the hypothesis ($p\text{-value } 0.06 < 0.10$). Overall, these results indicate that without the political education program for novice voters, there would be no improvement in political knowledge and political engagement. This means that the intervention of the GEDSI political education program has had an impact on increasing political knowledge and political engagement among novice voters (supporting Hypotheses 1 and 2).

3.3 Novice Voter Experience in the Intervention Phase

The GEDSI political education program is generally designed to enhance awareness and political participation among novice voters, with a specific focus on examining issues of gender equality, disability, and social inclusion. This intervention encompasses various activities aimed at empowering novice voters and ensuring they have a strong understanding of their political rights and how to participate in the democratic process. In this intervention, the focus is on the political knowledge and political engagement of novice voters, enabling them to be more active and empowered in participating in the democratic process. Political knowledge refers to a deep understanding

of the political system, electoral processes, and rights and obligations as citizens. Meanwhile, political engagement includes actively participating in political activities, such as engaging in discussions on political issues and voting in elections.

Participants in the GEDSI political education intervention are introduced to important concepts such as voting rights, political participation, and the importance of representation. Through the understanding gained from these activities, participants not only enhance their political knowledge but also begin to realize their role in the political process. They learn that voting rights are fundamental in democracy and must be preserved and protected, and that political participation is key to influencing policies and societal changes.

Political education focusing on issues such as gender equality, disability rights, and social inclusion aims not only to enhance political knowledge but also to encourage political engagement. By understanding how issues like gender discrimination or unequal access for people with disabilities affect individuals' daily lives, novice voters can gain deeper insights into the complexities of politics. This knowledge not only enhances their understanding of the importance of social inclusion but also motivates them to actively engage in the political process to effect positive change. Thus, political education focusing on these issues not only equips novice voters with the necessary knowledge to make evidence-based political decisions but also inspires them to act as agents of change in building a more inclusive and fair society.

During the intervention phase, this training served as a platform for novice voters to identify the challenges faced in political education programs related to gender equality, disability rights, and social inclusion. Through this training, novice voters gained a deeper understanding of the various obstacles faced by marginalized groups and learned how to overcome them. They were also taught how to advocate for positive and inclusive changes in the electoral process, enabling them to actively contribute to creating a fair and equitable political environment for all citizens.

4 Discussion

4.1 The Impact of GEDSI Political Education Program on Increasing the Political Knowledge of Novice Voters

The GEDSI political education program demonstrates a significant impact on increasing the political knowledge of novice voters. Before participating in the program, many novice voters had limited understanding of basic political concepts, citizenship rights and obligations, and electoral mechanisms. This is evident from the low pre-test scores reflecting participants' inability to answer basic questions about politics and governance. Novice voters are considered individuals who are still unfamiliar with what politics and the electoral process entail. In political socialization, the presence of a political education program can facilitate how an individual's understanding and political participation are shaped through the political socialization process, involving various agents such as family, school, mass media, and peer groups [26].

The political socialization process is crucial in shaping the political orientation of individuals, including their attitudes, values, and political knowledge [37]. Because

novice voters are typically engaging in the electoral process for the first time, they may not yet be fully exposed to and influenced by these socializing agents, resulting in limited political understanding. After participating in the GEDSI political education program, there was a significant increase in participants' understanding of political topics. The post-test scores indicated consistent improvements in various topics taught, including understanding of the political rights of women, disabilities, and social inclusion in the political context. Participants were able to identify their rights as citizens better, understand the electoral process, and recognize the importance of participation in democracy. This indicates that the increased political knowledge resulted from effective political education intervention. Efforts to empower participants to better understand their rights as citizens, the political process, and the importance of participation in democracy aim to enhance their capacity to act actively in society [40].

One key factor in the success of the GEDSI political education program is the inclusive and interactive approach employed. The material is presented in an engaging and relevant manner for novice voters, using real-life examples and group discussions that encourage active participation. Good political education and accurate information are crucial to assist them in making informed decisions when casting their votes. Indirectly, novice voters also need to be encouraged to actively participate in political discussions and seek information from various sources to broaden and critically evaluate their perspectives.

In political education material that emphasizes GEDSI issues, uniqueness is evident in this intervention. GEDSI issues ensure that novice voters not only understand the importance of political participation but also become aware of and support inclusion and equality for all societal groups. The integration of gender perspectives and social inclusion, often overlooked in traditional political education, is a key aspect. This approach aims to instill values of diversity and inclusion, teaching that every voice, including those from marginalized groups, plays a crucial role in democracy.

The positive effects of the GEDSI political education program are also evident in the participants' changed attitudes towards politics. Before attending the program, many novice voters felt apathetic and uninterested in politics. However, after completing the program, they demonstrated increased interest and commitment to engaging in political activities, such as participating in elections and joining public discussions. Attitudinal changes leading to increased political participation can be a crucial indicator of the success of political education interventions in mobilizing society towards a more active and responsive democracy [44]. This reflects a better understanding of the importance of their role in the democratic process and a belief that their participation can bring about positive change.

4.2 The Impact of GEDSI Political Education Program on Increasing the Political Engagement of Novice Voters

The GEDSI political education program not only enhances participants' political understanding but also motivates them to become more actively involved in the political process. Before attending the program, the level of political engagement among novice voters tended to be low. The GEDSI political education program significantly boosts

participants' political understanding and involvement. Initially, novice voters had low engagement and limited experience in political activities. Post-program, there was a notable increase in their participation in political discussions and awareness of their voting impact. Many who once felt their votes were insignificant now recognize that every vote matters and influences election outcomes. This newfound awareness encourages more active election participation and a sense of impact on political decisions and government policies, emphasizing the importance of responsive political engagement. [45,46,47].

During the intervention phase of the GEDSI political education program, there was also a push for the involvement of novice voters in advocating for social and political issues. Those who had never been involved in advocacy activities before began to show interest and participate in various advocacy activities, such as public discussions on gender issues, disabilities, and social inclusion. From the perspective of proactive political participation, emphasis is placed on the importance of individuals not only being active in general elections or other formal political activities but also taking the initiative to advocate for issues they care about and engage in advocacy activities for broader social and political change [49]. Through public discussions and advocacy activities on gender, disabilities, and social inclusion issues, individuals not only voice their opinions but also strive to educate others around them about the importance of political participation and their rights.

The long-term effects of the GEDSI political education program are also evident in participants' changed behaviors in their daily lives. They become more critical of evolving political issues and bolder in voicing their opinions, both within their families, schools, and communities. These behavioral changes reflect the program's success in shaping novice voters into more proactive and empowered individuals in the political context [50]. The intervention of the GEDSI political education program has had a significant positive impact on increasing the knowledge and political engagement of novice voters.

5 Conclusion

The GEDSI political education program has shown significant impact in enhancing the political knowledge and engagement of novice voters. Prior to this program, understanding of politics among novice voters tended to be limited, and political engagement levels were low. However, after participating in the GEDSI program, there has been a consistent increase in understanding of political material and motivation to engage in the political process. With an inclusive and interactive approach focusing on GEDSI issues, the program has succeeded in shaping novice voters who are more critical, active, and empowered.

Recommendations to be considered for further development of the GEDSI political education program include further curriculum development, closer collaboration among stakeholders, utilizing social media as a supporting tool, and enhancing participants' political skills. By strengthening the integration of GEDSI issues in political education and promoting active participation in the political process, we can create more

knowledgeable and engaged novice voters, which in turn will strengthen democracy and social inclusion in Indonesia.

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