

Strengthening Local Democracy with Civic Political Literacy as Impact from The Role Local NGOs

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Abstract

This research explores the impact of the South Sulawesi People's Child Advocacy and Education Institute Program in strengthening local democracy through civic political literacy. The importance of citizenship education and political literacy in building society to be involved and participate in the democratic process. The aim of this research is to determine the impact of the program's effectiveness in increasing political knowledge, citizen awareness and active participation in the context of local democracy in Pangkep Regency. This research method involves collecting data through interviews and participant observation. The research sample consisted of program participants and local stakeholders involved in program implementation. The collected data was analyzed using a qualitative approach. The research results show that the program continuously increases participants' political knowledge, builds citizens' awareness of community political rights and encourages active participation in the local democratic process. Through a participatory approach, program participants are encouraged to think critically, develop political analysis skills, and engage in discussion and collective action. The program succeeded in building partnerships with local stakeholders, strengthening social networks, and expanding its impact in the community. The conclusion of this research is that the LAPAR SULSEL program plays an important role in strengthening local democracy through civic political literacy. This program is effective in increasing political knowledge, citizen awareness, and active participation in the context of local democracy in the Makassar region. The implication is that in order to strengthen local democracy in a sustainable manner, continuous support is needed from the government, community and other stakeholders. In addition, the recommendations from this research can serve as a model for similar efforts in other regions to strengthen political participation and involve citizens in decision-making processes that impact society as a whole.

Keywords: Local Democracy; Civic Political Literacy; Institute of Advocacy and People Child Education Program.

Introduction

Civic education and political literacy have an important role in building a society that is involved and participates in the democratic process (Alscher, Ludewig, & McElvany, 2022; Amadeo & Torney, 2017). In the context of local democracy, a strong understanding of political rights, active participation, and an understanding of local governance are essential. However, there is often a lack of understanding of political education at the local level. In particular, there is the problem of low understanding of political literacy among people in the regions. Poor political literacy can hinder the development of a strong and open democracy (Ali et al. 2021; Alfiah, 2017).

Talking about strengthening local democracy through civic political literacy, is illustrated in a study by Smith et al. (2017) revealed that effective

citizenship education can increase citizens' understanding and participation in local democratic processes. Smith found that through civic political literacy programs integrated into school curricula, students could develop the political knowledge, analytical skills, and critical thinking abilities necessary to participate in local political life. The research also highlights the importance of involving the public in the civic political literacy process, including through collaboration with advocacy institutions and civil society organizations.

Additionally, research by Jones et al. (2019) focuses on civic political literacy and its impact in strengthening community political participation. The research results show that high civic political literacy has a positive correlation with active participation in general elections, political party

activities, and collective action at the local level. This research emphasizes the importance of civic education that involves citizens in learning about political issues relevant to their environment, so that they can participate more effectively in local democratic processes.

Based on previous research, this provides a deeper understanding of the importance of civic political literacy in building strong local democracy. However, there is still a lack of research that specifically explores the role of NGOs, in this research namely the People's Children's Advocacy and Education Institute in the context of local democracy. Therefore, this research functions to complement discussions related to NGOs in building civic political literacy at the local democratic level.

This research focuses on exploring the impact of the LAPAR SULSEL program in strengthening local democracy through civic political literacy in the city of Makassar. This program is useful for increasing political knowledge, citizen awareness, and active participation in the context of local democracy. Based on this statement, the question that will be discussed in this research is what is the impact of the LAPAR program in strengthening local democracy through civic political literacy in Pangkep Regency?

There are several objectives in this research, including providing specific details about what is to be achieved within the specified time period, such as increasing understanding, increasing awareness, encouraging active participation, improving skills, and encouraging citizens to play an active role in the context of local democracy. Increasing public understanding of the principles of democracy and the importance of political participation in preparing for the 2024 General Election.

Literature Review

Understanding Local Democracy

Local democracy refers to the application of democratic principles at the local level, such as in local government, cities, villages, or small communities. This involves the active participation of local residents in the decision-making process (Anderson & Johnson, 2018; Fikri, 2018; Kahne & Bowyer, 2017). Democratic principles such as freedom of opinion, freedom of expression, the right to vote, and justice and equality are implemented in the local context. In a local democracy, local citizens have the opportunity to participate in policy

making, the election of local leaders, and the implementation of programs that impact local communities. The aim of local democracy is to create an inclusive, transparent and sustainable environment at the local level,

Previous research relating to local democracy has revealed a number of valuable findings. These studies highlight the importance of active community participation in local decision making, both through formal and informal mechanisms. Previous researchers found that strong community participation can increase the legitimacy of decisions, reduce social inequality, and strengthen local government accountability. In addition, research also identifies challenges in strengthening local democracy, such as low levels of community participation, lack of transparency, and the domination of power by certain groups. The research also highlights the importance of building the capacity of local institutions, such as city councils or advocacy agencies, to ensure inclusive and effective participation.

Understanding Citizenship Political Literacy

Civic political literacy refers to the understanding and skills possessed by individuals in terms of political knowledge, understanding of the political system, and the ability to participate in the political process as active and responsible citizens (Brown & Smith, 2016; Eriksen, 2020; Pratama, 2021). Civic political literacy involves understanding the rights and obligations of citizens, the election process, freedom of opinion, and participation in political decision making. It also includes the ability to analyze and evaluate political information, understand various political perspectives, as well as participate effectively in political activities such as debates, elections, or advocacy activities. Civic political literacy is important in building a democratic, participatory,

Previous research relating to civic political literacy has produced mixed findings. These studies highlight the importance of political literacy in forming a politically aware, participatory and empowered society. Several studies have found that high levels of political literacy correlate with more active political participation, a better understanding of the political system, and a more critical attitude towards public issues. In addition, research also reveals that effective political education can increase civic political literacy, with a focus on developing critical skills, understanding the rights and responsibilities as citizens, as well as understanding political processes and participation

mechanisms. However, Several studies have also identified challenges in increasing political literacy, such as a lack of public awareness about the importance of political literacy, lack of access to political resources and information, as well as gaps in political literacy between different social and economic groups. In this context, further research is needed to explore effective approaches and strategies in increasing civic political literacy, as well as paying attention to social, economic and cultural factors that influence political literacy in various societal contexts.

LAPAR SULSEL "Democracy School" program

The South Sulawesi People's Children's Advocacy and Education Institute's "Democracy School" program is an initiative aimed at increasing civic political literacy in South Sulawesi, Indonesia. This program is designed to engage school students in active learning about democracy, political participation, the rights and obligations of citizens, as well as an understanding of political processes and participation mechanisms at the local level. Through a participatory and interactive approach, this program provides students with the opportunity to learn and practice in situations similar to the real world, such as the election of a school principal or the election of student representatives (LAPAR Sulsel, 2017; Dewi, 2018; LAPAR, South Sulawesi, 2021). By involving students in activities such as discussions, simulations, and participatory projects, the South Sulawesi People's Children's Advocacy and Education Institute's "Democracy School" program aims to form a young generation that is politically aware, actively participates, and has a strong understanding of local democracy.

Movement Model Theory and Social Connections

The basic approach of social movement theory is a form of open and collective resistance caused by dissatisfaction so that it tries to become a pressure group. McAdam in (Maulana & Rasyidin, 2019) defines social movements as part of a series of intentional actions. This is formed because there is a pattern of social interaction relationships with patterns that repeat themselves as a struggle. Meanwhile, the social connection model introduced by Young explains the role of individuals and groups in global injustice related to structural problems, so that efforts to share political responsibility collectively find their own way. The social connection model has the following five aspects:

1. Responsibility for Structural Injustice, meaning that individuals and collectives are identified as legally and morally responsible.
2. Existential Connection, meaning that individuals and collectives have legal and political responsibilities.
3. Dependent Connection, meaning that individuals and collectives have ethical responsibilities towards other people.
4. Casual Connection, meaning all people who participate in certain actions or actions. Next, the group forms a structure and is responsible for all forms of action and feels part of a process.
5. Reproduction of Structural Injustice, meaning an action from a large mass that accumulates in everyday life, but is not inappropriate and uncoordinated so as to produce injustice that continues as a habit.

Of the five models of social connection, the one that best suits the political literacy movement in Indonesia is causal connection, because action or social actions then form a structure. The relationship between causal connection and civic political literacy is not only related to civic knowledge, but more to behavior in the form of direct action (Banks, 2017). Therefore, based on the explanation above, the causal connection aspect is appropriate to use to determine the impact of actions or civic political literacy programs.

The first reason, to find out the impact of the "Democracy School" program that has been carried out by the People's Child Advocacy and Education Institute, is the right action, both in the process and the targets of the participants can be achieved. Second, to find out that the "Democracy School" program is able to lead to the formation of a binding organizational structure. This can be seen from various work programs, collaboration with various organizations or groups with a focus on political literacy, and realizing justice in a political context or providing an understanding that all citizens have the same political rights and exercise political freedom as citizens. civil liberties which are actually guaranteed by law (Levitsky & Ziblatt, 2018).

Research Methods

Setting and Participants

The setting of this research is Pangkep Regency, South Sulawesi Province, Indonesia. South Sulawesi is one of the provinces in the Central Indonesia Region which has political weight and an important role in the context of local and

national democracy. The research was carried out for three months, namely from June-August 2023. Then, researchers collected data through in-depth interviews with 7 informants consisting of 5 men and 2 women who were selected using purposive sampling. This is based on the influence of informants such as the executive director, program participants, facilitators or presenters, and several institutions that have collaborated with LAPAR SULSEL in the "Democracy School" program. Besides that,

Data Collection

The collected data can then be analyzed using a descriptive qualitative approach and analyzed based on the impact of the South Sulawesi LAPAR program on civic political literacy and local democracy. Additionally, triangulation of data from multiple sources and thoroughness checks are also important to strengthen the validity of the findings (Creswell & Poth, (2017). The validity results of this research show that the "Democracy School" program can provide in-depth insight into the effectiveness of the South Sulawesi LAPAR program in strengthening local democracy through civic political literacy. Based on the results of the validity of the data, it is then analyzed using analytical techniques interactive model (Miles, Huberman, & Saldana, 2014). The analysis technique describes a process in which all data is processed in several stages as shown in the following picture:

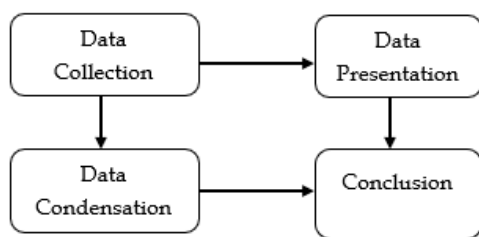


Figure 1. Interactive model of analysis

Results and Discussion

Results

This research is the result of recorded interviews related to the social, economic and political context that accompanied the implementation of "Democratic Schools" in Pangkep Regency. The results and discussion are based on analysis data from coverage and

interviews with a number of informants as direct sources in the field such as academics, NGOs activists, activists from campus, participants who are Pangkep residents, and document studies from youth representatives and the Pangkep Regency government which were published in "Mandat Magazine" which was published in 2010-2013.

SULSEL'S HUNGER Strategy in Political Literacy of Citizenship

The People's Children's Advocacy and Education Institute is an NGOs (Non-Government Organizations) which is concerned with protecting minority community groups and marginalized groups in the fields of advocacy and political education as well as national insight in Pangkep Regency. The activities of the South Sulawesi People's Child Advocacy and Education Institute are not only limited to solving cases and providing advocacy assistance to religious minority groups, five genders in the Bugis "Bissu" culture, reclamation of Lae-Lae Island. But it also prepares young activists, volunteers and the young generation of South Sulawesi to have awareness and think critically about political rights through political education with a work program called "Democracy School" (LAPAR Sulsel, 2020).

Apart from having a work program in the field of political education in the community, LAPAR SULSEL also has a partnership with the South Sulawesi Provincial government, KPU, Bawaslu, and Non-Governmental Organizations which have the same focus in the field of political literacy. These institutions include the Indonesian Community for Democracy (KID), the TIFA Foundation, the Desantara Foundation, the Humanist and Social Innovation Foundation (HSI Foundation), HIVOS People Unlimited, and the United States Agency for International Development (USAID), as well as SMA/MA/ Vocational Schools in Makassar City and surrounding areas.

The "Democracy School" program has been implemented since 2009 in the Jeneponto Regency area under the auspices of the donor agency Indonesian Community for Democracy (KID). Furthermore, the Democratic School program was implemented in Pangkep Regency for the first time in 2010-2012, and in Gowa Regency in 2013-2014, and followed in Makassar City in 2015-2018. In 2019-2022 the term "Democracy School" was renamed "Democracy, Tolerance and Advocacy Course" or referred to by the abbreviation "KUDETA" which was implemented at SMA/MA/SMK schools in Makassar City and

Gowa Regency. In 2019, a Democracy talk show was held at schools.

Furthermore, in 2020-2022 we will use the online method via zoom meetings due to the Covid-19 pandemic. In 2023, the "Democracy School" will be implemented again in the Pangkep Regency area within 6 months starting from March-August 2023 via online and offline every 2nd week and 4th week of each month. In the practice of implementing "Democracy School" all participants received 14 learning modules from the book Indonesian Community for Democracy (KID), the presenters at each meeting were different according to the educational background of the presenters which was adapted to the theme of the material to be discussed. Specifically, the presenters collaborate directly with academics, researchers, activists, KPU, Bawaslu, Village Heads, political observers, and staff from LAPAR SULSEL. Practical training is carried out using a group discussion model and pre-test and post-test,

Citizenship political literacy packaged in the "Democracy School" Institute for Advocacy and Education for People's Children in South Sulawesi has four basic specific objectives as follows:

- a. It is hoped that the political participation of youth in the South Sulawesi province in the 2024 General Election and Pilkada will have an impact on the public policy system which will bring about change for the better.
- b. Taking advantage of the political citizenship literacy program in the "School of Democracy" to train young people to be able to voice their aspirations.
- c. All regulations regarding youth and non-governmental organizations are produced in the political process in the DPRD, DPR RI, and NGOs and youth organizations must be able to understand the scheme and flow of the political process.
- d. The young generation in South Sulawesi province must receive comprehensive information about political issues, understand their rights in exercising their right to vote, and be able to recognize potential political actors to make the right choice.

The importance of political education for youth in South Sulawesi province makes LAPAR SULSEL feel they have an obligation and responsibility to participate in implementing political literacy programs both in the context of election outreach and indeed continuing the work program agenda. There are a number of political literacy strategies implemented by LAPAR SULSEL, as follows:

- a. Counseling and Mentoring

In the political literacy strategy, LAPAR SULSEL uses counseling as the initial stage. There are NGOs that provide consultation space for youth and the people of South Sulawesi for a number of specific purposes. Communication that takes place between counselors and counselors can be in the form of direct or indirect communication. This strategy is carried out to provide space for people to be able to tell stories, express the problems they face (Hendrik & Danial, 2021). This then has implications for self-awareness, if in the concept of political literacy, awareness is an image that can be implemented in everyday life. The targets of the counseling strategy are building a LAPAR SULSEL system for people who experience injustice or discrimination, handling complaint cases and providing assistance,

- b. Advocacy

The term advocacy can be interpreted as an act or act of active advocacy to support a certain goal. There are two elements of the importance of building the concept of advocacy in civic political literacy strategies as follows:

First, advocacy is aimed at defending and easing the burden on groups of people who are weak from a legal perspective and the aim is oriented towards social change.

Second, advocacy can be used to open up new possibilities for people who are victims to determine strategies and orientations for change based on their knowledge and experience (Mawarti et al. 2022).

Advocacy will be more effective if carried out with the principle of partnership, namely forming an advocacy network or collaboration forum. Some of the characteristics of advocacy are as follows:

1. Action-oriented to achieve change
2. Oppose discrimination
3. Siding with weak groups/people
4. Linking policies into practices that benefit many people
5. Patience and full of hope
6. Empowering victims in overcoming problems (Lestari, 2017).

The concept of advocacy is often associated with the advocacy process carried out by NGOs, one of which is LAPAR SULSEL. It requires organizing and empowering the marginalized and weak people of South Sulawesi so that they are able to have the strength to fulfill their basic needs and experience freedom. One of the functions of NGOs is to provide direct assistance to civil society that they accompany to fight for their basic rights. Assistance can take the form of judicial lobbying, NGOs provide legal assistance to civil society

through advice and education regarding legal issues to lobbying at the court level (Simatupang, 2019).

c. Study

LAPAR SULSEL's political literacy strategy in understanding a case or current issue is also conducting research first. Before appearing in the field and carrying out advocacy, LAPAR SULSEL staff carried out research in the field to determine the next steps.

d. Education

LAPAR SULSEL's latest citizenship political literacy strategy is through political education and publication via social media and the official website www.laparsulsel.org in the long term. LAPAR SULSEL in the implementation of "Democracy School" begins with the creation of modules and training in group discussions for participants. Publications and documentation of activities are also uploaded every week because there are also online discussions via Instagram @laparsulsel and Facebook: laparsulsel which air every Thursday with different themes and sources.

Discussion

Civic Political Literacy to Strengthen Local Democracy

During the reform period, the public became familiar with the term decentralization for the first time as stated in Law no. 22 of 1999 concerning Regional Government. However, it still had weaknesses so that in 2004 it was revoked for juridical reasons and became Law no. 32 of 2004 and its implementation was carried out in 2005. In that year, for the first time, direct regional elections were held from the district/city level to the provincial level. Although in the end the law was repealed and Law no. 23 of 2014 concerning Regional Government which is in effect to date (Wicaksono, 2013).

Based on this explanation, the existence of a law on regional government is a sign that local political discourse is starting to emerge and local democracy is starting to be implemented. However, the grounding of local democratic discourse does not mean that democracy is established. Because in practice local democracy actually has many problems. These include poor political representation, a tendency to strengthen political dynasties, a strong political oligarchy, democracy carried out purely procedurally, poor public services, fragmentation of pro-democracy civil society groups and so on (Mirra & Garcia, 2022).

These various problems in the context of democracy in the sense of the people, by the people, and for the people could actually be detrimental to the people themselves. Because the various problems that arise are caused by the image of the people who are unable to become the center of area in all forms of action by political actors. The term democracy is often chosen as a model of a government system, however the government is still not fully present in society so that the people and the pillars of local democracy still have limited knowledge (Tacon & Kerr, 2017).

Democracy in society is still not properly interpreted, there are still many people who reduce the true meaning of democracy. The weakness of local democracy lies in the level of weak capacity and knowledge about democracy (Iswandi, 2019; Riduan et al, 2019; Zulhernanda & Suyitno, 2019). Therefore, political education is needed, and teaching political understanding and awareness through civic political literacy. In accordance with what LAPAR SULSEL did in selecting the implementation area for "Democratic Schools" in the district area.

The selection of the district area as the venue was based on the consideration that the idea of democracy to be developed was contextual-local democracy. This term shows a conception that democracy contains universal values of Citizenship Education. The application of democracy in real life requires the use of local idioms and expressions that make civic values and Pancasila concretely understandable and liveable in a special context (Habibah, & Sapriyah, 2022).

This is related to the conception of contextual democracy with two types of boundaries. First, democracy is contextually not particular and therefore differs from one place to another. Therefore, local democracy in each region will tend to differ from one region to another. For example, local democracy in Java and local democracy in the province of South Sulawesi, what is actually different is the form and appreciation and methods of conveying it, while the values contained remain the same. Second, democracy is not like local wisdom values which are democratic or in line with democratic guidelines. It is possible that some local values may actually conflict with universal democratic values (Austin & Domgaard, 2022).

Local democracy according to LAPAR SULSEL (2012) has three main points in the context of implementing "Democratic Schools" as follows:

- a. Democracy in the context of program implementation is understood as a universal value that is appropriate and worthy of being

maintained because the universal values of democracy are in line with the human values that humans understand. For example: human rights, justice, freedom of opinion, equality before the law, and the right to make decisions for oneself

- b. Democracy can be understood in relation to the instruments needed in the democratization process, namely through civic political literacy, the forms of instruments are also different because some are in the form of socialization and instruments to encourage internalization in social, political, economic, cultural processes, administrative practices, regional government, management, as well as instruments to determine the impact of implementing "Democratic Schools".
- c. Democracy is understood as the contextualization of universal values in the specific historical context of each country or region. One of the contexts that the "School of Democracy" program focuses on is the interaction of the main points contained in democracy, namely political institutions, political actors, communities and non-governmental organizations (Smith & Anderson, 2019; Martinez & Johnson, 2019).

Strengthening Local Democracy through Political Literacy in Pangkep Regency

One way to prevent civil society movements from dying, according to AR, is to design long-term social movements that do not always fight. Social movements do not have to mean opposing the government, but rather the way social movements translate more into daily politics. If the movement model is resistance, the results are ineffective and tend to lead to violence. This really depends on the methodology of the social movement.

Civil Society Organizations can plan social movement programs with clear goals and vision and mission (Williams & Brown, 2018). Meanwhile, from N's explanation from the Inninawa Community researcher when providing training materials on "Democracy School" in Pangkep, he said that the aim of social movements is to change the social structure, starting with good strategies and not necessarily resistance but rather a political literacy movement.

Civic political literacy can only be implemented by four instruments, namely First, through citizenship education, which can be implemented in schools, seminars and training. Second, the government as a political process actor or political actor. Third, NGOs are institutions that are close to society and are able to mobilize society.

Fourth, print and electronic media via the internet are able to influence public opinions and perceptions, provide information related to current political issues, and increase public knowledge through political dialogues with expert sources (Smith, Brown, & Johnson, 2017).

Pangkep Regency does not have any CSO at all. If there are only movements formed by Pangkep political elite groups. Based on information from AS as a participant, he stated that the role of civil society, such as training in political literacy programs, is very necessary for all communities in the region because with politically literate communities participating, they can take part in balancing the power of the state. Another thing expressed by SN from the NGO Wahana Lestari revealed that NGOs are one of the drivers of civil society movements which have been heavily restricted by the government. On the one hand, it appears that the role of NGOs in Pangkep is not strategic because they are often trapped in the realm of practical politics. The power of CSO in fighting for the aspirations and interests of the people at the regional level has been neglected. The implication is that society does not provide support for movements initiated by NGOs. In fact, the social activities carried out by several NGOs in Pangkep have had a significant impact on changes in society.

Advocacy and investigations carried out regarding environmental issues, illegal mining, AMDAL and first aid training, literacy education for illiterate people, making identity card carried out by WALES are examples of the role of CSO in contributing to community change in Pangkep. The same thing was expressed by MN as the facilitator of the "School of Democracy" emphasizing that movements organized by CSO must be carried out strategically and systematically. Whatever changes CSO make in terms of policy or controlling state policy are carried out systematically and well planned.

Based on the findings at the research location, there are several CSO in Pangkep who are worried about positioning themselves vis a vis the government. This relates to the government's power to limit or end the activities carried out by CSO. However, these concerns were responded to positively by AR from Hasanuddin University academics, IA, one of the representatives of the South Sulawesi DPRD, and JM as GMP2 advocacy staff who participated as presenters on "School of Democracy" at the end of last August. The responses of the three presenters regarding the government's position as a CSO partner who supports the program so that it runs well.

The Role of LAPAR SULSEL in Strengthening Local Democracy in Pangkep

The procedural democracy carried out by the South Sulawesi People's Child Advocacy and Education Institute during the activity was an effort to realize real, substantial democracy for Pangkep Regency. There are two things that underlie the reasons for LAPAR SUSEL to describe the success of the democratization process in Pangkep Regency. First, the impact felt by the community is that they are able to express opinions based on their thoughts, several people become volunteers in organizations, and are able to show their aspirations to the government through constructive criticism.

Based on the results of assessments related to freedom of opinion, organization and aspiration, positive progress has been found. This is proven by progress regarding freedom in the form of political participation. However, there are still shortcomings, namely in the progress of the quality of aspirations. For example, when conveying aspirations through a demonstration in front of the DPRD Building, the crowd was quite large, their enthusiasm was high but the aspirations did not reach the root of the problem. There are several influencing factors, namely the factor in mastering the core political issues that will be demonstrated, the level of public education, the ability to connect instruments and procedures both formally and informally in the democratic process.

Negotiation ability, continuous dialogue, is also due to the mass factor which only joins in because it is mobilized by certain interested parties. Apart from that, the formality aspect is also seen in fulfilling the social and political rights of the people of Pangkep district. In this research, after the "Democracy School" program was implemented, the participants began to enthusiastically discuss politics, the 2024 Election and current government issues. It is hoped that the enthusiasm for the impact of civic political literacy will not only stop after the program is completed. The public must continue to have high political awareness.

Political awareness also includes the political rights of every human being. Therefore, political participation in general is due to encouragement from parties with an interest in elections or pilkada. The negative side of political participation only increases during the campaign year after which it can decrease again, so in the current position, people's political awareness only ends in election year (Li & Li, 2022). After the election year, the political literacy program must continue so that the

people of Pangkep maintain the spirit of democracy and change.

The right to participate in the political process also still appears procedural. For example, when the public attends meetings or deliberations held by certain parties, it begins to be seen that the alumni participating in the "School of Democracy" already have the ability to express opinions, provide suggestions, and are able to make the right decisions. However, in practice in daily life it still has weaknesses in gathering the aspirations of the Pangkep community as a whole, so it is still at the stage of representation problems regarding individual problems. Apart from that, when deliberations are held at the village or sub-district level, there is a phenomenon that community proposals are accepted but tend to be reduced. In the end, the result of the meeting that was chosen as the solution was a proposal from a "sweet creature" to the meeting chairman.

The role of the "sweet creatures" or political brokers in question is the successful team who have easy access to directly connect with the executive or legislative. The weakness in the emergence of this phenomenon is that ultimately the mechanism for involving citizens in discussions and deliberations in the formulation of public policies tends not to be realized or is only a formality. It is these success teams who are destroying the political process. Democracy should be able to function according to its role but is hampered by lobbying each other because they are considered to have contributed to the election process.

Conclusion

This research concludes that the People's Children's Advocacy and Education Institute program in South Sulawesi has the potential to strengthen local democracy through increasing civic political literacy. Through this program, people in Pangkep Regency have become more actively involved in the local democratic process and have a better understanding of their rights and obligations as citizens. Apart from that, this research also shows that this program has a long-term impact that has the potential to create wider social change and is relevant to the local context. Thus, this research provides evidence that it is important for this program to continue to be supported and adapted in other local contexts to strengthen democracy and civic political literacy.

The implication of this research is the importance of continuing to support and develop the People's Children's Advocacy and Education Institute program in South Sulawesi as well as

similar programs in other regions. Apart from that, an approach that is relevant to the local context is also the key to the success of this program. By strengthening local democracy through civic political literacy, it is hoped that the community can become agents of change who promote active political participation and a better understanding of democracy, thereby creating a more democratic society and actively participating in the country's development.

Based on this research, there are several recommendations that can be taken. First, it is important to expand and develop the program of the People's Child Advocacy and Education Institute in South Sulawesi or other institutions and in other regions. This will help increase civic political literacy among school children and society at large. Second, support and collaboration between the government, educational institutions and the community is needed in implementing these programs. This will ensure the program's sustainability and success in strengthening local democracy. In addition, further research needs to be carried out to evaluate the long-term impact of this program and to identify factors that can increase its effectiveness. By following these recommendations,

This research still has shortcomings, namely that it is limited to a geographic context or a particular country context, so the generalization of the findings may be limited. In addition, some studies may face methodological obstacles, such as a small number of informants or limitations in data collection. Therefore, it is important for future research to address these shortcomings and involve a diversity of geographic contexts and use robust methodologies to obtain more reliable and widely applicable findings.

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