

THE INFLUENCE OF POLITICAL LITERACY ON STUDENT PARTICIPATION IN DEMOCRATIC ACTIVITIES ON CAMPUS

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Abstract

This research aims to analyse the influence of political literacy on student participation in democratic activities on campus and its synchronisation with Political Science studies and the Citizenship Education Programme. The research employs a qualitative method with a descriptive approach. Data collection techniques were carried out through observation, interviews, and documentation of students involved in student organisations and campus democratic activities. The research results indicate that political literacy has a significant influence on the level of student participation in activities campus democracy such as student organisation elections, public discussions, forums for students, and advocacy activities. Students with a good political understanding tend to be more active, critical, and responsible in exercising their rights and democratic obligations. Synchronisation between Political Science studies and Education Citizenship visible on the formation of democratic character, awareness constitutionalism, as well as strengthening participatory values in the academic environment. This research concludes that political literacy is one of the important factors in building a healthy democratic culture in higher education.

1. Introduction

Higher education institutions play a role in is important in shaping character, intellect, and democratic awareness among students. The campus does not only serve as a place for the transfer of knowledge, but also becomes a social and political learning space for students to understand practices democracy in a tangible way. Democratic life on campus can be observed through various activities such as student organisations, discussion forums, general elections students, the expression of aspirations, as well as student involvement in the process of academic decision-making. These activities demonstrate that the campus has a strategic role in fostering a culture of democracy and shaping students as active, critical, and responsible citizens (Suryadi, 2021). Student participation in campus democratic activities has become one of indicators of the development of a democratic culture within the academic environment. Students who are active in organisations and socio-political activities tend to possess critical thinking skills, social concern, and awareness of their rights and duties as citizens. Conversely, low student involvement in democratic activities can impact the weakness of a participatory culture and low political awareness in the university environment. Hidayat and Nugroho (2022) explain that participation of students in campus democratic culture is a form of implementing education for democracy that serves to build leadership character, social responsibility, and civic awareness. However, the reality demonstrates that student participation in campus democracy activities still faces various challenges. Some students show apathy towards organisational activities and campus political activities.

This phenomenon is influenced by a lack of political understanding, a deficiency in democratic awareness, and minimal student capability in critically understanding political issues. Furthermore, the development of digital technology and the flow the increasingly rapid information also affects students' mindsets towards politics and democracy. Invalid information, political hoaxes, and the spread of propaganda through social media can influence students' perspectives if not balanced with good political literacy skills (Rahmawati, 2023). Political literacy is one of the important factors in building awareness and students' participation in democratic life. Political literacy is not only understood as the ability to understand political and democratic concepts, but also includes critical thinking skills, understanding the rights and obligations of citizens, as well as the ability to filter political information rationally. Students who possess a good level of political literacy tend to be more active in campus democracy activities because they understand the importance of participation in decision-making processes and organisational life. Prasetyo and Lestari (2021) state that the political literacy of the youth has an impact on the level of political participation and democratic awareness in

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the digital era. Recent research shows that political literacy is closely related with student political participation. Blegur and Natonis (2024) explain that students who have a good political understanding tend to be more active in both formal and informal political activities. Additionally, Fadli et al. (2024) mention that social media as a source of political information influences the increase in political literacy among students, especially in building awareness as the next generation of the nation and agents of social change.

This shows that the political literacy of students is not only obtained through formal learning processes in classrooms, but is also influenced by the social environment and the development of digital media. In the context of the Citizenship Education Study Programme, studies regarding political literacy has a very close relationship with Political Science. Education in Citizenship aims to shape citizens who are democratic, responsible, and have legal and political awareness. Meanwhile, Political Science studies systems of power, political behaviour, political participation, and the dynamics of democracy in community life. Synchronisation between these two fields of study becomes important in building a culture of democracy in the campus environment and strengthening the civic character of students (Winarno, 2020). Previous research generally focuses more on political literacy students in the context of elections, social media, and the behaviour of first-time voters (Aulia & Firmansyah, 2022). Meanwhile, research specifically examining the influence political literacy regarding student participation in democratic activities in the campus with an approach synchronising the study of Political Science and the Civic Education Study Programme is still relatively limited. Some previous research has been more focused on theoretical aspects or the political behaviour of students without linking the implementation of political literacy with campus democratic practices directly. Based on this condition, this study is novel due to integrating the study of political literacy, campus democratic participation, and synchronisation Political Science with Citizenship Education in a qualitative study. This research not only discusses the level of political understanding among students, but also analyses how political literacy influences student engagement in democratic practices in the campus environment. Furthermore, this research places campus democracy as a political laboratory for students in building awareness politically, critical thinking skills, social responsibility, and character strengthening. citizenship.

Thus, this research is expected to contribute to the development of Citizenship Education studies based on participatory democracy and political literacy in higher education. Political literacy is the individual's ability to understand concepts politics, government systems, democracy, the rights and obligations of citizens, as well as the ability to think critically about the political phenomena developing in society. Political literacy is not only related to knowledge about politics theoretically, but also includes an individual's ability to understand, analyses, and make decisions regarding political information rationally and responsibly. In the context of higher education, political literacy becomes an important aspect in shaping students who possess democratic awareness and active participation in social and political life. According to Prasetyo and Lestari (2021), political literacy of the younger generation in the digital era is very important in building critical and democratic political awareness. Students who have a good level of political literacy tend to be more capable of understanding political issues objectively and are less easily influenced by information both hoaxes and political propaganda. Political literacy also assists students in understanding their rights and obligations as citizens so that they can actively participate in democratic life. The development of information technology and social media has a significant impact regarding the formation of students' political literacy. Political information today can be accessed easily through various digital platforms such as social media, news portals, and online discussion forums. However, the ease of access to such information also poses challenges in the form of the spread of false information, hate speech, and political propaganda that can influence students' mindsets. Therefore, students are required having the ability to think critically and filter political information wisely (Fadli, Rahman, & Putri, 2024).

The research by Blegur and Natonis (2024) shows that the level of political literacy students has a close relationship with the level of political participation and awareness. in democracy. Students who understand the concepts of democracy, political systems, and rights citizens tend to be more active in organizational activities, discussion forums, and other democratic activities in the campus environment. Conversely, low political literacy can lead to apathy towards democratic activities and low participation students in campus political life. Moreover, political education through Citizenship Education learning and also plays an important role in enhancing the political literacy of students. Education Civic education not only provides an understanding of democratic values

and the constitution of the state, but also shapes the character of students to possess social responsibility democratic attitudes, and critical thinking skills towards national issues (Winarno,

2020). Thus, political literacy becomes an important part in the formation of students as active, intelligent, and responsible citizens. responsibility.

In this research, political literacy is understood as the ability of students in understanding the concepts of politics, democracy, rights and obligations of citizens, as well as the ability to critically analyses political information so as to encourage active student participation in democratic activities on campus. Student participation in campus democracy is an active involvement student in various activities related to the democratic process in the higher education environment. This participation can be manifested through involvement in student organizations, student elections, discussion forums, student deliberations, expression of aspirations, as well as social advocacy and academic activities. Students' participation is an important part of building a culture of democracy in the campus environment as students have a strategic role as agents of change and social control in community life. Campus democracy is not only a means of organizational learning, but also serves as a medium for political education capable of shaping the character of students that critical, democratic, and accountable. Through involvement in democratic activities on campus, students can understand the decision-making process, freedom of expression, as well as the importance of participation in social and political life. Participation students also reflect the level of political awareness and concern for both the academic environment and social issues that develop in society. Sirait et al. (2025) in their research on the form of democracy on campus through student participation in the Student Senate elections of the Faculty of Mathematics and Natural Sciences at Medan State University explains that participation of students in campus organization elections is influenced by their level of understanding of democracy and students' political awareness. The research results indicate that students who understand the importance of campus democracy tend to be actively engaged in using their voting rights, participating in organizational activities, and getting involved in the decision-making process in the academic environment. Conversely, students with a lower level of political awareness tend to be passive and less interested in campus democracy activities.

In addition, student participation is also influenced by organizational experience and the social environment of the campus. Lestari, Safitri, and Mas'udiyah (2023) explain that the involvement of students in student organizations has an influence on the formation of social character, communication skills, leadership, and social responsibility of students. Student organizations become a space for democratic learning which provides firsthand experiences for students in collaborating, expressing opinions, and resolving issues through deliberation. The research shows that students who are active in organizations have a higher level of social awareness and democratic participation compared to students who are not active in campus organizations. Student participation in campus democracy can also be seen through student involvement in community service activities and programmed social activities organized by higher education institutions. Sopianingsih et al. (2023) in their research on the Teaching Campus Programmed explains that involvement students in the programmed can enhance participation skills students' citizenship. Students not only gain academic experience, but also learn about social responsibility, teamwork, public communication, and involvement in community life. The research shows that extracurricular activities can serve as a means to strengthen students' democratic participation in a tangible way. Furthermore, research by Shofia, Husnita, and Junaidi (2023) on participation students in the Independent Campus Teaching Programmed (MBKM) explains that students who are actively involved in social and educational programmed have better social adaptation, leadership, and participation skills. These programmed provide students with the opportunity to develop democratic attitudes, communication skills, and awareness of social issues in society. Thus, student participation is not only limited to campus organizational activities, but also includes involvement in social and educational activities that support the strengthening of citizenship character. In addition to organizational factors and social environments, student participation in democracy on campus is also influenced by the level of political awareness among students. Masi et al. (2024) conducted research on the political awareness of novice voter students in the Pancasila and Citizenship Education Study Programmed at Universitas Nusa Cendana, indicating that students with good political awareness tend to be more active in democratic activities, both in discussion forums, student organizations, and other political activities.

This research also explains that political literacy and education on citizenship have an impact on the formation of democratic attitudes among students.

Based on various studies, it can be understood that participation Students' involvement in campus democracy is influenced by various factors, such as the level of political literacy, organizational experience, the social environment of the campus, education in citizenship, and students' participation in community social activities. High student participation in campus democracy activities reflects

the development of a healthy, critical, and participatory democratic culture in the environment of higher education. Therefore, strengthening political education and the democratic culture in the campus, which is crucial for increasing students' awareness and involvement in academic democracy. Democracy in the campus environment is an implementation of democratic values. in academic life that involves freedom of expression, student participation, deliberation, respect for the rights of the academic community, as well as involvement of students in the decision-making processes at universities.

The campus as an educational institution has an important role in shaping a culture of democracy through various academic activities and student organizations. Democracy on campus becomes a means of political learning that provides real experiences for students in directly understanding the principles of democracy. The application of democracy in the campus environment can be seen through various activities such as student organization elections, discussion forums, the expression of aspirations, public debates, and student deliberations. These activities provide opportunities for students to learn about freedom of expression, tolerance, and responsibility. social response, and the process of making decisions democratically. Campus democracy also plays an important role in shaping critical, participatory, and civic-conscious student character. According to Winarno (2020), Citizenship Education has a strategic role in building a democratic culture in the educational environment through the instillation of values- the value of democracy, human rights, and the responsibilities of citizens.

In the context of higher education, campus democracy becomes a form of implementing democratic education that is not only theoretical but also practical through student involvement in various academic activities and organizations. Research by Sirait et al. (2025) on the manifestation of democracy on campus through student participation in the election of the Student Senate of the Faculty of Mathematics and Natural Sciences at Medan State University shows that the election of student organizations is one form of democratic practice in the campus environment. Research demonstrates that student involvement in campus organization elections reflects a consciousness of democracy and political participation among students in academic life. Students who are active in the campus democracy process tend to have critical thinking skills and concern for social issues as well as organizations. In addition, campus democracy is also influenced by political culture which is developing in the higher education environment. Research by Masi et al. (2024) regarding the political awareness of first-time student voters shows that the level of understanding of students' politics influences their involvement in democratic activities on campus. Students with good political awareness tend to be more active in discussion forums, organizational activities, and the expression of aspirations in a democratic manner. The research emphasizes that political education and political literacy have a close relationship with the strengthening of a culture of democracy in academic environments.

The development of digital technology also influences democracy in the campus environment. Social media has become one of the means for students to express opinions, discuss, and obtain political information. However, this development also presents challenges in the form of the spread of information that is invalid, hoaxes, and hate speech that can influence students' mindsets. Therefore, strengthening political literacy and digital literacy is necessary so that students being able to critically and responsibly understand information in life campus democracy (Fadli, Rahman, & Putri, 2024). Campus democracy also functions as a political laboratory for students in preparing to become active and democratic citizens. Through organizational experiences and campus democracy activities, students learn about the importance of participation, leadership, political communication, and conflict resolution. through deliberation. Thus, democracy within the campus environment is not only part of academic life, but also a means of shaping citizenship character and a democratic political culture for students. Based on the description, it can be understood that democracy in the environment The campus plays an important role in building political awareness, participation of students, and democratic character. A democratic campus environment is capable of creating students who are critical, participative, responsible, and possess the ability to think rationally when facing various social and political issues in society. Civic Education and Political Science are two fields of study who have a close connection in shaping political awareness, democratic culture, as well as the character of active and responsible citizens. Civic Education focuses on developing citizens who have an attitude of nationalism, legal awareness, social responsibility, and the ability to participate in democratic life. Meanwhile, Political Science studies political systems, political behavior, power, public policy, and the dynamics of democracy that occur in the life of society and the state. The two fields of knowledge support each other in building students' understanding of political life and citizenship in the modern era. In the context of higher education, Civic Education plays a role is important in shaping the

democratic character of students through learning about the rights and obligations of citizens, democratic values, the constitution, as well as social and political participation. Citizenship Education not only functions as a compulsory subject, but also serves as a means of political education that helps students understand the importance of involvement in the life of society and the state. According to Budimansyah (2021), Citizenship Education functions as a medium for the formation of civic intelligence, civic responsibility, and civic participation aimed at developing citizens who are intelligent, responsible, and active in the life of democracy.

Meanwhile, Political Science provides a theoretical foundation regarding how understanding how the political system works, how power is exercised, and how society participates in the political process. Through Political Science, students can understand various political phenomena such as voter behaviour, political participation, public policy, and the relationship between the state and society. This understanding is important for shaping students' critical thinking skills in responding to various issues political and social issues that develop in society. The relationship between Citizenship Education and Political Science is evident in the aim of both in building awareness of democracy and political participation among students. Citizenship Education emphasizes the formation of character and values- democratic values, while Political Science provides conceptual understanding of the processes and dynamics of politics. The integration of these two fields of study can assist students in understanding democracy not only as a theoretical concept, but also as a social practice that must be applied in daily life. Research by Sari and Dewi (2022) explains that the learning of Education Citizenship has an influence on increasing students' political awareness, especially in fostering democratic attitudes and concern for socio-political issues.

The research indicates that students who understand the subject matter of citizenship tend to be more active in student organizations and activities. campus democracy. Additionally, research by Kurniawan and Adha (2023) regarding education student politics in the digital era shows that the integration of Political Science and Education Citizenship can enhance students' critical thinking skills regarding political information that is developing on social media. The research emphasizes that students require a good understanding of politics in order to filter information rationally and not be easily influenced by hoaxes or political propaganda in digital space. In the development of modern society, Citizenship Education and Science Politics also faces new challenges due to the development of information technology and digital media. Students today obtain political information very easily through social media and the internet. This situation presents both opportunities and challenges in the formation of political awareness among students. Therefore, strengthening political literacy and digital literacy becomes an important part of the learning of Education for Citizenship and Political Science so that students can understand political information critically and responsibly (Adha & Susanto, 2021). Furthermore, research by Maftuh and Sapriya (2020) explains that Civic Education plays a strategic role in strengthening culture of democracy and students' citizenship character through participatory learning. Students are not only directed to understand the concepts of democracy and politics in a theoretical sense, but are also involved in the practice of democracy through discussions, student organizations, and social activities. Thus, students can develop political communication skills, leadership, and social responsibility as citizens. Based on this description, it can be understood that Citizenship Education and Political Science have a complementary relationship in building awareness politics, democratic participation, and the character of student citizenship. Synchronization of these two fields of study is important in shaping critical, democratic, participatory, and responsible students in societal life, nationhood, and statehood. Political literacy is an important factor in building awareness democracy and student participation in campus life. Students with a good level of political literacy tend to be able to understand the concept of democracy, the rights and obligations of citizens, as well as various political issues that arise in society.

This understanding will influence the way students think, act, and behave in a democratic life on campus. Political literacy also helps students critically filter political information so that they can make decisions rationally and responsibly. In the context of higher education, student participation in democratic activities the campus becomes one of the indicators of the development of democratic culture in the environment academic. This participation can be realised through student involvement in student organizations, discussion forums, student elections, the conveyance of aspirations, as well as social activities and campus advocacy. Students who have awareness of politics and a good understanding of democracy tend to be more active in various democratic activities compared to students with low political literacy. Research by Ramadhan and Dewi (2023) explains that political literacy has a significant relationship with the level of political participation of students. Students who understand political systems and democratic values tend to be more active in organizational activities and have the courage to express their aspirations in

a democratic manner. The research indicates that political literacy is fundamental in building student participation in both academic and social environments.

Furthermore, research by Anwar and Hidayati (2024) shows that political education and digital literacy have an impact on increasing participation student democracy in the digital era. Students who have the ability to understand political information critically are more active in discussion forums, organizational activities, and decision-making in the campus environment. The research also asserts that the development of social media influences the patterns of political participation among students in campus democratic life. In this study, the Citizenship Education Study Programmed is part of important in building political literacy among students through democracy learning, political education, human rights, and civic awareness. Citizenship education not only provides theoretical understanding of democracy and politics, but also shapes the character of students to have social responsibility. and critical thinking skills. Meanwhile, Political Science provides a foundation for the conceptual understanding of political systems, political behaviour, and community political participation.

The synchronization of these two fields of study is expected to foster a healthy democratic culture in higher education institutions. Research by Wijaya and Nugraha (2022) explains that integration Citizenship Education and Political Science are capable of enhancing students' democratic awareness through participatory learning and organizational experience on campus. Students who receive good political education tend to have democratic attitudes, political communication skills, and concern for social issues in society. Based on this description, this research starts from the assumption that literacy politics has an influence on student participation in democratic activities in the campus environment. The better the level of political literacy among students, the higher the level of student participation in campus democratic activities. Conversely, low political literacy can lead to apathy and low involvement of students in academic democratic life. Consequently, the framework of thinking in this research places literacy politics as a variable that influences student participation in activities campus democracy. Citizenship Education and Political Science serve as the foundation theoretical in forming political awareness, democratic culture, and character of students' citizenship in the university environment.

2. Method

This research employs a qualitative approach with a type of research descriptive. A qualitative approach was chosen because this research aims to understand in depth the social phenomena regarding the influence of political literacy on participation of students in democratic activities in the campus environment. Qualitative research does not focus on numerical measurement or statistical testing, but rather on understanding the meaning, experience, behaviour, and views of the research subjects towards a phenomenon socially as a whole. According to Creswell and Creswell (2021), qualitative research is the approach used to explore and understand the meaning of individuals or groups regarding a social or humanitarian issue. Qualitative research yields descriptive data in the form of written and verbal words from research subjects obtained through direct interaction in the field. This approach allows researchers to understand phenomena in depth from the perspectives of the informants of the research.

Type research descriptive used because this research aims systematically and factually describing the level of political literacy among students, the forms of student participation in campus democracy activities, as well as the relationship between political literacy with student participation in democratic life in the higher education environment. Descriptive research seeks to describe social phenomena based on real conditions occurring in the field without manipulating research variable. Sugiyono (2022) explains that descriptive research is research that is conducted to determine the values of independent variables without making comparisons or linking to other variables. In the context of this research, a descriptive approach is used to obtain an in-depth picture of student political behaviour, the level of campus democratic participation, and the influence of political literacy on involvement of students in various democratic activities. The qualitative approach was also chosen because this research emphasises the process student social interaction within the campus environment, particularly in activities student organisations, discussion forums, student elections, and other democratic activities. With this approach, researchers can understand how students interpret political literacy and how that understanding influences their participation in campus democratic life. In this research, the researcher plays the role of the primary research instrument (human instrument). The researcher directly conducts observations, interviews, collection documentation, data analysis, and interpretation of the data obtained in the field. The direct presence of the researcher in the research process aims to ensure that the data that obtained more in-depth, objective, and in accordance with the actual conditions on the ground. In addition, this research also employs a naturalistic approach,

which is the research was conducted in natural conditions without any special treatment of the subjects the research. The researcher observes phenomena that occur directly in the life of campus democracy so that the data obtained truly reflects the actual conditions regarding political literacy and student participation. Through this research approach, it is hoped that the study can provide a comprehensive overview of the influence of political literacy on student participation in democratic activities in the campus environment as well as the synchronization of the study of Political Science with the Citizenship Education Study Programme The research location is the site of the research to obtain

data that aligns with the focus and objectives of the research. This research was conducted at the Citizenship Education Study Programmed at one of the higher education institutions that has active student organization activities and a vibrant campus democracy culture. The selection of the research location was purposively conducted, considering the alignment between the research focusses and the social conditions in the campus environment. The environment of the Citizenship Education Study Programmed was chosen because it has strongly related to studies of democracy, political education, citizen participation, as well as the formation of student citizenship character. In addition, students in the study programmed academically examines the concepts of democracy, systems politics, the rights and obligations of citizens, as well as political education relevant to this research. The campus as a research location also has various democratic activities students such as student organization elections, discussion forums, national seminars, student deliberations, and social advocacy activities that can serve as data sources for research on student democratic participation. According to Moleong (2021), the determination of the research location in qualitative research

is based on the consideration that the location can provide information that is relevant and in-depth regarding the phenomenon being studied. Therefore, the Programmed The Citizenship Education study is considered a suitable research location because it has characteristics that align with the research focus on political literacy and student democratic participation. The research subjects are individuals or groups that serve as data sources in the research. In qualitative research, the research subjects are selected based on their abilities, experiences, and involvement with the phenomena being studied. The subjects of this research are students of the Education Study Programmed.

Active citizenship in student organization activities and campus democracy, as well as lecturers who understand political education and democracy in the higher education environment. The subject selection technique in this research uses purposive sampling. This technique used because researchers select informants based on certain considerations, namely individuals deemed to understand the phenomena of political literacy and student participation

in campus democracy activities. According to Sugiyono (2022), purposive sampling is a technique for obtaining data source samples with specific considerations so that the chosen informants are considered to know the information needed in the research. This technique is commonly used in qualitative research as it emphasizes the depth of information rather than the number of respondents.

The subjects of this research consist of:

1. Active students of the Citizenship Education Study Programmed in student organizations.
2. Students actively participating in campus democratic activities such as discussion forums, student elections, and student deliberations.
3. Citizenship Education lecturers who understand the development of democracy the campus and student political education.

Student organization managers with experience in activities campus democracy. The selection of research subjects aims for the researcher to obtain data that is thorough regarding the level of political literacy among students, forms of student participation in campus democracy, as well as the factors influencing student involvement in democratic activities in the higher education environment. Data collection techniques are an important step in research for to obtain relevant information related to the focus of the research. In this research, the technique of data collection is conducted through observation, interviews, documentation, and study library.

1. Observation

Observation is carried out by directly observing the activities of students in campus democracy activities, such as student organizations, discussion forums, student deliberations, advocacy activities, and the expression of student aspirations. The purpose of the observation is to obtain data on the forms of student participation, social interaction among students, and the democracy culture developing in the environment campus. The researcher conducts passive participatory observation, which means the researcher is present at the research location but does not directly engage in the activities of the research subjects.

Creswell and Creswell (2021) explain that observation in qualitative research is used to understand individual behaviour and activities directly in natural situations so that the data obtained is more in-depth and contextual.

2. Interview

Interviews are conducted in-depth with students and lecturers to obtain information regarding:

- The level of students' political literacy.
- Students' understanding of campus democracy.
- Forms of student participation in democratic activities.
- Factors influencing student participation.

Interviews were conducted in a semi-structured manner so that the researcher would have guidelines

questions while still allowing the informants to explain their experiences and perspectives broadly. According to Patton (2021), in-depth interviews are used to explore experiences, informants' views and understanding of a social phenomenon in detail and depth.

3. Documentation

Documentation is used as supporting data for research in the form of:

- Photos of student organisation activities.
- Archives of campus democracy activities.
- Minutes of student organisation meetings.
- Schedule of organization activities.
- Documents of seminars and student discussion forums.

Sugiyono (2022) explains that documentation is used in research qualitatively as a complement to observational data and interviews, so that research data to become more valid and reliable. A literature review was conducted by gathering various references in the form of books, journals scientific articles, research papers, and other documents related to political literacy, student democratic participation, Citizenship Education, and Political Science. The literature review aims to strengthen the theoretical foundation and support the analysis of data in the research so that the research results have a strong scientific basis. The data analysis technique in this research uses an interactive analysis model. Miles, Huberman, and Saldaña consisting of data reduction, data presentation, and drawing conclusions.

1. Data Reduction

Data reduction is the process of selecting, simplifying, and grouping data obtained from observations, interviews, and documentation. Relevant data related to the focus of the research is selected and organized systematically to facilitate the process of analysis. Miles, Huberman, and Saldaña (2020) explain that data reduction aims to sharpened organize the data to produce information that is clearer and more targeted.

2. Data Presentation (Data Display)

The reduced data is then presented in the form of descriptive descriptions, tables, and narratives to facilitate researchers in understanding the relationships between the data and identifying specific patterns regarding political literacy and student participation.

3. Conclusion Drawing and Verification (Conclusion Drawing/Verification)

The final stage is drawing conclusions based on the results of data interpretation. The conclusions drawn are continuously verified to ensure they are consistent with the real conditions in the field.

According to Yin (2021), data verification is conducted to ensure the validity and consistency of the research results through rechecking the data obtained from various sources.

Data validity aims to ensure that the data obtained is genuinely valid, objective, and in accordance with real conditions in the field. This research uses several data validity techniques, namely:

1. Source Triangulation

This is done by comparing information from students, lecturers, and the student organization administrators to ensure the consistency of the research data.

2. Technique Triangulation

Conducted by comparing data from observations, interviews, and documentation so that the data obtained is more objective and reliable.

3. Member Check

Carried out by showing the results of the interviews to the informants to ensure that the data obtained aligns with the informants' intent in the research.

Lincoln and Guba (2021) explain that member checking is used to enhance the credibility of research data through direct confirmation with informants.

4. Persistence of Observation

The researcher conducts ongoing and in-depth observations of activities student democracy to gain an accurate understanding of the phenomenon being studied.

5. Peer Discussion

The researcher conducts discussions with academic colleagues or supervising lecturers to obtain feedback and evaluation on the data and research analysis results. With this data validity technique, this research is expected to produce data that is valid, objective, and scientifically accountable.

3. Result and Discussion

This research aims to find out the influence of political literacy on student participation in democratic activities within the campus environment as well as synchronisation of Political Science studies with the Citizenship Education Program. Research data is obtained through observation, interviews, and documentation of students from the Citizenship Education Program who are actively involved in organisational and democratic campus activities. Based on the research results, findings indicate that the level of political literacy students are classified as quite good. Students have an understanding of the concepts democracy, the rights and obligations of citizens, the political system, and the importance of participation. in campus democracy. This understanding is gained by students through the learning process in the classroom, organisation discussions, political seminars, social media, and experience participating in student organisation activities. Interview results show that the majority of students understand that political literacy is important to build critical awareness of various issues social and political developments in society.

Students also realise that political understanding helps them in expressing their aspirations democratically. and are responsible. One of the research informants stated that students who understand politics will be more brave in expressing their opinions and getting involved in campus organisational activities. Additionally, the observations indicate that students with a good level of literacy in politics tend to be more active in various campus democracy activities, such as student organisation elections, deliberation forums, advocacy activities, seminars on nationalism, and public discussions. Students who are active in student organisations also demonstrate better communication, leadership, and cooperation skills compared to students who are less involved in organisational activities. This research also finds that social media has an influence on the improvement of students' political literacy. Students utilise social media as a means to obtain political information, follow the development of social issues, and discuss democratic issues.

However, some students expressed that political information on social media is not all trustworthy, thus critical thinking skills are needed to filter the information received. On the other hand, research found that there are still some students who display apathy towards campus democracy activities. This attitude influenced by a lack of interest in politics, low democratic awareness, and the assumption that organisational activities do not provide direct benefits to students' academics. Furthermore, factors such as academic busyness and a lack of socialisation within organisations also contribute to the low participation of some students in campus democracy activities. Based on the documentation of student organisation activities, it is known that the level of student participation in campus democracy activities has increased in activities related to social issues, leadership, and the development of student character. This indicates that students tend to be more interested in engaging in democratic activities that have direct relevance to their academic and social lives. The research results also indicate a synchronization between the study of Political Science and Citizenship Education in fostering the democratic awareness of students. The Citizenship Education course provides an understanding of the values of democracy, human rights, and the responsibilities of citizens, while the study of Political Science helps students comprehend political systems, political behaviour, and the dynamics of democracy in community life. The integration of these two fields of study has a positive impact on the formation of political awareness and participation of students in campus democratic life.

Research findings indicate that political literacy has an influence on student participation in democratic activities on campus. Students who have a good political understanding tend to be more active in student organisations, discussion forums, advocacy activities, and decision-making processes in the academic environment. These findings show that political literacy plays an important role in develop democratic awareness and a culture of student participation.

The findings of this study align with the opinions of Ramadhan and Dewi (2023) that states that political literacy has a significant relationship with the level of political participation among students. Students who understand the concepts of democracy and the political system tend to have the courage

to express their aspirations and engage actively in organisational life. Political literacy helps students understand the importance of engagement in democratic life as part of citizen responsibility. Furthermore, the research results also indicate that student organisations become one of the main means of fostering democratic participation among students. Through student organisations, students learn about leadership, communication politics, collaboration, and the democratic decision-making process. The conditions shows that campus democracy functions as a political laboratory for students in building democratic character and social responsibility. The results of this study also show that social media plays a role is important in raising students' political literacy. Students utilise media digital as a source of political information and a space for discussion on social issues as well as democracy. These findings support the research by Anwar and Hidayati (2024) which explains that the development of digital media has an impact on the increase of political awareness and democratic participation among students. Nevertheless, the use of social media also requires digital literacy skills so that students can critically filter information and are not easily influenced by political hoaxes. Nevertheless, this research found that there are still students those who are apathetic towards campus democratic activities. This apathy is influenced by low interest in politics, a lack of democratic awareness, and the perception that organisational activities do not have a direct impact on academic achievement. This condition indicates that strengthening political education and democratic literacy still needs to be enhanced in higher education environments. In the context of Citizenship Education and Political Science, the results of this research indicates that the two fields of study have a mutually supportive relationship. in building awareness democracy students. Education Civic education reinforces democratic values and character, while Political

Science provides theoretical understanding of political systems and political participation in society. The synchronisation of these two fields of study is capable of shaping students who possess critical thinking skills, political awareness, and social responsibility in democratic life. These findings strengthen the opinion of Budimansyah (2021) which states that Citizenship Education plays an important role in building civic intelligence, civic responsibility, and civic participation of students. Through education democracy and organisational experience, students can develop their skills active and responsible social and political participation. Thus, it can be understood that political literacy has an influence that significantly affecting student participation in democratic activities within campus. The better the political literacy of students, the higher the level of student participation in campus democratic life. Therefore, strengthening

political education, democratic literacy, and the organisational culture of students needs to be further developed to create a young generation that is critical, democratic, and responsible as citizens.

4. Conclusion

Based on the research results regarding the influence of political literacy on participation students in democratic activities within the campus, it can be concluded that political literacy has a significant impact on the level of student participation in campus democratic life. Students with a good understanding of politics tend to be more active in various democratic activities, such as organisations student affairs, discussion forums, student elections, student deliberations, as well as activities for expressing aspirations within the campus. Political literacy helps students understand the concepts of democracy, rights and the obligations of citizenship, as well as the importance of involvement in social and political life. This understanding shapes students' political awareness so that they have the ability to think critically, the courage to express opinions, and a sense of social responsibility in academic life and society.

The research results also show that student organisations and social media to be a supporting factor in enhancing political literacy and democratic participation of students. Student organisations provide firsthand experience to students regarding the practice of democracy, leadership, and political communication. Meanwhile, social media has become a means for students to obtain information on politics and follow the developments of social issues and democracy. However, the use of social media also requires digital literacy skills so that students can critically filter information and not be easily influenced by invalid information. In addition, this research indicates that there is still a segment of students which has a low level of democratic participation due to a lack of interest in politics, low democratic awareness, and the perception that organisational activities do not have a direct impact on students' academics. Therefore, it is necessary to strengthen political education and democratic culture within higher education institutions so that student participation in campus democratic life can increase.

Synchronisation between Citizenship Education and Political Science in this research also shows a mutually supportive relationship in building political awareness among students. Citizenship

Education strengthens values and democratic character, while Political Science provides theoretical understanding of political systems and community political participation. The integration of both fields capable of shaping students who are critical, democratic, participative, and responsible in community life, nationhood, and state affairs. Therefore, the strengthening of political literacy in the higher education environment it is important to increase student participation in democratic activities on campus and to build a healthy, critical, and participatory democratic culture. Based on the research that has been conducted, there are several recommendations that can be provided, namely:

Higher education institutions are expected to enhance political education programmes and democratic literacy through seminars, public discussions, leadership training, and activities of student organisations so that students' political awareness continues to develop. Programme Study Education Citizenship is expected to be able integrating democratic learning, political literacy, and digital literacy into the learning process so that students have critical thinking skills regarding various political information in the digital era. Students are expected to be more active in participating in organisational activities and campus democracy as a means of character development in leadership, communication, and social responsibility. Subsequent research is expected to develop this research by using a quantitative approach or mixed methods to ensure the results of a broader and more in-depth research on political literacy and student participation in campus democracy.

Author Contributions

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Alfi Mufida Rahmawati: Literature review, Validation, Writing – review & editing, Editing and proofreading. All authors contributed equally to the completion of this research and approved the final manuscript.

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