

FACTORS CAUSING LOW STUDENT PARTICIPATION IN THE IMPLEMENTATION OF THE 2020 FKIP UNIVERSITY OF LAMPUNG STUDENT ELECTION (POLITICAL EDUCATION STUDIES IN HIGHER EDUCATION THROUGH STUDENT ORGANIZATIONS)

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ABSTRACT

The purpose of this study is to find out what factors are the causes of low student participation in the implementation of FKIP Unila in 2020 and then compare which factors have the most significant influence. The method used in this study is a survey method with a quantitative approach. The subject in this study is a student of the Faculty of Teacher Training and Education, University of Lampung. The sample used in this study amounted to 98 respondents. The data collection technique in this study uses the main technique, namely questionnaire and uses supporting techniques, namely interviews. The data analysis in this study was using the frequency distribution of indicators and assisted by SPSS version 20. The results of the study show that the factors causing the low student participation in the implementation of the FKIP in 2020 are caused by two factors, namely internal factors and external factors. Internal factors show a percentage of 45.91% less influential, 50% quite influential and 4.08% influential. Meanwhile, external factors showed a percentage of 29.59% less influential, 46.93% quite influential and 23.46% influential. Thus, it can be concluded that significantly external factors are more significant in causing low student participation in the implementation of the 2020 FKIP Unila.

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INTRODUCTIONS

The phenomenon of low student participation in the campus democratic process, especially in *student elections*, is part of a broader problem in the study of the political participation of the younger generation in the world of higher education. Student political participation not only reflects *civic awareness* but is also an indicator of the health of

democracy in the academic environment, where students are expected to take on the role of agents of social and political change (*agent of change*). Previous political education research has identified that limited political understanding, lack of democratic literacy, and lack of involvement in electoral mechanisms are factors that contribute to low involvement in formal political processes, both in the national and campus contexts (*political knowledge and civic education influence participation*) (Zainurin & Wan Husin, 2025).

In the Indonesian context, although students are referred to as a social group with high potential to actively participate in democratic practices, empirical evidence shows that the trend of participation is not optimal. For example, the findings of qualitative studies on student general elections show that there is a tendency for students not to exercise their voting rights due to various internal and external factors such as lack of political knowledge, lack of personal interest in the election process, and a social environment that does not support active participation in campus and national elections (Siagian & Mediatati, 2025). These factors show that inadequate political education in higher education contributes to the issue, although the quantitative literature has linked urbanization and democratic education to student participation in general, qualitative research that specifically explores the meaning of student experience in campus internal elections is still relatively limited.

The literature gap marks the existence of a *literature gap* in qualitative studies of students' subjective experiences related to low participation in student selection on campus. Many previous studies have focused on measuring participation rates statistically or the effects of political education in general, but not many have delved into social processes, campus culture, and student interpretations of elections within student organizations. Therefore, this study aims to uncover the factors that cause low student participation in the 2020 student election at the Faculty of Teacher Training and Education (FKIP), University of Lampung from the perspective of the students themselves. This study is expected to make a theoretical contribution by enriching the understanding of the dynamics of micro-level political participation in the higher education environment, as well as providing practical implications for the development of campus political education and the strengthening of student organizations in order to increase the democratic participation of students in the future.

The characteristic of a democratic state is the involvement and active participation of members of society in various state activities. Especially participation in the political field. Miriam Budiardjo (2008) argues that political participation is the activity of a person or a group of people to actively participate in political life, namely by electing state leaders and directly or indirectly influencing government policies (public policy).

Political participation in general is an activity of citizens both as individuals and in groups in the political field. These activities can be considered as forms or types of political participation when they include; voting in general elections, becoming a member of a political party and so on. Political participation is divided into two, active and passive. Active participation includes citizen activities of submitting proposals regarding a general policy, proposing alternative policies, criticizing policies, paying taxes, participating in the election of government leaders and so on (Syarif Firmansah, 2020). On the other hand, passive participation can be in the form of obeying regulations, accepting and implementing government decisions or policies, among others.

Political participation based on its nature is differentiated into voluntary participation (autonomous), and participation at the urging of others (mobilized) or other terms commonly referred to as autonomous participation (autonomous participation) and mobilized participation (mobilized participation). The form of a person's political participation is seen in his political activities. The most commonly known form of political participation is voting to elect a candidate for the people's representative or to elect the head of state (Maran, 2007)

Student organizations formed by students are miniature states or student governments that carry out tasks and functions like a state. The consequence of student organizations as student governments is that all their activities are political activities. This is expressed by Sitepu (2012) who states that politics is everything related to the administration of the state and government. So it can be said that by participating in student government organizations, a student is learning politics.

Students are a group in society who are receiving the highest education, have a broad perspective to move in all aspects of life and are a generation that is directly in contact with academic and political life. Students are future

scholars who will later enter the real world (society). Therefore, students organize by forming a student government in the context of self-development. In Law Number 12 of 2012 concerning Higher Education article 14, it is stated that the development of students' interests, talents, and reasoning is carried out through curricular activities, co-curricular activities as activities to support the educational process, and extracurricular activities as activities carried out through student organizations. Then the Directorate General of Higher Education (2022) stated that student organizations (ormawa) are a forum for students to develop their capacity as students in the form of aspirations, initiations, or positive and creative ideas through participation in various relevant activities. As stated by M. Rusli Karim (2015), student organization is a process of preparing oneself to enter a larger organization after leaving university. If when organizing students, they have embedded the habit of discipline and obeying the rules, it is hoped that such an awareness pattern will grow when they have entered the community.

The habit of obeying the rules must be reflected in the daily life of a student, both his status as part of the community or when carrying out organizational activities within the scope of the campus, one of which is the granting of voting rights in student elections (pemira). Voting in pemira activities is a customary form of political participation, which is often broader than other forms of political participation. In contrast, activities such as demonstrations, petition signings, confrontations, strikes and a series of violent acts constitute unconventional forms of political participation. Students are the next generation who will hold the nation's leadership relay. Students are intellectuals who have ideals as scientists. Students also play an active role in the changes that occur in society and the most important thing is that students are in control of every policy taken by the government.

Like a government institution that has a council of representatives that functions as a legislative institution that makes policy and the president as the leader of the executive institution who serves as the head of state and at the same time as the head of government in implementing policies. Students also have legislative representatives and executive leaders who can fight for all forms of student aspirations and can fight for student rights in the university forum. The organizational forum at the university is known as the Student Representative Council (DPM) and the Student Executive Board (BEM).

The role and function of the Student Representative Council and the Student Executive Board in higher education are the central center and highest leadership in policy-making among the university student community. In this case, DPM and BEM must make decisions and policies in a student government, must be critical of policies both inside and outside the campus. DPM and BEM are the spearhead in carrying out all aspects of governance and conveying the aspirations of the campus community. Defending the community who feel disadvantaged by university officials and stabilizing the condition of students in the form of security, welfare, and freedom to express opinions both orally and in writing.

Likewise within the scope of the University of Lampung. Unila, which is one of the leading universities in Sumatra and even in Indonesia, has a student organization (ormawa) consisting of the Student Representative Council (DPM), the Student Executive Board (BEM) and the Student Activity Unit (UKM). According to the Rector Regulation of the University of Lampung Number 18 of 2021 concerning Student Organizations listed in article 1 paragraph 10, it states that student organizations, hereinafter referred to as ormawa, are a forum for Unila students' activities to develop talents, interests, reasoning, and potential creativity, sensitivity, critical power, courage, leadership, as well as a sense of nationality and social responsibility. Furthermore, in article 1 paragraph 11 of the Rector Regulation of the University of Lampung Number 18 of 2021 concerning student organizations, it is stated that the Student Representative Council, hereinafter abbreviated as DPM, is an organization that represents students at the Unila and Faculty levels. And in paragraph 12 it states that the Student Executive Board, hereinafter abbreviated as BEM, is an organization that carries out the mandate of students at the Unila and Faculty levels. So, it can be concluded that in the implementation of student government there are student institutions that accommodate its implementation, namely the Student Representative Council (DPM) is an organization that represents student representation and the Student Executive Board (BEM) is an organization that carries out the mandate of students. Furthermore, DPM and BEM at the University of Lampung have their own levels, namely DPM and BEM at the University level and DPM and BEM at the Faculty level.

As an effort to continue the leadership relay of DPM and BEM to the next generation, it was carried out by way of student elections (pemira). In the Law on the Student Big Family (KBM) of the University of Lampung Number 1 of 2020 concerning the Implementation of Pemira in Article 1 Paragraph 1 it is said that the University of Lampung student general election, hereinafter referred to as the Pemira is a means of implementing student sovereignty which is carried out directly, publicly, freely, secretly, honestly, and fairly in KBM Unila. In the implementation of the student general election (pemira) every year, a special committee (pansus) is formed which becomes the official organizer in each part of the implementation of the pemira. This is in line with the formulation of article 2 of the Ministry of Education and Culture Number 155 of 1998 which reads that student organizations in universities are organized based on the principles of, by and for students by providing greater roles and flexibility to students. As per article 1 paragraph 5 of the Law on Student Extended Families of the University of Lampung Number 1 of 2020 concerning the Implementation of Student General Elections, states that the special committee for student elections, hereinafter referred to as the University special committee or the Faculty special committee, is an independent organizing institution at Unila. The special committee is carried out by the special committee which is divided into the level of the university level and is carried out by the special committee of the university to elect members of the university DPM as well as the president and vice president of students and the president of the faculty level is carried out by the special committee of the faculty to elect members of the faculty DPM as well as the governor and deputy governor of the faculty students.

Every year, which generally coincides with October, a series of stages of pemmira implementation are carried out. Likewise, in 2020, a process of counting stages was carried out both at the University level and at the Faculty level. In this study, the author will focus on researching the implementation of pemira at the level of the Faculty of Teacher Training and Education (FKIP) University of Lampung in 2020. Apart from the fact that the voting process within the university was stalled due to a dispute between the candidate pairs number 01 and 02 in the election of the university BEM presidential candidate who has not yet found a solution, the writer who is a student of the Pancasila and Citizenship Education (PPKn) study program of FKIP Unila, in addition to being an FKIP student who has the right to vote, is also one of the contestants in the implementation of the FKIP student general election (pemira). Therefore, the author prefers to research the implementation of pemira within the scope of FKIP because the author is directly involved in the implementation process. In addition, the author is also interested in researching the implementation of pemira in 2020 because for the first time the process of implementing pemira is carried out online, namely using an e-voting voting system caused by the covid-19 pandemic event, it is hoped that with the implementation of pemira online where students do not need to come directly to the polling station (Polling Place) in crowds and queue for a long time can increase students' enthusiasm in exercising their voting rights. The purpose of e-voting is to make it easier for students to participate, so that the level of participation in elections is expected to increase.

The implementation of the FKIP pemira in 2020 was attended by 23 prospective members of the FKIP Student Representative Council (DPM) who were divided into several departments.

Table 1 Number of prospective members of DPM FKIP in m

Department	Number of Candidates
Social Studies Education	6 Peoples
Mathematics and Natural Sciences Education	6 Peoples
Language and Arts Education	5 Peoples
Education	6 Peoples
Total	23 Peoples

Source: Decree of Special Committee XXII Number 10 of 2020

Then the 23 prospective members of the FKIP DPM were elected by acclamation because the number of registrants for prospective members of the FKIP DPM did not exceed the number of available FKIP DPM member seats that had been determined by the FKIP Special Committee which was attached to the Decree of the XXII Special Committee of the FKIP Unila Pemira Number 10 concerning the Determination of the Number of DPM FKIP Unila

Seats. Then for the candidate for governor and deputy governor, BEM FKIP students were followed by 2 (two) pairs of prospective applicants. The series of stages of implementing the FKIP election in 2020 begins with the registration stage, then the stage of file verification, campaigning, candidate pair debates, recess period to the election stage which is held online (e-voting).

The implementation of the FKIP pemira in 2020 has a Permanent Voter List (DPT) as attached in the Decree of Special Committee XXII Pemira FKIP Unila Number 18 concerning the Determination of the Renewal of the Permanent Voter List of Pemira FKIP University of Lampung in 2020 totaling 5,945 students consisting of all active students at the Faculty of Teacher Training and Education, University of Lampung. The process of implementing pemira uses the pemiraunila.com web page which is carried out simultaneously and integrated with several faculties within the University of Lampung.

Preliminary research conducted by the author to the special committee (pansus) for the 2020 FKIP election was obtained data from a total of 5,945 active FKIP students who have voting rights and are registered in the DPT, only 776 students used their voting rights in the election of candidates for governor and deputy governor of BEM FKIP 2020 students. This means that only 13.05% of FKIP students use their voting rights, this percentage is very low when associated with the level of political participation. In fact, when compared to several other campuses that also use the e-voting system in the implementation of the pemira, there has been a significant increase in voter participation, but what happened to the FKIP University of Lampung peira is the opposite. The following author presents comparative data on the results of the implementation of the election in several universities which were previously carried out directly (offline) and then carried out using the e-voting system (online).

Table 2 Comparative Data of Election Results in Several Universities

No.	Campus Name	2019	2020
1.	Gadjah Mada University	14.787	17.443
2.	Sriwijaya University	10.101	17.907
3.	Yogyakarta State University	9.214	12.176
4.	University of Bengkulu	4.641	9.129

Source: Official account of each university

The comparison of the data obtained by the author above makes the author interested in researching what factors cause low student participation in the implementation of the FKIP in 2020.

In the preliminary research, the author conducted virtual interviews through the WhatsApp application platform with 5 people, namely 2 representatives of the 2020 FKIP special committee and 3 FKIP students who were randomly selected. In the virtual interview, the author asked respondents to describe what factors make student political participation in the 2020 FKIP election relatively low. The conclusion of the preliminary data obtained is that the factors that cause the low student participation in the implementation of pemira consist of two factors, namely factors that come from within the students or internal factors and factors that come from outside the students or external factors. The internal factors consist of technical factors and academic factors, while the external factors consist of administrative factors, socialization factors, system factors and political factors.

The level of student participation in elections related to choosing who will be the leader of student government organizations is one of the indicators of the success and running of democracy in the campus environment. The low political participation of students in the BEM FKIP Unila elections should be improved with various methods and appropriate strategies to be better in the future. One way to increase political participation is by fostering political awareness. Political consciousness can be built through political socialization, as Michael Rush and Philip have expressed. A (2011) that what is meant by political socialization is the process of influence in which an individual can recognize the political system, which then determines the nature of his perceptions of politics and his reactions to political symptoms. The essence of political awareness is people's participation in the life of the nation and state, for example in general elections, one of the indicators of which is political instability in society.

One of the indicators of the emergence of awareness of student organization is the emergence of student participation and consciously using their voting rights in election activities, as well as the growth of an attitude of responsibility, both responsibility for their choice in the election and responsibility for their obligations as students.

Especially for a student of the PPKn Study Program, awareness of rights and obligations as a citizen, especially in the implementation of political participation, is a reflection of intelligent and characterful citizens. This is in line with what was conveyed by Kartini (2016) stating that PPKn in schools plays a role as political education for students, one of the goals of political education is to make the people politically aware. Political awareness is awareness of rights and obligations as citizens. One of the obligations as citizens is to provide political participation.

According to the author's view, the level of student political participation in the implementation of the pemira to determine who is the leader of the student government is very important. The active participation of students in campus politics also determines the quality of democracy, where in a democracy it is the people who hold the highest sovereignty. With good political participation, students can participate in overseeing the course of the election so that they can minimize the possibility of mistakes or irregularities in the implementation and other unwanted things. And with good political participation, students can oversee policies and political promises that have been conveyed by candidate pairs which will later have an impact on the running of student organization activities, the delivery of aspirations and service efforts to students, especially advocacy for students who experience obstacles in lectures. In addition, getting used to actively participating in student politics will create a participatory, healthy and clean political culture that will have a significant influence on the post-campus world and become part of society as a whole.

Looking at the data that has been described above, the author is moved to research and obtain objective answers and information. Therefore, the author will conduct a study entitled "Factors Causing Low Student Participation in the Implementation of the 2020 FKIP University of Lampung Student Election (Study of Political Education in Higher Education Through Student Organizations)" to find out what factors cause low student participation in the implementation of the FKIP in 2020, identify which factors are the most significant in causing low student participation and providing suggestions to overcome these causative factors so that in the next implementation of PEMIRA student political awareness will increase and the implementation of PEMIRA can be better, both in terms of implementation and student participation in it.

RESEARCH METHODS

The population of this study includes all active students of the Faculty of Teacher Training and Education, University of Lampung registered in November 2020 amounting to 5,945 people, consisting of Social Studies Education (1,370), Education (1,864), Mathematics and Natural Sciences Education (1,340), and Language and Arts Education (1,371), as stated in the Special Committee Decree No. 18 of 2020. From this population, a sample was determined using the Taro Yamane formula with a precision level of 10%, so that a sample of 98 students was obtained. The collection was carried out through a random sampling technique with proportional distribution using Stratified Random Sampling, resulting in an allocation of 22 students from Social Studies Education, 31 from Education, 22 from Mathematics and Natural Sciences Education, and 23 from Language and Arts Education. This study also determined variables in the form of factors causing low student participation in the 2020 FKIP elections, which were categorized into internal and external factors according to the limitations of the research variables according to Sugiyono (2017).

The data collection techniques in this study were questionnaires, and interviews. The questionnaire used in this study is in the form of a list of written questions that are specially prepared to explore information from Faculty of Teacher Training and Education University of Lampung students who were selected as samples through random selection. This instrument is in the form of a closed questionnaire, so that each question item is accompanied by a choice of answers that make it easier for respondents to provide answers quickly and consistently, as well as assisting researchers in the data processing process. The model used is a Likert scale in the form of a checklist with three alternative answers, namely agree, disagree, and disagree, each of which is given a different score weight: agree is worth 3, disagree is worth 2, and disagree is worth 1. This approach allows researchers to obtain structured and easily

analyzed quantitative data to objectively describe the conditions being studied. Meanwhile, interviews in this study were conducted as part of a preliminary study to identify problems that need further research. The researcher used a guided interview, which is an interview that follows a structured question guideline so that each respondent gets the same question systematically. The interview process was carried out randomly to five FKIP students through communication media for the sake of time efficiency, and it is possible to do it again if information deepening is needed. This interview serves to complement and strengthen the unanswered data through the questionnaire, with the main focus on the factors that cause low student participation in the implementation of the 2020 FKIP survey.

The instrument tests in this study are validity tests and reliability tests. The validity test in this study is used to ensure that the instrument is able to measure the variables that are to be studied, as explained by Arikunto (2010) that an instrument is declared valid if it really measures what should be measured. Validity testing was carried out through the correlation between each question item and the total score using the Pearson Product Moment technique through the SPSS version 20 program, then the results were evaluated based on correlation values and significance; An item is declared valid if the calculation is greater than the *r*table or the significance value is below 0.05. After that, a reliability test is carried out to assess the consistency of the instrument, namely how reliable the questionnaire is as a data collection tool. The reliability test was calculated using Cronbach's Alpha method through SPSS, with the interpretation of the value based on the criteria of Sekaran in Wibowo (2012) which assessed a value below 0.6 as not good, around 0.7 acceptable, and above 0.8 as good. Reliability determination can also be done by comparing the alpha value with the *r*table at a significance level of 0.05. The analysis procedure is performed by calculating the score of each item, running the analyze → scale → reliability analysis command in SPSS, and then comparing Cronbach's Alpha value with the *r*table to determine whether the instrument meets the reliability requirements.

The data analysis technique in this study is used to simplify the data into a form that is easier to understand and interpret. This study applies quantitative analysis, which is to process data in the form of numbers and systematic descriptions after all data is collected through the process of identification and further processing. Data classification is carried out using an interval formula to obtain a structured picture. One of the procedures used is frequency distribution analysis, which is applied to the results of a questionnaire on the factors that cause low student political participation. Through this analysis, the researcher can find out the classification and percentage of each factor that affects the low student participation in the 2020 FKIP election. Frequency distribution analysis uses the interval formula as follows:

RESULTS AND DISCUSSION

After the author conducts research, the author will then analyze and interpret the data that has been obtained by describing and explaining the actual situation in accordance with the data obtained regarding the Factors Causing Low Student Participation in the Implementation of the 2020 FKIP University of Lampung Student Election.

Student organizations formed by students are miniature states or student governments that carry out tasks and functions like a state. The consequence of student organizations as student governments is that all their activities are political activities. This is expressed by Sitepu (2012) who states that politics is everything related to the administration of the state and government. So it can be said that by participating in a student government organization, a student is learning politics.

As stated by M. Rusli Karim (2015), student organization is a process of preparing oneself to enter a larger organization after leaving university. If when organizing students, they have embedded the habit of discipline and obeying the rules, it is hoped that such an awareness pattern will grow when they have entered the community. The habit of obeying the rules must be reflected in the daily life of a student, both his status as part of the community or when carrying out organizational activities within the scope of the campus, one of which is the granting of voting rights in student elections (*pemira*).

Especially for a student of the PPKn study program who is prepared to become an educator who will instill the values of political education in students who are expected to become intelligent and character citizens and know their rights and obligations as citizens, one of which is participating in the organization of general elections (elections) as

conveyed by Surbakti (2010) political awareness is awareness of the rights and obligations as citizens. It is hoped that the implementation of the pemira which can be called elections at the campus level, can foster awareness and understanding of PPKn students and FKIP students in general to contribute so that when they become an educator or part of the community can become a good pilot.

The above problems are the reason for researchers to carry out research related to the Factors Causing Low Student Participation in the Implementation of the 2020 FKIP University of Lampung Student Election. Data collection and analysis were the only variables in this study, namely the factors that caused the low student participation in the implementation of pemira. The analysis was also carried out to identify which factors were the most significant in causing low student participation in the implementation of pemira.

A. Factors that cause low student participation in the implementation of pemira

1. Internal Factor Indicators

Internal factors are causal factors that come from within an individual. Among the internal factors that cause low student participation in the implementation of the FKIP Unila in 2020 consists of two factors, namely technical factors and academic factors. Technical factors are constrained in the election process due to technical problems such as not knowing the election procedures, inadequate internet quota or health constraints. Meanwhile, academic factors are obstacles experienced in the selection process due to academic factors such as lectures at the same time, there are other campus activities that cannot be left behind, or the level of knowledge related to the procedures for implementing pemira is inadequate.

Based on the data from the processing of internal factor indicators from 98 respondents, there were 4.08% or as many as 4 respondents who agreed with internal factors and were categorized as influential in causing low student participation in FKIP elections. A person does not participate in an activity influenced by various aspects, in the internal aspect the level of participation of a person is influenced by individual characteristics based on age, education level, health level, amount of income to group or organizational experience (Pangestu, 2015). It was mentioned by one of the respondents through an interview that several complaints were found in the implementation of the pemira, including there were students who were suffering from health problems (sick), did not have qualified network access because they were in their hometown or voting time at the same time as the academic schedule so that they could not participate in the pemira. Based on the data from the interview results, this is one of the reasons why 4 respondents answered yes to this indicator, showing a high score with an influential category.

Then for the percentage of 50% or as many as 49 respondents is categorized as quite influential, this is because there are still many students who do not understand the procedures for using voting rights in elections and do not have their own initiative to find out independently, even though they know that a series of election activities are being carried out. This was confirmed directly by one of the students who was a respondent from 48 other respondents who showed scores with the category of being quite influential in data collection through interview support techniques, this is in line with what Miaz (2012) said that a person will use his right to vote if he has the opportunity to vote. As for the less influential category at a percentage of 45.91% or as many as 45 respondents, one of the respondents when interviewed said that the person concerned at the time of the election was in good health, did not clash with lecture hours, had enough quota and knew the procedure for using the vote but the person concerned was not interested in using his voting rights.

Based on the results of the study, it can be concluded that internal factors in causing low student participation in the implementation of the 2020 FKIP University of Lampung student election are categorized as quite influential, this is shown by the acquisition of data as many as 49 respondents who answered the questionnaire with the medium category and supported by interview results data which stated that most FKIP University of Lampung students knew that there were Pemira activities but have no interest in exercising their voting rights in the pemira. This is in line with the opinion of Surbakti (2010) who said that one of the indicators that can be used to measure a person's political awareness is his interest and attention to the social and political environment in which he lives. From this opinion, it can be concluded that if a person knows that the election process is taking place but is not interested in using his or her voting rights, then that person does not have good political awareness.

2. External Factor Indicators

The external factors referred to here are the causes of low student participation in the study that comes from outside the individual. Based on the researchers' findings, there are several external factors that cause low student participation in the implementation of the FKIP in 2020, namely administrative factors, socialization factors, system factors, and political factors. Based on the data processed from external factor indicators, 23.46% of the 98 respondents or as many as 23 respondents were categorized as influential. This external factor can be seen from several aspects of the assessment, including the administrative aspect, which is constrained in the pemira process due to administrative matters such as not being able to activate the account on the pemira website or losing the Student Identity Card (KTM) which is a prerequisite to participate in the pemira. The socialization aspect, due to the lack of socialization, causes not knowing the candidate pair or experiencing confusion regarding the stages of implementing the pemira. The system aspect, due to problems with the system such as the website page is an error when it is to be used or the account activation process to the voting process is inefficient so it takes time. Political aspects, political considerations such as not trusting the candidate pair, not trusting the organizers, not having motivation to vote or not having interest in the activities of student organizations. Of the 23 respondents who answered yes and were categorized as influential, this shows that there are still many shortcomings in the implementation of the FKIP pemira and must be corrected immediately. Based on the results of an interview by the researcher, according to one of the respondents he felt that he did not have a strong reason why he had to participate in the pemira, felt that there was no innovative program from each management, considered the pemira was only a game of a certain student group and did not believe in the organizing committee of the pemira even he just found out that there was a pemira activity on the D-day of voting. This is in line with what Widagdo (2016) said that there is a tendency for a voter to choose candidates who have various similarities with him.

Meanwhile, the percentage of 46.93% or as many as 46 respondents was categorized as quite influential because most of the respondents felt confused about the system used in the poll and assessed that the socialization carried out by the organizing committee and candidate pairs was still far from optimal. This is supported by the opinion of one of the FKIP students in the interview process stating that he did not participate in the implementation of the pemira not because he did not want to participate but did not know the mechanism used in the 2020 FKIP pemira, feeling that there was no massive socialization so that information was left behind. Meanwhile, for the less influential category, data was obtained from 29 respondents or with a percentage of 29.59% as shown by the score data obtained during the research. According to one of the FKIP Unila students when interviewed, he said that the preparation of the system in the pemira was quite good, especially in the conditions of the covid-19 pandemic, but he thought there was no strong reason why he had to participate in the pemira because the impact of the activity had nothing to do with him.

Based on the results of the study, it can be concluded that external factors in causing low student participation in the implementation of the 2020 FKIP Unila pemira are categorized as quite influential, as shown by the results of the research on this indicator as many as 46 respondents or with a percentage of 46.93% get a moderate score and are supported by student statements in interviews stating that they did not participate in the implementation of the FKIP 2020 pemira Not because they do not have the desire to participate but because they are constrained both by the system used in PEMIRA, administrative matters and considering that there is no massive and optimal socialization related to the implementation of PEMIRA. Looking at the data above, it is necessary to make optimal socialization efforts and regrow students' confidence that the election process is really carried out in a fair manner. As Michael Rush and Philip argue. A (2011) political socialization is a process of influence in which an individual can recognize the political system, which then determines the nature of his perceptions of politics and his reactions to political phenomena.

3. Variable factors causing low student participation in the implementation of the 2020 FKIP Unila student election

Based on the explanation in the indicator section above, if it is accumulated that the variable factors causing low student participation in the implementation of the FKIP in 2020 as much as 30.61% stated that the indicators of internal factors and indicators of external factors are cumulatively less influential in causing low student participation in the implementation of the FKIP in 2020, this can be seen from several students both in terms of health aspects, The

academic aspect, the aspect of the voting system or the socialization aspect do not experience obstacles that can hinder them in exercising their voting rights but they are not interested or not interested in using the voting rights. This can be caused by the lack of political awareness of students as conveyed by Surbakti (2010), political awareness is awareness of rights and obligations as citizens.

Then as many as 40.81% of students stated that internal factor indicators and external factor indicators cumulatively were quite influential in causing low student participation in the implementation of the FKIP election in 2020, this can be seen from the fact that there are still many students who do not know the election procedures, what administrative requirements are needed, how the mechanism to vote and even do not know the candidate pairs who participate in the election contest. Most students know that there are pemira activities but do not participate in these activities.

Then students who stated that internal factor indicators and external factor indicators cumulatively had an effect in causing low student participation in the implementation of the FKIP pemira in 2020 as much as 28.57%, this can be seen from the results of the questionnaire processing and supported by interview data which stated that some students did not know what the administrative requirements were in the pemira, how the mechanism for implementing the pemira, not having adequate network access, considering the activities of the Pemira as unimportant, or not even knowing that elections are being held.

Based on the explanation above, it shows that most FKIP students at the University of Lampung know about pemira activities but only in general, such as looking at information on the internet, finding out from conversations with friends or looking at leaflets pasted on the walls of the room. However, they do not know in detail that the pemira is carried out online or offline, how the procedures are in the election, do not know what administrative requirements I need to participate in the pemira, do not know the vision, mission and programs offered by the pemira contestants, consider that there is no optimal socialization related to the implementation of pemira. However, they also do not have the initiative independently to find out what must be prepared in order to participate in the implementation of the project. Based on the results of the interviews, this is due to the perception among students that the pemira is considered not to have a direct impact on their condition on campus, so they do not have a strong reason why they should participate in the implementation of the pemira. This is in line with the opinion of Hasanuddin et al (2015) that there are several factors that affect the high or low level of a person's political participation. First, political awareness and trust in the political system. What is meant by political awareness is awareness of rights and obligations as citizens. Second, it concerns one's knowledge of the social and political environment, and concerns one's interest in the social and political environment in which he lives.

After analyzing the data that has been submitted on the above variables and indicators, it can be concluded that the factors causing the low student participation in the implementation of the FKIP in 2020 consist of two factors, namely internal factors and external factors. Internal factors show a percentage of 45.91% less influential, 50% quite influential and 4.08% influential. Meanwhile, external factors showed a percentage of 29.59% less influential, 46.93% quite influential and 23.46% influential. Thus, it can be concluded that significantly external factors have a more significant influence in causing low student participation in the implementation of the FKIP Unila in 2020 with an accumulation percentage of 70.39%. This is in line with previous research conducted by Fatmariza (2021) which stated that the factors causing the high and low political participation of students in the BEM FIS UNP election for the 2018-2019 period consisted of internal factors and external factors. Internal factors include political awareness and trust factors. Meanwhile, external factors are official opportunity factors, social resources, socialization, successful team performance and popularity of prospective actors. Then for the factors that cause the low student participation in the study outside the percentage of 27.54% is the contribution of variables that were not studied by the researcher. This is in line with previous research conducted by Syarif Firmansyah (2020) entitled Analysis of Student Political Participation in the Presidential and Vice Presidential Elections of BEM REMA IKIP PGRI Pontianak which stated that obstacles in the implementation of student general elections include lack of awareness in using voting rights and lack of supervision from the campus.

Material on participation in electing a citizen in elections which is one part of the PPKn subject matter in schools in accordance with the PPKn subject material for grade XI in KD 3.2 Creating the system and dynamics of Pancasila democracy in accordance with the Constitution of the Republic of Indonesia in 1945, and KD 4.2 Demonstrating the results of the analysis of the system and dynamics of Pancasila democracy in accordance with the Constitution of the Republic of Indonesia 1945. In addition, awareness to participate in election activities is a basic obligation of a citizen as well as the implementation of his rights and obligations. This is in line with what was conveyed by Kartini (2016) stating that PPKn in schools plays a role as political education for students, one of the goals of political education is to make the people politically aware. Political awareness is awareness of rights and obligations as citizens. One of the obligations as citizens is to provide political participation. As said by Maran (2007) The most commonly known form of political participation is voting to elect candidates for people's representatives or to elect the head of state, this is in line with the opinion of Budiardjo (2008) who states that political participation is the activity of a person or group of people to actively participate in political life, including by electing leaders in the state.

The ability to understand in detail the subject is important for an educator in the subject taught, as well as PPKn students who will become teachers of PPKn subjects who in lectures have been taught courses such as Introduction to Political Science (PIP) as well as Democracy and Comparative Government System courses, then it is expected to be able to understand the content of the substance of the course as the basis of the main learning that will be taught to participants One of them is material on the system and dynamics of democracy which studies the rights and obligations of citizens, namely participating in the implementation of elections.

CONCLUSION

This study concludes that the low participation of students in the implementation of the 2020 FKIP Student Election (Pemira) of the University of Lampung is caused by a combination of internal factors and external factors, with external factors proven to have a more dominant influence. These external factors include the weak socialization of Pemira, administrative obstacles, problems with the e-voting system, and low trust and interest of students in campus political processes and actors. Meanwhile, internal factors such as limited procedural understanding, low interest, and lack of political awareness among students also contributed, although cumulatively the influence was lower than that of external factors. These findings enrich understanding of the dynamics of student political participation at the micro level, especially in the context of campus democracy run through student organizations.

Theoretically, the results of this study confirm the relevance of the theory of political participation and political socialization in the context of higher education, by showing that low participation is not solely an individual problem, but is the result of the interaction between students' political consciousness and the institutional structure of the campus. From a practical and policy perspective, these findings imply the need for a more proactive campus policy in making Pemira an integral part of student democracy education, not just an annual administrative agenda. Campuses, especially FKIP as a printing institution for prospective educators, need to place Pemira as a vehicle for political learning with pedagogical, transparent, and inclusive values in order to foster a culture of student participation and civic responsibility.

In the context of the development of political education, this study emphasizes the importance of strengthening contextual political education through student organizations. Political education is not enough to be delivered normatively in lectures, but needs to be internalized through students' direct experience in the campus democracy process. Therefore, the integration of civic education materials, student organization activities, and Pemira practices is a strategic step to increase political awareness, trust, and student participation in a sustainable manner.

Based on these findings, this study recommends the technical need to improve the quality and intensity of Pemira socialization by utilizing various communication media that are close to students, carried out in stages, interactive, and sustainable. In addition, the e-voting system needs to be refined from technical aspects, accessibility, procedural clarity, and system reliability to minimize administrative and technical obstacles that have the potential to

reduce participation. Transparency in the implementation and increasing trust in the committee and candidates is also an important prerequisite in encouraging student involvement.

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