

Realizing Ideological Political Education in Political Parties Policy Recommendations for Provincial Regional People's Representative Assembly and Regional Governments

Hidayatullah^{1*}, Ayatullah Hadi², Firra Nurfajriah³, Nisa Lestari⁴, Nadila Putri⁵

¹²³⁴⁵Universitas Muhammadiyah Mataram, Indonesia

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ABSTRACT

This research aims to formulate policy recommendations for the Provincial DPRD and Local Government in realizing systematic, adaptive, and inclusive ideological political education within political parties. Using a qualitative approach with the Systematic Literature Review (SLR) method, this research analyzes scientific findings from reputable national and international journals published within the last six years (2020-2025), obtained through the Dimensions and Scopus databases. Selection criteria included thematic relevance, publication quality, full-text access, and use of Indonesian or English. The study results indicate that ideological polarization has become a significant structural challenge to strengthening political education within political parties, hindering the regeneration process and weakening commitment to democratic values. The findings also highlight the lack of a structured political education curriculum and the low digital literacy of young cadres. Therefore, synergy between DPRDs, local governments, and political parties is necessary to establish a democratic and sustainable political education ecosystem. This research recommends the need for evidence-based policies to design a cross-disciplinary ideological curriculum, as well as strengthening digital media literacy capacity in political education cadres at the regional level.

1. INTRODUCTION

Political education is a process designed to broaden public awareness, enabling individuals to play an active role in their country's political dynamics. The public is expected to be fully engaged and fulfill their responsibilities in accordance with democratic principles. Political education benefits not only political parties and the state but also individuals by helping them recognize their rights and obligations. This is particularly important for strengthening social functions, shaping character and personality consistent with democratic values, expanding knowledge, and encouraging public participation in political activities (Prihatin et al., 2023). One of the duties of political parties is to implement political education. This is stated in Article 1, paragraph (4) of Law No. 2 of 2008, which explains that political education is the process of learning and understanding the rights, obligations, and responsibilities of every citizen in the life of the nation and state. The current development of political parties in Indonesia shows a decline in the quality of party cadres. Therefore, political education is necessary as a means to accelerate the improvement of the quality of party cadres (Achmad et al., 2022).

Political education is an activity designed to develop moral values and political orientation in individuals. Through political education, people are encouraged to participate actively as responsible citizens in political life. In the context of political parties, political education has a deeper ideological dimension because it involves internalizing the party's core values among its cadres (Pahlevi & Amrurrobbi, 2020). Ideological political education aims to build consistency between the party's value orientation and the political behavior of its cadres in organizational practices and political decision-making. Furthermore, this education is a crucial instrument for creating a regenerative leadership that is not merely technocratic but also rooted in transparent and responsible ideological principles (Tkach et al., 2023).

*Corresponding author

E-mail addresses: dayatalfaro@gmail.com

Ideological polarization is a contemporary political phenomenon characterized by increasingly extreme differences between groups or individuals based on political preferences. One of the most prominent forms of this polarization is affective polarization, which is emotional hostility toward political opponents that transcends differences in policy substance (Venegeroles, 2024). Within a party, ideological polarization often exacerbates organizational fragmentation, weakens inter-factional dialogue, and reduces the effectiveness of political education. Therefore, ideological political education within parties needs to be designed to curb ideological extremism and foster value cohesion among cadres as part of a commitment to inclusive democracy (Van Erkel & Turkenburg, 2022).

Affective polarization has simplified voters' political identities, narrowing the scope for understanding diverse public interests. Multiparty systems tend to generate sharper ideological polarization than two-party systems, often creating complications when implemented alongside presidential systems (Rishan, 2020). Furthermore, internal party fragmentation is exacerbated by the dominance of activists in the candidate selection process, which often encourages extreme ideological preferences and distances parties from their moderate base. Consequently, a gap exists between party elites and voters, leading to internal disintegration (Amitai, 2024). The polarization of political parties in Indonesia has several impacts, one of which is the damage to democratic institutions. While polarization is common in both society and within a country, if it persists to an extreme, it can have various negative consequences. One of the primary impacts is the disruption of democratic institutions, as decision-making processes are hindered and the positions of groups involved in polarization are reinforced (Susilawati, 2023).

The absence of a structured and ideologically oriented political education system is a significant challenge in fostering civic awareness and political participation among cadres, particularly in vocational and postgraduate educational institutions. Research shows that available learning resources are limited, particularly in materials such as English textbooks at vocational colleges, which often fail to integrate relevant cultural elements and ideological values (Wang, 2023). This situation hinders the development of a comprehensive and contextual ideological education framework. Innovation through a digital-based political education system shows great potential for improving the quality of political learning and student participation (Huang, 2022). Furthermore, political education plays a crucial role in shaping individuals who are aware of their rights and obligations in the political sphere, including participation in elections. A positive relationship between political education and political participation will produce responsible citizens who actively participate in political dynamics (Kusuma et al., 2020). However, an overly rigid ideological approach can also hinder diversity of views, so a balance is needed between the formation of ideological awareness and the development of critical thinking. Parliament and local governments play a crucial role in strengthening political education through three primary functions: fostering democratic values, promoting public discourse, and encouraging civic engagement. Parliament can utilize public hearing forums as a means of dialogue among social scientists, the public, and policymakers, thereby enhancing public political understanding (Teixeira de Barros, 2020).

Furthermore, establishing a legal framework that incorporates democratic education into the formal education system is a crucial step in instilling political values from an early age (ERDEM & EĞMİR, 2020). Local governments can also optimize regional elections as a vehicle for political education, as well as hold community forums and workshops to foster a participatory culture at the grassroots level (Arifin & Djohas, 2023). Nevertheless, the low quality of public debate and superficial community engagement remain challenges that need to be addressed systematically (POHORELOVA, 2023).

The Regional People's Representative Council (DPRD) plays a strategic role as part of regional governance. The Regional People's Representative Council (DPRD) holds a position equal to that of the regional head, with primary duties encompassing legislative, budgeting, and oversight functions at the regional level. Implementing these three functions requires the availability of qualified and competent human resources (Suargita et al., 2023). Policy can be understood as a series of actions, steps, attitudes, programs, and decisions taken by actors or related parties in an effort to resolve existing problems. Meanwhile, policy implementation refers to the process of implementing the policy in actual practice (Desrinelti et al., 2021). However, even though the policy has been implemented, its implementation still faces various challenges, particularly in terms of increasing public understanding of the e-aspiration program. Therefore, existing structures need to be strengthened and optimized to overcome these obstacles and support more effective policy implementation (Entjaureau et al., 2024).

Although existing literature has addressed important issues related to polarization, political education, and the role of institutions, few studies have explicitly linked ideological political education in political parties to concrete policy interventions by the Regional People's Representative Council (DPRD) and local governments. This gap highlights the need for institutional and policy designs that address the structural and ideological challenges faced by cadres at the local level. This research offers a novel

contribution by bridging ideological, pedagogical, and institutional aspects through a policy-based approach. Therefore, this research aims to formulate strategic policy recommendations for the Provincial DPRD and local governments in realizing systematic, adaptive, and inclusive ideological political education within political parties.

2. METHOD

This research is a qualitative descriptive study using the Systematic Literature Review (SLR) method. A systematic literature review is an organized scientific process that aims to identify, evaluate, summarize, and understand all relevant research findings to answer the proposed research questions (W. Wibowo & Endraswati, 2025). This method was used to identify, evaluate, and interpret all relevant research findings on "Realizing Ideological Political Education in Political Parties: Policy Recommendations for the Provincial DPRD and Local Governments." This approach aims to systematically collect and analyze data from various relevant sources to provide an in-depth understanding of the research topic (Subagiya, 2023). The data in this study were sourced from the Dimensions database (<https://app.dimensions.ai>) and Scopus (<https://www.scopus.com>) with publication intervals spanning the last six years to ensure the data used is up-to-date and relevant to "Realizing Ideological Political Education in Political Parties: Policy Recommendations for the Provincial DPRD and Local Governments."

Data eligibility criteria in this study were established to ensure that only relevant and high-quality literature was analyzed. These criteria include (1) scientific articles published in reputable national and international journals; (2) studies that specifically discuss Realizing Ideological Political Education in Political Parties: Policy Recommendations for Provincial DPRD and Regional Governments; (3) publications published in the last 6 years (2020-2025); (4) articles available in full text and in English or Indonesian. The research procedure is shown in Figure 1.

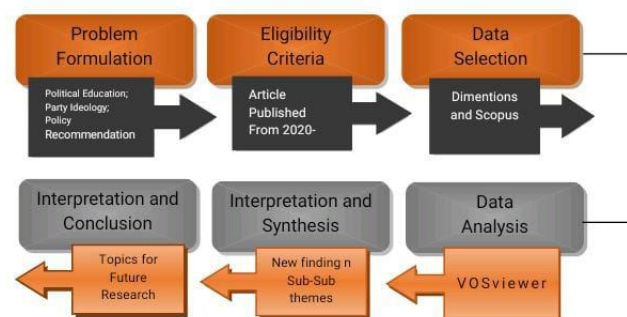


Figure 1. Research procedure

Figure 1 shows that this research was conducted in several stages, namely problem formulation, determining eligibility criteria, data selection, data analysis, data interpretation and synthesis, and conclusion. The problem formulation stage is crucial for limiting the scope of the topic, specifically in the case of Realizing Ideological Political Education in Political Parties: Policy Recommendations for the Provincial DPRD and Regional Governments. Eligibility criteria were determined to filter data that matched the topic with relevant keywords such as "(Political Education and Party Ideology and Policy Recommendations) OR (Political Education and Party Ideology and Policy Recommendations)". Next, data was selected from the Dimensi database and filters were applied to the data published in the last 6 years (2020-2025). Next, the collected data were imported into VOSviewer software to create a visualization of the relationship between keywords and themes in this study. The results of the data visualization and analysis from VOSviewer were interpreted to explain key variables in Realizing Ideological Political Education in Political Parties: Policy Recommendations for the Provincial DPRD and Regional Governments.

3. RESULT AND DISCUSSION

1. Data Selection Results

The indexer database search yielded a total of 382,731 records, including 55,637 open-access records and the remainder closed-access records. Of these 55,637 records, 29,483 were articles, and 26,156 were books and proceedings. This leaves 15,804 records for subsequent analysis. The distribution of these records is shown in Figure 2.

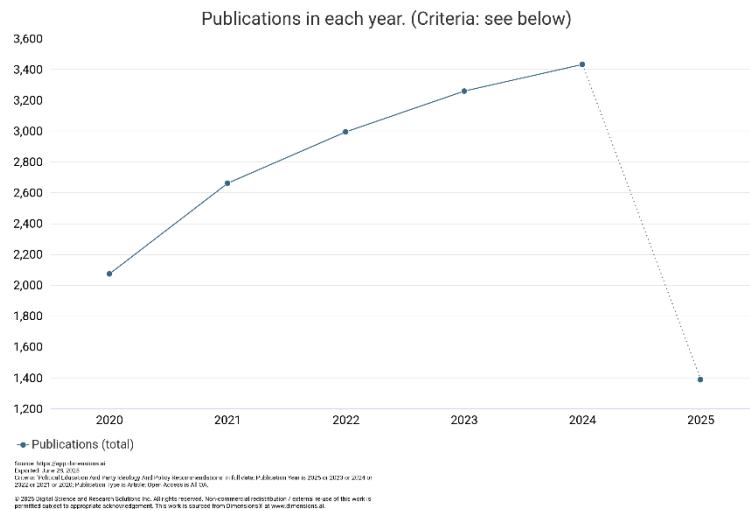


Figure 2. Distribution of the number of data over a decade

Figure 2 shows the annual trend in the number of scientific publications related to the topic "Political Education, Party Ideology, and Policy Recommendations" from 2020 to 2025. From 2020 to 2024, there is a significant increase in the number of publications. In 2020, the number of publications was around 2,100, then rose sharply in 2021 to around 2,650. This positive trend continued in 2022 and 2023, with approximately 3,000 and 3,250 publications, respectively, reaching a peak of over 3,400 publications in 2024.

However, the graph shows a drastic decline in 2025, with the number of publications dropping sharply to only around 1,350. This decline is likely not due to a decline in interest or relevance of the topic, but rather to the incompleteness of the 2025 data, as the data export date was June 28, 2025. This means that publications scheduled for release during the second half of 2025 have not yet been fully recorded. Therefore, the 2025 data should be interpreted as preliminary. Overall, this graph shows an increase in academic attention to the issues of political education and party ideology over the past five years. However, the latest data should be reviewed periodically.

2. Network Visualization of Data

The data that had gone through the selection process was then visualized using VOSviewer to examine the research variables and their relationships. The visualization results are shown in Figure 3.

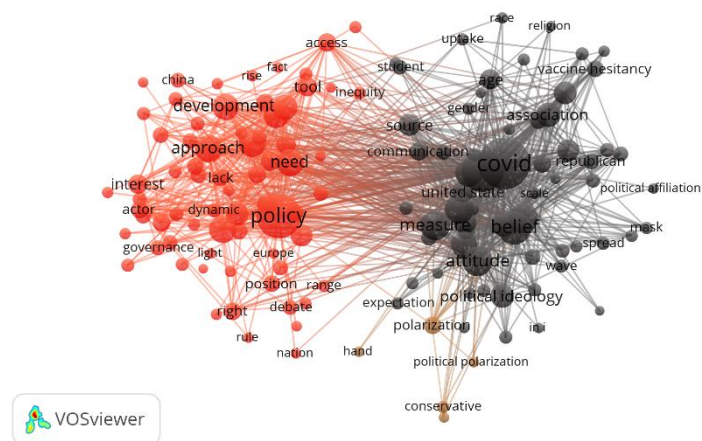


Figure 3. Network visualization of research variables.
Source: processed data, VOSviewer software

Figure 3 is a network visualization of all variables studied over the past six years, depicting three distinct color clusters: black, orange, and brown. The interpretation of each variable is as follows:

a. Black Cluster (Social Perception, Ideology, and Pandemic)

The black cluster is the densest and is located in the center to the right. Keywords such as "COVID," "belief," "attitude," "measure," "mask," "communication," "gender," "age," "student," "spread," "source," and "vaccination hesitancy" indicate a focus on the COVID-19 pandemic in a socio-political context and

public perception. The words "political ideology," "republican," "polarization," and "association" also indicate ideological polarization and its relationship to responses to public health policies. Interpretation: Represents how political beliefs and social identities shape responses to pandemic policies. Illustrates the relationship between media, information sources, and trust in public policy. Moreover, demonstrates that ideological factors and public perception heavily influence the success of health policies.

b. Orange Cluster (Dimensions of Policy and Global Governance)

The red cluster dominates the left area and displays keywords such as: policy, development, approach, need, tool, actor, governance, position, debate, rule, and interest. This indicates a focus on policy formulation, decision-making mechanisms, and the dynamics of governance across countries and global actors. Terms such as "China," "Europe," and "nation" imply a geopolitical context. The terms "tool," "lack," and "access" suggest problematic policy implementation, particularly in terms of capacity and resources. Interpretation: Represents studies on policy formulation in the context of crises or global challenges. Focuses on both top-down and bottom-up approaches, as well as the roles of state and non-state actors in shaping public policy. There is also a strong link between need and strategic approaches in addressing contemporary governance challenges.

c. Brown Cluster (Political Polarization and Ideological Identity)

This cluster is smaller, with key keywords such as "conservative," "political polarization," "political ideology," "expectation," and "hand." These terms demonstrate a focus on conservative political ideology and the phenomenon of polarization, as well as how political preferences influence public views on public policy and health. Interpretation: This cluster presents studies on the psychological and ideological effects of interpreting public policy. It reflects that conservatism can be a predictor of acceptance or rejection of specific policies. Furthermore, polarization extends not only to ideological differences but also to the interpretation of facts and science.

Based on this cluster division, researchers can conduct more in-depth studies on the following topics:

a. Ideological Polarization and the Challenges of Political Education in Political Parties

The phenomenon of polarization within political parties is a complex process influenced by internal dynamics, including the role of party activists, ideological extremism, and the structure of the party system (Reiljan et al., 2024). Activists' active involvement in the candidate selection process often reinforces ideological polarization, as they tend to push party elites toward more extreme positions, ultimately disregarding the preferences of moderate voters (Friedrichs, 2022; Yang et al., 2020). Affective polarization, characterized by strong sentiments toward one's own group and antagonism toward the opposing group, is also growing rapidly, with party leaders playing a central role in shaping these sentiments. Furthermore, findings suggest that extreme ideological views can weaken support for democratic principles, indicating that either excessively high or excessively low levels of polarization have the potential to erode commitment to democratic values (Torcal & Magalhães, 2022).

The impact of polarization on the political education of party cadres is significant, particularly in fostering an inclusive and democratic educational environment. Polarization can create conflict between educators and students, disrupting effective political learning processes and impacting the quality of ideological discourse within parties (Villagrán, 2020). Furthermore, the quality of political education is strongly influenced by the level of political equality and inclusive governance. Countries with high levels of political equality tend to be more successful in providing participatory and constructive political education (Ezcurra & Zuazu, 2022). However, conditions such as austerity policies contribute to political polarization, which in turn fuels apathy and distrust of the existing political system among young cadres (Hübscher et al., 2023).

Interpretation of these findings suggests that ideological polarization within parties not only hinders the ideal political education process but also creates a cognitive and emotional distance between moderate and extreme cadres. This polarization reduces the potential for healthy dialogue, hinders the transfer of democratic values, and undermines ideological cohesion within parties. Thus, the primary challenge in implementing ideological political education within political parties is designing educational mechanisms that can bridge the ideological spectrum of cadres, prevent the dominance of extremism, and foster critical awareness rooted in democratic and national political values. This is crucial not only for internalizing the party's ideological values but also for building an inclusive and resilient regional political system.

b. Strategy for Translating Ideological Values into Political Education

Designing a political education curriculum based on party ideology is an integrated approach that aims to shape students' moral character and professional competence simultaneously. The integration of ideological elements into each course is not carried out dogmatically, but through subtle and systemic design to continuously influence students' values and behavior (Cheng, 2023). In this regard, synergy between lecturers teaching professional courses and ideology teachers is a key element in realizing a unified and consistent political education mission (Duan, 2022). Participatory implementation strategies, such as the "Project + BOPPPS" (Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary) model, are effective means of integrating ideological values into practical projects, as applied in technical courses such as "Mapping Practice of Auto Parts" (Y. Ma & Yan, 2023); (L. Ma et al., 2022). This approach not only increases student engagement but also develops political skills relevant to their professional contexts.

In the digital era, political education instruments are evolving rapidly with the widespread use of social media and communication technology. Social media has now become a strategic medium for conveying political messages, raising civic awareness, and shaping public opinion. Figures such as Nur Hidayat Sardini demonstrate how social media is effectively used to deliver electoral education to a broad audience across demographics (Nofianto et al., 2023). In this context, critical media literacy is a crucial competency for identifying bias, disinformation, and manipulative narratives, thereby encouraging intelligent and critical citizen participation (Knowles et al., 2023). Digital media is also influencing the political socialization process of the younger generation, shifting the paradigm from a vertical model to a horizontal one, which places greater emphasis on community-based engagement and flexible online interactions (Malik, 2021). However, it is essential to acknowledge that the digital space is also susceptible to the dissemination of hoaxes, manipulative algorithms, and astroturfing practices, which can undermine the political education process itself (Piñeiro-Otero & Martínez-Rolán, 2020).

The interpretation of the research findings above suggests that strategies for translating ideological values into political education must be structured within a curriculum framework that not only reflects party values but also adapts to technological developments and students' cognitive dynamics. The integration of ideological values into courses must be cross-disciplinary and based on collaboration between lecturers, resulting in alignment between ideological messages and professional competencies. Furthermore, the existence of digital media as a medium for political education requires strengthening critical media literacy as part of the ideological curriculum. Without this skill, the younger generation is vulnerable to becoming objects of political manipulation, rather than conscious political subjects. Therefore, a successful ideological political education strategy bridges the gap between the idealism of party values and the digital realities faced by young cadres in the field.

c. Policy Recommendations for Strengthening Ideological Political Education at the Regional Level

The role of the Regional People's Representative Council (DPRD) as the regional legislative body in regulating and overseeing ideological political education has complex and strategic dimensions. This oversight function is carried out through formal mechanisms such as the right of interpellation and the right of inquiry, which allow the DPRD to investigate the implementation of regulations and programs related to political education. This oversight is complemented by regular monitoring activities and field visits to assess the effectiveness of political education programs in addressing community needs (Ahlan et al., 2022). Furthermore, the DPRD has the authority to draft and oversee the implementation of regional regulations (perda) governing political education. In the legislative process, stakeholder involvement and public consultation are crucial mechanisms for ensuring the relevance of regulations to the local context and promoting broad public participation. Increasing the capacity of DPRD members through internal political education is also a crucial element in strengthening the democratic and responsive legislative function that reflects ideological values (Tartib & Wahyuni, 2023).

Collaboration between local governments and political parties in organizing youth cadre training is a key strategy for developing inclusive and participatory leadership. Local governments can play a crucial role in supporting the development of contextual political training curricula that align with local values, as demonstrated by the training model developed in Indonesia (Azhar et al., 2024). The implementation of political education programs can also be strengthened through the provision of facilities and infrastructure by local governments, including the dissemination of materials through social media, the involvement of local figures, and the facilitation of training logistics (A. P. Wibowo & Yusuf, 2022). Focusing on gender equality in the training of female cadres is also a key priority in this collaboration. Local governments can play an active role in expanding women's access to political leadership training and supporting the sustainability of affirmative action programs. However, challenges such as political bias, budget constraints, and internal party resistance remain obstacles that

must be overcome to ensure the effectiveness and sustainability of political education programs at the local level (Nurdin & Fatkhuri, 2022).

The interpretation of the research findings above indicates that strengthening ideological and political education at the regional level requires institutional synergy among the Regional People's Representative Council (DPRD), local governments, and political parties. The Regional People's Representative Council (DPRD) functions not only as a regulator and supervisor, but also as a facilitator of democratic values embedded in the legislative process and oversight of political education policies. In this context, affirmative action policies and training programs based on party ideological values must receive cross-sectoral support, ensuring that regional regulations can bridge local needs, guarantee inclusivity, and encourage the formation of ideological yet democratic cadres. Therefore, policy recommendations that can be proposed include the development of a regional regulation on political education based on community participation, a special budget allocation for training young and female cadres, and strengthening the capacity of the DPRD through training in legislation and substantive democratic values. Thus, ideological political education is not only the domain of parties but also becomes a strategic regional agenda in building an inclusive political culture oriented towards the public interest.

4. CONCLUSION AND RECOMMENDATION

Ideological polarization within political parties has proven to be a structural obstacle to the development of inclusive and democratic political education. This polarization not only creates internal fragmentation among cadres but also weakens the effectiveness of ideological values and commitment to substantive democratic principles. To address this challenge, ideological political education needs to be designed in the form of a cross-disciplinary curriculum that is adaptive to technological developments and responsive to the socio-political dynamics of the younger generation. The strategic role of the Regional People's Representative Council (DPRD) and regional governments is crucial in formulating regulations and supporting cadre training programs, particularly in creating a resilient, just, and transformative political education ecosystem. Ideological and democratic political education is not only the responsibility of political parties but also a key foundation for building a participatory and civilized regional political system. As urgent research studies to be implemented in the future, in-depth empirical studies on the effectiveness of ideology-based political education curriculum models at the regional level and the influence of digital media literacy on the internalization of ideological values among young political party cadres are two urgent research agendas to formulate more contextual and evidence-based policy strategies.

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