

THE ROLE OF PARENTS IN SHAPING POLITICAL AWARENESS IN FIRST-TIME VOTERS AMONG FAMILIES IN THE SOUTH SANGATTA DISTRICT EAST KUTAI REGENCY

Ismail Rahmat

STAI Sangatta, Indonesia

Email : ir7949501@gmail.com

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ABSTRACT

The family is considered the primary pillar in children's lives journey. Within the family's scope, there are many lessons and teachings that can be acquired, including in the realm of education. Education takes on various manifestations that serve as the foundation for children's development and preparation for life outside the family. One aspect of education that was often overlooked is political education. Political education is crucial for shaping children into quality citizens. Therefore, the family plays a vital role in delivering political education to children. Parents, as family members, have a primary role in the delivery of the political education. This research is descriptive-quantitative in nature and employs proportional stratified random sampling techniques. Data was obtained through interviews and the use of questionnaires. The research findings indicate that the parental education level, whether elementary, junior high, high school, or a bachelor's degree, influences their role in providing political education to children. Parents with higher levels of education tend to play a more significant role in delivering political education. Efforts to enhance the political awareness of children include providing the comprehension, political knowledge, discussions about politics, and supporting children's participation in political activities. However, in the process, parents face several obstacles their efforts to instill political awareness in children as first-time voters in the South Sangatta Selatan District, East Kutai. These obstacles involve factors such as the parents' education level, children's attitudes, socio-economic situations, and socio-cultural aspects in the children's social circles. These factors present challenges in the endeavor to instill political awareness in children.

ABSTRAK

Kata Kunci:

Orang Tua
Kesadaran Politik
Pemilih Pemula.

Keluarga dianggap sebagai pilar pertama dalam perjalanan hidup anak-anak. Di dalam lingkup keluarga, terdapat banyak pelajaran dan pengajaran yang dapat diperoleh, termasuk dalam aspek pendidikan. Pendidikan memiliki berbagai manifestasi yang menjadi pondasi bagi perkembangan anak-anak dan persiapan untuk kehidupan di luar keluarga. Salah satu aspek pendidikan yang sering kali kurang ditekankan adalah pendidikan politik. Pendidikan politik penting untuk membentuk anak-anak menjadi warga negara yang berkualitas.

Oleh karena itu, keluarga memainkan peran yang sangat penting dalam menyampaikan pendidikan politik kepada anak-anak. Orang tua, sebagai anggota keluarga, memiliki peran utama dalam penyampaian pendidikan politik ini. Penelitian ini bersifat deskriptif kuantitatif dan menggunakan teknik proporsional stratified random sampling. Data diperoleh melalui wawancara dan penggunaan angket. Hasil penelitian menunjukkan bahwa tingkat pendidikan orang tua, seperti SD, SMP, SMA, dan Sarjana, memengaruhi peran mereka dalam memberikan pendidikan politik kepada anak-anak. Orang tua dengan tingkat pendidikan yang lebih tinggi cenderung berperan lebih besar dalam menyampaikan pendidikan politik. Upaya untuk meningkatkan kesadaran politik anak-anak termasuk memberikan pemahaman, pengetahuan politik, diskusi tentang politik, dan mendukung partisipasi anak-anak dalam kegiatan politik. Namun, dalam prosesnya, orang tua menghadapi beberapa hambatan dalam usaha menanamkan kesadaran politik pada anak-anak sebagai pemilih pemula di Kecamatan Sangatta Selatan, Kutai Timur. Hambatan-hambatan tersebut melibatkan faktor-faktor seperti tingkat pendidikan orang tua, sikap anak-anak, situasi sosial ekonomi, dan aspek sosial budaya dalam lingkungan pergaulan anak-anak. Faktor-faktor ini menjadi kendala dalam upaya menanamkan kesadaran politik pada anak-anak.

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1. INTRODUCTION

The family is the smallest entity in the social structure of society but wields significant influence in shaping individual character, which, in turn, plays a role in the progress of the nation. The family's political orientation is a key factor in developing high-quality human resources, and as such, the family's role in educating individuals in the process of political education is of vital importance. Parents, as role models and crucial sources of information for adolescents, play a pivotal role in shaping the political awareness of first-time voters. This political awareness encompasses an understanding of the rights, responsibilities, and duties of every citizen, which is instilled by parents.

Distrust in society, especially among adolescents, is a symptom that arises due to the prevalence of corruption practices in Indonesia, inadequate government performance, and a lack of effort in political socialization and communication, especially targeting first-time voters. This has led to a lack of political awareness among first-time voters. Therefore, effective political education is crucial to develop the political awareness of first-time voters.

The law that regulates the rights of first-time voters emphasizes the necessity of political education. Article 198 in Law Number 7 of 2017 concerning General Elections states that citizens aged 17 or older have the right to vote.¹ Law Number 8 of 2011 concerning political parties defines political education as the process of learning about the

¹ Undang-Undang Republik Indonesia, "Undang-Undang Nomor 7 Tahun 2017 Tentang Pemilihan Umum" (2017).

rights, responsibilities, and duties of citizens in national life.² Additionally, the 1945 Constitution in Article 31 underscores the right of every citizen to receive an education.³

Families, as one of the agents of political socialization, play a crucial role in providing political education to first-time voters. Parents facilitate their children's understanding of their rights, duties, and responsibilities in national life, enabling first-time voters to actively participate in political life.

Political education is a dialogue process involving various parties, including schools, government, political parties, and learners, with the aim of developing an understanding, appreciation, and observation of political values, norms, and symbols considered ideal and good. Through various activities such as courses, leadership training, discussions, and participation in political forums, political parties can play a significant role in political education.

Historically, first-time voters have often lacked sufficient knowledge about political organizations and political socialization. Therefore, parents have a responsibility to provide political education within the family environment to ensure that the political awareness of first-time voters is effectively nurtured.

This research aims to Describe The Role Of Parents In Shaping Political Awareness In The First-Time Voter Generation Within Families In The South Sangatta Selatan District, East Kutai Regency. Additionally, it seeks to identify the obstacles faced by parents in shaping political awareness in the first-time voter generation within families.

1.1 Review of the Role of Parents

In the literature, various approaches to the role of parents in family education have been described. Mansur defines family education as a positive process that provides the foundation for further education for children.⁴ Similar views are expressed by Abdullah, who describes family education as the parents' effort to shape their children's habits and personal development.⁵ Meanwhile, An-Nahlawi limit family education to the parents' responsibility for imparting values, morals, role models, and diversity.

Ki Hajar Dewantara, an Indonesian educational figure, states that the family is the initial educational environment for every individual (child).⁶ In the family environment, parents (father and mother) initially play the role of guides, educators, mentors, and primary educators for children. Therefore, the concept of family education not only encompasses the process but must also be translated into actions and implementations carried out by parents. Although not always understood theoretically, parents, in their everyday practice, unconsciously perform the functions of family education, involving the education of ethics, social values, citizenship, habit formation, and children's intellectual education.

Mollehnaur divides the family's role in child education into two functions: quantitative and selective. The quantitative function includes providing the basic physical

² Putri Handayani Nurdin, "Politik Hukum Pengaturan Pendidikan Politik Oleh Partai Politik," *Jambura Law Review* 1, no. 2 (2019): 147, <https://doi.org/10.33756/jalrev.v1i2.1977>.

³ Lukman Hakim, "Pemerataan Akses Pendidikan Bagi Rakyat Sesuai Dengan Amanat Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional," *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial* 2, no. 1 (2016): 53, <https://doi.org/https://doi.org/10.30596/edutech.v2i1.575>.

⁴ Mansur, *Pendidikan Anak Usia Dini Dalam Islam* (Yogyakarta: Pustaka Pelajar, 2005).

⁵ M Imron Abdullah, *Pendidikan Keluarga Bagi Anak* (Cirebon: Lektur, 2003).

⁶ Dandi Ahmad Santoso, Tarpan Suparman, and Anggy Giri Prawiyogi, "Peran Orang Tua Dalam Meningkatkan Motivasi Belajar Siswa Di Sekolah Dasar," *Indonesian Journal of Primary School Education* 1, no. 1 (2022): 135–44, <https://doi.org/https://doi.org/10.36805/ijpse.v1i1.58>.

and moral needs of children, such as clothing, food, shelter, as well as behavior, ethics, manners, and the formation of good character.⁷ The selective function includes supervising children's experiences and the influence of the learning environment on children. In this context, the family acts as a controlling agent that filters the information received by children and provides meaningful experiences to them.

Furthermore, the family also has pedagogical functions that include the inheritance of values and norms related to the development of a child's personality. This is reflected in the attitudes, behaviors, and personalities of children in their daily lives.

From a political perspective, the family is the primary socializing agent in shaping a child's political character. Parents with strong political interests tend to influence their children to adopt similar political views. Parents play a significant role in shaping their children's attitudes towards power and politics. They can actively participate in the political system, make joint decisions, and guide their children in political aspirations.

From an educational perspective, parents act as teachers who create an effective learning environment. The responsibility for education in the family environment lies with parents and cannot be replaced by others. Parents must provide political education to their children, both through schools and other forms of political education.

Parents play a crucial role in shaping a child's political attitudes from an early age. They provide the first influential experiences in a child's personal development. The family atmosphere, which includes values and norms related to politics, is essential. The role of parents as the center of education and culture within the family is how they provide the process of learning and understanding about the rights, obligations, and responsibilities in national and state life to their children, especially when these children will become first-time voters.

1.2 Review of Political Awareness

The definition of political awareness conveyed by Surbakti is highly relevant and essential in understanding this concept. Political awareness encompasses an individual's understanding of their rights and responsibilities as citizens, as well as their concern for the societal and political environment in which they reside. Characteristics of someone with a strong political awareness include:

- a. **Understanding Rights and Responsibilities as Citizens:** Individuals with a strong political awareness understand their basic rights and responsibilities as citizens. They know that they have the right to vote, express opinions, and participate in political processes, and they also comprehend their obligations to abide by the law and contribute to society.
- b. **Knowledge of the Social and Political Environment:** Political awareness involves knowledge of the social and political environment in which the individual resides. They understand the government structure, political issues, and significant events that affect their society.
- c. **Interest and Concern for the Social and Political Environment:** Politically aware individuals have a high level of interest and concern for developments in the social and political environment. They actively follow political news, engage in discussions on political issues, and participate in political dialogues with others.

⁷ Yunita Utina and Zulkarnain Anu, "Inovasi Pembelajaran Program Pendidikan Keluarga Di Era Covid 19," *Student Journal of Community Empowerment (SJCE)* 1, no. 2 (2022): 79–86.

Activities influencing the development of individual political awareness include:

- a. Political Education: Political education programs, both in schools and outside, help improve individuals' knowledge and understanding of the political system, citizen rights and responsibilities, and important political issues.
- b. Political Socialization: The political socialization process involves learning political values, norms, and culture within the family and society. This can shape an individual's political outlook from an early age.
- c. Political Communication: Mass media, online forums, and political discussions are vital means of communicating about political issues and discussing political views. Political communication enables individuals to deepen their understanding of the political landscape.
- d. Political Participation: Engaging in political activities such as voting, campaigns, political meetings, and protests is a tangible way to translate political awareness into concrete actions.⁸

Strong political awareness is crucial in democratic societies as it encourages active participation in the political process and decision-making. Political awareness helps individuals become informed, responsible citizens who contribute to society and politics.

1.3 Review of First-Time Voters

In academic circles, first-time voters are a group of adolescents aged between 17 and 21 who tend to possess a laid-back, informal cultural orientation with a focus on enjoyment. They generally steer clear of less enjoyable involvements. Therefore, it is important for parents and guardians to introduce political awareness cultivation to shape the political attitudes that will guide their future.

According to the General Election Commission (KPU) Regulation No. 198 of 2017, first-time voters are individuals who will be exercising their voting rights for the first time and are between the ages of 17 and 21. First-time voters are part of the eligible voting population and have been registered through data collection conducted by the election organizers. Their knowledge of the general election process may be similar to other voter groups, but what sets them apart is their interest and attention to political issues.

The criteria that must be met for someone to become a first-time voter are as follows:

- a. Indonesian citizens aged 17 or older,
- b. Either currently married or have been married,
- c. Free from mental or memory disorders,
- d. Registered in the voter list.

1.4 George H. Mead's Symbolic Interaction

Theory emphasizes that human actions are based on meanings attributed to symbols. These meanings emerge through the process of social interaction within society. In this theory, symbolic interaction occurs between various thoughts and meanings that develop as characteristics of society.⁹ Both individuals (the self) and society act as inseparable actors, and they have a mutually dependent relationship. In other words, individual actions are influenced by internal and external stimuli, as well as the social environment that shapes

⁸ Dudih Sutrisman, *Pendidikan Politik, Persepsi, Kepemimpinan, Dan Mahasiswa* (Bogor: Guepedia, 2019), <https://books.google.co.id/books?id=0-aEDwAAQBAJ>.

⁹ Teresia Noiman Derung, "Interaksionisme Simbolik Dalam Kehidupan Bermasyarakat," *SAPA - Jurnal Kateketik Dan Pastoral* 2, no. 1 (May 1, 2017): 118–31, <https://doi.org/10.53544/sapa.v2i1.33>.

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human identity and characteristics. This is a fundamental assumption of symbolic interaction theory.

In this context, symbolic interaction can be applied to the relationship between parents and their children as first-time voters. Parents seek to provide stimuli (symbols) to their children through the learning and understanding of their rights, obligations, and responsibilities as citizens. The hope is that first-time voters will respond to these stimuli by giving them meaning, which is political awareness of their role in society. The ultimate goal is to enhance their political awareness, so they can participate in political interactions that lead to change and renewal in the broader society.

2. METHOD

This research adopts a descriptive research design with a quantitative approach. The quantitative approach emphasizes the importance of variables as research objects, and each variable must be operationalized with precise variable definitions. Quantitative research is often used to measure data in numerical form and then produce results that can be presented quantitatively. The following is a general formula commonly used in quantitative research:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = Final result in percentage

F = Value obtained from the questionnaire

N = Total number of respondents

3. RESULTS AND DISCUSSION

3.1 Parental Efforts in Instilling Political Awareness in First-Time Voters.

Table 1: According to Elementary School Education Level

Aspect	Percentage	Category
Political Understanding	35,76%	Less Influential
Political Knowledge	32,88%	Less Influential
Engaging in discussions	36,77%	Less Influential
Providing support	40,25%	Moderately Influential

In this analysis, there are several findings based on the survey results conducted on respondents with an elementary school education level:

a. Political Understanding in First-Time Voters:

1. 10.27% of respondents stated that they always have a good understanding of politics.
2. 11.33% of respondents stated that they often have a good understanding of politics.
3. 13.43% of respondents stated that they sometimes have a good understanding of politics.
4. 0.73% of respondents stated that they never have a good understanding of politics.

Overall, 35.76% of respondents play a less influential role in providing adequate political understanding to first-time voters.

b. Political Knowledge in First-Time Voters:

1. 8.17% of respondents stated that they always provide adequate political knowledge.
2. 6.21% of respondents stated that they often provide adequate political knowledge.
3. 17.17% of respondents stated that they sometimes provide adequate political knowledge.
4. 1.33% of respondents stated that they never provide adequate political knowledge.

Overall, 32.88% of respondents play a less influential role in providing adequate political knowledge to first-time voters.

c. Discussions Related to Politics with First-Time Voters:

1. 9.55% of respondents stated that they are always involved in political discussions with first-time voters.
2. 10.71% of respondents stated that they often engage in political discussions with first-time voters.
3. 13.18% of respondents stated that they sometimes engage in political discussions with first-time voters.
4. 3.33% of respondents stated that they never engage in political discussions with first-time voters.

Overall, 36.77% of respondents play a less active role in participating in political discussions with first-time voters.

d. Support for First-Time Voters to Participate in Political Activities:

1. 11.58% of respondents stated that they always provide support for first-time voters to participate in political activities.
2. 10.30% of respondents stated that they often provide support for first-time voters to participate in political activities.
3. 17.12% of respondents stated that they sometimes provide support for first-time voters to participate in political activities.
4. 1.25% of respondents stated that they never provide support for first-time voters to participate in political activities.

Overall, 40.25% of respondents play a moderately influential role in providing significant support for first-time voters to participate in political activities.

Therefore, the results of this analysis indicate that parents with an elementary school education level have a less significant contribution to instilling political awareness in their children as first-time voters. They tend to play a less influential role in providing political understanding, political knowledge, engaging in political discussions, and play a moderately influential role in supporting their children's active participation in political activities. This suggests that the parents' education level plays a crucial role in shaping the political awareness of their children.

The second indicator in this analysis concerns the efforts made by parents, based on the junior high school education level, and the results obtained from the table are as follows:

Table 2: According to The Junior High School Education Level

Aspect	Percentage	Category
Political Understanding	49,59%	Moderately Influential
Political Knowledge	47,47%	Moderately Influential
Engaging in discussions	46,33%	Moderately Influential
Providing support	62,16%	Influential

In this analysis, there are several findings based on the survey results conducted on respondents with a junior high school education level:

a. Political Understanding in First-Time Voters:

1. 3.39% of respondents stated that they always have a good understanding of politics.
2. 17.37% of respondents stated that they often have a good understanding of politics.
3. 17.73% of respondents stated that they sometimes have a good understanding of politics.
4. 11.10% of respondents stated that they never have a good understanding of politics.

Overall, 49.59% of respondents play a moderately influential role in providing adequate political understanding to first-time voters.

b. Political Knowledge in First-Time Voters:

1. 5.35% of respondents stated that they always provide adequate political knowledge.
2. 13.46% of respondents stated that they often provide adequate political knowledge.
3. 19.55% of respondents stated that they sometimes provide adequate political knowledge.
4. 9.11% of respondents stated that they never provide adequate political knowledge.

Overall, 47.47% of respondents play a moderately influential role in providing adequate political knowledge to first-time voters.

c. Discussions Related to Politics with First-Time Voters:

1. 6.51% of respondents stated that they always engage in political discussions with first-time voters.
2. 15.15% of respondents stated that they often engage in political discussions with first-time voters.
3. 17.44% of respondents stated that they sometimes engage in political discussions with first-time voters.
4. 7.23% of respondents stated that they never engage in political discussions with first-time voters.

Overall, 46.33% of respondents play a moderately active role in participating in political discussions with first-time voters.

d. Support for First-Time Voters to Participate in Political Activities:

1. 13.33% of respondents stated that they always provide support for first-time voters to participate in political activities.
2. 17.21% of respondents stated that they often provide support for first-time voters to participate in political activities.
3. 23.71% of respondents stated that they sometimes provide support for first-time voters to participate in political activities.
4. 7.91% of respondents stated that they never provide support for first-time voters to participate in political activities.

Overall, 62.16% of respondents play an influential role in providing significant support for first-time voters to participate in political activities.

Therefore, the results of this analysis indicate that parents with a junior high school education level have a significantly influential role in instilling political awareness in their children as first-time voters. They play a moderately influential role in providing political understanding, political knowledge, actively engaging in political discussions, and significantly supporting their children's active participation in political activities. This

suggests that the parents' education level plays a crucial role in shaping the political awareness of their children.

The third indicator in this analysis concerns the efforts made by parents, based on the senior high school education level, and the results obtained from the table are as follows:

Table 3: According to The Senior High School Education Level

Aspect	Percentage	Category
Political Understanding	54,68%	Influential
Political Knowledge	58,79%	Influential
Engaging in discussions	58,19%	Influential
Providing support	65,27%	Influential

In this analysis, there are several findings based on the survey results conducted on respondents with a senior high school education level:

a. Political Understanding in First-Time Voters:

1. 31.55% of respondents stated that they always have a good understanding of politics.
2. 19.17% of respondents stated that they often have a good understanding of politics.
3. 3.71% of respondents stated that they sometimes have a good understanding of politics.
4. 0.25% of respondents stated that they never have a good understanding of politics.

Overall, 54.68% of respondents play an influential role in providing adequate political understanding to first-time voters.

b. Political Knowledge in First-Time Voters:

1. 17.25% of respondents stated that they always provide adequate political knowledge.
2. 21.33% of respondents stated that they often provide adequate political knowledge.
3. 17.10% of respondents stated that they sometimes provide adequate political knowledge.
4. 3.11% of respondents stated that they never provide adequate political knowledge.

Overall, 58.79% of respondents play an influential role in providing adequate political knowledge to first-time voters.

c. Discussions Related to Politics with First-Time Voters:

1. 11.65% of respondents stated that they always engage in political discussions with first-time voters.
2. 19.23% of respondents stated that they often engage in political discussions with first-time voters.
3. 20.21% of respondents stated that they sometimes engage in political discussions with first-time voters.
4. 7.10% of respondents stated that they never engage in political discussions with first-time voters.

Overall, 58.19% of respondents actively engage in political discussions with first-time voters.

d. Support for First-Time Voters to Participate in Political Activities:

1. 21.50% of respondents stated that they always provide support for first-time voters to participate in political activities.

2. 19.71% of respondents stated that they often provide support for first-time voters to participate in political activities.
3. 20.35% of respondents stated that they sometimes provide support for first-time voters to participate in political activities.
4. 3.71% of respondents stated that they never provide support for first-time voters to participate in political activities.

Overall, 65.27% of respondents provide significant support for first-time voters to participate in political activities.

Therefore, the results of this analysis indicate that parents with a senior high school education level have a significantly influential role in instilling political awareness in their children as first-time voters. They play an influential role in providing political understanding, political knowledge, actively engaging in political discussions, and actively supporting their children's participation in political activities. This suggests that the parents' education level plays a crucial role in shaping the political awareness of their children.

The fourth indicator in this analysis pertains to the efforts made by parents, based on the level of Bachelor's degree education, and the results obtained from the table are as follows:

Table 4: According to The Bachelor's Degree Education Level

Aspect	Percentage	Category
Political Understanding	61,69%	Influential
Political Knowledge	60,63%	Influential
Engaging in discussions	63,89%	Influential
Providing support	63,17%	Influential

In this analysis, several findings were based on the survey results conducted among respondents with a Bachelor's degree (S1) education level:

a. Understanding of Politics among First-Time Voters:

1. 37.15% of the respondents always claimed to have a good understanding of politics.
2. 20.79% of the respondents often claimed to have a good understanding of politics.
3. 3.50% of the respondents sometimes claimed to have a good understanding of politics.
4. 0.25% of the respondents claimed to never have a good understanding of politics.

Overall, 61.69% of the respondents managed to provide adequate political awareness to first-time voters.

b. Political Knowledge among First-Time Voters:

1. 36.77% of the respondents always provided adequate political knowledge.
2. 12.55% of the respondents often provided adequate political knowledge.
3. 9.35% of the respondents sometimes provided adequate political knowledge.
4. 1.69% of the respondents never provided adequate political knowledge.

Overall, 60.63% of the respondents succeeded in delivering sufficient political knowledge to first-time voters.

c. Discussions Related to Politics with First-Time Voters:

1. 39.31% of the respondents always engaged in political discussions with first-time voters.
2. 21.21% of the respondents often engaged in political discussions with first-time voters.

3. 2.50% of the respondents sometimes engaged in political discussions with first-time voters.

4. 0.87% of the respondents never engaged in political discussions with first-time voters.

Overall, 63.89% of the respondents actively participated in political discussions with first-time voters.

d. Support for First-Time Voters to Participate in Political Activities:

1. 43.36% of the respondents always provided support for first-time voters to participate in political activities.

2. 15.65% of the respondents often provided support for first-time voters to participate in political activities.

3. 2.27% of the respondents sometimes provided support for first-time voters to participate in political activities.

4. 1.89% of the respondents never provided support for first-time voters to participate in political activities.

Overall, 63.17% of the respondents offered significant support for first-time voters to engage in political activities.

Therefore, the results of this analysis indicate that parents with a Bachelor's Degree education level make a significant contribution to instilling political awareness in their children as first-time voters. They tend to provide political understanding, political knowledge, engage in political discussions, and support their children's active participation in political activities. This suggests that the parents' education level plays a crucial role in shaping the political consciousness of their children.

3.2 Obstacles Faced in Instilling Political Awareness in Children as First-Time Voters

a. Education/Knowledge

Low Educational Level: Parents with only primary education (SD) find it challenging to instill political awareness in first-time voters due to their low educational level. 67.75% of the respondents strongly agree, 30.52% agree, 14.13% are unsure, and 0% disagree. The final total percentage is 112.40%.

Lack of Parental Political Knowledge: A lack of political knowledge among parents is also a hindrance. 71.80% of the respondents strongly agree, 31.25% agree, 7.23% are unsure, and 1.15% disagree. The final total percentage is 111.43%.

b. Attitudes of Parents and First-Time Voters

Lack of Parental Interest in Political Activities: Parents who view political activities as a waste of time or work hours present a barrier. 73.15% of the respondents strongly agree, 21.75% agree, 9.35% are unsure, and 1.78% disagree. The final total percentage is 106.03%.

Peer Influence in Voting: First-time voters are often influenced by their peers in voting, making it difficult for parents to exert influence. 47.30% of the respondents strongly agree, 41.67% agree, 13.24% are unsure, and 1.74% disagree. The final total percentage is 103.95%.

c. Socioeconomic Factors

Political Activities Disrupting Livelihood: Parents with low education levels feel that political activities can disrupt their livelihoods. 61.45% of the respondents strongly

agree, 12.38% agree, 2.78% are unsure, and 13.69% disagree. The final total percentage is 90.30%.

Money Politics Practices: Choosing candidates who provide assistance to their local communities can be a barrier. 53.78% of the respondents strongly agree, 31.24% agree, 11.85% are unsure, and 2.85% disagree. The final total percentage is 99.72%.

d. Sociocultural Factors

Influence of Social Groups and Peers: The role of the community in supporting political party candidates affects first-time voters. 79.47% of the respondents strongly agree, 21.53% agree, 3.71% are unsure, and 2.33% disagree. The final total percentage is 107.04%.

Apathy Towards Politics: Apathy toward politics also influences first-time voters in casting their votes. 73.35% of the respondents strongly agree, 9.65% agree, 17.55% are unsure, and 1.44% disagree. The final total percentage is 101.99%.

Peer Environment Influence in Voting: First-time voters tend to be influenced by their peer environment in casting their votes. 44.17% of the respondents strongly agree, 41.63% agree, 15.75% are unsure, and 1.50% disagree. The final total percentage is 103.05%.

Lack of Government Outreach: The government does not provide sufficient outreach regarding general elections to first-time voters. 45.21% of the respondents strongly agree, 25.65% agree, 15.45% are unsure, and 10.85% disagree. The final total percentage is 97.16%.

Lack of Mock Election Activities: The absence of mock election activities for first-time voters is a hindrance. 40.58% of the respondents strongly agree, 37.45% agree, 13.25% are unsure, and 3.75% disagree. The final total percentage is 95.03%.

Interview on Obstacles Faced by Parents When Instilling Political Awareness in First-Time Voters.

Interviews with parents about the obstacles they encounter when instilling political awareness in their children as first-time voters are as follows:

Interview with Respondent with Primary Education : First Respondent (Mrs. Rusniah, 41 years old, Entrepreneur): Mrs. Rusniah stated that one of the obstacles she faces is her low level of education, which makes it challenging for her to instill political awareness in her son, Hafidz (17 years old), who said:

"Arek jaman saiki iku, pak, kurang ngerti babagan sing disebut politik. Nanging sajeroning sira akeh acara ing televisi kaya sinetron lan lagu-lagu, dadine arek cilik saiki ora duwe kesenangan babagan politik. Mugi-mugi aku sing hanya lulusan SD, yaiku ora ngerti tentang ilmu politik, sing aku alami nalika ningali kesadaran politik anak-anak, ora seneng babagan dunia politik. Kanggo tambahan, bapakku uga ora paham kabeh babagan wawasan politik, ora mripat bisa ngomong, pak..." (Rusniah)

Second Respondent (Mr. Yanto, 43 years old, Entrepreneur): Mr. Yanto also faces a similar issue as Mrs. Rusniah, which is a low level of education. He believes that his low level of education is the primary obstacle in providing political understanding to his child.

Third Respondent (Mr. Munir, 47 years old, Vegetable Vendor)/Mrs. Hidayah (40 years old): Mr. Munir and Mrs. Hidayah encounter obstacles similar to the previous respondents. They also feel that their low level of education is the main factor that makes it difficult for them to instill political awareness in their child, Nawir (18 years old), who said:

"Anak muda sekarang kurang peduli, mereka lebih suka bersenang-senang daripada memikirkan hal lain. Mereka juga terpengaruh oleh teman-teman mereka. Saya sebagai orang tua tidak begitu mengerti tentang politik, jadi sulit memberikan contoh kepada anakku." (Munir)

Fourth Respondents (Mr. Budi and Mrs. Suminten), who work as traders, face obstacles in instilling political awareness in their children, Wawan and Wiro (18 years old). They mentioned:

"Anakku memang agak kurang peduli, kesadaran politik rendah, tapi yen ana kampanye-kampanye caleg sing seneng aku tonton, amarga ana musik dangdut lan para artis sing tampil ing televisi, nyanyi-nyanyi, lan ngadakan konser, apalagi yen ana lan dadi nuduhake kaos, kuwi cukup menggiurake. Rintangan sing aku ketemu yaiku aku kurang ngerti bab politik, nanging aku weruh sing politik iku penting kanggo masa depan, amarga kita uga ikut milih pemimpin. Anak-anak nalika disarana bab politik sering banget ngajeni, ora mikirake omongan orang tuwa, kadang-kadang tetangga-tetangga uga ora mendukung, sing nganggo pengaruh anak-anak kanggo ora milih manawa ora ana imbalan finansial..." (Suminten)

Fifth Respondents (Mr. Darto and Mrs. Nani), who have different professions, encounter the same challenges when it comes to instilling political awareness in their child, Intan (18 years old). They mentioned:

"Kesadaran politik remaja saiki kawigkolo sangat kurang, pak, soal iki politik kedadean, nanging anakku tak kongkon ndelok berita, kan ing Metro TV utawa TV One ana sing nyiarake kabar-kabar babagan politik utawa kebijakan negara. Opo maneh nalika pak Joko Widodo nyampaikan tentang kenaikan BBM, aku lan keluarga ikut ndelok beritane, terus anakku Intan tak suruh njupuk tonton lan ndengeri, saiki walaupun aku ora ngerti babagan politik, nanging lewat berita-berita ing TV utawa biasane ana penyuluhan-penyuluhan nalika ing PKK kang khusus babak-bapak, mesti tak pituturake kang Intan, walaupun Intan sajaba ora respon. Hambatan sing aku pituturake iku nalika ndengeri berita, sajaba-jaba anakku SMS-an karo tembane, utawa malah ndelok berita sambil dibukakna Facebook lewat handphonenya..." (Darto)

Sixth Respondents, Mr. Suryanto and Mrs. Hernila, who work as private employees, also face obstacles when trying to instill political awareness in their child, Ayu (18 years old). They mentioned:

"Saya pikir pemahaman tentang politik di kalangan remaja saat ini masih kurang. Kekurangan sosialisasi dari lembaga pemerintah dan masyarakat adalah penyebab utamanya. Saya berusaha memberikan sedikit pengetahuan kepada mereka, seperti mengajak mereka berpartisipasi dalam kegiatan di kampung saya, agar mereka bisa belajar tentang demokrasi dan bagaimana menerima kritik serta saran dari orang tua. Tantangannya adalah pengetahuan saya yang terbatas, dan remaja cenderung hanya mendengarkan tanpa menerapkannya dalam kehidupan sehari-hari." (Suryanto)

From the interviews with respondents with an elementary school education level, it can be concluded that they are concerned about the low level of political awareness among adolescents, especially first-time voters. They observe that first-time voters tend to prioritize their personal interests over those of the nation and the state. Additionally, they consider political activities to be boring and irrelevant to the lives of teenagers.

The role of parents in instilling political awareness in their children is primarily carried out through advice, understanding via electronic media, and participation in political campaign activities. Parents also encourage their children to engage in organizations that can foster interest and political awareness.

However, these parents face obstacles, including their low educational level, which limits their knowledge of politics. Furthermore, the lack of interest among adolescents in politics, often influenced by peer pressure, is a hindrance to efforts in instilling political awareness.

To enhance political awareness among first-time voters, there is a need for further efforts in providing better political education, from both the government, society, and schools. Parents also play a crucial role in introducing their children to the importance of politics and citizenship and helping them overcome the obstacles that may arise in the process.

Results from interviews with respondents with a junior high school education background. The first respondent is Mrs. Rosa (41 years old) and Mr. Suhail (47 years old). Mrs. Rosa/Mr. Suhail is a self-employed individual with a first-time voter child named Kiki (17 years old) who stated that:

"Kesadaran politik anak saya perlu perhatian ekstra, karena remaja sekarang terkadang tidak menghormati hukum yang berlaku. Upaya saya dalam mengajarkan kesadaran politik adalah memberikan saran kepada anak saya agar dia memilih wakil rakyat yang sesuai dengan keinginannya dalam pemilihan. Tantangannya terkadang anak saya enggan ikut memilih karena tidak tahu siapa yang harus dipilih. Saya sendiri memiliki pengetahuan politik yang terbatas karena hanya lulus SMP dan bekerja sebagai tukang bangunan. Namun, saya berusaha sedikit demi sedikit memahami politik. Masalah lainnya adalah anak-anak sering terpengaruh oleh teman-teman sebaya mereka." (Suhail)

The second respondent is Mr. Sudi (43 years old) and Mrs. Ani (41 years old). Mr. Sudi is a private sector employee with a first-time voter child named Wulan (17 years old), who stated that:

"Menurut saya, pemahaman anak-anak tentang politik saat ini sangat kurang. Oleh karena itu, sebagai orang tua, saya merasa perlu memberikan sedikit pengetahuan kepada mereka. Tantangannya mungkin karena kurangnya dukungan dari tetangga atau teman sekolah mereka, yang membuat anak saya kurang tertarik. Selain itu, ada gangguan seperti internet dan permainan di ponsel yang membuat anak saya merasa politik itu membosankan dan rumit. Saya juga memiliki pengetahuan yang terbatas karena hanya lulus SMP, jadi terkadang saya merasa bingung. Yang bisa saya lakukan saat ini adalah mengajak anak-anak melihat berita di televisi agar mereka tahu tentang perkembangan negara, atau ikut jika ada acara politik di kampung kami." (Sudi)

From the interviews with respondents with a junior high school education background, it can be stated that political awareness among adolescents is currently considered to be very low, primarily due to the influence of their residential environment. This leads to first-time voters being less concerned about political issues, with politics being perceived as something boring and uninteresting. The increasing influence of advanced technology also makes first-time voters more interested in entertainment than political issues.

Efforts made by parents to instill political awareness in their children as first-time voters involve motivating them to actively engage in organizations contributing to politics, participating in elections, joining political campaigns, and seeking information and knowledge through electronic media like television.

However, parents face several obstacles in these efforts, including their own lack of political knowledge and education, the lack of political socialization from the government, insufficient support from their environment and peers regarding political participation, and the limited understanding of first-time voters about their rights and responsibilities as citizens.

Results from interviews with respondents with a Senior high school education background. The first respondent is Mr. Arman (50 years old) and Mrs. Sinta (47 years old). Mr. Arman and Mrs. Sinta are private sector employees with a first-time voter child named Rudi (19 years old) who stated that:

"Kesadaran politik remaja saat ini sangat kurang dan sangat memprihatinkan. Ini mungkin disebabkan oleh kurangnya pengetahuan yang mereka dapatkan, dan juga karena masyarakat umumnya kurang peduli terhadap politik, karena sibuk dengan urusan pribadi masing-masing. Ini menyebabkan remaja tidak memiliki pemahaman yang cukup tentang politik. Menurut saya, peran orang tua juga sangat penting. Tindakan orang tua sering menjadi contoh bagi anak-anak mereka. Misalnya, jika orang tua memilih partai politik, anak akan bertanya kepada orang tua tentang itu, dan pandangan orang tua selalu menjadi pandangan anak sebelum mereka bergerak dalam politik. Teman-teman sekolah juga memainkan peran penting, karena mereka sering berbicara tentang siapa yang dipilih oleh orang tua mereka saat pemilihan. Anak remaja yang masih kurang informasi cenderung mengikuti teman-teman mereka. Ada beberapa hambatan, salah satunya adalah anak yang malas mendengarkan apa yang dikatakan orang tua, terutama ketika berbicara tentang politik. Selain itu, penyuluhan dari pemerintah seringkali hanya muncul menjelang pemilihan, dan calon pemimpin seringkali tidak dikenal oleh masyarakat sehingga mereka cenderung memilih berdasarkan bantuan yang diberikan oleh calon pemimpin tersebut di kampung. Remaja juga senang menerima uang atau bantuan, yang dapat membuat mereka terpengaruh oleh lingkungan sekitar." (Arman)

The second respondent is Mr. Ali (47 years old) and Mrs. Maimunah (42 years old). Mr. Ali is a self-employed individual with a first-time voter child named Aan (19 years old) who stated that:

"Kesadaran politik pada remaja saat ini agak berkurang, karena anak-anak zaman sekarang lebih suka bersenang-senang, berkumpul dengan teman-teman, dan menghabiskan waktu bersama. Upaya yang saya lakukan terbatas, biasanya saya hanya berbicara tentang berita yang ada di televisi. Kadang-kadang, setelah acara pertemuan PKK untuk bapak-bapak di kampung terkait dengan pemilihan, saya berbicara kepada anak-anak tentang hal itu. Hambatan yang saya hadapi adalah keterbatasan pendidikan saya, saya hanya lulusan SD sehingga kurang memahami politik. Saya berpikir, lebih baik jika anak-anak saat ini mendapatkan pendidikan yang lebih tinggi agar mereka bisa lebih memahami situasi negara saat ini. Selain itu, pemerintah juga kurang memberikan penyuluhan di kampung kami. Yang ada hanya kampanye-kampanye menjelang pemilihan, dan anak-anak lebih suka berjalan-jalan daripada berpartisipasi dalam politik." (Ali)

The third respondent is Mr. Yusuf (52 years old) and Mrs. Santi (48 years old). Mr. Yusuf is a swallow nest entrepreneur in Teluk Singkama Village, Sangatta Selatan District. They have a first-time voter child named Aldi (18 years old) who stated that:

"Menurut saya, kesadaran politik pada anak-anak saat ini sangat kurang. Banyaknya kasus korupsi membuat anak-anak merasa malas untuk mendengar berita politik. Namun, ketika pemilihan umum tiba, mereka cenderung ikut untuk mendapatkan pengalaman dan pengetahuan. Upaya yang saya lakukan adalah selalu mengingatkan anak-anak dan mendorong mereka untuk ikut dalam organisasi atau kegiatan politik. Misalnya, saya mendukung mereka jika mereka ingin menjadi bagian dari OSIS di sekolah, karena itu juga merupakan pembelajaran politik dan pelatihan kepemimpinan. Hambatan yang saya temui dalam usaha menanamkan kesadaran politik pada anak saya termasuk sikap acuh anak saya yang cenderung menganggap bahwa politik bukan urusan mereka. Selain itu, kurangnya pengetahuan orang tua dan kurangnya penyuluhan dari pemerintah juga menjadi hambatan dalam proses ini." (Yusuf)

The fourth respondent is Mr. Nandar (45 years old) and Mrs. Sulis (45 years old). Mr. Nandar is a private sector employee and the head of the neighborhood association (RT),

while Mrs. Sulis is also a private sector employee. They have a first-time voter child named Anti (18 years old) who stated that:

"Menurut pendapat saya, kesadaran politik remaja saat ini sangat kurang. Ini disebabkan oleh kurangnya wawasan remaja, yang membuat banyak dari mereka salah mengartikan tujuan politik. Sebagai orang tua dan juga sebagai ketua RT, saya memiliki peran penting dalam mengendalikan kegiatan politik yang akan diikuti oleh anak-anak. Saya secara aktif mendorong anak-anak untuk berpartisipasi dalam pemilihan dan kegiatan politik. Sebagai ketua RT, saya merasa harus menjadi contoh bagi warga saya. Hambatan yang saya temui adalah terkadang anak-anak merasa malas, terutama karena pengaruh lingkungan luar, seperti teman-teman mereka dan masyarakat sekitar. Namun, saya terus berupaya untuk mengatasi hambatan ini dan terus mendorong anak-anak untuk memahami pentingnya kesadaran politik." (Nandar)

From the interviews with respondents with Senior high school education backgrounds, it can be concluded that political awareness among adolescents is still lacking. This is due to the limited interest and understanding of first-time voters regarding their significant role within the government system.

Efforts made by parents to instill political awareness in their children as first-time voters involve providing guidance and support for teenage activities focused on political participation, encouraging first-time voters to actively participate in the electoral process, offering advice, and engaging in discussions with them about the country's developments.

However, parents face several obstacles in these efforts. These obstacles include the lack of interest among first-time voters, their limited understanding of their rights and responsibilities as citizens, their lack of trust in the government, as well as their lack of awareness to participate in development and politics. Additionally, the limited political education provided by relevant institutions to introduce political education to children, as well as the influence of the community and peers of first-time voters, also hinder the instillation of political awareness in first-time voters.

Results from interviews with respondents with a Bachelor's degree education background. The first respondent is Mr. Sukri (51 years old) and Mrs. Fitri (44 years old). Mr. Sukri is a civil servant, and Mrs. Fitri is a homemaker. They have a first-time voter child named Firman (17 years old) who stated that:

"Menurut pengamatan saya, kesadaran politik pada remaja saat ini dinilai cukup positif. Remaja cenderung lebih kritis dalam mengungkapkan aspirasi mereka kepada publik. Upaya yang saya lakukan di rumah saat menanamkan kesadaran politik pada anak saya, yang kebetulan tahun ini terdaftar sebagai pemilih pemula yang memiliki andil dalam pemilihan umum dan menentukan arah pemerintahan, biasanya melibatkan kegiatan bersama keluarga. Ketika kami berada dalam suasana santai, kami menyempatkan diri untuk menonton berita tentang perkembangan politik saat ini bersama-sama. Setelah menonton berita tersebut, saya biasanya berdiskusi dengan anak saya, bertukar pendapat, mendengarkan kritik yang diungkapkan anak, dan menjawab pertanyaan anak sekaligus memberikan pemahaman sesuai pengetahuan yang saya miliki. Melalui pendekatan ini, saya berharap anak saya, yang baru menjadi pemilih pemula, dapat memahami hak dan kewajibannya sebagai warga negara. Selain itu, saya memberikan motivasi kepada anak agar selalu berpartisipasi aktif dalam kegiatan yang berkaitan dengan pengetahuan politik, seperti Karang Taruna, OSIS, Paskibraka, dan lainnya. Melalui organisasi-organisasi tersebut, anak saya dapat mengembangkan jiwa nasionalisme, kepemimpinan, kemampuan menerima kritik, manajemen waktu, dan memberikan ide-ide yang bermanfaat bagi kemajuan bangsa serta bertanggung jawab atas pilihan-pilihan yang dibuat. Meskipun upaya ini positif, saya juga menghadapi beberapa hambatan. Salah satu

hambatan yang saya alami adalah keterbatasan waktu untuk bertemu dengan anak, terutama karena seringnya saya harus melakukan perjalanan dinas di luar kota. Oleh karena itu, saya berusaha semaksimal mungkin menggunakan kesempatan yang ada untuk berdiskusi dan berinteraksi dengan anak. Selain itu, terkadang anak saya terlalu fokus pada kesibukannya sendiri dan kurang tertarik jika dihadapkan pada topik politik.” (Sukri)

The second respondent is Mrs. Suryanti (51 years old) and Mr. Jono (52 years old). Mrs. Suryanti is a teacher, and Mr. Jono is a private sector employee. They have a first-time voter child named Andini (19 years old) who stated that:

“Menurut pandangan saya, kesadaran politik pada remaja, khususnya pemilih pemula saat ini, dapat dianggap cukup baik, tetapi masih kurangnya minat terhadap politik. Dalam hal ini, peran orang tua, seperti saya, lebih pada memberikan dukungan dan motivasi, karena pemahaman politik pada remaja sebagian besar diperoleh dari pengalaman langsung di lapangan. Upaya yang saya lakukan mungkin hanya sebatas memberikan dukungan agar anak-anak lebih tertarik untuk terlibat dalam politik. Dukungan tersebut melibatkan motivasi agar anak-anak saya bergabung dalam organisasi atau kegiatan yang mencakup unsur kesadaran politik. Di dalam kegiatan politik tersebut, anak-anak bisa mendapatkan pengetahuan dan pemahaman politik yang mungkin tidak dimiliki oleh orang tua saat mereka mencoba menanamkan kesadaran politik di lingkungan keluarga.. Selanjutnya, di rumah, saya dan anak-anak dapat melakukan diskusi-diskusi kecil tentang masalah politik, menggunakan sumber seperti koran, televisi, atau majalah. Sebagai orang tua, saya selalu memberikan dukungan agar pemilih pemula lebih berhati-hati saat dihadapkan pada pemilihan umum dan ketika memberikan suara mereka. Hambatan yang saya alami mungkin hanya terkait dengan kurangnya jiwa nasionalisme yang dimiliki oleh remaja. Saat ini, banyak remaja cenderung memanfaatkan teknologi yang ada untuk hiburan dan hal-hal yang dianggap kontraproduktif, daripada terlibat dalam dunia politik yang sering dianggap membosankan.” (Suryanti).

The third respondent is Mr. Eko (47 years old) and Mrs. Heri (40 years old). Mr. Eko is a civil servant, and Mrs. Heri is a trader. They have a first-time voter child named Firdaus (18 years old) who stated that:

“Kesadaran politik pada remaja saat ini memang sangat kurang, terutama di era di mana banyak remaja cenderung mencari kehidupan instan dan kesenangan pribadi. Peran orang tua dalam hal ini lebih sebagai pendukung kegiatan politik. Saya sering mendorong anak saya untuk berpartisipasi dalam kegiatan politik, seperti ikut dalam pemilihan umum tahun 2024 yang akan datang, serta mendukung pembangunan dan memelihara pembangunan sebagai bagian dari kesadaran politik.. Hambatan yang sering dihadapi saat menanamkan kesadaran politik pada anak saya adalah mereka cenderung hanya mendengarkan saja, tetapi dalam praktiknya, mereka sering meremehkan pentingnya berpartisipasi dalam politik. Selain itu, ada pengaruh kuat dari teman-teman mereka yang memiliki pemikiran berbeda. Kurangnya sosialisasi dari lembaga-lembaga yang terkait dengan partisipasi politik juga menjadi faktor yang menyebabkan kurangnya minat remaja dalam kesadaran berpolitik.” (Eko)

From the interviews with respondents with a Bachelor's degree (Sarjana) education background, it can be concluded that the political awareness among adolescents is considered reasonably good, but still requires further attention. Parents with a Bachelor's degree education make efforts to instill political awareness in their children by engaging in direct communication, discussions, and exchanging opinions on political issues. They also

provide information and insights regarding the current political situation and how to address it.

Furthermore, parents encourage their children to actively participate in activities or organizations related to politics. They also instill the habit in their children regarding their rights and responsibilities as citizens, including participating in the nation's development and politics, such as involvement in general elections, critiquing government policies, and contributing to the preservation of developmental achievements.

Challenges faced by parents with a Bachelor's degree and working as civil servants include limited time to meet with their children, which hampers effective communication between parents and children. Additionally, there is a lack of interest and concern among children regarding politics, limited socialization from government institutions related to providing political knowledge and insight to first-time voters, and a lack of support from the community and peers concerning the political arena.

3.3 Parental Efforts in Instilling Political Awareness in Their Children as First Time Voters

Parents play a crucial role as agents of political socialization and political education within the family. Parents have an educative function in providing education to their children, and they also act as highly relevant centers of education and culture in shaping the political awareness of their children, especially first-time voters. One of the tasks of parents is to be political educators for their children with the aim of instilling a strong political awareness. This is crucial in shaping the political understanding and participation of children as future citizens.

Table 5: Percentage Results in Instilling Political Awareness in First-Time Voters According to Parent's Education Level

Aspect	Elementary School	Junior High School Education	Senior High School Education	Bachelor's Degree
Political Understanding	35,76%	49,59%	54,68%	61,69%
	Less Influential	Moderately Influential	Influential	Influential
Political Knowledge	32,88%	47,47%	58,79%	60,63%
	Less Influential	Moderately Influential	Influential	Influential
Engaging in discussions	36,77%	46,33%	58,19%	63,89%
	Less Influential	Moderately Influential	Influential	Influential
Providing support	40,25%	62,16%	65,27%	63,17%
	Moderately Influential	Influential	Influential	Influential

Based on the research analysis, parents play a crucial role in instilling political awareness in their children as first-time voters. The role of parents in this process correlates with their educational level and political knowledge. Parents who have completed education at the junior high, senior high, and bachelor's degree levels are considered to have a significant role in instilling political awareness in their children as

first-time voters. This role includes providing an understanding of the importance of participating in general elections, providing political knowledge, encouraging political discussions, and supporting first-time voters' participation in political activities.

The analysis results indicate that parents play a role in providing understanding to first-time voters about their role in shaping the fate of the nation and the state through general elections. They emphasize the importance of political awareness as a driver of love for the country and explain the benefits of political awareness in political involvement. The political awareness instilled in first-time voters includes an understanding of participating in general elections and political organization activities, as well as the importance of preserving and maintaining the state's developmental achievements.

It is essential to note that parents with a bachelor's degree are more effective in providing political understanding to their children due to their more mature political perspectives. They can offer profound insights into politics that can help their children contribute positively to themselves, their families, and the country.

In addition to providing political understanding, parents also play a role in imparting political knowledge through various media. The instilled political awareness involves monitoring public policies, complying with government regulations, having faith in the performance of representatives as the people's representatives, and adhering to applicable laws. Parents with a senior high education level have more time to interact with their families and can more effectively provide political knowledge to their children.

Furthermore, parents play a role in discussing political topics with first-time voters. These discussions include planning participation in political activities, exchanging views, discussing political parties, and the leaders they will vote for. The instilled political awareness involves critiquing leaders who do not align with the nation's goals, supporting specific candidates, choosing representatives according to the criteria of the community, and adopting an approach that allows first-time voters to cast their votes freely, honestly, and fairly. Parents with a bachelor's degree often seek the feedback of first-time voters on the current political situation through various electronic and print media as an effort to instill political awareness.

Lastly, parents play a role in supporting first-time voters' participation in political activities, including casting their votes, choosing political parties, participating in campaigns, serving as election committee members, and joining political education organizations. The instilled political awareness includes support for the general election process, roles as election committee members, participation in campaigns, support for community and school organizations, and supporting first-time voters in exercising their voting rights. All of these aims to ensure that first-time voters understand their rights as citizens and the importance of their participation in the nation's progress.

Explanation of George H. Mead's Symbolic Interaction Theory depicts that human actions are influenced by the symbolic meanings and social values they possess. Social interactions between parents and children in the family are essential in shaping the meanings of political actions carried out by parents and their impact on first-time voters.

3.4 Barriers Faced by Parents When Instilling Political Awareness in Their Children as First-Time Voters in the Sangatta Selatan Subdistrict.

Based on the research findings obtained through questionnaire data analysis and reinforced by interviews, it is revealed that parents face challenges in their efforts to convey political awareness to their children, especially those who are newly entering the world of voting. These challenges can be attributed to three main factors: parental factors, internal factors of first-time voters, and environmental and peer factors of the children.

In the context of parental education levels, the research indicates that parents with limited education, such as primary school graduates, tend to encounter significant barriers in instilling political awareness in their children. The main obstacles they face include:

- a. Knowledge Barriers: The low level of education and the lack of knowledge among parents impact the effectiveness of communication when conveying political information to first-time voters.
- b. Attitude Barriers: Negative attitudes can arise from both parents and first-time voters, including the lack of parental interest in politics, the perception that political activities are not beneficial, and the limited interest of first-time voters in politics due to it being perceived as boring or complex.
- c. Socioeconomic Barriers: Parents may argue that engaging in political activities can disrupt their economic needs, and first-time voters might tend to prefer candidates offering financial assistance or rewards.
- d. Socio-Cultural Barriers: Sociocultural factors, including the community's attitudes toward politics and the influence of peers in the choice of candidates, also affect first-time voters.
- e. Lack of Education and Simulations: Government institutions and educational institutions rarely provide sufficient education on general elections to first-time voters. Additionally, the limited opportunities for interaction and communication between parents and children are obstacles in the political education process.

To improve the understanding and political participation of first-time voters, there is a need for more targeted and educational efforts to address these barriers. This can promote more informed and responsible political participation among the younger generation.

4. CONCLUSION

The role of parents in instilling political awareness in their children who are just entering the stage of first-time voters in the South Sangatta District, Kutai Timur, can generally be explained as part of the parents' function and role as centers of education and culture. Parents with higher levels of education, such as junior high school, senior high school, and bachelor's degrees, tend to have a more significant role in this endeavor. Meanwhile, parents with lower levels of education, such as primary school, may have a less prominent role in instilling political awareness in their children who become first-time voters. The role of parents involves several key activities, including providing an understanding of politics, imparting political knowledge, participating in political discussions, and supporting the involvement of first-time voters in political activities. However, in practice, parents face several barriers in their efforts to instill political awareness in their children who become first-time voters in the South Sangatta District, Kutai Timur. These barriers include factors such as Education/Knowledge, Attitude, Socio-Economic, and Socio-Cultural factors.

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