

The Effectiveness of Input-Output Model-Based Political Education: An Empirical Study of First-Time Voters in Magelang City

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The participation of first-time voters serves as a critical benchmark for democratic regeneration. However, evaluations of political education programs organized by government agencies, such as the National Unity and Politics Agency (Kesbangpol), often focus on administrative compliance rather than substantive impact. This study aims to evaluate the effectiveness of political education programs in Magelang City using a systems approach (Input-Output Model). Employing a quantitative explanatory survey method, this research involved 49 high school/vocational students selected through purposive sampling. Data were analyzed using Multiple Linear Regression to examine the influence of Input dimensions (resources and facilities) and Output dimensions (comprehension and intention) on Political Participation Interest. Statistical analysis revealed an intriguing anomaly: the Input dimension showed no significant effect ($p > 0.05$), whereas the Output dimension demonstrated a positive and significant influence ($p < 0.05$). Simultaneously, both variables significantly affected participation interest. These findings indicate that for Generation Z, physical facilities and formalities function merely as "hygiene factors," while substantive understanding serves as the primary "motivator." This study recommends a policy reorientation from ceremonial approaches toward content-quality enhancement to effectively boost political engagement.

Keywords: Effectiveness, Political Education, First-Time Voters, Input-Output Analysis, Kesbangpol.

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1. Introduction

Constitutional democracy requires the active and rational participation of citizens.

In the contemporary Indonesian political landscape, the demographic dividend places young people particularly first-time voters aged 17–21 as a strategic segment of the electorate. Data from the General Election Commission (KPU) indicate a consistent increase in the proportion of young voters. However, this quantitative growth is accompanied by concerns regarding the quality of participation. First-time voters are frequently categorized as a *floating massa* group characterized by high enthusiasm but limited political literacy making them more susceptible to disinformation, identity-based politics, and transactional electoral practices such as vote buying [1].

Regional governments, through the National Unity and Political Affairs Agency (Kesbangpol), hold an imperative mandate to conduct political education as stipulated by national legislation. Political education aims to transform individuals from mere "residents" into "citizens" who are aware of their rights and responsibilities [2]. In Magelang City, Kesbangpol regularly organizes civic outreach programs in senior high schools and vocational schools (SMA/SMK).

Although these programs are implemented routinely, a significant gap exists in their evaluation mechanisms. Government program assessments often focus primarily on administrative accountabilitys such as budget absorption and participant quotas while overlooking performance accountability, including whether students' mindsets have changed or whether their willingness to vote has increased. Such superficial

evaluation risks sustaining ceremonial programs that produce minimal substantive impact on the quality of democracy [3].

This study addresses the existing evaluation gap by proposing a quantitative approach based on the Input–Output System Model. The approach decomposes the effectiveness of political outreach into two causal components: (1) the supply side or Input (quality of speakers, venue comfort, and supporting facilities), and (2) the immediate results or Output (level of understanding of the material and initial voting intention). The central research question is: *Which determinant plays the most dominant role in shaping students' political participation interest? Is it the quality of facilities (Input) or the depth of comprehension (Output)?* The findings are expected to provide an empirical basis for designing more efficient and impactful political education policies.

2. Literature Review and Theoretical Framework

Literature Review and Theoretical Framework

To strengthen the analysis, this research synthesizes three principal theoretical perspectives: the concept of political education, David Easton's systems theory, and Herzberg's motivation theory.

Political Education and Characteristics of First-Time Voters

According to [4], political education refers to intentional and systematic educational efforts aimed at shaping individuals into responsible participants in political life. For first-time voters now predominantly belonging to Generation Z (digital natives) political education faces unique challenges. This generation tends to be critical, prefers visual and interactive communication, and often shows resistance toward rigid bureaucratic communication styles. Studies conducted by the Center for Strategic and International Studies (CSIS) indicate that while Generation Z demonstrates relatively high political interest, their trust in political institutions, such as political parties and parliaments, remains low. Consequently, Kesbangpol's outreach activities function as a *trust-building mechanism* that bridges the relationship between the state and young voters [5].

Political Systems Theory: Input–Output Analysis

[6] introduced a systems approach in political science that conceptualizes political phenomena as a conversion process. Although Easton's theory primarily examines the state-level political system, its analytical logic can be adapted for evaluating public programs:

- a. Input (X_1): Resources invested in the system, including the quality of facilitators, infrastructure, logistical support, and implementation methods variables largely controllable by program organizers.
- b. Throughput (Process): The operational mechanisms through which the program is delivered.
- c. Output (X_2): Immediate outcomes experienced by participants, such as increased knowledge and initial attitudinal change.
- d. Outcome/Impact (Y): Long-term behavioral change, represented by the interest in political participation, particularly the intention to vote in elections.

Herzberg's Two-Factor Theory

To analyze respondents' responses to facilities versus educational content, this study employs Frederick Herzberg's Two-Factor Theory from organizational psychology. The theory distinguishes two categories of factors influencing satisfaction:

- a. Hygiene Factors: Extrinsic elements, such as environmental conditions and physical facilities, which may cause dissatisfaction if inadequate but do not necessarily motivate performance when improved.

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- b. Motivator Factors: Intrinsic elements, including achievement, recognition, and substantive understanding, which genuinely drive satisfaction and motivation.

This study hypothesizes that the Input dimension functions as *hygiene factors*, whereas the Output dimension operates as motivator *factors* in shaping students' political participation interest.

3. Method

Research Design

This study adopts a positivist paradigm and applies an explanatory survey method. The method is selected because the objective is not merely to describe empirical conditions but to test causal relationships between the effectiveness of political outreach activities and students' interest in political participation.

Research Site, Population, and Sample

The research was conducted during the "Political Education Outreach for First-Time Voters" program organized by the National Unity and Political Affairs Agency (Kesbangpol) of Magelang City.

- a. Population: All students who participated in the outreach program.
- b. Sample: The sampling technique employed was non-probability sampling, specifically purposive sampling. The inclusion criteria were: (1) students in Grade XI/XII aged 17 years or older; (2) participants who attended the entire session; and (3) individuals willing to complete the questionnaire. Based on these criteria, 49 valid respondents were obtained. Although the sample size is fewer than 100 respondents, in parametric statistics a sample exceeding 30 observations satisfies the Central Limit Theorem assumption, allowing the data to approximate a normal distribution.

Operational Definitions and Variable Measurement

The research instrument consisted of a structured questionnaire using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

- c. Independent Variable 1: Input Dimension (X_1)
Indicators include speaker competence, adequacy of audiovisual facilities, room comfort, and the quality of committee services.
- d. Independent Variable 2: Output Dimension (X_2)
Indicators include clarity of the presented material, understanding of electoral mechanisms, and comprehension of democratic values and visions.
- e. Dependent Variable: Interest in Political Participation (Y)
Indicators include willingness to attend polling stations, intention to encourage others to vote (advocacy behavior), and willingness to seek further political information..

Data Analysis Techniques

Data were analyzed using SPSS (Statistical Package for the Social Sciences) version 25 through the following procedures:

- a. Data Quality Testing: Validity testing using Pearson Product-Moment Correlation and reliability testing using Cronbach's Alpha.
- b. Classical Assumption Testing: Normality test (Kolmogorov-Smirnov), multicollinearity test, and heteroscedasticity test.
- c. Hypothesis Testing: Multiple linear regression analysis, simultaneous significance test (F-test), partial significance test (t-test), and coefficient of determination (R^2).

4. Results and Discussion

Table 1. Instrument Reliability Results

Variable	Cronbach's Alpha	Interpretation
Input Dimension (X ₁)	0.979	Highly Reliable
Output Dimension (X ₂)	0.982	Highly Reliable
Political Participation Interest (Y)	0.982	Highly Reliable

This table presents the reliability testing results for each research variable using Cronbach's Alpha. All variables show alpha values far above the minimum threshold of 0.60, indicating excellent internal consistency. The Input dimension (0.979), Output dimension (0.982), and Political Participation Interest (0.982) demonstrate that the measurement instruments are highly reliable and capable of producing stable and consistent responses if applied repeatedly under similar conditions.

Table 2. Model Summary

Model	R	R Square (R ²)	Adjusted R Square
Regression Model	0.967	0.934	0.931

The Model Summary table displays the strength of the relationship between independent variables and the dependent variable. The R Square value of 0.934 indicates that approximately 93.4% of the variation in students' political participation interest can be explained collectively by the Input and Output dimensions. The Adjusted R Square value of 0.931 confirms that the explanatory power of the model remains very high even after adjusting for the number of predictors, suggesting that the regression model has strong predictive capability.

Table 3. ANOVA (Model Feasibility Test)

Source	F Value	Sig.
Regression	325.447	0.000

This table evaluates whether the regression model as a whole is statistically significant. The F-value of 325.447 with a significance level of 0.000 (less than 0.05) demonstrates that the model is statistically valid and appropriate for explaining the dependent variable. This result confirms that the effectiveness of the political education program, when assessed simultaneously through the Input and Output dimensions, significantly influences students' political participation interest.

Table 4. Multiple Linear Regression Coefficients

Variable	Beta Coefficient	Sig.	Interpretation
Input Dimension (X ₁)	-0.368	0.144	Not Significant
Output Dimension (X ₂)	1.275	0.000	Significant Positive Effect

The coefficients table provides information regarding the individual contribution of each independent variable. The Input dimension shows a beta coefficient of -0.368 with a significance value of 0.144, indicating that the variable does not have a statistically significant influence on political participation interest. In contrast, the Output dimension records a beta coefficient of 1.275 with a significance value of 0.000, demonstrating a positive and statistically significant effect. This means that an increase in students' understanding of the political education material is associated with a substantial increase in their intention to participate politically, highlighting the dominant role of cognitive understanding compared with logistical or facility-related factors.

The data collected from 49 respondents were analyzed using SPSS statistical software. The following section presents a comprehensive explanation of instrument testing, classical assumption testing, and hypothesis testing. The first stage of the analysis was to ensure that the questionnaire accurately measured the variables (validity) and produced consistent results (reliability).

Item Validity Analysis

Validity testing was conducted by comparing the calculated correlation value (Corrected Item–Total Correlation) with the critical correlation value. With a sample size of 49 respondents at a 5% significance level, the critical value was 0.281. All indicators within the Input Dimension (X_1), Output Dimension (X_2), and Political Participation Interest (Y) demonstrated correlation values exceeding this threshold. The item measuring “speaker competence” showed the highest validity score within the Input dimension, indicating that respondents strongly considered this aspect. Therefore, all questionnaire items were declared valid and suitable for further analysis [7].

Reliability Analysis

Reliability testing was conducted using Cronbach’s Alpha, where an instrument is considered reliable if the alpha coefficient exceeds 0.60. The results indicated very high reliability levels: the Input Dimension (X_1) obtained an alpha value of 0.979, the Output Dimension (X_2) reached 0.982, and Political Participation Interest (Y) also recorded 0.982. These high coefficients confirm that repeated measurements under similar conditions would yield consistent results. Prior to regression analysis, the dataset was examined to ensure compliance with classical regression assumptions so that the model could satisfy the Best Linear Unbiased Estimator (BLUE) criteria [8].

Normality Test

The Normal P–P Plot of standardized residuals showed that the data points were distributed closely along the diagonal line without extreme deviations. Additionally, the One-Sample Kolmogorov–Smirnov test produced an Asymp. Sig. (2-tailed) value of 0.200, which is greater than 0.05, indicating that the residual data were normally distributed and met the requirements for parametric analysis [9]. The regression analysis aimed to determine the magnitude and direction of relationships among variables.

Coefficient of Determination

The Model Summary table showed an R Square value of 0.934 and an Adjusted R Square of 0.931. This indicates that the effectiveness of political education (Input and Output simultaneously) explains approximately 93.4% of the variation in students’ political participation interest, while the remaining proportion is influenced by other external factors not included in the model, such as parental influence, social media exposure, or peer environment.

Model Feasibility Test (Simultaneous F-Test)

The ANOVA table indicated an F-value of 325.447 with a significance value of 0.000. Since the significance value is below 0.05, the regression model is statistically significant and considered fit. This finding confirms that the political education program collectively exerts a meaningful effect on the participation interest of first-time voters.

Partial Hypothesis Testing (t-Test)

The coefficient table reveals different effects for each independent variable:

- a. Input Dimension (X_1): The beta coefficient is -0.368 with a significance value of 0.144, indicating no significant influence on political participation interest. This suggests that facilities and logistical aspects do not play a decisive role in encouraging students’ willingness to vote.
- b. Output Dimension (X_2): The beta coefficient is 1.275 with a significance value of 0.000, demonstrating a positive and statistically significant influence. Higher levels of understanding of democratic and electoral processes significantly increase students’ intention to participate politically, confirming that knowledge acquisition precedes behavioral intention.

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The Facility Paradox: Why Input Was Not Significant

The insignificance of the Input dimension represents a noteworthy finding. Although improved facilities are commonly assumed to enhance participation, the statistical results suggest otherwise. From the perspective of Herzberg's motivation theory, facilities function merely as hygiene factors. Adequate room conditions, audio systems, and refreshments are perceived as basic service standards; their presence prevents dissatisfaction but does not create motivation [10]. Consequently, increasing logistical expenditures does not substantially influence political participation outcomes.

Cognitive Dominance: The Critical Role of Output

The strong significance of the Output dimension indicates that the core effectiveness of political education lies in knowledge transmission. This aligns with the concept of internal political efficacy, where individuals who understand political processes develop confidence in their ability to participate. When students comprehend electoral mechanisms and democratic principles, they are more likely to perceive their votes as meaningful, which strengthens their intention to engage in political activities [11].

Captive Audience Context and Engagement Conversion

The respondents in this study were students attending the program as part of school activities, creating a captive audience situation [12]. Under such conditions, logistical comfort becomes less relevant because attendance is mandatory. The real challenge is transforming physical attendance into psychological engagement. The findings demonstrate that only the Output dimension students' comprehension of the material successfully converts mandatory presence into genuine participation interest [13].

External Influences: The Role of Social Media

Although the model explains a large proportion of variance, external variables still contribute to participation interest. For Generation Z, political socialization occurs simultaneously in offline and online environments. Social media exposure and peer-group interactions likely serve as moderating factors that either reinforce or compete with the narratives delivered during formal political education sessions [14].

Compared with earlier studies, this research provides a more detailed analytical distinction between facility-related inputs and knowledge-related outputs. While previous studies identified the overall significance of political socialization activities, this study demonstrates that the decisive factor is not the ceremonial aspect of the program but the level of comprehension generated among participants [15]. This finding challenges bureaucratic assumptions that program success is primarily reflected in logistical spending levels and suggests the presence of diminishing returns in investments focused solely on physical facilities [16].

The findings of this study both confirm and extend earlier research on political education and voter participation. Previous research by [17] demonstrated that face-to-face political socialization significantly increased the participation of first-time voters; however, their analysis treated outreach activities as a single construct and did not distinguish between the effects of logistical support and substantive learning components. The present study refines this perspective by separating the Input (facilities and logistical resources) and Output (knowledge comprehension) dimensions, revealing that the significant effect lies primarily in the Output dimension rather than in the physical or organizational aspects of the program [18].

Similarly, [19] emphasized the importance of community leaders and social mobilization in encouraging electoral participation. While their results highlight the role of social influence, the current research complements their conclusions by demonstrating that cognitive understanding obtained through structured educational outreach also plays a decisive role, particularly among Generation Z voters whose participation tends to be driven more by informational awareness than by hierarchical mobilization.

More recent findings by [20] reported that school-based political education programs positively influence student participation levels. The present study supports this conclusion but provides a more specific explanation by showing that the effectiveness of such programs is not derived from the mere existence of outreach activities; rather, it depends largely on the depth of students' comprehension of democratic processes. This differentiation contributes methodological novelty by opening the "black box" of program effectiveness and identifying knowledge acquisition as the principal causal mechanism [21]. Overall, compared with earlier studies, this research contributes additional empirical evidence that the success of political education programs is determined less by ceremonial implementation or logistical completeness and more by the extent to which participants internalize substantive political knowledge.

5. Conclusion

Based on empirical data analysis and theoretical discussion, this study concludes that the political education outreach model implemented by the National Unity and Politics Agency (Kesbangpol) of Magelang City has simultaneously proven effective in stimulating the political participation interest of first-time voters. The findings reveal a clear differentiation in influence, where the Output Dimension, particularly the aspect of material comprehension, emerges as the primary determinant with a significant effect, while the Input Dimension, specifically the aspect of physical facilities, does not demonstrate a significant influence. Furthermore, the political participation interest of first-time voters is predominantly shaped by cognitive rationality, reflected in their level of understanding, rather than by facility-based or logistical incentives.

This study proposes several strategic recommendations for Kesbangpol and relevant stakeholders. First, budget redesign is necessary by improving efficiency in supporting expenditure items such as venue rental, decoration, and ceremonial activities, and reallocating these funds toward enhancing the quality of educational materials, including the development of interactive modules, animated videos, and the involvement of competent young political influencers. Second, methodological transformation is required by shifting away from monotonous one-way lecturing methods and adopting participatory andragogical approaches such as role playing (simulating roles as members of parliament or election commission officials), political gamification, and focus group discussions (FGDs) that position students as active participants rather than passive recipients. Third, continuous evaluation should be implemented through digital pre-test and post-test systems (e.g., via Google Forms or Kahoot) in every outreach session to measure students' "understanding delta" in real time as a more accurate performance indicator than mere attendance records.

This study acknowledges several limitations that should be addressed in future research. The sample size of 49 respondents, although statistically acceptable, remains limited to a single administrative region (Magelang City), thus requiring caution in generalizing the findings at the national level. Furthermore, the regression model has not incorporated the variable of digital exposure, particularly social media influence. Considering that Generation Z spends a substantial portion of their time in digital environments, future research is strongly recommended to employ mixed-method approaches or include moderating variables such as social media usage intensity to examine the extent to which face-to-face political education outreach can compete with narratives generated by political buzzers or influencers on social media.

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