



The Role of the Film "*Kejarlah Janji*" as a Political Education Media for Senior High School and Vocational High School Beginner Voters during Indonesia's 2024 Legislative Election

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Article Info	Abstract
Article history: Received: March 25, 2026 Revised: June 18, 2026 Accepted: June 28, 2026 Keywords: election knowledge; novice voters; political awareness; political education films; political participation.	The large proportion of novice voters in Indonesia's 2024 Legislative Election, combined with their limited understanding of electoral procedures and vulnerability to political misinformation, highlights the need for innovative political education strategies. This study aims to examine the role of the film "<i>Kejarlah Janji</i>" as a political education medium for senior high school and vocational high school students as novice voters. A quantitative survey approach was employed using purposive sampling involving 33 respondents who had watched the film and met the criteria of novice voters. Data were collected through closed-ended and open-ended questionnaires and analyzed using descriptive quantitative analysis. The findings indicate that although most respondents had previously been exposed to election-related information, gaps remained in procedural understanding and active electoral engagement. After watching the film, respondents reported stronger motivation to participate in elections, better understanding of leadership criteria, greater awareness of misinformation, and stronger endorsement of democratic values such as honesty, responsibility, and fairness. These findings suggest that "<i>Kejarlah Janji</i>" functions not only as an informational medium but also as a contextual and engaging form of political education for young voters. The study contributes to the literature by demonstrating the potential of film-based political education to support political literacy, critical awareness, and democratic value formation among novice voters.
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INTRODUCTION

General elections constitute one of the fundamental pillars of a democratic system by providing citizens with opportunities to participate in determining the direction of national leadership (Yustiyanto, 2025). However, the quality of democracy is not solely reflected in voter turnout but also in the level of political literacy, political awareness, and the ability of citizens to make informed political decisions (Hidayat, 2023). In the context of Indonesia's 2024 General Election, first-time voters represent a particularly strategic group because they are in the formative stage of developing political attitudes and participation behavior (Darmawan & Syahrin, 2024). According to the Badan Pengawas Pemilihan Umum (2024), more than half of registered voters in the 2024 election came from younger generations, including approximately 5–6 million first-time voters. This demographic composition highlights the significant influence of novice voters on the quality and sustainability of democratic processes in Indonesia.

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Despite their substantial electoral presence, concerns remain regarding the level of political literacy among first-time voters. Survey findings from the [Badan Pengawas Pemilihan Umum \(2024\)](#), indicate that many novice voters still possess limited understanding of electoral procedures, voting mechanisms, and the broader significance of legislative elections. Their understanding of legislative elections has been reported to be lower than their understanding of presidential elections ([Malindir & Septiansyah, 2024](#)). Furthermore, young voters are increasingly exposed to misinformation, political disinformation, and hoaxes that circulate through digital communication channels ([Mulyani & Ummah, 2025](#)). Such conditions may hinder the development of informed political judgments and responsible democratic participation. Therefore, strengthening political literacy among novice voters remains an important challenge in contemporary electoral education ([Grecu et al., 2025](#)).

Political education has traditionally been delivered through formal civic education, public campaigns, and information dissemination programs. However, these approaches often face limitations in attracting the attention of younger audiences who tend to prefer interactive and narrative-based forms of communication ([Zazuli et al., 2024](#)). Consequently, more innovative educational media are needed to bridge the gap between political information and youth engagement. One alternative is the use of audiovisual media, particularly film, which combines visual, auditory, and narrative elements capable of delivering complex political messages in a more accessible and engaging manner ([Silaban & Ivanna, 2024](#)). Films can generate emotional engagement ([Albana & Jalaludin, 2025](#)), present realistic social and political situations ([Fernandes et al., 2025](#)), and facilitate audience understanding through storytelling approaches that are closely related to everyday experiences.

In response to the need for more engaging political education, the General Election Commission produced the film "*Kejarlah Janji*" as part of its electoral socialization strategy for the 2024 General Election. Unlike conventional political campaigns or informational advertisements, "*Kejarlah Janji*" presents electoral values through a narrative storyline that depicts issues of political integrity, honesty, accountability, and public responsibility within local political contexts ([Kodansyah et al., 2025](#)). The film was specifically selected in this study because it was officially developed as an electoral education medium and was designed to communicate democratic values through relatable characters and situations that resonate with young audiences ([Mayasari et al., 2025](#)). These characteristics distinguish the film from other forms of political communication that primarily emphasize information delivery rather than value internalization and reflective learning.

From a theoretical perspective, political education is expected not only to increase political knowledge but also to foster critical awareness and democratic moral values ([Farikiansyah et al., 2024](#); [Gaol et al., 2024](#)). In this study, critical awareness refers to the ability of novice voters to critically evaluate political information, identify misinformation, and reflect on the consequences of political decisions. Meanwhile, democratic moral values refer to the internalization of values such as honesty, responsibility, integrity, fairness, participation, and respect for democratic processes. These dimensions are important because effective political education should contribute not only to cognitive understanding but also to the development of democratic attitudes and responsible citizenship.

Previous studies have extensively examined political participation, voter behavior, and political education among young voters. Research by [Yulianto & Mukhlis \(2025\)](#) found that political knowledge and awareness significantly influence the rationality of novice voter participation. Other studies from [Prahesti et al. \(2024\)](#) demonstrated that media exposure and social environments shape the perceptions of first-time voters, while [Gaol et al. \(2024\)](#) emphasized the contribution of civic education learning in strengthening democratic understanding among students. Other studies also highlighted the importance of political literacy and political education in encouraging youth participation in elections ([Farikiansyah et al., 2024](#); [Rochim, 2024](#); [Siregar, 2023](#)).

Nevertheless, several limitations remain within the existing literature. Most previous studies have focused on formal educational approaches, social environments, media exposure, political participation, or voter perceptions ([Lia et al., 2024](#); [Moerdijanto & Aji, 2026](#); [Zarkasi et al., 2025](#)). Limited attention has been given to the effectiveness of film-based political education in influencing not only political knowledge but also critical awareness and democratic moral values among novice voters. Moreover, existing studies rarely evaluate how audiences interpret and internalize political messages delivered through narrative audiovisual media, despite evidence suggesting that media

messages are often understood differently according to individual social backgrounds and experiences (Malindir & Septiansyah, 2024; Tungga et al., 2025). Consequently, empirical evidence regarding the educational effectiveness of political films remains insufficient.

Based on these gaps, the novelty of this study lies in three aspects. First, it specifically examines "*Kejarlah Janji*", an electoral education film produced by the General Election Commission, which has received limited scholarly attention. Second, it evaluates the role of film-based political education beyond political knowledge by incorporating the dimensions of critical awareness and democratic moral values as analytical outcomes. Third, the study focuses on high school and vocational school students as first-time voters in the context of the 2024 Legislative Election, thereby providing a more comprehensive understanding of how narrative audiovisual media contribute to youth political education in the digital era.

Therefore, this study aims to analyze the role of the film "*Kejarlah Janji*" as a political education medium in shaping political knowledge, critical awareness, and democratic moral values among senior high school and vocational high school students as first-time voters in the 2024 Legislative Election. The findings are expected to contribute to the development of more effective political education strategies and provide empirical evidence regarding the use of film as an innovative medium for strengthening democratic citizenship among young voters.

METHOD

This study employed a quantitative approach using a survey method to examine the role of the film "*Kejarlah Janji*" as a political education medium for novice voters. The survey method was considered appropriate because the study aimed to obtain measurable information regarding respondents' political knowledge, political awareness, and perceptions of democratic moral values after watching the film. Rather than testing causal relationships, the study sought to describe respondents' responses and experiences related to the political messages conveyed through the film.

The research was conducted in Bandung City and involved respondents from SMAN 10 Bandung, SMKN 5 Bandung, and students of the Film and Television Study Program at Widyatama University. These institutions were selected because they include young individuals who were eligible or potentially eligible to participate in the 2024 Election and represent groups of novice voters relevant to the focus of the study. In addition, respondents from these institutions had access to the screening of the film "*Kejarlah Janji*", making them suitable participants for assessing the film's educational role. The population consisted of students who had watched the film "*Kejarlah Janji*" and met the criteria of novice voters in the 2024 Election. A purposive sampling technique was employed to select respondents based on two criteria: (1) having watched the film "*Kejarlah Janji*" and (2) belonging to the category of novice voters. Based on these criteria, a total of 33 respondents participated in the study.

Data were collected using a questionnaire consisting of both closed-ended and open-ended questions. The questionnaire was designed to measure four main aspects. First, exposure to election-related information, including the sources and types of election information accessed by respondents. Second, political knowledge, which covered respondents' understanding of voter registration, election procedures, and voting mechanisms for presidential, legislative, and regional representative elections. Third, political awareness, including motivation to participate in elections, awareness of misinformation and political hoaxes, and attitudes toward responsible political participation. Fourth, democratic moral values, including perceptions of honesty, integrity, responsibility, fairness, respect for others' political choices, and rejection of unethical political practices portrayed in the film. Open-ended questions were included to capture respondents' reflections on the political messages, leadership values, and democratic principles presented in the film. The data collection process was conducted after respondents had watched the film "*Kejarlah Janji*". Subsequently, respondents were asked to complete the questionnaire to assess their understanding, perceptions, and reflections regarding the political and moral messages conveyed through the film. This procedure enabled the researchers to obtain responses directly related to participants' viewing experiences.

Prior to data collection, the questionnaire was reviewed to ensure the clarity, relevance, and suitability of the questions with the research objectives. Participation in the study was voluntary.

Respondents were informed about the purpose of the research and provided their consent before completing the questionnaire. The anonymity and confidentiality of respondents were maintained throughout the research process, and all collected data were used exclusively for academic purposes.

The data were analyzed using descriptive quantitative analysis. The analysis was conducted in several stages. First, questionnaire responses were compiled, coded, and classified according to the research variables. Second, responses from closed-ended questions were tabulated and analyzed using frequency and percentage distributions to identify response patterns and tendencies. Third, responses from open-ended questions were grouped into thematic categories related to political knowledge, political awareness, democratic moral values, and perceptions of the film. Finally, findings from both types of data were interpreted descriptively to explain the role of the film "*Kejarlah Janji*" as a political education medium for novice voters.

Descriptive quantitative analysis was selected because the objective of the study was to provide a systematic description of respondents' perceptions and experiences after watching the film. However, this analytical approach is limited in its ability to determine causal relationships or measure the extent to which the film directly influences political attitudes and behavior. Therefore, the findings should be interpreted as descriptive evidence of respondents' perceptions and educational experiences rather than as proof of causal effects.

To provide a clearer overview of the research process, Figure 1 presents the sequence of stages undertaken in this study, including participant selection, questionnaire administration, data collection, and descriptive quantitative analysis.



Figure 1. Research Flow

RESULTS AND DISCUSSION

Before describing the main findings of the study, Table 1 presents the overview of respondents based on several categories.

Table 1. Respondent Overview

Categories	Sub Categories	Quantity	Percentage (%)
Gender	Male	9	27,3%
	Women	24	72,7%
School Origin	SMAN 10 Bandung	13	39,4%

Age	SMKN 5 Bandung	18	54,5%
	FTV Widyatama Study Program	2	6,1%
	Under 17 years old	7	21,2%
	17-18 years old	19	57,6%
	Over 18 years old	7	21,2%
Voter Status 2024	Yes	22	66,7%
	Don't know	11	33,3%

Table 1 shows that the respondents were predominantly female and were largely drawn from senior high school and vocational school students in Bandung. Most respondents were between 17 and 18 years old and had already been registered as voters in the 2024 Election. These characteristics indicate that the participants represented a relevant group of novice voters who had reached the stage of electoral readiness and were therefore appropriate for examining the role of political education media among young voters.

Table 2 summarizes respondents' exposure to election-related information and their access to political information sources.

Table 2. Description of Research Variables

Variable	Categories	Quantity	Percentage (%)
Exposure to 2024 Election Information	Yes	29	87,9%
	Never	4	12,1%
Online DPT Checking (KPU Website)	Already	14	42,4%
	Never before	19	57,6%
Voting Opportunities in the 2024 Election	Already/had the opportunity	25	75,8%
	Not yet selected	8	24,2%
Sources of Information (dominant)	Social Media	28	84,8%
	Television	20	60,6%
	Billboards/banners	18	54,5%
	YouTube	17	51,5%
	Online news	16	48,5%
Most Viewed Types of Information	Presidential and Vice-Presidential Candidates	30	90,9%
	The central House of Representatives	15	45,5%
	Provincial Parliament	14	42,4%
	Presidential debate	18	54,5%
	Election procedures	17	51,5%
	Invitation to vote	15	45,5%

Based on Table 2, the findings indicate that most respondents had been exposed to information regarding the 2024 Election and had opportunities to participate in the electoral process. However, more than half had never independently verified their voter registration status through the online Permanent Voter List (DPT) system. This finding suggests that access to election information does not automatically translate into active electoral engagement. The results also show that social media was the dominant source of election information among respondents. Furthermore, information related to presidential candidates received greater attention than legislative election information. This pattern indicates that novice voters tend to be more familiar with highly visible national political contests than with legislative institutions and procedures. The findings suggest the need for political education initiatives that strengthen not only information exposure but also a deeper understanding of electoral processes and democratic participation.

Table 3 presents respondents' understanding of election procedures and the primary sources from which they obtained election-related information.

Table 3. Understanding the Voting Procedures at the TPS

Variable	Categories	Quantity	Percentage (%)
Understanding the Procedure for Choosing	I understand	22	66,7%
	Don't understand it yet	11	33,3%
Sources of Information (dominant)	Parents/family	20	60,6%
	School	14	42,4%
	Social Media	18	54,5%

	Online media/websites	13	39,4%
	Peers	10	30,3%
	RT/RW	6	18,2%
	None	6	18,2%
Technical Understanding of DPR/DPD	True	24	72,7%
	Don't know/be wrong	9	27,3%
Technical Understanding of the Presidential Election	True	23	69,7%
	Don't know/be wrong	10	30,3%
Technical Understanding of DPD	True	26	78,8%
	Don't know/be wrong	7	21,2%

The results as shows in table 3, indicate that most respondents demonstrated a relatively good understanding of election procedures, including voting mechanisms for the DPR/DPD, presidential election, and DPD election. Nevertheless, a substantial proportion of respondents still experienced difficulties in understanding specific procedural aspects of voting. The findings suggest that novice voters generally possess basic electoral knowledge, although their understanding remains uneven across different aspects of the electoral process. This condition highlights the continued importance of political education and voter socialization programs that can strengthen procedural understanding and improve electoral preparedness among young voters.

To examine respondents' perceptions after watching the film "*Kejarlah Janji*", Table 4 summarizes the key themes identified from participants' responses.

Table 4. Synthesis of Response Findings to the Film "*Kejarlah Janji*"

Variable	Key Indicators/Keywords	Frequency (n)	Percentage (%)
Motivation for election participation	Not golput, using the right to vote	26	78,8%
Understanding of the leader's criteria	Honest, trustworthy, responsible, clear vision-mission	22	66,7%
Critical awareness of information	Anti-hoax, fact check, not easily influenced	10	30,3%
Rejection of dirty political practices	Cheating, bribery, cunning, taking down opponents	18	54,5%
Moral values and social ethics	Respect others, not selfish, not slander	9	27,3%
Positive perception of movies	Good, educational, inspirational film	33	100%
Relevance for novice voters	Useful, adding political insight	15	45,5%
Film criticism/limitations	Inappropriate scenes, potential misinterpretations	2	6,1%

The findings demonstrate that respondents generally perceived "*Kejarlah Janji*" positively as a medium for political education. The most prominent responses were related to increased motivation to participate in elections, improved understanding of desirable leadership qualities, awareness of unethical political practices, and greater sensitivity toward misinformation and political hoaxes. In addition, respondents identified various democratic values conveyed through the film, including honesty, responsibility, fairness, and respect for others. The relatively low proportion of critical comments regarding the film further suggests that the film was considered relevant and accessible to novice voters. Overall, these findings indicate that "*Kejarlah Janji*" functions not only as an entertainment medium but also as a medium capable of communicating political messages and democratic values to young audiences.

The findings from the open-ended responses further support the quantitative results presented in Table 4. Many respondents emphasized the importance of exercising voting rights, selecting leaders based on integrity and competence, and verifying political information before accepting it as true. Respondents also expressed rejection of unethical political practices such as fraud, bribery, and manipulation, while highlighting democratic values including honesty, responsibility, fairness, and respect for differing political choices. These responses indicate that the film encouraged reflection not only on political participation but also on ethical and democratic conduct.

Exposure Level and Political Literacy of Novice Voters before Watching Movies

The findings indicate that most respondents had been exposed to information about the 2024 Election prior to watching *"Kejarlah Janji"*. Election-related information was primarily obtained through digital media, particularly social media platforms, although schools and family environments also contributed to respondents' political learning. This suggests that novice voters entered the film-viewing experience with a basic level of political literacy rather than as politically uninformed audiences. However, exposure to political information does not automatically translate into active electoral engagement. Although respondents were familiar with election-related information, many had not independently verified their voter registration status through the Permanent Voter List (DPT). This finding highlights the distinction between passive information exposure and active political participation. Political literacy therefore extends beyond access to information and includes the ability to transform knowledge into civic action.

Political participation among novice voters is influenced not only by political knowledge but also by political awareness and individual motivation (Yulianto & Mukhlis, 2025). The prominence of digital media as a source of election information further confirms the growing importance of online platforms in shaping political perceptions among young voters (Prahesti et al., 2024). At the same time, the contribution of schools and family environments demonstrates that political socialization remains a multidimensional process involving both formal and informal educational settings (Gaol et al., 2024; Siregar, 2023).

Another important finding is that respondents were more familiar with information concerning presidential elections than legislative elections. This pattern suggests that novice voters tend to focus on highly visible national political contests while possessing more limited knowledge of legislative institutions and procedures. Similar tendencies have been observed among young voters, who generally demonstrate stronger awareness of executive elections than legislative processes (Susanto & Abra, 2024).

Overall, the findings indicate that novice voters possess a relatively good level of political information exposure but still require stronger political literacy, particularly in transforming information into informed participation and practical electoral engagement. This emphasizes the importance of strengthening political literacy that focuses not only on the delivery of information, but also on the formation of critical awareness and practical skills in participating. These findings are also supported by research (Farikiansyah et al., 2024) which emphasizes that improving political literacy through education and continuous socialization is essential in shaping intelligent, critical, and participatory novice voters in democracy.

Understanding Election Procedures for Beginner Voters

The findings show that most respondents demonstrated a basic understanding of election procedures, including voting mechanisms for presidential, legislative, and regional representative elections. This indicates that novice voters generally possess sufficient procedural knowledge to participate in elections, although variations in the depth of understanding remain evident. The existence of respondents who still experienced difficulties in distinguishing electoral procedures and ballot categories suggests that procedural knowledge among novice voters is not yet evenly distributed. This finding is important because procedural understanding constitutes a fundamental component of political competence and democratic participation. Without adequate understanding of electoral mechanisms, citizens may encounter difficulties in exercising their voting rights effectively.

Voter readiness is closely associated with the level of procedural understanding possessed by individuals, as procedural knowledge influences the quality of electoral participation (Mayrudin et al., 2025). Political knowledge also serves as an important determinant of rational political behaviour because a better understanding of electoral systems enables voters to make more informed decisions (Pritzker et al., 2015; Ya, 2025). The findings further indicate that political learning occurs through multiple channels, including family, schools, and digital media. This supports the view that civic education and political knowledge are important foundations for encouraging meaningful electoral participation among students (Zainurin & Wan Husin, 2025). Citizenship education also plays a central role in developing democratic competencies and strengthening democratic citizenship among young people (Anderson, 2023; Finkel et al., 2024).

Therefore, the findings suggest that political education programmes should not focus solely on increasing political awareness but should also strengthen practical knowledge regarding electoral procedures. Such efforts may help novice voters participate more confidently and effectively in democratic processes. Procedural understanding serves not only as technical knowledge but also as a foundation for rational political decision-making and quality democratic participation (Kartini et al., 2025).

The Role of the Film "Kejarlah Janji" on Students' Motivation and Political Awareness

The findings indicate that "*Kejarlah Janji*" serves as an effective medium for political education among novice voters. Respondents generally perceived the film positively and reported increased motivation to participate in elections, greater awareness of leadership criteria, stronger critical attitudes toward political information, and a deeper understanding of democratic values. One of the most prominent findings concerns respondents' increased motivation to exercise their voting rights and avoid electoral abstention (*golput*). This suggests that the film successfully communicated the importance of political participation and encouraged respondents to view voting as a civic responsibility. Political participation is closely associated with citizens' awareness of the significance of elections and their understanding of democratic responsibilities (Yulianto & Mukhlis, 2025).

The film also contributed to respondents' understanding of desirable leadership qualities, including honesty, responsibility, integrity, and a clear vision. This finding indicates that political education through film can encourage more rational and value-based political evaluations rather than purely emotional or personality-driven judgments. The perception of political candidates among novice voters is strongly influenced by the quality of political information and educational experiences they receive (Prahesti et al., 2024). In addition, respondents demonstrated greater awareness of misinformation, political hoaxes, and manipulative political communication. This suggests that the film not only delivered political information but also stimulated critical reflection regarding the credibility of political messages. Political and digital literacy play an important role in strengthening critical thinking skills among young citizens when evaluating political information (Handoko et al., 2023).

Another important contribution of the film relates to the internalization of democratic moral values. Respondents highlighted values such as honesty, fairness, responsibility, respect for differing opinions, and rejection of unethical political practices, including bribery and electoral manipulation. This finding suggests that the film functions not merely as a source of political knowledge but also as a medium for democratic value formation. Political education is expected to foster both cognitive understanding and democratic character development among young citizens (Rochim, 2024; Siregar, 2023).

Taken together, the findings demonstrate that the educational impact of "*Kejarlah Janji*" extends across cognitive, affective, and moral dimensions. The film contributes to increasing political knowledge, strengthening political awareness, and encouraging the internalization of democratic values. These multidimensional outcomes support the argument that creative and contextual approaches to political education are particularly effective in engaging younger generations (Farikiansyah et al., 2024; Kelibay et al., 2023; Mahmud et al., 2022). The findings are also consistent with international scholarship emphasizing the effectiveness of media-based civic education in promoting democratic participation and citizenship development (Anderson, 2023; Finkel et al., 2024; Thahir et al., 2023). Increased political awareness and knowledge may further contribute to more rational voting decisions and more responsible democratic participation (Kartini et al., 2025). Such outcomes are important because the quality of democracy is closely linked to the presence of informed, critical, and politically engaged citizens (Birnir et al., 2025).

Overall, the results of this study show that the film "*Kejarlah Janji*" has a significant role in increasing motivation, knowledge, critical awareness, and political moral values in novice voters. The film serves not only as an entertainment medium, but also as an effective and relevant political educational instrument to the characteristics of the younger generation. Therefore, the use of creative media such as films needs to be continuously developed as a strategy to improve the quality of political participation and strengthen democracy among novice voters.

CONCLUSION

This study demonstrates that the film "*Kejarlah Janji*" functions as a meaningful medium of political education for novice voters among senior high school and vocational high school students. Although respondents had previously been exposed to election-related information, the findings indicate that the film contributed to strengthening their understanding of electoral participation, leadership criteria, democratic values, and critical awareness of political information. The film was generally perceived positively and was considered relevant to the political learning needs of young voters.

The findings suggest that creative and contextual educational media, such as film, may complement conventional political education and voter socialization efforts aimed at novice voters. By encouraging informed participation and reinforcing democratic values, such media may contribute to the development of more responsible and engaged democratic citizens, thereby supporting the quality of democratic participation. Nevertheless, this study is limited by its relatively small sample size and its focus on a specific geographical context. Future research is therefore recommended to involve broader respondent groups and employ mixed-method or qualitative approaches to obtain a deeper understanding of how political education films influence young voters' attitudes and democratic engagement.

AUTHOR CONTRIBUTIONS

KW conceived the study, developed the research methodology, collected and curated the data, conducted the formal analysis, prepared the visualizations, and wrote the original draft of the manuscript. AP contributed to the study conceptualization and methodology, validated the research findings, supervised the research process, reviewed and edited the manuscript, and managed the project administration.

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