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# Student Participation in Monitoring Local Government Policies

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**Abstract**
This study aims to identify the level of student participation in monitoring local government policies, the forms of involvement carried out, and the factors that encourage and inhibit such participation. The approach used is quantitative descriptive, with data collection techniques through the distribution of closed questionnaires to 184 law faculty students of Semarang State University (UNNES). Data analysis was carried out using descriptive statistics and correlation and regression tests to see the relationship between variables. The results of the study showed that real student participation is still relatively low. As many as 71.7% of respondents have never been directly or indirectly involved in monitoring policies. Only a small portion participated through direct communication (16.8%) or social media/email (11.4%). In addition, only 46.7% followed the official local government account, indicating a lack of exposure to information. This conclusion indicates a misunderstanding between political awareness and student participatory actions. The theoretical implications of this study reinforce the importance of political efficacy factors, access to information, and trust in institutions in increasing the participation of young citizens. Practically, local governments and higher education institutions need to collaborate in building public literacy policies among students.

**Keywords**
Student Participation, Local Government Policies, Monitoring

## Introduction

Indonesia is a unitary state structured as a republic, as affirmed in Article 1 of the Constitution of the Republic of Indonesia. The territory of the Unitary State of the Republic of Indonesia is divided into provinces, which are further subdivided into regencies and cities, each with its regional government. These regions have the authority to manage their responsibilities and obligations within the framework of

local government administration. This includes, among other things, regulating local governance, maintaining regional peace and order, managing local resources to enhance community welfare, and providing and improving public services. These provisions are outlined in Article 18, paragraphs (1) to (7) of the Constitution of the Republic of Indonesia. Law No. 23 of 2014 on Regional Government categorizes government affairs into three types: general government affairs, absolute government affairs, and concurrent government affairs.

To manage administrative affairs within its jurisdiction, the Regional Government has the authority to establish local government policies. These policies can be implemented through local legal instruments, which may include regional regulations, regulations issued by the regional head, regional decisions, or other policy regulations.

The Local Government's authority to create these legal instruments can come from either attributive authority or delegated authority as specified in the law. Attributive authority refers to the power granted to a state institution by the Constitution or legislation to create laws. In this context, Article 18(6) of the Constitution of the Republic of Indonesia and Article 236 of Law No. 23 of 2014 on Regional Government provide this attributive authority to the Regional Government. This authority is permanent and can be exercised at any time as necessary, within the established limits.

The development of local regulations and other legal documents is a crucial aspect of local government policy, and it requires community involvement. This is important because these regulations will affect the community, particularly those whose interests are directly tied to the established norms. Article 96 of Law No. 13 of 2022, which amends Law No. 12 of 2011 regarding the Formation of Legal Regulations, emphasizes the importance of meaningful participation. It guarantees the community's right to provide input and oversee the creation of regulations at the regional level.

Meaningful participation must occur at every stage of the legislative process, including planning, drafting, discussion, approval, enactment, promulgation, and dissemination. The community can contribute both online and offline. Public participation may take various forms, such as public consultations, deliberations, partnerships, expression of opinions, oversight, and other methods in accordance with regulatory provisions.

Students, as part of society, play an important role in monitoring local government policies. According to Sherry R. Arnstein's theory, which outlines a typology of "citizen participation" (a ladder of citizen participation), community participation has several levels.[1] Arnstein describes eight levels of participation. The eight levels of participation are arranged in a ladder pattern, with each rung corresponding to the level of citizens' power in determining the outcome. The bottom two rungs are (1) Manipulation and (2) Therapy. These two rungs represent the level

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[1] Sherry R Arnstein, "A Ladder of Citizen Participation," *Journal of the American Institute of Planners* 35, no. 4 (1969): 216–24.

of "non-participation" or forced participation. The real purpose is not to enable the community to participate in planning or implementing programs, but to allow those in power to "educate" or 'heal' the community. Steps (3) and (4), notification and consultation, move toward a level of "tokenism" that allows citizens who are unable to hear and have a voice. When offered by those in power, citizens can truly hear and be heard, but in these conditions, they have no power to ensure that their views will be taken into account by those in power. When participation is limited to this level, there is no follow-up and no guarantee that the status quo will change. Step (5) Placation is a higher level of tokenism because the basic rule allows marginalized groups to advise, but those in power still have the right to decide. Further up is the level of citizen power, which increases the degree of influence on decision-making. Citizens can establish (6) Partnerships that allow them to negotiate and engage in the exchange of ideas with those in power. At the top of the ladder, (7) Delegation of Power and (8) Citizen Control represent the highest levels of participation.

Based on this theory, students control, is the highest level of participation, and with this participation, ideally, good governance can be achieved in the local government, especially in terms of policy-making. Given the role of student participation as part of the oversight of policy formulation at the local level, it is worth further researching to what extent students are involved in monitoring local government policies and what kind of student participation in monitoring local government policies exists.

## Methods

This study uses a qualitative research design that combines a legal approach with a focus on social factors. The legal approach examines the rules that enable students to participate in monitoring local government policies. This includes laws and regulations that ensure public involvement in making decisions and managing services. The social approach looks at how these rules work in practice, especially regarding student participation at the local level. We collect data from primary sources like relevant laws and local government regulations, as well as secondary sources such as academic journals, books, policy documents, and previous studies on democracy and student activism. We gather this information through desk research and document analysis. We also carried out the data collection technique by distributing closed questionnaires to a total of 184 respondents of UNNES law faculty students. The collected data were analyzed qualitatively using clear methods to check how well the legal rules match the actual ways students participate. The findings are expected to provide insights into how effective student involvement is and what it means for accountability and democratic governance at the local government level.

## Results and Discussion

### I.   To What Extent Are Students Involved in Monitoring Local Government Policies?

In this study, the level of student participation in monitoring local government policies was analyzed using descriptive statistical methods. We chose this method to obtain a comprehensive picture of the pattern, intensity, and tendency of respondent participation based on the obtained data. The results of the analysis are presented in Table 1 to facilitate interpretation and drawing conclusions systematically.

Table 1. Descriptive Statistics of Age, Knowledge, Attitude, and Student Participation Variables in Policy Monitoring

| Variables | Min | Max | Mean | STD |
|---|---|---|---|---|
| Age | 19.00 | 22.00 | 19.73 | .67 |
| Join student organization | 1.00 | 2.00 | 1.54 | .49 |
| Take public policy course | 1.00 | 2.00 | 1.12 | .33 |
| Knowledge of Local Government Policy | 1.00 | 5.00 | 3.87 | .55 |
| Attitude towards participation in policy monitoring | 1.00 | 5.00 | 3.96 | .61 |
| Actual participation | 1.00 | 6.00 | 4.20 | 2.11 |
| Real action | 1.00 | 3.00 | 2.55 | .76 |
| follow the local government social media accounts | 1.00 | 3.00 | 1.59 | .60 |
| Obstacles | 1.00 | 7.00 | 3.95 | 1.64 |
| Efforts | 1.00 | 5.00 | 2.76 | 1.38 |

Table 1 explains that respondents are in the age range of 19−22 years, with an average age of 19.73 years. The average Knowledge of Local Government Policy score of 3.87 (on a scale of 1−5) indicates that students have a high level of understanding of the concept of participation in monitoring local government policies. The result indicates good basic literacy related to government issues, although most respondents (mean = 1.12) have never taken relevant courses. This finding is in line with Terhorst et al. (2024), which revealed that students can gain knowledge about policy issues through social media, student organizations, and informal discussions, even though they have not formally studied them in the curriculum.[2]

In terms of attitude, the average score of 3.96 indicates that students have a positive attitude toward the importance of citizen involvement, especially the younger generation, in overseeing public policy. This positive attitude serves as a crucial asset in fostering active participation that is based on awareness rather than mere

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[2] Carolien Terhorst et al., "The Everyday Civic Engagement of Social Work Students," *Social Work Education* 43, no. 9 (2024): 2975−91.

administrative coercion. This finding confirms the results of Wang et al. (2020) study, which emphasized that attitudes formed through organizational experience and exposure to public information are strong predictors of students' participatory intentions.[3]

The average score for participation (4.20 out of 6) and real action (2.55 out of 3) shows that students have been fairly active in different ways of monitoring policies, like joining discussions, sharing their views on social media, and taking part in campus advocacy. However, the high standard deviation for participation (2.11) suggests that there is a lot of difference in how involved students are. However, the high standard deviation on the participation form variable (2.11) indicates significant variation among students in the form of their involvement.

However, the obstacles faced by students are also quite real, as reflected in the average obstacle score of 3.95 (out of 7). These obstacles include limited information, lack of access to participatory spaces, and minimal procedural understanding in regional policy supervision. However, the effort score of 2.76 (out of 5) shows that some students continue to try to overcome these obstacles through personal and collective initiatives.

Overall, the results of this study indicate that law students have high participatory potential in monitoring local government policies. However, to optimize this potential, structural support is needed, such as integrating public participation topics into the curriculum, providing inclusive access to information, and strengthening student capacity through training and mentoring.

In general, UNNES law students showed excellent knowledge and attitudes towards policy oversight, fairly active participation (although varying between individuals), and the presence of real obstacles, but also efforts made to overcome them. These findings indicate that students have the social and cognitive capital to be part of regional policy oversight but need to be supported systematically so that their participation is more effective and sustainable.

This result is in line with Assa (2022) research, which found that although student participation in policy monitoring was not yet optimal, their attitudes and awareness of public issues were relatively high.[4] This finding indicates that students have the potential to be agents of social control but still need support in the form of access to information, public policy training, and more structured participation channels. Additionally, this finding strengthens the results of Rojak (2024) study, which stated that organizational experience and exposure to civic education significantly influence how students participate in social and political issues.[5]

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[3] Xin Wan et al., "How Perceived Corporate Social Responsibility and Public Knowledge Affect Public Participation Intention: Evidence from Chinese Waste Incineration Power Projects," *Engineering, Construction and Architectural Management* 29, no. 10 (2022): 4107–31.

[4] Adrie Frans Assa, "Peran Mahasiswa Dalam Kegiatan Manajemen Lingkungan Di Area Kampus," *Ijd-Demos* 4, no. 3 (2022).

[5] Jeje Abdul Rojak, "Upaya Pengembangan Karakter Mahasiswa Melalui Pendidikan Kewarganegaraan," *Jurnal Pendidikan, Penelitian, Dan Pengabdian Masyarakat* 4, no. 1 (2024): 41–56.

Article 96 of Law Number 13 of 2022, which amends Law Number 12 of 2011 concerning the Formation of Laws and Regulations, represents a pivotal advancement in fostering public participation within Indonesia's legislative process. This provision unmistakably guarantees the public's right to contribute both oral and written feedback at every stage of lawmaking—spanning planning, drafting, deliberation, and enactment. By embedding participation as a fundamental aspect of the legislative framework, Article 96 positions citizen engagement as essential to democratic governance, significantly enhancing transparency, accountability, and social legitimacy in the lawmaking endeavor.

Through the lens of Sherry R. Arnstein's "A Ladder of Citizen Participation," it is evident that Article 96 is not merely a policy stipulation but a transformative mechanism aimed at elevating public involvement from superficial tokenism to meaningful, empowered engagement. While formal consultations may still reflect the lower rungs of participation, Article 96 opens the door to higher levels, such as partnership, wherein citizens—especially students—can actively collaborate with policymakers to shape impactful regulatory outcomes.

## II.   What Kind of Students' Participation in Monitoring Local Government Policies?

This study uses descriptive statistical methods to determine the types and forms of student participation in the supervision of local government policies. This method allows researchers to classify and describe various forms of participation carried out by students systematically based on the data collected. As a result, the role of students in the supervision of policy implementation at the regional level becomes more clear.

Table 2. Frequency of Actual Participation

| Actual Participation | Frequency | Percentage (%) |
|---|---|---|
| Attending seminars/public discussion forums | 36 | 19.6 |
| Delivering opinions on social media | 27 | 14.7 |
| Participating in public consultation forums | 5 | 2.7 |
| Proposing online petition regarding a regional issue | 4 | 2.2 |
| Involved in campus activities related to advocacy | 20 | 10.9 |
| Never been involved at all | 92 | 50 |

The table above shows that half of the respondents (50%) have never been involved in any form of participation related to the supervision of local government policies. The highest form of participation is attending regional policy seminars/discussion forums (19.6%) and delivering opinions on social media (14.7%). Direct participation in formal mechanisms or online petitions is very low (less than 3%).

Frequency data on student participation in monitoring local government policies indicates that 50% of respondents have never engaged in any participatory activities. Meanwhile, the most common participation by students is attending seminars or public discussion forums on local policies (19.6%), followed by voicing opinions on social media (14.7%). Only a small number have attended public consultation forums (2.7%), submitted online petitions (2.2%), or been involved in campus organization activities related to advocacy or social control (10.9%).

This finding reflects that student participation is still passive and tends to be interested in informal media such as social media or discussion forums rather than through formal channels such as public consultation forums or petitions. This result indicates that students have not been very involved in institutional policy-making spaces.

This phenomenon is supported by the findings of Munzir (2019; Kusumasari (2014); and Sari & Zulkarnain (2024), which stated that although students are aware of policy issues, their involvement tends to be limited to forms of expression on social media and campus forums.[6] Formal participation, such as public consultations or petition submissions, is still considered unfamiliar or uninteresting by most students. In addition, these results are also in line with a study by Puspitasari (2024), which found that the form of student participation is symbolic and has not reached the stage of substantive participation.[7]

This condition shows the need to improve policy literacy and strengthen advocacy capacity for students. Their non-involvement in formal channels can be caused by a lack of information, the absence of inclusive platforms, or a lack of direct experience in participatory democratic processes.

These findings provide several important implications. First, for higher education institutions, capacity-building programs such as policy advocacy training, Musrenbang simulations, and active student involvement in community service projects related to governance are needed. Second, for local governments, a more proactive and inclusive participatory approach is needed to attract the participation of the younger generation, especially students. Socialization of public participation mechanisms needs to be packaged in an attractive and easily understood manner by students. And third, for student organizations, there is a strategic opportunity to build networks and forums that can bridge students with the process of public supervision and decision-making. This organization can be a driving force for student political and social participation in the local context.

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[6] Atika Aisyarahmi Munzir, "Beragam Peran Media Sosial Dalam Dunia Politik Di Indonesia," *JPPUMA: Jurnal Ilmu Pemerintahan Dan Sosial Politik UMA (Journal of Governance and Political UMA)* 7, no. 2 (2019): 173–82; Bevaola Kusumasari, "Social Media Dan Eksklusi Remaja Dalam Perumusan Kebijakan Publik," *JKAP (Jurnal Kebijakan Dan Administrasi Publik)* 18, no. 2 (2014): 119–30; Mayang Sari and Zulkarnain Zulkarnain, "Pengaruh Media Sosial Terhadap Partisipasi Politik Masyarakat Kampus: (Studi Mahasiswa Prodi PPI FUSI UINSU)," *Ganaya: Jurnal Ilmu Sosial Dan Humaniora* 7, no. 2 (2024): 331–40.

[7] Dia Puspitasari, "Komunikasi Politik Agensi-Struktur Koalisi Masyarakat Sipil Anti Kekerasan Seksual (KOMPAKS) Dalam Gerakan Pengesahan UU TPKS," *Sintesa* 3, no. 02 (2024): 24–37.

Thus, to increase student participation in monitoring local government policies, a collaborative approach is needed between campuses, government, and civil society organizations to create a participatory ecosystem that supports the active involvement of the younger generation.

Furthermore, this study also highlights the real action aspect as a concrete form of student participation in monitoring local government policies. This aspect includes the extent to which students have directly contacted or asked questions of members of the Regional People's Representative Council (DPRD), local officials, or government agencies regarding public policy issues. In addition, it is also noted whether students follow the official social media accounts of the local government as a means of obtaining information and channeling aspirations digitally. These indicators are important for measuring the active involvement of students in the available participation space, both directly and through online platforms. The data will be displayed in table 3.

Table 3. The Frequency Real Action

| Real Action | Frequency | Percentage |
|---|---|---|
| Contact directly | 31 | 16.8 |
| Via social media/letter/email | 21 | 11.4 |
| Never | 132 | 71.7 |
| Following official account | 86 | 46.7 |
| Do not follow official account | 87 | 47.3 |
| Don't know there is official account | 11 | 6.0 |

The table above shows that the majority of students (71.7%) have never communicated directly with parties related to local government policies, either personally or indirectly. Only 16.8% have contacted directly and 11.4% via social media or email, indicating that the level of real participation is still very low. Regarding access to information, only 46.7% follow the official local government account; the rest do not follow or do not even know of its existence.

The results of the study show that students' real participation in monitoring local government policies is still relatively low. As many as 71.7% of respondents stated that they had never contacted directly or conveyed aspirations through communication media to related agencies. Only 16.8% of students carried out direct contact, while 11.4% performed communication via social media, letters, or emails.

However, around 46.7% of students stated that they followed the official local government account, but this proportion was almost balanced with those who did not follow (47.3%), and the rest (6.0%) did not even know that the account existed. This result shows that access to digital government information has not fully reached students or is not considered relevant to them.

This condition indicates that students have not yet fully utilized digital spaces or direct communication in monitoring public policy. This lack of active involvement may

reflect low political efficacy, negative perceptions of the effectiveness of public complaint channels, or limited student participatory literacy.

These results are in line with the findings of Ramadhani et al. (2024), which stated that the political participation of the younger generation, especially students, is still dominated by passive or symbolic expressions, such as following issues on social media, but does not continue to real action.[8] Rinenggo (2020) also emphasized that student involvement in formal and informal spaces of policy oversight is influenced by the level of trust in public institutions and the availability of friendly and responsive channels.[9] Furthermore, a study by Pelawi et al. (2025); Choeriyah & Assyahri (2024) found that the use of digital media by the government is not yet fully interactive and participatory, so it has not been able to significantly encourage the involvement of the younger generation.[10]

There are three implications of the study. The first is for the regional government: it is necessary to improve public communication strategies through more interactive digital platforms, especially social media, and ensure that policy information can be widely accessed. We need to develop online complaint or participation channels that are user-friendly, responsive, and capable of reaching students. The second is for universities; it is necessary to strengthen the curriculum and learning activities that encourage citizen participation, such as civic engagement courses, deliberation simulations, or independent campus programs that are oriented toward policy advocacy. And the third, for student organizations, they can act as facilitators that bridge communication between students and the regional government. Organizational activities should be directed not only at internal campus issues but also at the role of social control over public policy.

Practically, the empowerment of student participation can be actualized through a range of concrete, institutionalized mechanisms. Firstly, students can contribute valuable written insights by submitting academic position papers, policy briefs, and regulatory impact analyses to legislative and executive bodies during the drafting phase. Secondly, public hearings and legislative consultations serve as vital forums for students to voice their perspectives, present empirical research, and challenge policymakers. Thirdly, participation in collaborative policy forums—such as working groups, advisory panels, or partnerships between universities and government— encapsulates Arnstein's partnership level by fostering shared deliberation and

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[8] Oktavia Anggi Ramadhani et al., "Analisis Keterlibatan Warga Digital Melalui Media Sosial Dalam Gerakan# ReformasiDikorupsi Di Indonesia," *Jurnal ISO: Jurnal Ilmu Sosial, Politik Dan Humaniora* 4, no. 2 (2024).

[9] Alil Rinenggo, "Peran Dan Tantangan Civil Society Dalam Kehidupan Demokrasi Di Indonesia," *Prosiding Konferensi Nasional Kewarganegaraan V Prodi Pendidikan Pancasila Dan Kewarganegaraan Program Pascasarjana Universitas Negeri Yogyakarta*, 2020, 47.

[10] Karina Mega Liasta Br Pelawi, Nalom Siagian, and L Primawati Degodona, "Pengaruh TikTok Dan Facebook Terhadap Partisipasi Politik Pemuda Dalam Pemilihan Umum 2024 Di Desa Sukandebi Kec. Naman Teran Kab. Karo," *GOVERNANCE: Jurnal Ilmiah Kajian Politik Lokal Dan Pembangunan* 11, no. 3 (2025): 193–201; Nanda Choeriyah and Wahib Assyahri, "Keterlibatan Generasi Z Dalam Proses Pembuatan Kebijakan Publik Guna Mendekati Pelayanan Yang Lebih Inklusif Dan Responsif," *Jurnal Ilmu Sosial Dan Humaniora* 2, no. 2 (2024): 244–54.

influence in the policymaking process. Lastly, engagement in monitoring and evaluation activities, including tracking policy implementation and publishing independent reports, empowers students to take on the important role of social watchdogs beyond the enactment phase.

These strategies highlight that student participation under Article 96 of Law Number 13 of 2022, which amends Law Number 12 of 2011 concerning the Formation of Laws and Regulations transcends mere symbolism; it can be effectively transformed into structured, knowledge-based, and ongoing engagement. When executed thoughtfully, such participatory mechanisms not only bolster democratic accountability but also enhance the quality of regulatory outcomes, positioning students as vital contributors within a landscape of responsive, evidence-based policymaking deeply rooted in the principles of democratic rule of law. The time for active and substantive student engagement in Indonesia's legislative framework is now, paving the way for a more inclusive and accountable democracy.

### III.   What are the Factors that Encourage and Inhibit Student Involvement in Monitoring Local Government Policies?

This study uses regression analysis to examine the factors that influence the level of student participation in monitoring local government policies. This approach is used to determine the relationship between independent variables, such as political knowledge, access to information, and attitudes toward government, and the dependent variable, in the form of student participation levels. Through this analysis, it is expected to identify the extent to which each factor contributes significantly to student involvement in the process of monitoring public policies. The result of the regression is displayed in Table 4.

Table 4. Variables Affecting Student Involvement in Monitoring Local Government Policies

| Variable | Coefficient (B) | STD | t value | p-value |
|---|---|---|---|---|
| Constant | .182 | 4.590 | .040 | .968 |
| Age | .192 | .223 | .858 | .392 |
| Join student organization | .344 | .303 | 1.135 | .258 |
| Take public policy course | -.255 | .469 | -.545 | .586 |
| Knowledge of Local Government Policy | -.171 | .404 | -.423 | .673 |
| Attitude towards participation in policy monitoring | -.324 | .352 | -.920 | .359 |
| Real action | .759 | .205 | 3.710 | .000 |

Dependent Variable: actual participation

The table above shows that activity has a significant positive effect on student participation (B = 0.759, p = 0.000). This means that the higher the level of student activity, the higher the level of participation. Other variables such as join student

organization, take public policy course, knowledge of Local Government Policy, and attitude towards participation in policy monitoring, all have p-values > 0.05, meaning they are not statistically significant. This means that there is no strong evidence that these variables affect student participation in the context of this model.

The results of multiple linear regression analysis show that of the six independent variables studied, only one variable has a significant effect on the level of student participation in monitoring local government policies, namely the real activity variable. This variable has a coefficient value of 0.759 with a significance value of 0.000 (p < 0.05), which indicates that the higher the level of student involvement in various activities, the higher their level of participation in monitoring policies.

On the other hand, other variables, such as age, organizational involvement, subject influence, knowledge, and attitude, did not have a significant influence on student participation. Although these variables have theoretical contributions in many participation studies, in the context of this study, they were not statistically visible. Their absence may be due to several factors, such as the lack of practical application of the knowledge gained in college or the weak relationship between attitudes formed and actual behavior in the context of policy supervision.

This finding is in line with research conducted by Aini et al. (2024); Susanty (2024) which concluded that students' active involvement in various organizational, social, and community activities can increase their awareness and participation in public issues and policies.[11] This activeness opens up opportunities for students to gain direct experience in the decision-making process, as well as strengthen their sense of social responsibility towards the surrounding environment.

However, this finding contradicts the research by Yetti et al. (2023); Rahman (2016), who found that knowledge of public policy is a key factor influencing student participation.[12] The difference in results can be explained by different local contexts, measurement approaches, and other mediating factors not analyzed in this study, such as personal motivation or access to policy information.

Thus, the results of this study underline the importance of increasing students' active involvement in real activities as a strategy to encourage their participation in policy oversight. Educational institutions can consider expanding participatory spaces through extracurricular activities, public discussion forums, and community service programs as part of strengthening the role of students as actors in good governance.

The implication of this study is the importance of emphasizing practical and participatory activities as part of the higher education process, especially in forming students who care and are able to engage in the public policy process. Curriculum and

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[11] Ani Nur Aini, Ismatul Izzah, and Mohamad Ahyar Ma'arif, "Manajemen Hubungan Masyarakat Dalam Meningkatkan Peran Masyarakat Terhadap MA Model Zainul Hasan Genggong," *Jurnal Kewarganegaraan* 8, no. 1 (2024): 1304–12; Alwan Fawwaz and S Susanty, "Pemberdayaan Dan Partisipasi Masyarakat Dalam Pendidikan Menuju Sekolah Bermutu," *Jurnal Terapung: Ilmu-Ilmu Sosial* 6, no. 2 (2024): 221–38.

[12] Salma Yetti, Aldri Frinaldi, and Syamsir Syamsir, "Implementasi Kebijakan Pendidikan Terhadap Kebijakan Publik," *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah* 8, no. 2 (2023): 545–51; Ikman Nur Rahman, "Pengaruh Civic Literacy Dalam Pembelajaran Pendidikan Kewarganegaraan Terhadap Partisipasi Politik Siswa," *Untirta Civic Education Journal* 1, no. 1 (2016).

student development programs need to be designed to improve knowledge and attitudes and encourage direct involvement through real experiences. In addition, higher education institutions, local governments, and civil society organizations need to build collaboration in creating participatory spaces that can be accessed and utilized by students to hone their policy monitoring skills in a concrete way.

## Conclusion

Based on the results of data analysis, it can be concluded that the real participation of students in monitoring local government policies is still at a low level. The majority of respondents (71.7%), who have never communicated directly or indirectly with the authorities in public policy, indicate this. Only a small number of students showed active involvement, either through direct communication (16.8%) or social media or electronic mail (11.4%). In addition, the low level of exposure to local government information is reflected in only 46.7% of students who follow the official accounts of related agencies. This finding indicates a gap between awareness of public issues and student participatory actions.

Theoretically, this finding contributes to the literature on youth citizen participation, particularly in the context of public policy oversight. The results of this study strengthen the theory that access to information, trust in institutions, and political efficacy are important determinants in encouraging citizen engagement. In this case, students as part of a strategic group have not fully carried out their optimal social control function. Practically, this study indicates the need to strengthen the role of local governments in building more responsive and easily accessible communication channels, particularly through social media used by the younger generation. In addition, higher education institutions, particularly law faculties, need to integrate aspects of policy literacy and civic education in the learning process to increase student involvement in public affairs.

The recommendations for further research are as follows. First, further research is suggested to examine the factors that influence the low level of students' real participation, such as the level of political efficacy, trust in institutions, or organizational experience. Second, the use of mixed methods can provide a more holistic understanding by combining quantitative and qualitative data to explore the motivations or barriers to student participation in more depth. And third, the scope of the research can be expanded to various universities with different social and geographical backgrounds to obtain a more nationally representative picture of participation.

Article 96 of Law Number 13 of 2022 establishes a clear and robust legal basis for meaningful public participation in the formation of laws and regulations, including at the local government level. By guaranteeing the public's right to submit oral and written input at every stage of the legislative process, this provision institutionalizes participation as a substantive pillar of democratic governance rather than a mere procedural formality. In this context, Article 96 enables students to engage actively

and knowledgeably through academic analysis, policy advocacy, and social oversight, thereby allowing their involvement to extend beyond symbolic consultation. Consequently, the effective implementation of Article 96 strengthens participatory democracy, improves the quality and legitimacy of local regulations, and affirms the role of students and civil society as essential partners in fostering responsive, transparent, and accountable local lawmaking processes.

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