



Participatory Election Supervision Education Model for Strengthening Bawaslu Capacity: A Systematic Literature Review

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ARTICLE INFO	ABSTRACT
Keywords: <i>Bawaslu Institutional Capacity; Election Education; Participatory Election Supervision; Systematic Literature Review;</i>	<i>Participatory election supervision is an important strategy for strengthening democracy and improving the institutional capacity of Bawaslu. This study aims to analyze the participatory election supervision education model in strengthening Bawaslu's capacity through a Systematic Literature Review (SLR) approach. The literature review process was conducted through several stages, including identification, screening, eligibility assessment, and final analysis of 30 relevant scientific articles from various publication sources. The findings indicate that the participatory election supervision education model contributes to improving public electoral literacy, expanding supervision networks, strengthening citizen participation, and enhancing public trust in Bawaslu. The model is also supported by educational management functions, including planning, organizing, implementation, and evaluation. However, the implementation of this model still faces several challenges, including the sustainability of community participation, digital literacy gaps, coordination among stakeholders, and strengthening evaluation mechanisms. This study concludes that participatory election supervision education can serve as a strategic approach to strengthening Bawaslu's institutional capacity through a collaborative, inclusive, and sustainable democratic education framework.</i>
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INTRODUCTION

General elections are a fundamental instrument of democratic systems that serve as a means of realizing popular sovereignty. The quality of election administration greatly determines the legitimacy of the government produced and the level of public trust in the democratic system (Crouch 2023). Therefore, election supervision is an essential aspect that cannot be separated from the electoral process. Effective supervision is required to prevent violations, fraud, and abuse of authority that may undermine electoral integrity (Sobari 2017). In Indonesia, this responsibility is carried out by the Election Supervisory Agency (Bawaslu), an institution mandated to conduct prevention, supervision, and enforcement of election violations (Kartika, Wiryawan, and Pareira 2024).

The development of political dynamics and the increasing complexity of election administration have resulted in supervision tasks that can no longer be optimally performed solely by formal supervisory institutions. Indonesia's vast geographical area, large number of voters, and various forms of electoral violations require greater public involvement in the supervision process (Ferrero, Natalucci, and Tatagiba 2019). This condition has encouraged the emergence of participatory election supervision, which positions citizens as strategic partners in maintaining electoral integrity (Mutiarasari and Herawati 2020). Participatory supervision is considered capable of expanding the scope of monitoring while simultaneously increasing public political awareness regarding the importance of democratic and credible elections (Safitri, Aristoteles, and Dewi 2025).

To optimize participatory supervision, Bawaslu has developed various participatory election supervisory education programs aimed at improving community capacity in understanding electoral regulations, identifying violations, and actively participating in monitoring every stage of the electoral process (Niode et al. 2025). These programs function not only as instruments of political education but also as mechanisms for institutional strengthening through the establishment of broader supervisory networks (Febriansyah, Ismail, and Noor 2020). An educational approach is crucial because the success of participatory supervision is strongly influenced by the level of electoral literacy and public understanding of their rights and responsibilities within democratic processes (Boyke and Marsaoly 2024).

Various studies have demonstrated that public participation has a positive impact on the quality of election supervision. Hafiz (2023) found that community involvement can enhance transparency and accountability in election administration. Similar findings were reported by Hidayat and Hsb (2025) who stated that participatory-based political education can improve citizens' awareness in monitoring democratic processes. Furthermore, Aji and Ridhwan (2026) revealed that participatory supervision contributes to preventing election violations at the local level.

Although previous studies have examined participatory supervision and political education, most research has focused on public participation and election supervision effectiveness (Manik and Siregar 2025). Studies specifically analyzing participatory election supervision education models as a strategy for strengthening Bawaslu's institutional capacity remain limited. In this context, educational management provides an important framework through planning, organizing, implementation, and evaluation to develop supervisory capacity effectively (Setiadi, Silitonga, and Sutrisno 2023). Furthermore, institutional strengthening requires organizational capacity development, collaboration, and adaptation to social and political changes (Tahir, Tumbel, and Siwij 2026). Therefore, participatory election supervision education needs to be understood not only as a means of increasing public knowledge but also as a strategic approach to strengthening Bawaslu's institutional capacity.

The implementation of participatory election supervision education reflects the concept of democratic citizenship education, which aims to develop citizens' knowledge, skills, and values for active participation in democratic processes (Ferdian and Khaidir 2021). However, the sustainability of participatory supervision requires continuous evaluation and improvement, as community-based programs may face challenges related to resource limitations, uneven participation, and differences in institutional capacity (Novita and Mursalina 2024). Therefore, this study employs a Systematic Literature Review (SLR) approach to analyze how participatory election supervision education models contribute to strengthening Bawaslu's institutional capacity and developing sustainable election supervision practices.

METHOD

This study employed a Systematic Literature Review (SLR) method to identify, evaluate, and synthesize previous studies related to participatory election supervision education models in strengthening the institutional capacity of the Election Supervisory Agency (Bawaslu). The SLR method was selected because it provides a systematic, transparent, and reproducible approach for analyzing existing studies (Mendez et al. 2023). The research procedure followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, which includes identification, screening, eligibility assessment, and inclusion stages (S. E. Putri and Sulaksono 2026).

The literature search was conducted through several academic databases, including Google Scholar, Scopus, Crossref, and Garuda. The search strategy used combinations of keywords such as "participatory election supervision," "election supervisory education," "Bawaslu," "institutional capacity," "educational management," and "participatory supervision." The literature sources were limited to scientific publications published between 2015 and 2025. The inclusion criteria consisted of articles discussing participatory election supervision, election education, political participation, and institutional strengthening of election supervisory agencies. Meanwhile, duplicate articles,

irrelevant studies, and publications that did not provide sufficient information related to the research objectives were excluded.

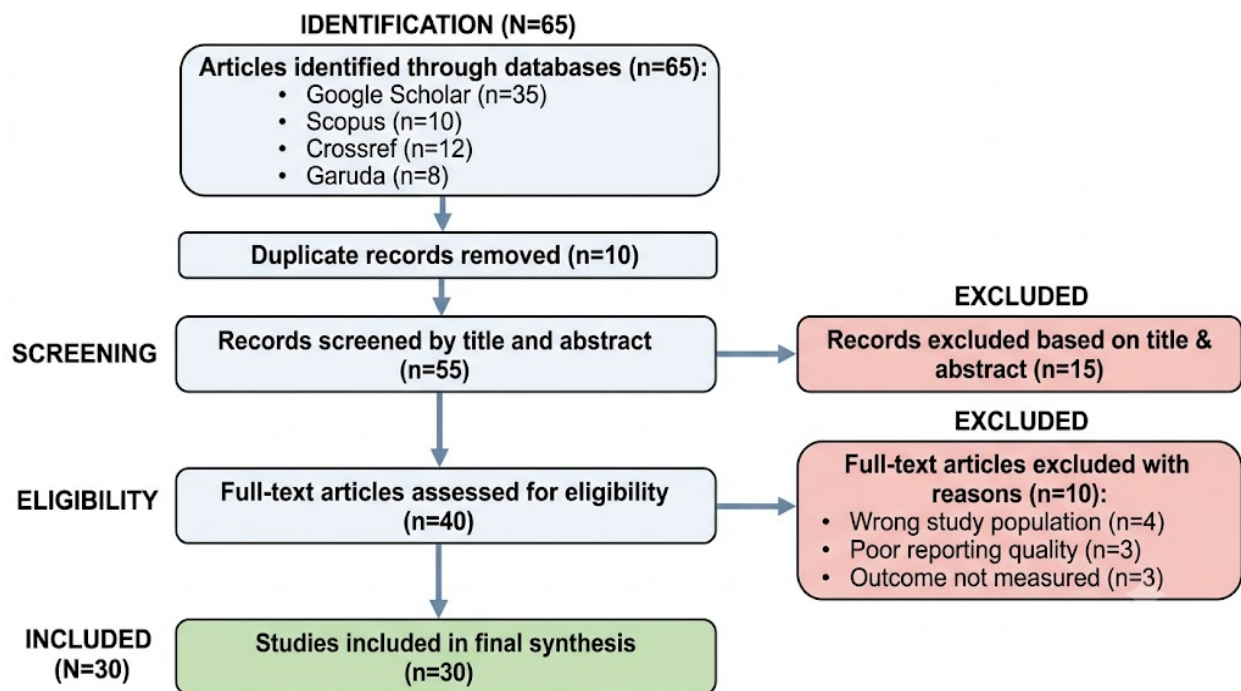


Figure 1. PRISMA Flow Diagram of Literature Selection Process

Based on the PRISMA flow diagram presented in Figure 1, the literature selection and screening process was conducted through four main stages, namely:

1. Identification Stage

In the initial search stage, scientific articles were identified through four major databases, namely Google Scholar, Scopus, Crossref, and Garuda. The search process resulted in a total of 65 articles that were considered relevant to the research keywords (Participatory Election Supervision Education Management Model). The distribution of articles from each database consisted of Google Scholar ($n = 35$), Scopus ($n = 10$), Crossref ($n = 12$), and Garuda ($n = 8$).

2. Screening Stage

From the total of 65 identified articles, a duplication check was conducted. A total of 10 duplicate articles were found and removed from the dataset. This data cleaning process resulted in 55 remaining articles (Records after duplicates removed). Subsequently, these 55 articles were screened based on the relevance of their titles and abstracts, resulting in the exclusion of 15 irrelevant articles. Thus, 40 articles were considered eligible to proceed to the next evaluation stage.

3. Eligibility Stage

At this stage, an in-depth evaluation of the full-text articles (Full-text articles assessed) was conducted on the 40 remaining articles. Based on a rigorous assessment using predetermined inclusion and exclusion criteria, 10 articles were excluded (Articles excluded) due to several technical reasons, including: (1) incompatibility of the study population or research subjects (Wrong study population, $n = 4$); (2) inadequate research data reporting quality (Poor reporting quality, $n = 3$); and (3) outcomes that did not specifically measure supervision or institutional indicators (Outcome not measured, $n = 3$).

4. Inclusion Stage

After completing all screening and eligibility assessment processes, a total of 30 final articles (Studies included in final synthesis) were obtained that met all quality and substantive relevance criteria. These 30 articles were subsequently synthesized and analyzed comprehensively to

formulate a participatory election supervision education management model aimed at strengthening the institutional capacity of Bawaslu.

The data extraction process used a structured instrument to collect information from each selected article. The extracted data included author identity, publication year, research objectives, methodology, research focus, main findings, and contributions related to participatory election supervision and Bawaslu institutional strengthening. The development of the extraction instrument was adapted from systematic literature review procedures discussed by Shishkov 2022.

The quality assessment stage was conducted to ensure the relevance and reliability of the selected studies. Each article was evaluated based on four criteria: (1) relevance to participatory election supervision, (2) clarity of research objectives, (3) appropriateness of research methods, and (4) contribution to institutional capacity strengthening. Only articles that met the quality assessment criteria were included in the final synthesis.

The collected data were analyzed using thematic analysis. The selected studies were categorized into several themes, including participatory supervision strategies, election education approaches, institutional capacity development, and collaborative networks. The synthesis results were then used to analyze how participatory election supervision education models contribute to strengthening Bawaslu's institutional capacity, increasing public participation, and supporting sustainable election supervision practices (Alfian et al. 2025).

RESULTS

Literature Selection Results

The literature selection process in this study was conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. The selection process consisted of four stages: identification, screening, eligibility assessment, and inclusion. At the identification stage, literature searches were conducted through several academic databases, including Google Scholar, Scopus, Crossref, and Garuda. The search strategy used several keywords related to participatory election supervision, election supervisory education, Bawaslu institutional capacity, educational management, and election supervisory institutions.

The initial search identified 65 publications related to election supervision and participatory education, consisting of 35 articles from Google Scholar, 10 from Scopus, 12 from Crossref, and 8 from Garuda. After removing 10 duplicate articles, 55 remaining articles were subjected to screening based on titles and abstracts. The screening stage was conducted to assess the relevance of each article to the research objectives. Articles were included when they discussed participatory election supervision, electoral education, public participation in election monitoring, or institutional strengthening of election supervisory bodies. Articles that focused on general political participation without a connection to election supervision were excluded, resulting in the exclusion of 15 articles during this phase.

During the eligibility stage, the full texts of the 40 remaining articles were reviewed to ensure their suitability with the inclusion criteria. Based on this rigorous full-text evaluation, 10 articles were excluded due to specific technical reasons, which included: incompatibility of the study population or research subjects ($n = 4$), inadequate research data reporting quality ($n = 3$), and outcomes that did not specifically measure supervision or institutional indicators ($n = 3$). Following this process, 30 articles were finally included and analyzed in this systematic literature review. The selected articles were analyzed using thematic analysis to identify the main findings related to the effectiveness of participatory election supervisory education models in strengthening Bawaslu institutional capacity.

Characteristics of Reviewed Studies

The 30 selected articles were analyzed based on publication year, research method, research focus, and contribution to the development of participatory election supervision. The reviewed studies consisted of qualitative research, quantitative research, conceptual studies, and policy analyses. The analysis showed that most studies focused on the relationship between public participation, electoral education, and strengthening election supervision institutions. Several

studies examined electoral literacy and political awareness, while others focused on collaborative networks, institutional capacity, and challenges in implementing participatory supervision models. The characteristics of the reviewed studies are presented in Table 1.

Table 1. Synthesis of Reviewed Literature

No	Author & Year	Method	Research Focus	Main Findings	Contribution
1	Hermanns and Berliner (2021)	Conceptual study	Electoral literacy	Electoral knowledge influences citizens' understanding of democratic processes	Provides a basis for electoral literacy development
2	Stray and Sætra (2017)	Conceptual study	Political literacy	Political knowledge influences democratic participation	Supports the importance of civic education
3	Yacek (2020)	Qualitative study	Experiential learning	Learning through experience improves civic understanding	Supports participatory learning models
4	Timidi and Okuro (2024)	Qualitative study	Civic education	Participatory education strengthens democratic awareness	Supports educational transformation
5	Purwanto, Kusumaningsih, and Prasetya (2020)	Qualitative study	Democratic education	Active involvement develops critical citizens	Supports participatory approaches
6	Hoggan and III (2023)	Conceptual study	Political literacy	Literacy influences electoral quality	Supports democratic capacity building
7	Kotamena, Senjaya, and Prasetya (2020)	Qualitative study	Electoral integrity	Public awareness influences supervision effectiveness	Strengthens supervision perspective
8	Nur'aeni, Nurhayati, and Ansori (2023)	Qualitative study	Participatory supervision	Public literacy increases supervision involvement	Supports Bawaslu education programs
9	Hidayah and Sujastika (2024)	Qualitative study	Political awareness	Education increases political participation	Supports civic engagement
10	Wartoyo and Ginting (2025)	Conceptual study	Citizen participation	Participation develops through active involvement	Supports participatory democracy
11	Jamaluddin (2026)	Literature review	Supervision networks	Networks expand monitoring capacity	Supports collaborative supervision
12	McKinley et al. (2022)	Conceptual study	Network governance	Governance involves multiple actors	Supports institutional collaboration

No	Author & Year	Method	Research Focus	Main Findings	Contribution
13	Lestari, Faried, and Zaelani (2025)	Qualitative study	Community networks	Community involvement strengthens supervision	Supports network expansion
14	Haryani (2023)	Qualitative study	Digital supervision	Technology improves transparency	Supports digital monitoring
15	Weiss (2020)	Conceptual study	Digital participation	Technology creates new participation spaces	Supports digital supervision
16	Afrinal, Yunus, and Esfandiari (2023)	Conceptual study	Institutional capacity	Institutional effectiveness involves multiple dimensions	Supports Bawaslu capacity analysis
17	Djumadin (2021)	Qualitative study	Collaborative governance	Non-state actors strengthen public institutions	Supports collaboration
18	Ida et al. (2025)	Qualitative study	Election supervision effectiveness	Information access improves institutional performance	Supports institutional strengthening
19	Saud and Margono (2021)	Conceptual study	Institutional legitimacy	Public trust strengthens institutions	Supports legitimacy dimension
20	Anggraheni, Setyowati, and Harry (2021)	Qualitative study	Election institutions	Participation improves institutional effectiveness	Supports public involvement
21	Hurrahman, Sompaa, and Syafari (2022)	Qualitative study	Organizational learning	Institutions improve through learning processes	Supports institutional adaptation
22	Mineiro (2025)	Conceptual study	Institutional networks	Capacity depends on partnerships	Supports collaborative capacity
23	Islaam (2024)	Conceptual study	Institutional resilience	Organizations require adaptation ability	Supports institutional sustainability
24	Putri and Wathoni (2026)	Qualitative study	Public accountability	Participation strengthens accountability	Supports transparent supervision
25	Saud et al. (2020)	Qualitative study	Participation challenges	Participatory programs face sustainability issues	Identifies implementation barriers
26	Azkiya et al. (2023)	Qualitative study	Policy implementation	Resources influence program effectiveness	Identifies resource challenges

No	Author & Year	Method	Research Focus	Main Findings	Contribution
27	Halimatusa'diyah and Prihatini (2021)	Qualitative study	Digital literacy	Digital gaps affect participation	Identifies technological challenges
28	Ida, Saud, and Mashud (2020)	Qualitative study	Collaborative governance	Coordination determines collaboration success	Identifies coordination factors
29	Dahlan and Syam (2026)	Qualitative study	Regional capacity	Local capacity affects implementation	Supports contextual adaptation
30	Adjie et al. (2025)	Conceptual study	Program evaluation	Evaluation supports improvement	Supports evaluation development

Thematic Findings

Based on the analysis of 30 reviewed articles, five main themes were identified regarding the effectiveness of participatory election supervisory education models.

a. Improving Public Electoral Literacy

The reviewed studies identified electoral literacy improvement as the first major theme. The literature indicates that participatory election supervisory education programs increase citizens' understanding of electoral procedures, election regulations, violation reporting mechanisms, and responsibilities in democratic processes. The analyzed articles show that literacy development occurs through educational programs, training activities, community discussions, and practical supervision activities. These activities encourage citizens to understand election supervision mechanisms and participate more actively.

b. Strengthening Political Awareness and Public Participation

The second theme relates to strengthening political awareness and public participation. The reviewed studies indicate that participatory education encourages citizens to become more aware of their role in maintaining electoral integrity. The findings show that citizens involved in supervisory education programs demonstrate increased awareness regarding election rights, monitoring responsibilities, and participation in reporting electoral violations.

c. Expanding Participatory Supervision Networks

The third theme identified from the reviewed literature is the expansion of supervision networks. The findings indicate that participatory education programs encourage cooperation between Bawaslu and various social actors. These networks involve educational institutions, civil society organizations, community groups, youth organizations, and digital communities. The involvement of these actors expands the reach of election supervision.

d. Strengthening Bawaslu Institutional Capacity

The fourth theme concerns strengthening Bawaslu institutional capacity. The reviewed articles demonstrate that participatory supervision education contributes to increasing institutional reach, improving access to information, and strengthening cooperation with communities. The findings indicate that public involvement provides additional support for Bawaslu in carrying out prevention, supervision, and violation-handling functions.

e. Challenges in Implementing Participatory Election Supervisory Education Models

The final theme concerns implementation challenges. The reviewed literature identified several challenges, including unequal regional capacity, limited resources, sustainability of participation, digital literacy gaps, coordination issues, and limited evaluation mechanisms. These findings indicate that although participatory education models provide positive contributions, continuous improvement is required to ensure long-term effectiveness.

f. Summary of Results

The systematic literature review of 30 articles identified that participatory election supervisory education models contribute to strengthening Bawaslu institutional capacity through five main areas: improving electoral literacy, strengthening political awareness, expanding supervision networks, increasing institutional capacity, and addressing implementation challenges. The results provide empirical evidence from previous studies regarding the role of education-based participatory supervision in supporting democratic election governance and institutional development.

DISCUSSION

Improving Public Electoral Literacy

The findings of the Systematic Literature Review (SLR) indicate that participatory election supervisory education plays an important role in improving public electoral literacy. The reviewed studies show that electoral literacy is not limited to citizens' understanding of election regulations but also includes the ability to identify electoral violations, understand reporting mechanisms, and develop democratic awareness. In this context, participatory education functions as a transformative process that changes citizens from passive voters into active actors who are capable of contributing to maintaining electoral integrity. This finding is consistent with Hermanns and Berliner (2021), who emphasize that democratic education develops citizens' knowledge and skills for meaningful participation, while Stray and Sætra (2017) highlight political literacy as a fundamental factor influencing the quality of democratic involvement.

The SLR findings further demonstrate that the effectiveness of participatory election supervisory education is strongly influenced by community-based and experiential learning approaches. Educational programs developed by Bawaslu, such as the Sekolah Kader Pengawas Partisipatif (SKPP), supervision villages, anti-money politics villages, and digital supervision communities, illustrate that learning through direct experience, simulation, and community engagement can strengthen citizens' understanding of election supervision. This finding supports Yacek (2020), who explains that transformative education encourages changes in attitudes and behavior through meaningful learning experiences.

From the perspective of educational management, participatory election supervisory education represents a shift from a conventional knowledge-transfer model toward a transformative learning model that emphasizes involvement, responsibility, and behavioral change. The literature reviewed shows that democratic education becomes more effective when citizens are provided with opportunities to participate directly in social and political processes. Timidi and Okuro 2024 explain that participatory civic education contributes to strengthening democratic citizenship, while Purwanto, Kusumaningsih, and Prasetya (2020) emphasize that democratic education should encourage critical awareness and active participation.

The improvement of electoral literacy identified in the SLR also has implications for citizens' ability to prevent and respond to electoral violations, including money politics, vote manipulation, negative campaigning, and misuse of public resources. Citizens with stronger political knowledge are more capable of monitoring electoral processes and evaluating institutional performance. This argument is supported by Hoggan and III (2023), who state that civic education strengthens democratic capacity by developing informed citizens, while Kotamena, Senjaya, and Prasetya (2020) emphasize that electoral integrity is influenced by public awareness and involvement in supervisory mechanisms.

Furthermore, the findings indicate that electoral literacy serves as an important foundation for strengthening the relationship between citizens and Bawaslu. Participatory education reduces the distance between formal institutions and communities by positioning citizens as partners in election supervision rather than merely as objects of institutional programs. This condition reflects the principles of collaborative governance, where public institutions cooperate with non-state actors to achieve collective goals (Sufirman and Batara 2023). Therefore, the participatory election supervisory education model expands Bawaslu's supervisory capacity through increased public knowledge, broader monitoring participation, and stronger community engagement.

The sustainability of electoral literacy development depends on effective educational management, including systematic planning, implementation, evaluation, and continuous improvement. The reviewed literature shows that participatory education should not be understood as a temporary electoral program but as a long-term institutional learning strategy. Na'im et al. (2025) explain that learning-oriented organizations are able to adapt through knowledge development and continuous improvement mechanisms. In this regard, Bawaslu's participatory education model contributes not only to improving citizens' electoral understanding but also to strengthening institutional adaptability in responding to increasingly complex electoral challenges.

Overall, the SLR findings confirm that improving public electoral literacy through participatory election supervisory education is a strategic element in strengthening democratic governance. Electoral literacy enables citizens to participate more effectively, increases the effectiveness of election supervision, and strengthens Bawaslu's institutional legitimacy. As Ro'is (2025) argues, meaningful political participation requires not only political opportunities but also knowledge, skills, and resources that allow citizens to engage effectively in democratic processes. Therefore, investment in participatory election supervisory education represents a long-term strategy for developing resilient democratic institutions.

Strengthening Political Awareness and Public Participation

The findings of the Systematic Literature Review (SLR) indicate that participatory election supervisory education contributes significantly to strengthening public political awareness and participation. The reviewed studies show that political awareness developed through participatory education is not only related to citizens' understanding of electoral procedures but also involves affective and behavioral aspects, including responsibility, willingness, and commitment to participate in election supervision. This finding confirms that participatory education functions as a mechanism for developing active citizenship by encouraging communities to recognize their role in maintaining democratic processes. Hidayah and Sujastika (2024) support this argument by explaining that strengthening civic disposition contributes to increased civic engagement and political participation.

The SLR findings further reveal that the development of political awareness is closely connected with the transformation of learning methods from conventional information delivery toward participatory and experiential learning. Activities such as election supervision simulations, discussions on electoral violations, and practical reporting exercises enable citizens to understand democratic processes through direct involvement. This approach strengthens civic engagement because citizens are positioned as active participants rather than passive recipients of institutional information. Wartoyo and Ginting (2025) emphasize that political education in formal and social environments can increase public participation by developing democratic awareness and civic responsibility.

Furthermore, participatory election supervision expands the meaning of political participation beyond electoral voting activities. The literature indicates that democratic participation also includes monitoring public processes, reporting violations, and exercising social control over political institutions. Habibi and Kusdarini (2021) explain that contemporary political participation involves broader forms of citizen involvement in public affairs. Therefore, the participatory election supervisory education model provides a framework for transforming citizens into continuous democratic actors throughout the electoral cycle.

The strengthening of political awareness also improves citizens' ability to critically respond to electoral challenges. Communities with higher awareness are more capable of identifying potential violations and contributing to preventive supervision. Ciuladiene and Kipsaite (2024) highlight that community engagement strengthens democratic quality by increasing citizens' capacity to participate in public processes, while Hamdi and Mohamed (2026) demonstrate that citizen involvement can function as a social control mechanism in preventing democratic violations.

In the Indonesian context, the SLR findings show that Bawaslu's participatory education programs, including the Sekolah Kader Pengawas Partisipatif (SKPP), democracy volunteers, and community-based supervision networks, contribute not only to increasing electoral knowledge but

also to developing civic responsibility and democratic attitudes. This finding reinforces Jamaluddin (2026), who argues that political participation is strengthened when citizens possess political awareness and understand their position within democratic systems.

Moreover, participatory election supervisory education contributes to strengthening social capital between citizens and election supervisory institutions. Through continuous interaction, training, and collaboration, participatory education builds trust, cooperation, and shared responsibility in maintaining electoral integrity. Chen and Madni (2024) explain that social participation strengthens democratic quality through collective involvement and community relationships. In this regard, social capital becomes an important resource for Bawaslu in expanding public participation and strengthening institutional legitimacy.

The transformation of citizens from passive voters into active democratic actors represents one of the important outcomes identified in the SLR. Saidi, Yunani, and Sompia (2022) explain that active citizenship is reflected in citizens' ability to perform civic responsibilities within social and political spaces, while Tobing and Astutik (2023) emphasize that democratic legitimacy depends not only on institutional authority but also on public trust and engagement.

However, the sustainability of political awareness and participation requires continuous educational management. The findings indicate that participatory supervision programs should be supported by systematic planning, implementation, evaluation, and community empowerment strategies. Wahyudy (2023) explains that meaningful participation emerges when communities are provided with opportunities and capacities to contribute to public processes. Therefore, the participatory election supervisory education model should be developed as a long-term institutional strategy to strengthen citizen involvement and enhance Bawaslu's capacity in maintaining sustainable electoral governance.

Expanding Participatory Supervision Networks

The findings of the Systematic Literature Review (SLR) indicate that participatory election supervisory education contributes to the expansion of election supervision networks beyond the formal institutional boundaries of Bawaslu. The reviewed literature shows that participatory supervision has developed into a collaborative ecosystem involving civil society organizations, educational institutions, community groups, youth organizations, media platforms, and democracy volunteers. This finding demonstrates a transformation in the election supervision paradigm, where supervision is no longer perceived as the sole responsibility of formal institutions but as a collective responsibility involving various social actors (Alonso et al. 2022).

The development of participatory supervision networks reflects the application of network governance principles, where institutional effectiveness is strengthened through collaboration, coordination, and resource sharing among multiple actors. The SLR findings indicate that Bawaslu's role has expanded from a regulatory and supervisory institution into a facilitator that builds partnerships and coordinates community involvement in maintaining electoral integrity. Alonso et al. (2022) explain that network-based governance enables public institutions to achieve broader objectives through cooperation and interaction among stakeholders.

Participatory election supervisory education serves as a strategic mechanism for developing these networks because it creates spaces for knowledge exchange, capacity building, and cooperation between institutions and communities. Through training programs, supervisory communities, and public education activities, citizens are transformed into partners who contribute actively to election monitoring. This finding supports Lestari, Faried, and Zaelani (2025), who emphasize that participatory systems encourage wider involvement by creating opportunities for communities to contribute directly to governance processes.

The SLR findings also highlight the important role of digital technology in strengthening participatory supervision networks. Digital platforms, online reporting mechanisms, and social media have expanded communication channels between citizens and Bawaslu, enabling faster information exchange and broader public engagement. Haryani (2023) explain that digital participation can improve transparency and strengthen citizen involvement in governance processes, while Weiss (2020) highlights that network-based societies provide new opportunities for political participation through flexible communication structures.

The expansion of these networks has direct implications for strengthening Bawaslu's institutional capacity. Community-based monitoring groups and volunteer networks provide additional resources that enable Bawaslu to obtain wider information regarding potential violations and improve supervisory responsiveness. Wahyuningroem et al. (2024) explain that digital and social networks create new forms of collective participation that strengthen democratic engagement. Therefore, participatory networks function as an institutional resource that expands Bawaslu's monitoring capacity beyond its internal organizational limitations.

Furthermore, participatory supervision networks contribute to the development of a more inclusive and decentralized election monitoring system. The involvement of multiple actors enables supervision mechanisms to reach communities with different social and geographical characteristics. Ramadani et al. (2022) emphasize that institutional capacity can be strengthened through coordination and cooperation among various stakeholders. In this context, participatory education becomes a foundation for developing sustainable supervision networks that support broader electoral oversight.

However, the sustainability of participatory supervision networks depends on effective institutional management, coordination, and continuous engagement. The findings indicate that network development requires structured communication, clear roles among stakeholders, and ongoing capacity-building programs. Antang, Maulana, and Nurfida (2023) explain that successful collaboration depends on shared commitment, institutional capacity, and continuous interaction among participating actors. Therefore, Bawaslu needs to maintain long-term partnerships with communities, educational institutions, and civil society organizations to ensure that participatory supervision remains sustainable beyond election periods.

Overall, the SLR findings confirm that the expansion of participatory supervision networks is one of the main contributions of participatory election supervisory education models. These networks strengthen Bawaslu's institutional capacity by expanding supervisory coverage, increasing access to public information, improving institutional responsiveness, and reinforcing democratic collaboration. The integration of community participation and digital technology provides a strategic foundation for developing a more adaptive, inclusive, and sustainable election supervision system.

Strengthening Bawaslu Institutional Capacity

The findings of the Systematic Literature Review (SLR) indicate that participatory election supervisory education contributes significantly to strengthening Bawaslu's institutional capacity. The reviewed studies show that institutional capacity strengthening occurs through three interconnected dimensions: structural capacity, supervisory effectiveness, and institutional legitimacy. Through participatory education models, Bawaslu expands its organizational capability by positioning citizens as strategic partners in maintaining electoral integrity rather than merely as objects of supervision. This finding is consistent with Afrinal, Yunus, and Esfandiari (2023), who emphasize that democratic institutions require public involvement and participation to strengthen their effectiveness and legitimacy.

From a structural perspective, participatory election supervisory education strengthens Bawaslu's human resource capacity through the development of supervisory volunteers, community-based monitoring groups, and participatory supervision networks. These actors function as extensions of Bawaslu's institutional structure by expanding the reach of supervision at the grassroots level. The SLR findings indicate that community involvement provides additional resources that enable Bawaslu to overcome limitations in institutional coverage. This finding supports the collaborative governance perspective, which emphasizes that public institutions require cooperation with non-state actors to achieve governance objectives effectively (Djumadin 2021).

From a functional perspective, participatory supervision improves Bawaslu's ability to detect, prevent, and respond to electoral violations. The involvement of citizens creates broader information channels that assist Bawaslu in identifying potential violations more effectively. Ida et al. (2025) explain that effective election supervision depends on institutional capacity to obtain accurate and continuous information from multiple sources. Therefore, participatory education

strengthens the operational effectiveness of Bawaslu by integrating community knowledge into formal supervisory mechanisms.

The SLR findings also demonstrate that participatory education strengthens Bawaslu's institutional legitimacy through increased public trust and recognition. In democratic governance, institutional performance is not solely determined by legal authority but also by the extent to which institutions receive social acceptance from citizens. Saud and Margono (2021) explain that institutional legitimacy develops through the interaction between formal authority, social values, and public trust. Consequently, citizen involvement in election supervision contributes to strengthening Bawaslu's credibility as an institution responsible for safeguarding electoral integrity.

Furthermore, participatory election supervisory education encourages organizational transformation within Bawaslu. The reviewed literature indicates that Bawaslu is gradually shifting from a conventional bureaucratic model toward a collaborative institutional model involving universities, civil society organizations, community groups, and digital communities. These partnerships expand institutional access to knowledge, resources, and social networks. Mineiro (2025) emphasizes that institutional capacity is determined not only by internal organizational structures but also by the ability of institutions to build partnerships and coordinate collective actions.

Participatory education also contributes to Bawaslu's organizational learning and adaptive capacity. Continuous interaction with communities enables Bawaslu to evaluate supervisory strategies, identify emerging challenges, and develop institutional innovations. Islaam (2024) highlights that effective supervision requires institutional adaptation to dynamic political and social environments. This adaptive capacity becomes increasingly important in addressing contemporary electoral challenges, including misinformation, digital manipulation, and emerging forms of electoral violations (Putri and Wathoni 2026).

However, the strengthening of institutional capacity requires sustainable educational management. The SLR findings indicate that participatory election supervisory education should not be implemented only as an election-period program but should become part of Bawaslu's long-term institutional development strategy. This requires systematic planning, continuous training, evaluation mechanisms, and innovation development. Hamzani (2026) emphasizes that sustainable organizational performance depends on the integration between institutional goals, human resources, and continuous learning processes.

Overall, the SLR findings confirm that participatory election supervisory education strengthens Bawaslu's institutional capacity by improving organizational resources, expanding supervisory effectiveness, increasing public legitimacy, and developing adaptive capabilities. Through this model, Bawaslu can transform into a more collaborative, responsive, and trusted institution capable of maintaining electoral integrity in Indonesia.

Challenges in Implementing Participatory Election Supervisory Education Models

The findings of the Systematic Literature Review (SLR) indicate that although participatory election supervisory education provides significant contributions to strengthening democratic participation and Bawaslu's institutional capacity, its implementation still faces several challenges. The reviewed literature identifies four major challenges, namely resource limitations, sustainability of public participation, digital literacy disparities, and the effectiveness of evaluation mechanisms. These challenges demonstrate that the success of participatory supervision depends not only on community involvement but also on effective institutional management and continuous capacity development (Saud et al. 2020).

The first challenge relates to differences in human resources, institutional capacity, and financial support across regions. The SLR findings show that variations in organizational resources influence the implementation quality and coverage of participatory supervisory education programs. Regions with limited resources may experience difficulties in developing community networks, conducting training activities, and maintaining continuous supervision initiatives. Azkiya et al. (2023) explain that differences in social and technological capacity can influence the effectiveness of public participation programs. Therefore, strengthening resource management is

essential to ensure that participatory education models can be implemented more equally across regions.

The second challenge concerns the sustainability of public participation beyond election periods. The reviewed studies indicate that community involvement often increases during election campaigns or voting periods but tends to decline after elections. This condition creates challenges for maintaining continuous citizen engagement in election supervision. Fawaidi (2025) highlights that sustainable political participation requires ongoing education, political awareness, and institutional support. Therefore, Bawaslu needs to develop participatory supervision as a continuous democratic education program rather than a temporary activity conducted only during election cycles.

The third challenge involves disparities in digital literacy and access to technology. Although digital platforms provide opportunities to expand supervision networks and improve communication between citizens and Bawaslu, unequal technological competence and infrastructure limitations may reduce the effectiveness of digital-based participation. Ida, Saud, and Mashud (2020) explain that digital political participation is influenced by citizens' ability to access and utilize digital platforms effectively. Consequently, digital literacy development should become an integral component of participatory election supervisory education to ensure inclusive participation.

The fourth challenge concerns the evaluation of participatory supervisory education programs. The SLR findings reveal that evaluation mechanisms are still relatively limited, particularly in measuring long-term impacts on citizens' knowledge, attitudes, supervisory behavior, and institutional relationships. Dahlan and Syam (2026) emphasize the importance of evaluating participatory supervision practices to identify institutional strengths and areas requiring improvement. Therefore, evaluation should move beyond measuring quantitative indicators, such as the number of participants involved, toward assessing changes in civic capacity and the effectiveness of supervision networks.

Furthermore, comprehensive evaluation frameworks are needed to support the sustainability and continuous improvement of participatory election supervisory education models. Effective evaluation enables institutions to identify successful strategies, adjust educational approaches, and strengthen organizational learning. Adjie et al. (2025) explain that program evaluation provides evidence for decision-making and supports sustainable institutional development. In this context, evaluation becomes an important instrument for Bawaslu to refine participatory education strategies and improve institutional adaptability.

Overall, the SLR findings confirm that the implementation of participatory election supervisory education models requires continuous improvement in institutional management. Addressing challenges related to resources, sustainable participation, digital literacy, and evaluation mechanisms is essential for maximizing the contribution of participatory education to Bawaslu's institutional capacity. By overcoming these challenges, participatory supervision can develop into a sustainable democratic governance strategy that strengthens public involvement and electoral integrity in Indonesia.

CONCLUSIONS

This study concludes that participatory election supervisory education management models contribute significantly to strengthening the institutional capacity of Bawaslu through improving public electoral literacy, expanding supervision networks, and enhancing institutional legitimacy. The findings demonstrate that education-based participatory approaches provide an effective strategy for developing a more democratic, collaborative, and sustainable election supervision system.

The scientific contribution of this study lies in integrating the perspectives of educational management, participatory election supervision, and institutional capacity strengthening within a systematic analytical framework. This approach provides a broader understanding of how educational models can function not only as instruments for increasing public awareness but also as mechanisms for institutional development.

However, this study has limitations because it relies on secondary data from previous literature and does not directly examine the implementation of participatory supervisory education programs in specific regional contexts. Future research is recommended to conduct empirical studies by involving Bawaslu institutions, community participants, and other stakeholders to evaluate the long-term effectiveness of participatory supervision models, particularly through digital innovation, human resource development, and measurable evaluation systems.

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