

Research Article

Implementation of Political Literacy to Improve Political Participation in Facing the 2024 Simultaneous Regional Head Elections: A Descriptive Study of PPKn Students of STKIP Pasundan

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ABSTRACT

The purpose of this study was to describe the perspectives of PPKn STKIP Pasundan Students regarding political literacy and the forms of political participation conveyed in the implementation of the 2024 simultaneous Pilkada. The research approach used a qualitative descriptive method. The results of the study obtained from interviews were analyzed and interpreted, so it can be concluded that political literacy is obtained by PPKn Students through political science courses through learning methods including lectures, presentations, discussions, literature studies, focus group discussions (FGD), field studies and individual assignments. The learning media used by Students in increasing political literacy are predominantly obtained through digital media or social media such as online news portals, YouTube, Facebook and Instagram. The description of the form of political participation of PPKn STKIP Pasundan Students is in accordance with the hierarchy of political participation, namely the higher the hierarchy of participation, the less the number of Student involvement and the lower the hierarchy of political participation, the greater the Student involvement. The perspective of PPKn STKIP Pasundan Students on the simultaneous Pilkada is equality in providing political rights, the opportunity to expand knowledge and freedom to convey political arguments or aspirations, and the absence of intervention in the political rights of citizens. Political literacy has a significant impact on increasing forms of political participation and influences strengthening democracy.

Keywords: political literacy; political participation; regional elections

1. INTRODUCTION

General elections or commonly known as elections are a process in an effort to realize democratic values in society. According to (Law of the Republic of Indonesia Number 7, 2017) Article 1 point 1 states that the General Election, hereinafter referred to as the Election, is a means of people's sovereignty to elect members of the People's Representative Council, members of the Regional Representative Council, the President and Vice President, and to elect members of the Regional People's Representative Council, which is carried out directly, generally, freely, secretly, honestly and fairly in the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution of the Republic of Indonesia.

Along with the euphoria of regional autonomy and the "success" of the first direct presidential election held in 2004, there was an impact on the aspirations for direct elections for Regional Heads and Deputy Regional Heads. This political aspiration was accommodated in Law Number 32 of 2004 concerning Regional Government. In direct regional elections, people in each province, district, or city have the right to directly elect their regional head candidates. The first direct regional elections in Indonesia took place in 2005, and since then, this mechanism has become the standard in the regional head election process. The implementation of regional elections in Indonesia has experienced various dynamics caused by several changes in laws and regulations. Various aspirations and reactions have emerged regarding the implementation of regional elections with the aim of effectiveness and efficiency in the implementation of the regional elections themselves, so that the first simultaneous regional elections were held in 2015.

The legal basis for implementing the 2024 simultaneous regional elections is (Law of the Republic of Indonesia Number 10, 2016) about The second amendment to Law Number 1 of 2015 concerning the Stipulation of Government Regulation in Lieu of Law Number 1 of 2014 concerning the Election of Governors, Regents and Mayors into Law Article 201 paragraph (8) which reads: "National simultaneous voting in the Election of Governors and Deputy Governors, Regents and Deputy Regents, and Mayors and Deputy Mayors throughout the territory of the Unitary State of the Republic of Indonesia will be carried out in November 2024." Direct regional elections on the one hand are a democratic progress in the Indonesian

political system, but on the other hand, they face many problems and challenges, ranging from the technical mechanisms of organizing regional elections, to challenges in local political dynamics in each region, such as local political conflicts, corruption cases of regional heads, and various problems with stagnant development programs. This often has an impact on the emergence of apathetic attitudes of citizens to actively participate in the implementation of simultaneous regional elections.

Unlike the Presidential Election which prioritizes national political issues, the implementation of the Regional Election is certainly full of local political content. Each region has its own characteristics that are unique and different from other regions, has different human resource and natural resource potentials and has different political issues and priority development programs. The emergence of candidates for Regional Head and Deputy Regional Head in the simultaneous Regional Election is certainly accompanied by the hope of electing a leader who is able to overcome various regional government problems and is able to boost the value of the community development index.

Students who have the status of agents of change have a role as initiators and movers in the process of social change in society, as stated Hidayati et al. (2022) preparation for the younger generation is not only enough to obey the rules and laws, but also equipped with all awareness of their rights and responsibilities as citizens, which are also accompanied by the ability to be more prepared in all competitions. In the Pilkada, students can directly observe political issues and a number of problems in the region in a more technical and in-depth manner. Ideally, the Pilkada provides an open space for all parties to get involved and voice various social problems into main issues and be able to convince prospective regional heads to make this their work program. For example, the existence of corruption cases in a number of regions should be a priority program for prospective regional heads to realize clean and transparent governance. Likewise with the issue of teacher welfare, this should be a driving factor for students to take a stance and convey their aspirations to prospective regional heads.

Voting in general elections is a very common and most common form of political participation, but in the implementation of regional elections, the opportunity for every citizen to be involved in a number of issues in a more focused manner is very open, because the distance of communication between the community and the regional head candidates becomes closer and there is a reciprocal relationship. In regional elections, the opportunity for regional head candidates to meet face to face with the community directly is very open. At this moment, the community should be able to convey suggestions and aspirations to the candidates to get more attention.

However, it should be understood that the opening of opportunities to increase political participation in the implementation of the Pilkada must be accompanied by a responsible attitude and adequate political knowledge from all related parties, so that it can have an impact on the quality of the implementation of the Pilkada. This aspect of responsible attitude and political knowledge should naturally be the difference between the role of students and the community in general. The components of attitude and knowledge are obtained by students through lecture activities and a number of other academic experiences through student activities and academic support, as well as activities outside the campus, where all of these activities can be called political literacy activities.

Based on this background, the researcher is interested in conducting research on the implementation of political literacy to increase political participation in the implementation of the 2024 simultaneous regional elections (a descriptive study of PPKn students at STKIP Pasundan). The formulation of the problem in this research is as follows:

- 1) The perspective of PPKn STKIP Pasundan students in interpreting political literacy, political participation and simultaneous regional elections.
- 2) Political literacy learning methods for PPKn students of STKIP Pasundan in increasing political participation in simultaneous regional elections.
- 3) Obstacles faced in learning political literacy for PPKn students at STKIP Pasundan.
- 4) Efforts to overcome obstacles in learning political literacy for PPKn students at STKIP Pasundan.

2. RESEARCH METHOD

The research approach uses a qualitative method to examine the political literacy activities and political participation of students in the PPKn Study Program, STKIP Pasundan. The research method uses a descriptive method to describe the process of political literacy and political participation in the implementation of the 2024 simultaneous regional elections. Participants in this study were PPKn students spread across various levels/semesters. Qualitative research methods are "research methods based on post-positivism or enterprising philosophy, used to research natural object conditions, where the researcher is the key instrument, data collection techniques are carried out by triangulation (a combination of

observation, interviews, documentation), the data obtained tends to be qualitative data, data analysis is inductive/qualitative, and the results of qualitative research are intended to understand meaning, understand uniqueness, construct phenomena, and find hypotheses"(Sugiyono, 2022).

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 The perspective of PPKn STKIP Pasundan students in interpreting political literacy, political participation and simultaneous regional elections

Political literacy as an effort to increase the knowledge of PPKn STKIP Pasundan students so that they are able to digest information and political phenomena that are currently happening so that they can participate in political activities as citizens consciously and not easily provoked. The proliferation of political information that is specifically more on social media has a great influence on the political literacy of PPKn STKIP Pasundan students, while of course the information presented does not always have a level of truth that can be accounted for. Good political literacy skills can have a significant influence in filtering quality political information and can encourage individuals to take a greater role in an ongoing political process, in this case the implementation of simultaneous regional elections.

The political participation of PPKn STKIP Pasundan Students is an output resulting from political literacy obtained in the Campus environment, both through lecture activities, especially courses in political science and law and other activities that support the transfer of information and insight related to the simultaneous Pilkada. The form of political participation of PPKn STKIP Pasundan Students is expected to be able to give meaning to the implementation of the simultaneous Pilkada in each stage. The role as a Student must be a motivation for PPKn STKIP Pasundan Students to make more contributions besides voting at the polling station. Based on the results of the interview, information was obtained that there were some PPKn STKIP Pasundan Students who contributed to the implementation of this simultaneous Pilkada by taking on roles as part of the election implementing committee, namely KPPS, election supervisors, and some even tried to participate as part of the winning team for one of the candidates. Although most PPKn STKIP Pasundan Students contributed more to political discussions by exchanging information about the implementation of the simultaneous Pilkada.

The 2024 simultaneous regional elections are a means of realizing people's sovereignty through the election of Regional Head and Deputy Regional Head Candidates both at the Provincial and Regency and City levels. Unlike the previous regional elections which were held separately, the implementation of the 2024 simultaneous regional elections is an anticlimax, where it is held not long after the implementation of the Presidential Election and the Legislative Election of DPRD, DPRD and DPD Members. The perceptions of PPKn STKIP Pasundan students in facing the simultaneous regional elections vary widely, from apathy to enthusiasm to those who actively participate in a number of stages of regional election activities that have been determined by the KPU.

3.1.2 Political literacy learning methods for PPKn students at STKIP Pasundan in increasing political participation in simultaneous regional elections

Creating awareness of political literacy and quality political participation for PPKn STKIP Pasundan students is basically one of the learning achievements in the PPKn Study Program. Considering that political science is one of the bodies of knowledge in the field of Pancasila and citizenship education, along with educational science and legal science.

Basic competencies in citizenship education as conveyed Jazim Hamidi and Mustafa Lutfi (2010) consists of first the skills and abilities of mastering civic knowledge related to democracy, human rights and civil society. Second, the skills and abilities of civic attitudes (civic disposition) include, among others, the recognition of equality, tolerance, togetherness, recognition of diversity, sensitivity to citizen problems, and third, the skills and abilities to articulate civic skills such as the ability to participate in the process of making public policy, the ability to control the implementation of the state and government. Learning methods include lectures, presentations, discussions, literature studies, focus group discussions (FGD), field studies, individual assignments and a number of other activities that support the optimization of increasing student political literacy. It is hoped that with the increasing political literacy of students, it will have a significant impact on awareness of political participation in the simultaneous regional elections in 2024.

3.1.3 *Obstacles faced in learning political literacy*

A number of obstacles faced in implementing political literacy are the still apathetic attitude of a number of PPKn students towards political issues. This apathetic attitude is more due to the rampant political news in the mass media which tends towards negative campaigns, character assassination, abuse of authority, disputes between political elites and so on. This condition has an impact on the decreasing interest of PPKn students to broaden their horizons in the field of politics, and preferring other fields of science as their field of study. The next obstacle is the availability of human resources as accompanying resource persons for PPKn Students to implement the political literacy program. The existence of resource persons for the political literacy program is highly dependent on the availability of a number of PPKn Lecturers at STKIP Pasundan with special expertise in Political Science, where only a few STKIP Pasundan Lecturers have expertise in political science, especially those related to the General Election. Another obstacle faced is the lack of operational support facilities for activities. Increasing political literacy is indirectly related to the operational fund aspect. This is very relevant considering that in the implementation of simultaneous regional elections, if PPKn students who are interested in actively participating in the implementation of the regional elections must intensively and consistently follow developments in accordance with the stages of the implementation of the regional elections organized by the KPU in each region. Considering that PPKn students at STKIP Pasundan are not affiliated with any organization or institution, of course this is a burden in itself.

3.1.4 *Efforts to overcome obstacles in learning political literacy*

Efforts taken to overcome the problem of apathy of a number of PPKn students who are not interested in political problems or studies are by: increasing political awareness through group discussions, conveying political information so that it can be accessed more easily and encouraging PPKn students to be more capable of taking part in the simultaneous Pilkada process. The efforts made by PPKn students to increase access to information outside of internal campus sources are by optimizing digital-based news information such as through websites, Google Scholar, and a number of trending social media applications, especially YouTube, Instagram and Facebook. Likewise, in overcoming the limitations of operational support facilities, a number of PPKn students prefer to follow the simultaneous Pilkada activities through news coverage in local mass media, which at present is also more widely accessed on social media.

3.2 Discussion Results

3.2.1 *The perspective of PPKn STKIP Pasundan students in interpreting political literacy, political participation and simultaneous regional elections*

Political literacy is an effort taken to increase the awareness of PPKn STKIP Pasundan students so that they have sufficient attitudes, skills and knowledge to act and take a real role in the implementation of simultaneous Pilkada in accordance with their rights as citizens and in accordance with their capacity as students. In a social context, the role of students is often referred to as agents of change. This can mean that in providing their political rights, a student must have more value than other citizens in general. The perspective of the PPKn students of STKIP Pasundan's political literacy is in accordance with the opinion of expert Bernard Crick in *Essays on Citizenship* in 2000 as quoted Gun Gun Heryanto (2021) Political literacy as a compound of knowledge, skills and attitudes. Political literacy is not just political knowledge, but rather a way to make citizens effective in public life and the encouragement to be active and participatory both officially and in the public arena which is voluntary.

Students who are currently studying at a higher education level are certainly more able to see the qualifications and quality of a Regional Head candidate and Deputy Regional Head candidate not only based on the electability trend and the distribution of the candidates' socialization through billboards, brochures and other media. But more than that, students must be able to digest the presentation of the vision, mission and work programs of the Regional Head candidates and Deputy Regional Head candidates before determining their attitude to support and vote during the voting. As an academic community, students are expected to be able to assess the Regional Head candidates and Deputy Regional Head candidates more rationally rather than emotionally and can choose leaders based on logical criteria such as track record, political experience, identity and work programs that are measurable and can be accounted for. Another thing that must be considered is the quality of leadership of the Regional Head candidates and Deputy Regional Head candidates, including capability, compatibility and acceptability.

A number of understandings of attitudes and skills in the political process demonstrated by PPKn students, as described

above, are very much in line with the expert opinion in the Workshop on Political Literacy report as stated. Gun Gun Heryanto (2019) that political literacy, especially for young people, involves a number of things:

1. Knowing where and how decisions are made in local, national and international communities.
2. Recognizing a person's right to be involved.
3. Become familiar with a variety of political ideas, language and forms of argument.
4. Developing a set of individuals who share political values and have the skills and confidence to apply them in practice.
5. The ability to engage effectively in dialogue with others on shared political issues of concern.

A person's belief in the competence and quality of a Regional Head candidate and Deputy Regional Head candidate will be directly proportional to the form of participation taken in each process and stage of the simultaneous Regional Elections. Riyanti et al. (2023) states that political participation is an action or activity to support or influence decisions to be taken by the government. In relation to general elections, the actions or activities taken can be in the form of participating in general elections or not. Based on the definition above, we can understand that the main topic related to political participation is the voluntary activities of citizens without any coercion or intimidation from any party. The forms of political participation according to Elly M Setiadi & Usman Kolip (2015) as can be seen in the image below:

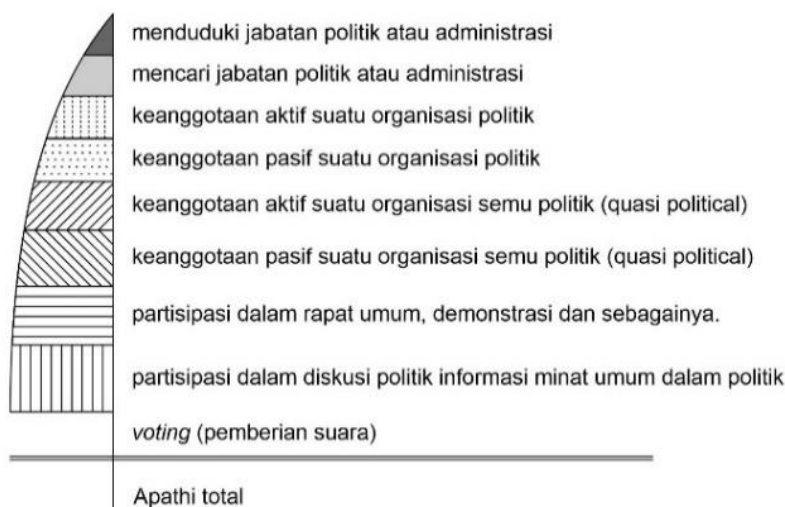


Figure 1. Rush and Althoff's Hierarchy of Political Participation

The forms of political participation as stated by the expert are very relevant to the forms of political participation carried out by PPKn STKIP Pasundan students, namely: there are a number of students who have an apathetic attitude, most of them give an attitude that they will vote in the simultaneous regional elections, a small number choose to participate in the form of political discussions among fellow students and members of the community, a small number again choose to participate in the election committee and an even smaller form of activity is joining the winning team in the simultaneous regional elections.

Slightly different from the form of political participation according to experts, in (Law of the Republic of Indonesia Number 7, 2017) Regarding General Elections, Article 448, public participation in the implementation of elections is defined in several activities:

1. Election Socialization
2. Political education for voters
3. Survey on Elections
4. Quick count of election results

The form of political participation according to the Law, places more emphasis on the role of community members in participating in every stage of the general election, so that the objectives of the general election can be achieved and the implementation of the simultaneous regional elections can take place in an orderly, safe and peaceful manner.

3.2.2 *Political literacy learning methods for PPKn students at STKIP Pasundan in increasing political participation in simultaneous regional elections*

In general, the learning methods for political literacy for PPKn STKIP Pasundan students include classroom learning, namely that which is obtained through lecture materials from lecturers, discussions, literature studies or field studies in political subject assignments, as well as learning outside the classroom, namely student activities and independent studies carried out by a number of students who are interested in politics. Along with the development of the times, the learning patterns implemented by students, both in class and outside the classroom, tend to be more supported by the use of digital media considering its effective and efficient nature. The use of digital media through various online services such as online news sites, Google Scholar, YouTube, Facebook, and Instagram is believed to be more able to attract students' interest in adding information and knowledge related to the implementation of simultaneous regional elections compared to obtaining information and being directly involved. The use of social media for political purposes is becoming more common among younger generations, demonstrating its role in shaping their political preferences and behavior (Rozi et al., 2024).

Digital literacy according to Tedi Erviantono (2024) is the interest, attitude and ability of individuals who directly use digital technology and communication tools to access, manage, integrate, analyze and evaluate information, build new knowledge, create and communicate with others in order to participate effectively in society. The development of political literacy through the formation structure and development of socialization as well as adequate education in the socio-political context, then citizens will literally and comprehensively understand their position as citizens who are aware of their rights and obligations (Urrachmah, 2024). As for according to Gun Gun Heryanto (2019) There are four approaches in the effort of action in political literacy, namely: First, citizens are encouraged to have the ability to define the need for political information. Second, determining a search strategy. This is an investigation strategy for the entire political process. Third, the movement to communicate information. This is closely related to the role of the media in the publication process. Fourth, evaluating the product of the final political process (evaluating the political campaign process). This is related to a comprehensive evaluation at every level of the Pilkada campaign.

In line with the expert opinion above and based on the interviews conducted, the digital literacy learning obtained by PPKn students in facing the simultaneous Pilkada includes: the ability to access information and political messages in digital media, the ability to analyze situations and conditions in the implementation of the Pilkada stages, the ability to hone insight and knowledge consistently, and the ability to translate information into arguments and narratives in discussions. The expected output from digital political literacy learning is the political awareness of PPKn STKIP Pasundan Students to participate actively and critically in order to realize substantive democracy in the simultaneous Pilkada in 2024. This also includes the ability to analyze and evaluate the implementation of the Pilkada as a whole.

3.2.3 *Obstacles faced in learning political literacy*

The first obstacle faced in the implementation of political literacy in order to increase political participation when facing the implementation of simultaneous regional elections is the apathetic attitude of the majority of PPKn students towards political issues. The Legend of Kartini (2009) believes that the difficulties in organizing political education include the following:

- a) It is very difficult to make people aware of their own condition which is filled with misery and poverty, as a result of living too long in a climate of oppression, exploitation, and colonialism, so that they become accustomed to living in deprivation and backwardness. It is difficult to encourage them towards self-awareness to express all the problems they are experiencing;
- b) Political apathy and political cynicism that tend to become an attitude of despair make it difficult for the people to believe in educational efforts and political movements that are considered fake and merely lulling the people; it is also difficult to invite them to think differently with clear reasoning. In fact, many of the masses are afraid of (their) independence;
- c) With a low or inadequate educational background, most people find it difficult to understand the complexity of the social and political situations around them;
- d) Authoritarian rulers tend not to want political education, because they are very interested in the status quo and preserving their regime.

Based on the opinion of political education experts above, it can be assumed that the social conditions that occur in the community environment contribute greatly to the wave of increasingly strong apathy. However, this should not be a barrier for students who should have a sense of idealism and adequate knowledge compared to other people in general. Students

should be facilitators for citizens to be able to play an active role in political agendas or activities, it must be understood together that mistakes in choosing leaders will have a significant impact on the achievement of government performance.

The second obstacle is the lack of accompanying resource persons, understanding political values in accordance with academic rules that are very much needed by students is often not accompanied by references or trusted sources. This often results in inconsistencies in information and even the prevalence of relatively many provocative ones. The third obstacle is the means of supporting operational activities, especially related to more intense political participation in following the stages of the simultaneous Pilkada implementation. In relation to the constraints of resource persons and constraints of operational support facilities, students generally overcome them through digital media literacy, as stated. Gun Gun Heryanto (2019) The digital media literacy movement must be focused on internet users (netizens) to be more critical in using the internet with all its applications and interactions:

- a) Can understand and appreciate the content of information on the internet
- b) Can select information, social relationships and symbolic expressions that are uploaded and downloaded or linked by netizens
- c) Understanding the negative impacts of certain content and facilities on the internet for individuals and society
- d) Taking advantage of the internet
- e) Limit internet access proportionally in terms of time duration and hours as needed

The expert opinion can be interpreted that by having digital literacy skills in the form of understanding the contents of information, selecting information, understanding the negative impacts and benefits of the internet can minimize the negative influence of baseless political information, such as hoax news, hate speech and so on. It is hoped that through digital literacy, students can gain benefits in the form of introducing political values in a sporting manner and being able to improve the quality of the implementation of democracy.

3.2.4 Efforts to overcome obstacles in learning political literacy

A number of obstacles found in learning political literacy for PPKn STKIP Pasundan students in the form of apathy, minimal availability of resource persons and minimal support for operational support facilities can basically be solved conceptually, namely through a number of coaching programs as follows:

1. Growing hope that young people have the potential to be leaders. Educational institutions must be able to encourage the emergence of figures who have the competence to appear in the political arena. The existence of young figures is expected to be able to motivate a number of apathetic students to become proactive in political activities.
2. Providing motivation that young people must be politically literate, that the position of students is as the next generation who will continue the leadership baton and must take part in the political process.
3. There is an interactive approach between stakeholders and young people, especially in this case students.

Internal motivational drive will significantly impact the role and proactive attitude of students in political activities. Political literacy, especially for young people, according to Gun Gun Heryanto (2019) involves a number of things, namely:

1. Knowing where and how decisions are made in local, national and international communities.
2. Recognizing a person's right to be involved.
3. Become familiar with a variety of political ideas, language and forms of argument.
4. Developing a set of individuals who share political values and have the skills and confidence to apply them in practice.
5. The ability to engage effectively in dialogue with others on shared political issues of concern.

Based on the expert views above, we can take a common thread about the implementation of political literacy in increasing political participation in the simultaneous regional elections, namely: through political literacy, students have knowledge of the decision-making process, have the right to be directly involved, have political views and arguments, and have the attitude to apply ideas or concepts in practice and have the ability to discuss issues related to political issues that occur.

It is hoped that the political literacy skills played by students in the simultaneous regional election activities can contribute to the ongoing democratic process in Indonesia, as conveyed by Robert Dahl in Gun Gun Heryanto (2021) which divides the five criteria of the democratic process:

1. Effective participation, before a policy is adopted by the association, all members must have an equal and effective opportunity to make their views known to other members as to what the policy should be.

2. Voting equality. When it comes to decisions about policy ultimately being made, every member should have an equal and effective opportunity to vote and all votes should count equally.
3. Enlightened understanding. Within a reasonable time, each member should have an equal and effective opportunity to learn about relevant alternatives. Policies and their likely consequences.
4. Control of the Agenda. Members should have the exclusive opportunity to decide how, when they vote, what items should be included on the agenda.
5. Inclusion of adults. At least all are adult residents who must have full rights as citizens as implied in the previous four criteria.

Through the expert views above, we can assume that the democratic process can run well if there is effective political participation, there is equal opportunity and equality for all citizens to vote, there is political education that provides political understanding and insight to the community, there is an opportunity for the community to provide views in voting, and there are full rights for all citizens that cannot be intervened by any party. As stated Rusmadi et al. (2023) inclusion means that everyone is equally important in decision making, no one group or group is excluded. It is hoped that through political literacy, all related parties involved in the implementation of simultaneous Pilkada are able to contribute to strengthening democracy at the regional level which will gradually have an impact on strengthening Democracy in Indonesia.

4. CONCLUSION

Based on the research findings, it can be concluded that PPKn students of STKIP Pasundan, as the subjects of this study, are required to have a higher level of political literacy compared to other members of society who do not receive academic political education. In order to achieve a quality simultaneous regional election, good political literacy is essential for every citizen, especially those with political rights, so that every form of political participation is truly based on high personal knowledge and awareness. Furthermore, policymakers involved in the implementation of simultaneous regional elections are expected to provide comprehensive political literacy to the entire community, both regarding the mechanisms and stages of election implementation, as well as literacy related to information about regional head and deputy regional head candidates.

RECOMMENDATIONS

Among the limitations of the research that still require further study by other researchers are the following:

- a. The subject of this study is still limited to focusing on the role of PPKn STKIP Pasundan students in the process of learning political literacy, so that they are able to have attitudes, abilities and can play an active role in the implementation of the simultaneous Pilkada. For this reason, it is necessary to study other subjects involved in the implementation of the simultaneous Pilkada.
- b. The research variables are still limited to focusing on political literacy and political participation, so it is still necessary to research other variables that influence the quality of the implementation of simultaneous regional elections.
- c. The time of this research is still limited to examining the implementation of the simultaneous regional elections before the voting stage, so further research is still needed regarding the entire stages of the simultaneous regional elections.

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