GIJLSS
Greenation International Journal of Law and Social Sciences
+62 81210467572 https://research.e-greenation.org/GIJLSS greenation.info@gmail.com
GREENATION RESEARCH

DOI: https://doi.org/10.38035/gijlss.v4i4.1474
https://creativecommons.org/licenses/by/4.0/
Received: 01 October 2026 | **Revised:** 20 October 2026 | **Accepted:** 27 October 2026

Democratic Contestation and National Resilience: A Systematic Literature Review of Student Protests in the Context of Maluku in 2024

Mohamad Ikhsan Tualeka[1*], Puspitasari[2]
[1] Sekolah Pascasarjana Pembangunan Berkelanjutan (SPPB) Universitas Indonesia, Jakarta, Indonesia, mohamad.ikhsan@ui.ac.id
[2] Sekolah Pascasarjana Pembangunan Berkelanjutan (SPPB) Universitas Indonesia, Jakarta, Indonesia, mipuspita@gmail.com

[*]Corresponding Author: mohamad.ikhsan@ui.ac.id[1]

Abstract: Student protests are a form of democratic participation through which citizens articulate aspirations, criticize public policies, and express dissatisfaction with institutional decisions. This study examines how existing literature conceptualizes student protests as democratic contestation and explores the implications of institutional responses for national resilience, using student protests in Maluku in 2024 as a contextual illustration. The study employs a Systematic Literature Review (SLR) guided by the PRISMA 2020 framework. Literature was retrieved from Google Scholar, Scopus, and SINTA. Of the 79 initial records identified, 20 studies met the eligibility criteria and were included in the thematic synthesis. The reviewed literature indicates that student protests can serve as channels for articulating public concerns and exercising democratic participation. Contestation may arise when institutional responses fail to address protesters' demands or provide adequate opportunities for dialogue. Across the reviewed studies, dialogic and accommodative responses are associated with opportunities for clarification, negotiation, and problem-solving, whereas unresponsive approaches may contribute to persistent dissatisfaction and social tension. These findings represent a synthesis of existing literature rather than direct empirical findings from fieldwork in Maluku. The article's contribution lies in connecting research on student protests and institutional responsiveness with a national resilience perspective, emphasizing that protests should not automatically be interpreted as threats to national resilience. Instead, their implications depend partly on institutional capacity to manage democratic contestation inclusively, responsively, and constructively. The Maluku context illustrates the relevance of this analytical perspective to the relationship between democratic participation and national resilience.

Keywords: Democratic Contestation, Student Protests, Institutional Responsiveness, National Resilience, Systematic Literature Review.

INTRODUCTION

Democratic participation extends beyond electoral processes and formal political institutions. It also includes citizens' efforts to articulate interests, criticize public policies, and demand accountability through collective action in the public sphere. Student protests represent one form of such participation because they enable students to express concerns about policies and decisions that affect their educational and social lives. In Indonesia, student movements have historically contributed to political participation and democratic contestation through demonstrations, public advocacy, and demands for government accountability (Lutfiana & Widianto, 2018). Accordingly, student protests should not automatically be interpreted as disturbances to public order; they should also be examined in relation to the democratic functions they perform and the institutional conditions under which public demands are expressed.

Student activism can bring issues that might otherwise receive limited public attention into broader political debate. Through collective action, students articulate shared concerns and seek responses from political authorities or educational institutions. However, the implications of such mobilization cannot be understood solely by examining the actions of protesters. They also depend on how institutions interpret, accommodate, negotiate, or reject the demands being expressed. Research on government responsiveness emphasizes the importance of relationships between citizens, public officials, and institutions in understanding whether public preferences are reflected in policy decisions and service provision (Grossman & Slough, 2022). Similarly, research on government responses to mass protests demonstrates that institutional responses can influence the subsequent dynamics of political contestation (Peña & Davies, 2017). These perspectives provide a basis for examining student protests as interactions between societal demands and institutional authority.

Education policy constitutes an important arena for such interactions because it directly affects students' access to educational opportunities, financial obligations, learning conditions, and institutional experiences. Disputes concerning tuition fees, educational infrastructure, resource allocation, and the implementation of regulations can become sources of collective concern when students perceive differences between institutional decisions and their needs. In geographically dispersed regions, these concerns may intersect with broader questions of educational equity and access. Research on education policy in Maluku identifies geographical fragmentation, infrastructure limitations, unequal teacher distribution, and connectivity challenges as issues relevant to educational provision in the province (Pattiasina et al., 2026; Sairiltiata et al., 2026). These structural conditions provide important context for examining educational demands in Maluku, although they should not be assumed to be the direct causes of every student protest in the region.

Documented events in Maluku during 2024 illustrate the variety of issues that students brought into the public sphere. In January, students from Seram Bagian Timur demanded more equitable development and improvements in the distribution of educational personnel. In July, demonstrations at Pattimura University concerned tuition fees and institutional development charges, known as Uang Kuliah Tunggal (UKT) and Iuran Pengembangan Institusi (IPI). Following the latter demonstration, the university clarified its position regarding the applicable tuition and institutional charges (ANTARA News, 2024). These events provide contextual illustrations of how educational concerns and public policy implementation can become subjects of student mobilization in Maluku. They also demonstrate why local context matters when examining the relationship between student demands and institutional responses. Nevertheless, these reported events should be treated as contextual evidence rather than as findings generated directly by the present literature review.

The interaction between student demands and institutional responses can be understood through the concept of democratic contestation. Contestation refers here to the expression and

negotiation of competing interests, claims, and interpretations concerning public issues. In student protests, students may seek policy clarification, reconsideration, or institutional accountability, while authorities must respond within their respective administrative and political responsibilities. Such interactions do not necessarily lead to destructive conflict. They may provide opportunities for dialogue and policy evaluation, but they may also sustain disagreement when the issues raised remain unresolved. Peña and Davies (2017) show that government responses to mass protests are important to the dynamics of contentious politics, while Grossman and Slough (2022) demonstrate the broader significance of government responsiveness in citizen institution relationships. Together, these studies suggest that the relationship between public demands and institutional responses deserves analytical attention rather than being reduced to a binary distinction between protest and public order.

The implications of democratic contestation can also be considered from a national resilience perspective. In Indonesia, national resilience (ketahanan nasional) provides a framework for understanding the capacity of the nation to address challenges affecting national life and the functioning of its social and political systems (Suryohadiprojo, 1997). From this perspective, public disagreement should not automatically be equated with a threat to national resilience. In a democratic system, criticism and competing interests are part of political life; the relevant question is how institutions and political actors manage such differences. Related scholarship on democratic resilience similarly emphasizes the capacity of democratic systems to withstand pressures, adapt to challenges, and recover without abandoning their defining democratic characteristics (Walz et al., 2025). Although democratic resilience and Indonesian national resilience are distinct concepts, the former offers a useful complementary perspective for examining institutional responses to political contestation.

Applying this perspective to student protests requires attention to the processes through which public demands are handled. When institutions provide credible opportunities for communication, clarification, negotiation, and policy review, contestation may create opportunities to identify problems and address the concerns raised. Conversely, when demands receive inadequate consideration or remain unresolved, dissatisfaction may persist and contribute to further tensions. These possibilities should be understood as analytical propositions to be examined through the literature, not as predetermined outcomes. In particular, the presence of student protests alone does not demonstrate that national resilience has weakened, just as a stated institutional response does not necessarily establish that the underlying problem has been resolved. The substantive character of the demands, the nature of institutional responses, and the evidence of subsequent developments must all be considered when interpreting the relationship between protest and national resilience.

This approach is relevant to Maluku, where educational governance operates within an archipelagic context and involves interactions among students, educational institutions, and government authorities at different levels. The 2024 demonstrations provide a contextual basis for considering how educational concerns become public demands and how institutional responses are represented in available sources. Rather than treating the protests as inherently disruptive or inherently beneficial, the analysis considers them as instances of democratic participation whose implications depend partly on how contestation is managed. This framing makes it possible to discuss national resilience without claiming that the reviewed literature directly measures changes in the resilience of Maluku or Indonesia.

A systematic synthesis of existing research is useful for bringing together these related but potentially fragmented discussions. Studies of student movements examine political participation and collective mobilization, while research on institutional responsiveness focuses on relationships between citizens and public authorities. Literature on educational policy addresses access, equity, and policy implementation, whereas research on national and democratic resilience considers the capacity of political and social systems to respond to

challenges. A Systematic Literature Review (SLR) can synthesize these bodies of literature, identify recurring patterns in how the relevant relationships are explained, and clarify the limits of the available evidence. Following transparent reporting principles such as PRISMA 2020, the review should make its search strategy, study-selection process, and synthesis procedures explicit (Page et al., 2021).

Against this background, this study employs a Systematic Literature Review (SLR) to examine student protests as a form of democratic participation, the relationship between student aspirations and institutional responses, and the implications of this relationship for understanding national resilience. The study addresses three research questions: (1) How does the literature conceptualize student protests as a form of democratic participation in the context of education policy?; (2) How does the literature explain the relationship between student aspirations, institutional responses, and the management of democratic contestation?; (3) How can the mechanisms through which democratic contestation is managed, particularly through institutional responsiveness and the handling of unresolved demands, be interpreted from a national resilience perspective in the context of Maluku in 2024?

By addressing these questions, this study seeks to develop an integrated analytical understanding of how the management of democratic contestation relates to national resilience. Rather than measuring national resilience directly or establishing causal effects, the study synthesizes existing literature to identify conceptual relationships and interpret their relevance to the Maluku context in 2024, while distinguishing findings from the reviewed literature from contextual evidence concerning local events.

METHODS

Research Design

This study employed a Systematic Literature Review (SLR) to identify, examine, and synthesize research on student protests, democratic participation, education policy, and institutional responses in Indonesia, with particular attention to the context of Maluku Province. An SLR was selected to systematically examine findings across relevant studies, identify recurring patterns and differences, and establish gaps in the existing literature (Snyder, 2019). The review process was guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 framework to support transparent reporting of the literature identification and selection process (Page et al., 2021).

Literature Search Strategy

The literature search covered Google Scholar, Scopus, and SINTA to identify publications concerning student protests, student movements, democratic participation, education policy, institutional responses, and national resilience. Search terms in Indonesian and English were considered to capture literature relevant to Indonesia, including the context of Maluku.

The literature records compiled for this review span the publication years 2002 to 2026. This range reflects the years represented in the compiled literature matrix and should not be interpreted as a predefined publication-year restriction unless such a restriction was applied during the original search. The search date or dates should be reported based on the original search records to clarify which publications were available and considered at the time of retrieval.

The initial search yielded 79 records, which were subsequently compiled for duplicate identification and screening against the review's eligibility criteria. The database-specific search strings, search dates, and filters should be documented using the original search records wherever available. If these details were not retained, this limitation should be acknowledged rather than replaced with reconstructed procedures presented as the original search strategy.

Inclusion and Exclusion Criteria

Studies were included if they met the following criteria: (1) examined student protests, demonstrations, or movements as forms of political or democratic participation; (2) addressed education policy or educational issues associated with public aspirations and demands; (3) discussed government or institutional responses where relevant to the research questions; (4) provided conceptual or empirical insights relevant to the Indonesian context, particularly Maluku, or to the broader analytical relationship between democratic contestation and national resilience; (5) were available in full text; and (6) were published in Indonesian or English.

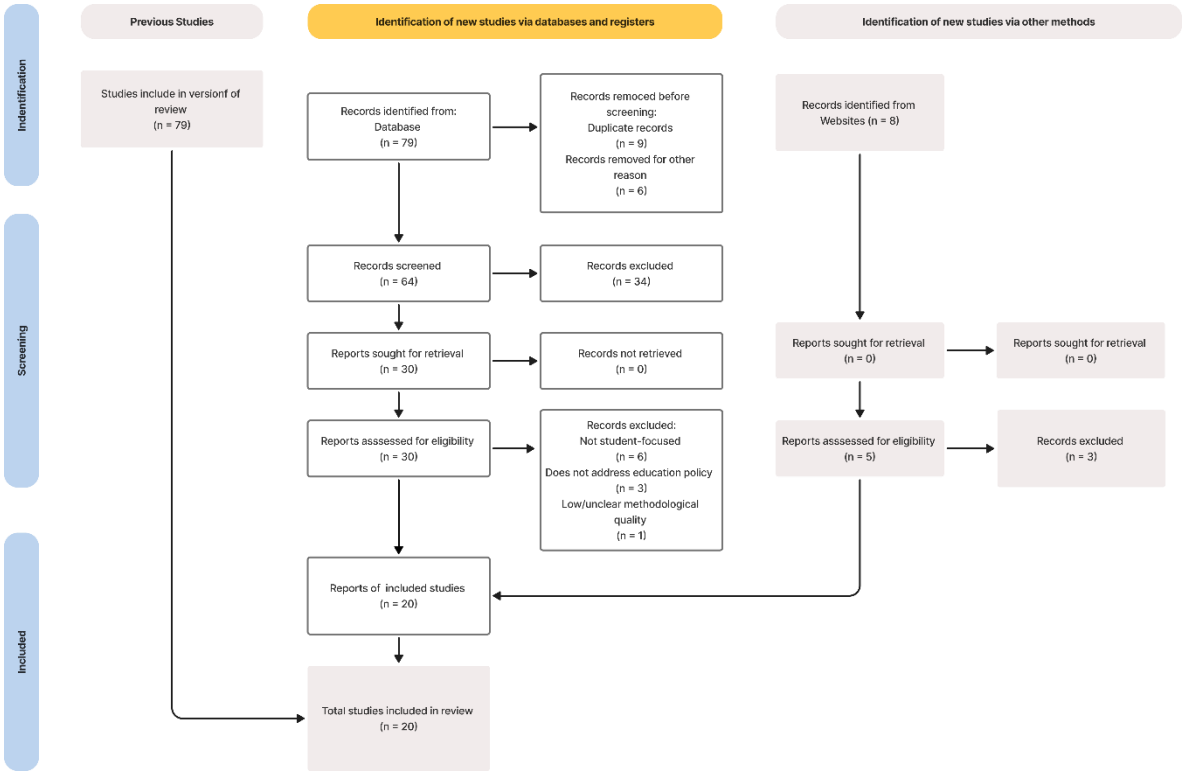
Studies were excluded if they were unrelated to the review objectives, focused exclusively on technical educational issues without a connection to policy or public participation, examined student movements without relevant political or democratic dimensions, duplicated another record, or lacked accessible full text. News reports and other non-academic materials were not included as studies in the SLR synthesis. Where necessary, they could be used separately to provide contextual information about documented student demonstrations in Maluku in 2024.

Literature Selection Process

The selection process followed the identification, screening, eligibility assessment, and inclusion stages reported in the PRISMA 2020 framework (Page et al., 2021). The initial search identified 79 records across the selected databases. After 15 duplicate records were removed, 64 records remained for title and abstract screening.

During screening, 34 records were excluded because they did not sufficiently address the review's central topics, including student protests or movements, education policy, political or democratic participation, and the relevant contextual or conceptual dimensions. The remaining 30 articles were assessed through full-text examination.

At the eligibility stage, 10 articles were excluded following assessment against the predefined inclusion and exclusion criteria. The specific reasons for these exclusions should be reported in accordance with the original screening records. The final review therefore comprised 20 studies included in the synthesis. Figure 1 presents the literature selection process. The PRISMA diagram should reflect only the identification methods and selection stages actually undertaken.



Source: Research Results

Figure 1. PRISMA 2020 Flow Diagram of the Literature Identification, Screening, Eligibility, and Inclusion Process

Data Extraction and Analysis

The extracted findings were analyzed thematically, drawing on the approach outlined by Braun and Clarke (2006). The analysis focused on patterns and relationships across the studies rather than treating each publication as an isolated account. Relevant findings were examined and assigned initial codes based on their substantive content. Related codes were then compared across studies and grouped into broader analytical categories. These categories were reviewed and refined to develop themes that captured recurring patterns in the literature.

The thematic analysis focused on five areas: (1) student protests as forms of democratic participation; (2) education policy as an arena for articulating student aspirations; (3) contestation between student demands and institutional responses; (4) institutional responsiveness and the opportunities or constraints it creates for dialogue and problem-solving; and (5) the implications of these dynamics for understanding national resilience.

The national resilience perspective was used as an interpretive framework for examining how the literature relates institutional responses, the management of social demands, and the handling of unresolved contestation to broader questions of societal stability and institutional capacity. Accordingly, the review does not claim to measure national resilience directly or establish a causal relationship between student protests and national resilience. Its conclusions are limited to the patterns and interpretations supported by the included literature.

RESULTS AND DISCUSSION

Characteristics Studies

The identification and selection of the literature were conducted using a Systematic Literature Review (SLR) approach following the PRISMA 2020 guidelines. The literature search yielded 79 initial records. After duplicate removal and preliminary screening, 64 articles proceeded to the screening stage. Subsequently, 30 articles were retrieved and assessed based on their alignment with the research focus and the established inclusion and exclusion criteria.

From this process, 20 studies were determined to meet the criteria and were included in the research synthesis.

The 20 included studies addressed various aspects related to student movements, demonstrations, political and democratic participation, education policy, institutional responses, and the relationship between student actions, democracy, and security. The studies covered both Indonesian and international contexts, providing a range of perspectives for understanding the relationship between student actions, institutions, and political processes.

Table 1. Characteristics of the Included Studies

No.	Author(s)	Year	Title	Country/ Context	Research Design	Data	Relevance
1	Akbar, I.	2016	*Demokrasi dan Gerakan Sosial (Bagaimana Gerakan Mahasiswa Terhadap Dinamika Perubahan Sosial)*	Indonesia	Descriptive qualitative	Literature on social and student movements	Students - social movements - democracy
2	Maiwan, M.	2014	*Gerakan Mahasiswa di Indonesia dalam Bingkai Kekuasaan Orde Baru (1966-1998)*	Indonesia	Literature review + interviews	Literature and interviews	Student movements - authority responses - political impact
3	Maiwan, M.	2016	*Hegemoni, Kekuasaan, dan Gerakan Mahasiswa Era 1990-an: Perspektif dan Analisa*	Indonesia	Historical/critical analysis	Literature on student movements	Student aspirations - power - contestation
4	Raharja, U. A., Bandiyah, & Pramana, G. I.	2021	*Menuju Multitude: Gerakan Mahasiswa "Bali Tidak Diam" Diantara Pengorganisasian dan Diversitas*	Indonesia	Case study	"Bali Tidak Diam" movement	Protest - space for expression - democracy/participation
5	Ramadhan, S. A., Azhar, D. E., Zulfauzi, M. F., Ramadhan, N., Suartina, H., & Fadli, Y.	2022	*Student Movement in The Era of The Joko Widodo: A New Generation of Indonesian Democracy*	Indonesia	Documentary/interpretive analysis	Student movements and government policies	Government policy - dissatisfaction - student movements
6	Adhipermana, L. D.	2022	*Indonesian Student Movement Moral Force Doctrine in Social Change Under Jokowi's Indonesia and Its Future*	Indonesia	Critical/interpretive analysis	Student movements in 2019–2020 and literature	Student movements - social change - protest successes/limitations
7	Jiwandono, I. S. & Oktaviyanti, I.	2020	*The Analysis of Student Demonstration Actions Against RUU KUHP and RUU KPK: Between Critical and Narcissistic Attitudes*	Indonesia	Interviews, observation, documentation	Students and lecturers	Demonstrations - policy criticism - political participation
8	Savirani, A.	2023	*University Curricula and Student Movement in Indonesia: "Gejayan*	Indonesia	Case/document analysis	Gejayan Memanggil movement	Education/campus policy - student movements - contestation

			Memanggil" Protest in Yogyakarta				
9	Syamsudduha, S. & Sukirman	2026	*Enhancing Student Participation in University Policy Making to Prevent Campus Violence*	Indonesia	In-depth interviews, triangulation, observation/document analysis	11 informants: students, student leaders, faculty/administration	Student participation - institutional responses -- conflict/resolution
10	Van Gyampo, R. E.	2013	*Student Activism and Democratic Quality in Ghana's Fourth Republic*	Ghana	Interviews	Former student activists	Student activism - democratic quality
11	Dahlum, S. & Wig, T.	2021	*Chaos on Campus: Universities and Mass Political Protest*	62 countries in Africa & Central America	Difference-in-differences + fixed effects	University and protest-event data, 1991-2016	Universities - political mobilization/protest - democracy & human rights
12	Nababan, R.	2022	*Student Demonstration in National Security Perspectives: Case Study of BEM SI on April 11, 2022*	Indonesia	Survey	200 students	Demonstrations - security/national resilience perspective
13	Fisher, M. T.	2018	*Still Fighting the Good Fight: An Analysis of Student Activism and Institutional Response*	United States	Content analysis	176 news articles on four campus protest cases	Student protests - institutional responses - accommodation/conflict management
14	Anderson, R. K.	2019	*Toward Thick Responsiveness: Engaging Identity-Based Student Protest Movements*	United States	Ethnographic + philosophical analysis	Student protest cases at public universities	Protest - institutional responses - change/problem solving
15	Kwako, A., Rogers, J., Earl, J., & Kahne, J.	2023	*Principals' Responses to Student Gun Violence Protests: Deter, Manage, or Educate for Democracy?*	United States	Survey + interviews	491 school principals + 38 interviews	Protests -institutional responses: deter/manage/educate - civic development
16	Peña, A. M. & Davies, T. R.	2017	*Responding to the Street: Government Responses to Mass Protests in Democracies*	Argentina & Brazil	Comparative case analysis	Government responses to protests in 2012-2013	Protest - government responses - democratic dynamics

17	Donoso, S., Disi Pavlic, R., & Cumsille R., B.	2023	*Social Policy Expansion from Below? The Case of Chile's Student Movement and Free Tuition Higher Education*	Chile	Process tracing, interviews & document analysis	Movement, policy, public opinion, and interview data	Protest - political pressure - education policy change
18	Ríos-Jara, H.	2025	*"No to the Fake Reform!" Strategies and Outcomes of Student Protests on Chile's Higher Education Reform*	Chile	Protest and policy analysis	Student movement & higher education reform	Protest - education reform - policy outcomes
19	Džunić, M. & Golubović, N.	2026	*Regenerating Democracy in a Captured Media Environment: Student Protests and Hypermedia Mobilization in Serbia*	Serbia	Interviews/survey + digital/media analysis	Student participants and movement communication data	Protest - democratic participation - democratic resilience
20	Gready, P. & Jackson, E.	2025	*Universities Unbound: Universities as Sites of Human Rights Activism and Protection in an Era of Democratic Crisis*	Global	Conceptual analysis	Literature and institutional experiences	

Source: Research Results

Table 2. Characteristics of the Included Studies

Characteristic	Category	References	n
Research approach	Qualitative	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, 18, 20	14
	Quantitative	11, 12, 13	3
	Mixed methods	15, 17, 19	3
Research focus	Student movements/protests	1, 2, 3, 4, 6, 7, 10, 11	8
	Political participation and democracy	5, 12, 19, 20	4
	Education policy	8, 9, 17, 18	4
	Government/institutional responses	13, 14, 15, 16	4
Geographical context	Indonesia	1, 2, 3, 4, 5, 6, 7, 8, 9, 12	10
	International	10, 11, 13, 14, 15, 16, 17, 18, 19, 20	10
Main theme	Democratic participation	1, 4, 5, 9, 10, 19, 20	7
	Contestation of aspirations and policies	2, 3, 6, 7, 8, 17, 18	7
	Institutional responses	11, 13, 14, 15, 16	5
	National resilience/security	12	1

Source: Research Results

Note: 1 = Akbar (2016); 2 = Maiwan (2014); 3 = Maiwan (2016); 4 = Raharja et al. (2021); 5 = Ramadhan et al. (2022); 6 = Adhipermana (2022); 7 = Jiwandono & Oktaviyanti (2020); 8 = Savirani (2023); 9 = Syamsudduha & Sukirman (2026); 10 = Van Gyampo (2013); 11 = Dahlum & Wig (2021); 12 = Nababan (2022); 13 = Fisher (2018); 14 = Anderson (2019); 15 = Kwako et al. (2023); 16 = Peña & Davies (2017); 17 = Donoso et al. (2023); 18 = Ríos-Jara (2025); 19 = Džunić & Golubović (2026); 20 = Gready & Jackson (2025)

The included studies were dominated by qualitative research, comprising 14 studies (70%), while quantitative and mixed-methods approaches each accounted for three studies (15%). The qualitative studies employed various approaches, including case studies, historical and critical analyses, ethnography, and documentary analysis. This distribution indicates that the literature primarily examines student protests through contextual and interpretive perspectives, although quantitative and mixed-methods studies also contribute evidence on broader protest patterns and institutional responses.

Regarding research focus, the studies addressed student movements and protests, democratic participation, education policy, and institutional responses. These areas are closely interconnected: student protests provide a channel for expressing political demands, education policy often becomes an object of contestation, and institutional responses shape how these demands are addressed. Therefore, the literature needs to be synthesized not only by topic but also by examining the relationships among student demands, institutional actions, and democratic processes.

Geographically, the review included 10 studies (50%) concerning Indonesia and 10 studies (50%) addressing international contexts. The Indonesian literature covered student movements at the national level and cases in Bali and Yogyakarta, while international studies examined contexts including Ghana, the United States, Argentina, Brazil, Chile, Serbia, and multiple countries. This geographical distribution provides opportunities to compare recurring patterns and contextual differences in student activism and institutional responses. However, the findings should be interpreted in light of the specific contexts and studies included in this review.

Discussion

Student Protests as a Form of Democratic Participation

The Systematic Literature Review indicates that student protests function not only as expressions of dissatisfaction but also as mechanisms of political participation and the articulation of collective demands. Seven of the 20 included studies were categorized under democratic participation, although student participation also appeared in studies classified under other themes. This finding suggests that student protests should be examined in relation to how students articulate interests, challenge policies, and engage with political and educational institutions.

Studies of Indonesian student movements by Akbar (2016), Raharja et al. (2021), Ramadhan et al. (2022), and Adhipermana (2022) associate student activism with broader processes of social and political change. However, their contributions differ in emphasis, ranging from the relationship between social movements and democracy to the organization of collective action and the possibilities and limitations of student activism. Van Gyampo (2013) extends this discussion by examining student activism in relation to democratic quality in Ghana, while Džunić and Golubović (2026) highlight digital and hypermedia mobilization in the Serbian context. Taken together, these studies suggest that student participation is shaped not only by the grievances that motivate protest but also by the organizational and communication channels through which demands are expressed. Nevertheless, differences in political context and research focus mean that these findings should not be treated as evidence of a single, uniform pattern across countries.

This comparison also highlights an important distinction between the expression of political demands and their influence on institutional decisions. Demonstrations provide students with a means of making grievances publicly visible, but visibility alone does not establish that institutions will respond substantively or that policies will change. Student protests are therefore better understood as one stage in a broader process of democratic participation, in which the articulation of demands creates opportunities for institutional engagement without guaranteeing a particular outcome.

In higher education, this process is particularly relevant because students are directly affected by decisions concerning tuition fees, access, governance, facilities, and institutional management. Collective action can bring individual experiences into public debate and place issues on the institutional agenda. However, whether this participation contributes to policy deliberation depends partly on how institutions respond to the demands raised and whether channels exist for further discussion, evaluation, and follow-up.

The July 2024 demonstration at Universitas Pattimura (Unpatti) provides a contextual illustration. Students protested over the perceived increase in tuition fees (Uang Kuliah Tunggal, UKT) and Institutional Development Contributions (Iuran Pengembangan Institusi, IPI). According to ANTARA News (2024), students questioned the fees they faced, while the university's Vice Rector for Academic Affairs stated that UKT and IPI rates had not increased since 2023 and explained that payment amounts differed according to study programs and admission pathways. The event illustrates a difference between students' experiences and concerns about educational costs and the university's explanation of its fee-setting arrangements. However, the reported clarification alone does not establish whether all student concerns were resolved, whether further dialogue occurred, or whether any subsequent institutional changes were implemented. These outcomes would require separate documentary evidence.

A related but distinct example concerns public participation in the 2024 regional elections. In December 2024, Bawaslu Maluku received representatives of the Buru student association who raised concerns about the performance of local election administrators. A Bawaslu Maluku representative described public demonstrations concerning the election as a

form of participatory oversight and stated that the institution was open to receiving public and student aspirations (Herman, 2024). This case illustrates how an institution may recognize protest as a legitimate channel of public participation. Nevertheless, it concerns electoral oversight rather than higher education policy and should therefore be treated as a separate contextual example, not as evidence that the UKT and IPI dispute at Unpatti was resolved. The Maluku cases demonstrate that protests can create opportunities for institutional engagement, while the substantive outcomes of that engagement must be assessed separately.

Recent studies further demonstrate that student activism can function as a mechanism of democratic participation while also producing tensions within student organizations and university governance. In the case of Serbia, Džunić and Golubović (2026) show how digital platforms and symbolic protest practices helped students sustain public visibility and articulate demands for democratic accountability in a media environment characterized by unequal access and delegitimizing narratives. Similarly, Lo and Auld (2025) demonstrate that student activism and representation may strengthen political agency but can also marginalize dissenting voices and generate internal divisions. These findings suggest that the democratic significance of student protests depends not only on the mobilization of collective demands but also on the inclusiveness of participation and the institutional conditions under which those demands are expressed.

Democratic Contestation between Student Aspirations and Government Policy

The second finding of the SLR indicates that student demonstrations are situated within a broader process of contestation between societal aspirations and institutional authority. Seven of the 20 included studies were categorized under the theme of contestation between aspirations and policies. In this review, contestation refers to differences in interests, demands, interpretations, and assessments concerning public policies, rather than necessarily implying destructive conflict. Students articulate concerns as groups affected by policy decisions, while governments and other institutions retain the authority to formulate, implement, maintain, or revise those policies. Democratic contestation therefore emerges when these different positions encounter one another in the public and political sphere.

Studies from Indonesia and Chile illustrate both the possibilities and limitations of this process. Maiwan (2014, 2016) examines student movements in relation to political power and broader processes of political change in Indonesia, while Jiwandono and Oktaviyanti (2020) analyze demonstrations opposing the proposed revisions to the Criminal Code (RUU KUHP) and the Corruption Eradication Commission Law (RUU KPK). These studies situate student mobilization within disputes over political authority, public policy, and the role of students in expressing criticism. In Chile, Donoso et al. (2023) demonstrate more directly how the student movement contributed to the expansion of free higher education tuition policy between 2015 and 2020. Although these cases differ in their political and institutional contexts, they collectively indicate that protests can place contested policies on the public agenda and create pressure for political consideration. However, the relationship between mobilization and policy change depends on the mechanisms through which demands reach decision-makers.

The Chilean case helps explain why mobilization may influence policy under particular conditions without guaranteeing that all demands will be fulfilled. Donoso et al. (2023) identify three mechanisms through which the student movement influenced the expansion of free tuition: direct pressure through demonstrations, the shaping of public opinion, and engagement with political parties, Congress, and the bureaucracy. Their findings suggest that protest became more consequential when mobilization was connected to institutional channels capable of influencing policy formulation and implementation. Nevertheless, the movement did not achieve all its demands. Similarly, Ríos-Jara (2025), examining student protests surrounding Chile's 2018 higher education reform, finds that activists' efforts to gain access to

policymaking processes did not necessarily produce the outcomes they sought, partly because of political and institutional constraints. Taken together, these studies show that public visibility and access to decision-makers can create opportunities for influence, but the extent of policy change also depends on institutional receptiveness, political alignments, and the compatibility between student demands and government priorities.

This comparison also clarifies the limits of drawing direct conclusions from Indonesian demonstrations. The studies by Maiwan (2014, 2016) and Jiwandono and Oktaviyanti (2020) provide perspectives on political contestation and student criticism, but they should not automatically be interpreted as evidence that demonstrations produce specific policy outcomes. The Chilean studies offer a more explicit examination of the mechanisms connecting mobilization to policy development. The distinction is important because protest, agenda-setting, institutional consideration, policy adoption, and implementation are separate stages. A demand may attract public attention or receive an official response without resulting in a policy revision. Consequently, the influence of student movements should be assessed by examining the process and evidence of institutional change, rather than by treating the occurrence of demonstrations as proof of policy impact.

The July 2024 demonstration at Universitas Pattimura (Unpatti) provides a contextual example of contestation over educational costs. Students raised concerns about Uang Kuliah Tunggal (UKT) and Iuran Pengembangan Institusi (IPI), while the university explained that the fee rates had not increased since 2023 and that payment amounts varied according to study programs and admission pathways (Lion Abdul Azis, 2024). The event illustrates how students' concerns about the affordability of higher education may differ from an institution's explanation of its fee-setting arrangements. It also demonstrates why the existence of an institutional response should be distinguished from evidence of policy change: the reported clarification does not, by itself, establish whether students' concerns were resolved, whether subsequent negotiations occurred, or whether the fee policy was revised.

Democratic contestation in student protests is best understood as a process through which collective demands encounter institutional decision-making. The comparison between Indonesia and Chile suggests that mobilization may contribute to policy influence when demands gain public support and connect with political or administrative channels, but institutional constraints can limit the scope of resulting changes. For the Unpatti case, the available report establishes the existence of a dispute and an institutional clarification, but does not establish a subsequent policy outcome. This distinction provides a basis for examining institutional responses in the next section, where clarification, dialogue, negotiation, and implementation can be differentiated as forms of response rather than treated as equivalent evidence of resolution.

Institutional Responses as a Determining Factor in the Direction of Contestation

The SLR identifies five studies categorized under institutional responses, highlighting that the development of student demonstrations depends not only on student mobilization but also on how institutions address the demands being raised. Institutional responses may shape whether contestation remains focused on managing public demonstrations or proceeds toward examining the substantive issues underlying them.

Fisher (2018) and Anderson (2019) examine institutional responses to student activism in the United States, while Kwako et al. (2023) investigate how school principals respond to student protests concerning gun violence. Peña and Davies (2017), in turn, examine government responses to mass protests in Argentina and Brazil. Read comparatively, these studies provide a basis for distinguishing responses that primarily seek to manage or contain protest activity from those that engage with the substance of protesters' demands. However,

these responses should not be treated as identical, given differences in institutional settings, political contexts, and research focus.

This distinction is important because managing a demonstration does not necessarily mean addressing the problem that prompted it. Responses focused on maintaining order, regulating protest activity, or limiting disruption may affect how demonstrations unfold without resolving the underlying grievance. By contrast, responses involving substantive discussion, policy evaluation, negotiation, or follow-up can create opportunities to address the demands themselves. Even so, dialogue or consultation alone does not demonstrate successful resolution; the outcome must be assessed through evidence of decisions, implementation, or other substantive changes.

The July 2024 demonstration at Universitas Pattimura (Unpatti) illustrates this distinction. Students raised concerns about Uang Kuliah Tunggal (UKT) and Iuran Pengembangan Institusi (IPI), and the university responded by explaining that fee rates had not increased since 2023 and that payment amounts varied according to study programs and admission pathways (Lion Abdul Azis, 2024). This clarification constitutes an institutional response because it addresses questions about the fee structure. However, the available report does not establish whether students' concerns were fully addressed, whether further dialogue or evaluation followed, or whether any policy changes were implemented.

Therefore, the Unpatti case should be interpreted as evidence of institutional clarification rather than proof of problem resolution. Evaluating the direction of democratic contestation requires distinguishing among responses that manage protest activity, responses that explain or discuss demands, and actions that lead to substantive follow-up. This distinction also prevents institutional communication from being mistaken for policy change or the resolution of student grievances.

Student Protest, Problem Solving and National Resilience

The third finding concerns the relationship between student protests, problem solving, and national resilience. Among the 20 studies included in this SLR, only Nababan (2022) explicitly examines student demonstrations from a national security perspective. The remaining studies primarily address democratic participation, social movements, education policy, institutional responses, and political change. Within this selected corpus, the limited number of studies explicitly connecting student protests with national security indicates a gap in the literature reviewed. This finding should not, however, be interpreted as evidence that research on student protests and national resilience is generally absent, since it is limited to the studies identified and selected for this review.

National resilience provides a broader framework for examining how institutions and society respond to internal challenges. Suryohadiprojo (2016) discusses national resilience in relation to a nation's capacity to confront challenges that may affect its national interests and continuity, while Simanjuntak et al. (2024) emphasize the need to contextualize the concept in response to changes in the strategic environment and different dimensions of national life. From this perspective, student demonstrations should not automatically be classified as threats to national resilience. The expression of dissatisfaction and criticism can be part of democratic political participation, and the existence of disagreement alone does not demonstrate that national resilience has weakened.

This distinction also requires separating dissatisfaction with specific policies from rejection of the democratic system itself. Dahlberg et al. (2015) examine democratic dissatisfaction in relation to perceptions of representation and government performance, while Claassen and Magalhães (2022) investigate the relationship between government effectiveness and citizens' evaluations of democracy. These studies provide a basis for understanding how citizens' assessments of political institutions may shape democratic satisfaction. However, they

should not be treated as direct evidence that student protests strengthen or weaken national resilience. Rather, they help situate protest within broader questions of political representation, institutional performance, and democratic legitimacy.

The concept of democratic resilience further highlights the capacity of democratic systems to withstand and adapt to political pressures. Walz et al. (2025) conceptualize democratic resilience as a multidimensional phenomenon, providing a framework for examining how democratic systems respond to challenges. At the institutional level, Stauffer et al. (2024) highlight the importance of organizational structures, collaboration, and professional standards in supporting public agency resilience during democratic backsliding. Applied cautiously to student protests, these perspectives direct attention away from the mere presence of demonstrations and toward the institutional arrangements through which competing demands are handled. They provide conceptual support for examining institutional capacity, but do not establish that particular responses to student protests necessarily strengthen national resilience.

Based on the studies reviewed, the relationship between institutional responses and the management of contestation can be examined through two possible pathways. In one, student demands receive an institutional response and may proceed to dialogue, evaluation, or substantive follow-up. In the other, the response does not adequately address the substance of the demands, leaving the underlying issue unresolved. These pathways are analytical possibilities rather than established causal outcomes across all 20 studies. Their relevance in a particular case must be assessed using evidence of the demands raised, the institutional response, and any subsequent action.

The contribution of this SLR is to identify how the management of student protest may be relevant to discussions of national resilience, while recognizing the limits of the available evidence. Within the reviewed corpus, the relationship between student protests and national resilience receives limited explicit attention. The findings therefore support further examination of how institutions process student demands, rather than the conclusion that demonstrations necessarily threaten national stability or that institutional responses automatically strengthen resilience. The central issue is how democratic institutions handle contestation and whether their responses lead to substantive consideration of the concerns expressed.

The 2024 Maluku Student Protest Perspective of Democratic Contestation

The 2024 student protests at Universitas Pattimura (Unpatti) illustrate how higher education policies can become arenas of democratic contestation in Maluku. Two distinct episodes are relevant. In May 2024, students associated with the Aliansi Mahasiswa Pattimura (AMATIR) opposed the proposed transition of Unpatti to Perguruan Tinggi Negeri Berbadan Hukum (PTN-BH), raising concerns about the university's financial arrangements and its reliance on student tuition contributions (Indiwarta, 2024). In July 2024, students protested over the perceived increase in Uang Kuliah Tunggal (UKT) and Iuran Pengembangan Institusi (IPI). The two episodes reflected different concerns: the proposed institutional status change and its potential implications for university financing in May, and the immediate costs faced by students in July.

The university's response to the July demonstration was reported by ANTARA News (Lion Abdul Azis, 2024). The university's Vice Rector for Academic Affairs stated that UKT and IPI rates had not increased since 2023 and explained that payment amounts varied according to study programs and admission pathways. The report also recorded students' concerns about the amounts they were required to pay. This exchange illustrates how contestation can involve differences between students' experiences of educational costs and an institution's explanation of its fee-setting arrangements. However, the available report

documents the university's clarification rather than the resolution of the dispute. It does not establish whether subsequent dialogue occurred, whether students' concerns were fully addressed, or whether further policy adjustments followed.

The May and July demonstrations should therefore be distinguished in terms of both their demands and the available evidence of institutional responses. The May report documents students' opposition to the proposed PTN-BH transition and their concerns about the university's financial dependence on tuition contributions (Indiwarta, 2024). The July report provides more specific evidence of an institutional clarification concerning UKT and IPI (Lion Abdul Azis, 2024). Based on these sources, the cases demonstrate that students contested both the broader direction of institutional policy and the immediate financial implications of higher education. Nevertheless, the available reporting does not provide sufficient evidence to establish the final outcome of the May protest or to conclude that the July dispute was resolved.

The wider geographical context of Maluku also warrants consideration. As an archipelagic province, Maluku relies on inter-island transportation to support the movement of people and goods. Statistics published by the Central Statistics Agency of Maluku (BPS Provinsi Maluku, 2025) document the province's transportation systems, while its education statistics provide a broader source for examining educational conditions across the region (BPS Provinsi Maluku, 2025). These geographical and infrastructural characteristics make connectivity and the distribution of educational services relevant considerations when discussing educational equity. However, the archipelagic context alone does not demonstrate that students face particular inequalities in access; such claims require specific evidence on educational participation, service distribution, travel costs, or other relevant indicators.

Taken together, the Maluku cases illustrate democratic contestation over both institutional governance and the affordability of higher education. They also demonstrate the importance of distinguishing between student demands, official responses, and verified outcomes. Rather than treating the occurrence of a demonstration or the issuance of an institutional clarification as evidence of successful problem solving, the cases support a more cautious assessment of how educational concerns enter public discussion and how far the available evidence can establish subsequent institutional action.

Synthesis of Findings

Based on the overall synthesis, the three research objectives can be addressed sequentially. *First*, concerning student protests as a form of democratic participation, the findings show that demonstrations constitute a form of political voice through which students express aspirations, criticism, and demands concerning public issues. The literature does not support a view of demonstrations merely as expressions of dissatisfaction, because student actions also function as mechanisms of participation and interest articulation.

Second, concerning contestation between student aspirations and government responses, the findings show that contestation occurs when student demands interact with the authority of governments or institutions to maintain, explain, evaluate, or modify policies. Institutional responses constitute an important part of this process. Contestation may move toward dialogue and resolution when response mechanisms are available, but it may continue when the issues underlying the demands have not been provided with adequate opportunities for resolution.

Third, concerning this contestation from a national resilience perspective, the findings show that demonstrations cannot automatically be categorized as threats to national resilience. Their implications for resilience are more appropriately understood in terms of the capacity of democratic institutions to manage contestation. When differences in interests can be channeled through dialogue, institutional responses, policy evaluation, and problem solving, demonstrations can form part of the corrective mechanisms within a democratic system.

Conversely, when contestation lacks mechanisms for resolution, dissatisfaction may continue and develop into socio-political tensions.

Thus, the relationship between student demonstrations, democratic contestation, and national resilience is not linear. Demonstrations are not a direct cause of weakened national resilience, just as an open government response does not automatically resolve all underlying issues. Rather, the relationship unfolds through institutional processes that connect societal aspirations, government responses, policy resolution, and the management of differences in interests.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This study concludes that student protests in Maluku in 2024 illustrate democratic contestation through which students articulate concerns about higher education policies and engage with institutional authority. The SLR findings indicate that the development of such contestation depends not only on the demands expressed but also on how institutions respond to and address the issues raised. The Unpatti cases further demonstrate the importance of distinguishing institutional clarification from substantive problem resolution, as the available evidence does not establish that all student concerns were resolved or that subsequent policy changes occurred.

Regarding national resilience, the findings suggest that student protests should not automatically be regarded as threats to social or political stability. Rather, they can be examined as part of democratic political dynamics whose implications depend on how institutions manage competing interests and process public demands. However, because only one of the 20 studies reviewed explicitly adopts a national security perspective, the relationship between student protests and national resilience remains insufficiently examined within this corpus. This study therefore highlights the need for further research into how institutional responses, substantive follow-up, and policy implementation shape the management of democratic contestation in Indonesia, particularly in archipelagic regions such as Maluku.

Limitations

This study has several limitations. First, the systematic literature review was based on a limited body of literature and did not identify a substantial number of studies specifically examining student protests in Maluku in 2024. Consequently, the findings concerning Maluku are interpreted within the broader literature on student protests, democratic participation, education policy, and national resilience in Indonesia and other contexts. Second, the study relied on secondary literature, so the analysis could not directly capture the perspectives of students, university administrators, government officials, or other actors involved in the 2024 protests. Third, the review focuses on literature available within the specified search and selection process and therefore may not fully capture subsequent developments or longer-term changes in the relationship between student protests, institutional responses, and national resilience. The findings should therefore be interpreted within the scope of the literature and period examined in this study.

Recommendations

Future research should expand the empirical scope by examining student protests in Maluku and other archipelagic regions through primary data involving students, educational institutions, government actors, and other relevant stakeholders. Comparative studies across regions and different education-policy issues could provide a broader understanding of how democratic contestation develops under varying institutional and socio-political conditions. Longitudinal research is also recommended to examine how institutional responses influence

the continuation, transformation, or resolution of student demands over time. In addition, future studies may integrate perspectives from democratic resilience, public policy, and national resilience to develop a more comprehensive analytical framework for understanding how student protests can function as mechanisms of democratic participation while also contributing to constructive institutional problem solving.

Author Contributions

All authors made significant contributions to this study. These contributions included research conceptualization, development of the theoretical framework, data collection, data analysis, interpretation of results, manuscript preparation, scholarly revision, and final approval of the manuscript for publication. All authors confirm that they have read and approved the final version of the article.

Acknowledgments (Optional)

The authors would like to express their appreciation and gratitude to all respondents who participated and provided valuable information during the data collection process of this study. Thanks are also extended to the café customers in Jambi City who contributed to the success of this research. Furthermore, the authors acknowledge all parties who provided support, input, and motivation throughout the preparation of this study.

REFERENCES

Adhipermana, L. D. (2022). Indonesian student movement moral force doctrine in social change under Jokowi's Indonesia and its future. Langgas: Jurnal Studi Pembangunan, 1(1), 18–25. https://doi.org/10.32734/ljsp.v1i1.8564

Akbar, I. (2016). Demokrasi dan gerakan sosial (bagaimana gerakan mahasiswa terhadap dinamika perubahan sosial). Jurnal Wacana Politik, 1(2), 107–115. https://doi.org/10.24198/jwp.v1i2.11052

Anderson, R. K. (2019). Toward thick responsiveness: Engaging identity-based student protest movements. The Journal of Higher Education, 90(3), 402–426. https://doi.org/10.1080/00221546.2018.1512803

Aziz, A. A., Nurfarida, R., Budiyanti, N., & Zakiah, Q. Y. (2020). Model analisis kebijakan pendidikan. Tapis: Jurnal Penelitian Ilmiah, 4(2). https://doi.org/10.32332/tapis.v4i2.2575

BPS-Statistics Indonesia, Maluku Province. (2025a). Maluku province education statistics 2024. https://maluku.bps.go.id/en/publication/2025/04/09/6ff7fcb65bbeb96b1620bc2c/statistik-pendidikan-provinsi-maluku-2024.html

BPS-Statistics Indonesia, Maluku Province. (2025b). Maluku province transportation statistics 2024. https://maluku.bps.go.id/en/publication/2025/07/18/6912ac556fe521881d5d5e3b/statistik-transportasi-provinsi-maluku-2024.html

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Claassen, C., & Magalhães, P. C. (2022). Effective government and evaluations of democracy. Comparative Political Studies, 55(5), 869–894. https://doi.org/10.1177/00104140211036042

Dahlberg, S., Linde, J., & Holmberg, S. (2015). Democratic discontent in old and new democracies: Assessing the importance of democratic input and governmental output. Political Studies, 63(1_suppl), 18–37. https://doi.org/10.1111/1467-9248.12170

Dahlum, S., & Wig, T. (2021). Chaos on campus: Universities and mass political protest. Comparative Political Studies, 54(1). https://doi.org/10.1177/0010414020919902

Dassonneville, R., Feitosa, F., Hooghe, M., & Oser, J. (2021). Policy responsiveness to all citizens or only to voters? A longitudinal analysis of policy responsiveness in OECD countries. European Journal of Political Research, 60(3), 583–602. https://doi.org/10.1111/1475-6765.12417

Desposato, S. W., Zurich, C., & Wu, J. Y. (2025). The participatory legacy of mobilization and repression: Evidence from a student movement. Social Movement Studies, 24(6), 725–745. https://doi.org/10.1080/14742837.2024.2350589

Donoso, S., Disi Pavlic, R., & Cumsille R., B. (2023). Social policy expansion from below? The case of Chile's student movement and free tuition higher education. World Development, 167, 106213. https://doi.org/10.1016/j.worlddev.2023.106213

Džunić, M., & Golubović, N. (2026). Regenerating democracy in a captured media environment: Student protests and hypermedia mobilization in Serbia. Frontiers in Political Science, 8, 1776544. https://doi.org/10.3389/fpos.2026.1776544

Fisher, M. T. (2018). Still fighting the good fight: An analysis of student activism and institutional response. Public Relations Review, 44(1), 22–27. https://doi.org/10.1016/j.pubrev.2017.11.005

Gready, P., & Jackson, E. L. (2025). Universities unbound: Universities as sites of human rights activism and protection in an era of democratic crisis. Journal of Human Rights, 24(1), 57–73. https://doi.org/10.1080/14754835.2024.2439262

Grossman, G., & Slough, T. (2022). Government responsiveness in developing countries. Annual Review of Political Science, 25, 131–153. https://doi.org/10.1146/annurev-polisci-051120-112501

Guntermann, E., & Persson, M. (2023). Issue voting and government responsiveness to policy preferences. Political Behavior, 45, 561–584. https://doi.org/10.1007/s11109-021-09716-8

Habermas, J. (2023). A new structural transformation of the public sphere and deliberative politics. Polity Press.

Indiwarta. (2024, May 7). Mahasiswa Unpatti aksi tolak PTN-BH. https://indiwarta.com/mahasiswa-unpatti-aksi-tolak-ptn-bh/

Jiwandono, I. S., & Oktaviyanti, I. (2020). The analysis of student demonstration actions against RUU KUHP and RUU KPK: Between critical and narcissistic attitudes. JED (Jurnal Etika Demokrasi), 5(2), 192–200. https://doi.org/10.26618/jed.v5i2.3040

Kwako, A., Rogers, J., Earl, J., & Kahne, J. (2023). Principals' responses to student gun violence protests: Deter, manage, or educate for democracy? Teachers College Record, 125(2), 131–177. https://doi.org/10.1177/01614681231163629

Lion Abdul Azis, O. D. (2024, July 20). Respon demo mahasiswa, Unpatti Ambon tegaskan tak ada kenaikan biaya kuliah. ANTARA News. https://ambon.antaranews.com/berita/221211/respon-demo-mahasiswa-unpatti-ambon-tegaskan-tak-ada-kenaikan-biaya-kuliah

Lo, W. Y. W. (2025). Trust and tension: Shared governance in higher education amid student activism. Studies in Higher Education, 50(12), 3016–3031. https://doi.org/10.1080/03075079.2024.2449243

Lo, W. Y. W., & Auld, E. (2025). Unpacking the antinomy of student politics: Representation, activism, and (dis)empowerment amid political turmoil. Higher Education. https://doi.org/10.1007/s10734-025-01583-0

Lutfiana, R. F., & Widianto, A. A. (2018). Meruntuhkan status quo: Partisipasi politik dan kekerasan dalam gerakan mahasiswa di Indonesia (tinjauan sosio-historis). Jurnal Civic Hukum, 3(1).

Ma, Z., & Cao, Y. (2023). Political participation in China: Towards a new definition and typology. Social Sciences, 12(10), 531. https://doi.org/10.3390/socsci12100531

Maiwan, M. (2014). Gerakan mahasiswa di Indonesia dalam bingkai kekuasaan Orde Baru (1966–1998). Jurnal Ilmiah Mimbar Demokrasi, 14(1). https://doi.org/10.21009/jimd.v14i1.6504

Maiwan, M. (2016). Hegemoni, kekuasaan, dan gerakan mahasiswa era 1990-an: Perspektif dan analisa. Jurnal Ilmiah Mimbar Demokrasi, 16(1), 49–69. https://doi.org/10.21009/jimd.v16i1.1182

Merkel, W. (2026). What is democratic resilience? Democratization, 33(3), 472–493. https://doi.org/10.1080/13510347.2025.2590677

Mettler, S., & Soss, J. (2004). The consequences of public policy for democratic citizenship: Bridging policy studies and mass politics. Perspectives on Politics, 2(1), 55–73. https://doi.org/10.1017/S1537592704000623

Nababan, K. R. (2022). Student demonstration in national security perspectives (case study of student demonstration by Badan Eksekutif Mahasiswa Seluruh Indonesia or BEM SI on April 11, 2022). Jurnal Pertahanan, 8(2), 253–264. https://doi.org/10.33172/jp.v8i2.1717

Omodan, B. I. (2023). Causes and institutional responses of social unrest in South African universities. SAGE Open, 13(4). https://doi.org/10.1177/21582440231218775

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McGuinness, L. A., & Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. BMJ, 372, n71. https://doi.org/10.1136/bmj.n71

Pattiasina, J., Ratumanan, T. G., & Laurens, T. (2026). Desain kebijakan pendidikan kepulauan berbasis keadilan geografis di Maluku: Analisis alternatif, instrumen, dan dampak regulasi terhadap pemerataan mutu pendidikan. Jurnal Pendidikan Geografi Unpatti, 5(1), 212–234. https://doi.org/10.30598/jpguvol5iss1pp212-234

Peña, A. M., & Davies, T. R. (2017). Responding to the street: Government responses to mass protests in democracies. Mobilization: An International Quarterly, 22(2), 177–200. https://doi.org/10.17813/1086-671x-22-2-177

Raharja, U. A., Bandiyah, & Pramana, G. I. (2021). Menuju multitude: Gerakan mahasiswa "Bali Tidak Diam" diantara pengorganisasian dan diversitas. Jurnal Nawala Politika.

Ramadhan, S. A., Azhar, D. E., Zulfauzi, M. F., Ramadhan, N., Suartina, H., & Fadli, Y. (2022). Student movement in the era of the Joko Widodo: A new generation of Indonesian democracy. JED (Jurnal Etika Demokrasi), 7(3), 383–398. https://doi.org/10.26618/jed.v7i3.8011

Ríos-Jara, H. (2025). "No to the fake reform!" Strategies and outcomes of student protests on Chile's higher education reform. Politics & Policy, 53(1), Article e70003. https://doi.org/10.1111/polp.70003

Ríos-Jara, H. (2025). "No to the fake reform!" Strategies and outcomes of student protests on Chile's higher education reform. Politics & Policy, 53(1), e70003. https://doi.org/10.1111/polp.70003

Sairiltiata, S., Ratumanan, T. G., & Laurens, T. (2026). Kajian kebijakan pendidikan di Maluku. Didaktik: Jurnal Ilmiah PGSD STKIP Subang, 12(2), 263–277. https://doi.org/10.36989/didaktik.v12i02.13302

Savirani, A. (2023). University curricula and student movement in Indonesia: "Gejayan Memanggil" protest in Yogyakarta. Journal of Governance, 8(3), 367–383.

Simanjuntak, R. Z. P. P., I, G., Solihin, D., S, T., H. P., A., Dj, T., & Santoso, S. (2024). Reactualization of national resilience: A historical and conceptual study. Jurnal Lemhannas RI, 12(1), 65–80. https://doi.org/10.55960/jlri.v12i1.558

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. Journal of Business Research, 104, 333–339. https://doi.org/10.1016/j.jbusres.2019.07.039

Stauffer, B., Sager, F., & Kuenzler, J. (2024). Public agency resilience in times of democratic backsliding: Structure, collaboration and professional standards. Governance, 37(S1), 21–40. https://doi.org/10.1111/gove.12802

Suryohadiprojo, S. (2016). Ketahanan nasional Indonesia. Jurnal Ketahanan Nasional. https://doi.org/10.22146/jkn.19163

Syamsudduha, S., & Sukirman, S. (2026). Enhancing student participation in university policy making to prevent campus violence. Munaddhomah: Jurnal Manajemen Pendidikan Islam, 7(3), 587–603. https://doi.org/10.31538/munaddhomah.v7i3.2155

Van Gyampo, R. E. (2013). Student activism and democratic quality in Ghana's Fourth Republic. Journal of Student Affairs in Africa, 1(1–2). https://doi.org/10.14426/jsaa.v1i1-2.24

Wahyuningroem, S. L., Sirait, R., Uljanatunnisa, U., & Heryadi, D. (2024). Youth political participation and digital movement in Indonesia: The case of #ReformasiDikorupsi and #TolakOmnibusLaw. F1000Research, 12, 543. https://doi.org/10.12688/f1000research.122669.3

Walz, K., Merten, L., Rosenthal, M., Niedringhaus, J., & Helgest, J. (2025). From latest buzzword to conceptual framework: Unraveling the complexities of democratic resilience. Zeitschrift für Vergleichende Politikwissenschaft, 19, 93–122. https://doi.org/10.1007/s12286-024-00618-7