

# Teaching Quality Management of Civics Education in Indonesia: The Role of Political Interest

*by Apeles L Lonto*

---

**Submission date:** 06-Oct-2022 02:13PM (UTC+0700)

**Submission ID:** 1918074622

**File name:** Paper\_5\_Indonesia\_R\_Nanik\_210-226.pdf (685.34K)

**Word count:** 10360

**Character count:** 59021

Received: 03 February 2022

Revision received: 02 April 2022

Accepted: 05 July 2022

Copyright © 2022 JESTP

[www.jestp.com](http://www.jestp.com)

DOI 10.12738/jestp.2022.2.0015 ♦ June 2022 ♦ 22(2) ♦ 210-226

Article

## Teaching Quality Management of Civics Education in Indonesia: The Role of Political Interest

Apeles Lexi Lonto\*  
Faculty of Social Sciences, Universitas Negeri Manado,  
Indonesia  
[lexilonto@unima.ac.id](mailto:lexilonto@unima.ac.id)

Ruth Sriana Umbase  
Faculty of Social Sciences, Universitas Negeri Manado,  
Indonesia  
[ruthumbase@unima.ac.id](mailto:ruthumbase@unima.ac.id)

37

### Abstract

This study aims to analyze several factors regarding the civic teaching quality that together impact a person's willingness to participate in Civic matters. Introducing quality into management practices is still not known by the teachers in Indonesia. For this purpose, the willingness factor has also been observed to be lacking among the students to participate in different Civic matters because the teachers are not entirely aware of the whole management process through which the field of Civic Education can get better in terms of its quality. For this study, the teachers of the Kawangkoan context of Indonesia were targeted. Questionnaire-based survey technique has been used to collect the data from respondents. 350 questionnaires were distributed to the teachers and out of these 335 were received back. Data were analyzed using SPSS and AMOS. The result indicated a significant relationship between open classroom climate, cognitive activation, systematic class observation, and discussion on political matters on the willingness to participate in civic matters. The mediation of political interest has also been observed in this research. PI insignificantly mediates the relationship between OCC and WPCM, PI insignificantly mediates the relationship between CA and WPCM, and PI significantly mediates the relationship between DCPE and WPCM. The significance of this research study can be recognized by the fact that education is one of the most crucial sectors in Indonesia as young individuals practice those things in their real life learned during their educational careers. This study is also helpful for teachers because after gaining novel information through this study, they can practically implement it and can improve their teaching quality, which can also improve the learning of the student.

### Keywords

Open classroom climate, Cognitive activation, Discussion of current political events, Systematic class observation, Political interest, Willingness to participate in Civic matters

Correspondence to Apeles Lexi Lonto, Faculty of Social Sciences, Universitas Negeri Manado, Indonesia. Email: [lexilonto@unima.ac.id](mailto:lexilonto@unima.ac.id)

Citation: Lonto, A. L., Umbase, R. S. (2022). Teaching Quality Management of Civics Education in Indonesia: The Role of Political Interest. *Educational Sciences: Theory and Practice*, 22(2), 210 - 226. <http://dx.doi.org/10.12738/jestp.2022.2.0015>

A significant role is played by civic education regarding the development of sophistication among the individuals of the youth population from the political perspective in Indonesia (Lonto, Wua, & Pangalila, 2019; Mulyasa, 2016). In Indonesia, civic education is regarded as equipping young persons with all the competencies and skills required for actively participating in the political and civic domains of life (Lonto et al., 2019; Putri & Adha, 2020; Sarkadi & Fadhillah, 2020). There are different policies for implementing civic education in different countries, which is the case with Indonesia. The Civic Education domain is considered a separate and unique subject in Indonesia (Ananda & Trisno, 2020; Jayadiputra & Karim, 2020; Subandi, 2020). It is categorized as "Citizenship Education" in Indonesia, but Civic Education is integrated with other types of subjects in other nations (Shinta & Daihani, 2019). The policies regarding Civic Education in Indonesia aim to mould their citizens' personalities by incorporating the factors of nationalism and patriotism in them. Quality education can only get implemented effectively if the policies are designed appropriately and management is undertaken suitably (Budimansyah, Suharto, & Nurulpaik, 2020). The aspect of educational management does not only include the concept of managing educational institutions, but it should also cover the domain of classroom management so that the learning activities can be made more productive (Ananda & Trisno, 2020; Budimansyah et al., 2020; Sarkadi & Fadhillah, 2020; Subandi, 2020). For this purpose, a teacher's role is crucial in managing all education-related activities, specifically in the classrooms and schools (Lonto et al., 2019).

A lesser number of research studies have been conducted to examine the distinct factors affecting the teaching quality of civic education in Indonesia. Moreover, different mediating factors have also not been studied in this regard. The learning activities cannot only be regarded as the transfer of knowledge to students (Sutima, 2020; Wahyudin & Suwirta, 2017). Still, they should be considered critically so that the purpose of actual learning can ultimately get fulfilled (Putri & Adha, 2020). As far as the factor of quality management is concerned, many teachers in Indonesia have not yet realized their roles and responsibilities as leaders for implementing different modifications in the activities related to education, particularly the learning activities that are undertaken in the classrooms (Logli, 2016; Santika et al., 2022). It is a matter of great concern that some Indonesian teachers even do not know about the aspect of quality management due to a lack of knowledge regarding this crucial factor of education (Fajri et al., 2020; Hidayah et al., 2021; Santika et al., 2022). Introducing quality into management practices is still not known by the teachers in Indonesia. For this purpose, the willingness factor has also been observed to be lacking among the students to participate in different Civic matters because the teachers are not entirely aware of the whole management process through which the field of Civic Education can get better in terms of its quality (Fajri et al., 2020; Usmi & Murdiono, 2021).

Based on the above discussion, knowledge gaps have been identified that such research studies have been lacking in the past. An association has been established between the teaching quality of Civic Education and willingness to participate in civic matters. Therefore, the current study aims to understand the relationship between Civic Education Teaching Quality and Willingness to Participate in Civic Matters. In addition, distinct factors that enhance Civic Education Teaching Quality are also discussed in this research. These factors include Open Classroom Climate, Cognitive Activation, Discussion of Current Political Events, and Systematic Class Observation (Alscher, Ludewig, & McElvany, 2022). The mediation of political interest is also a part of this study so that the relationship can be studied more diversely by viewing it from different perspectives. One of the significant rationales of the present study is that all research is conducted from the perspective of Indonesia so that a considerable contribution can be made to the existing literature of studies.

Research objectives help elaborate the scope of a research study so that the factors involved can get understood clearly. Based on the aspects being covered in this research study, the following research objectives have been designed in accordance:

- To study the relationship between Civic Education Quality (Open Classroom Climate, Cognitive Activation, Discussion of Current Political Events, Systematic Class Observation) and Willingness to Participate in Civic Matters among the Teaching Staff of High Schools in Indonesia.
- To investigate the mediating role of Political Interest in the relationship between Civic Education Quality (Open Classroom Climate, Cognitive Activation, Discussion of Current Political Events, Systematic Class Observation) and Willingness to Participate in Civic Matters among the Teaching Staff of High Schools in Indonesia.

There are several learning activities involved in Civic Education, which involve the input, processing, and output of all the efforts (Budimansyah et al., 2020; Sutirna, 2020). Therefore, this education domain is critical to managing by ensuring the quality in this field of study in Indonesia. In this way, the phase of processing can be made efficient, which will result in generating fruitful outcomes in the end (Sarkadi & Fadhillah, 2020; Usmi & Murdiono, 2021; Wahyudin & Suwirta, 2017). The significance of this research study can be recognized by the fact that education is one of the most crucial sectors in Indonesia as young individuals practice those things in their real life learned during their educational careers (Ananda & Trisno, 2020; Budimansyah et al., 2020). Therefore, it is essential to ensure that all the standards of quality are being followed in the educational sector of Indonesia, specifically in the field of Civic Education, so that the students can be made more willing to be a part of different Civic matters by motivating and encouraging them in this regard (Hidayah et al., 2021). For this purpose, the role of teachers is very crucial because they are the ones who can set the standards of learning for students through which essential capabilities and all the required skills can get developed among them for a successful future and development of their interest in the politics of the country (Fajri et al., 2020; Lonto et al., 2019; Mulyasa, 2016; Shinta & Daihani, 2019).

## Literature Review

### *Deliberative Democracy Theory*

There is a school of thought regarding the political theory according to which it is claimed that political decisions should result from just and equitable discussions and debates among citizens. This theory is referred to as the deliberative democracy theory (Hammond, 2019). According to this theory, deliberation means that the citizens can exchange different arguments to consider various types of claims designed to secure good outcomes for the public (Kadlec & Friedman, 2020). It is because, with the exchange of arguments, the citizens can agree with the procedures, actions, or policies that can be beneficial for producing satisfactory results for the public. Therefore, deliberation is one of the crucial pre-conditions required to ensure the legitimacy of democratic and political decisions (Chambers, 2018; Curato et al., 2017). The deliberative democracy theory considers that all citizens should present their reasoning and arguments based on their point of view regarding political decisions. It can get done by making them a part of the decision-making process (Chambers, 2018; Cooke, 2018). In this way, this theory of deliberative democracy emphasizes the concept that the factor of quality can get ensured throughout the process of decision-making. Making the democratic processes deliberative helps generate such outcomes through which the common good for the public can get secured with the help of arguments and reasoning presented by the public rather than utilizing only the political power in this regard (Cooke, 2018). It is because the concept of deliberative democracy theory is not based on competition and conflicts among the interests of different people; instead, it is based on the process of exchanging knowledge justifiably so that different perspectives of people can get considered for making the final decisions (Curato et al., 2017). In this way, the citizens can be persuaded by the power of their arguments rather than relying on their concerns, biases, and views that cannot get justified in front of the public. The deliberative democracy theory is significant as it diverts attention towards the decision-making processes by ensuring the factor inclusiveness of the public in this whole procedure which helps in ensuring the equality of individuals and the importance of quality-based arguments by them (Cooke, 2018; Curato et al., 2017). The basic assumption of this theory is based on achieving legitimacy in the decision-making process by ensuring that the public participates deliberately in this process (Hammond, 2019; Kadlec & Friedman, 2020). The concept of this theory can be undertaken to ensure the Teaching Quality in Civic Education through which the willingness to participate in Civic Matters can also get ensured. Based on the concept presented in this theory, the following relationships have been studied for this research study.

1  
*Relationship between Civic Education Quality (Open Classroom Climate, Cognitive Activation, Discussion of Current Political Events, Systematic Class Observation) and Willingness to Participate in Civic Matters*

The quality of teaching has been a subject matter in various research studies conducted in the past and is one of the relevant features for ensuring effectiveness in schools (Schulz et al., 2016; Schulz et al., 2018). Teachers' role is crucial to determine the patterns according to which Civic Education is taught in schools.

According to the deliberative democracy theory, the importance of an open classroom climate has been emphasized and regarded as an essential facet of teaching quality (Schulz et al., 2016). In an open classroom climate, the contradicting problems are discussed openly by allowing everyone to present their opinion. When students are given a chance to give their deliberate opinions, their performance regarding civic outcomes improves (Flanagan et al., 2020; Keating & Janmaat, 2016; Neundorf, Niemi, & Smets, 2016). According to the data given by the International Citizenship and Education Study (ICCS) 2016, it is indicated that the perceptions of students regarding the open classroom climate have been found to have a positive link with the political information and interest possessed by the students (Alscher et al., 2022; Keating & Janmaat, 2016).

**H1:** *Open Classroom Climate has a significant relationship with Willingness to Participate in Civic Matters.*

Cognitive activation is another essential factor contributing to enhancing Civic Education Teaching Quality, but previous researchers have not studied this factor extensively (Reichert & Print, 2017; Wood et al., 2018). Cognitive activation involves all the capabilities of teachers required for creating and undertaking high-potential learning activities by which a greater level of thinking can develop among the students, including challenging the teaching material, capitalizing on the past knowledge of students, and analyzing the learning content intensely (Wood et al., 2018). This factor can be implemented in Civic Education according to the concept of deliberative democracy theory because cognitive activation refers to encouraging the students to shift their opinions and reviews towards the decision making process by giving their arguments (Alscher et al., 2022; Christensen et al., 2020). It also helps them develop problem-solving skills through which students' perspectives regarding civic matters can get changed. Although a limited number of research studies have been conducted to analyze the role of cognitive ability, the research studies which have undertaken this factor have indicated a positive relationship between cognitive ability and the knowledge of civic education (Oni et al., 2017; Ziegele et al., 2018).

**H2:** *Cognitive Activation has a significant relationship with Willingness to Participate in Civic Matters.*

One of the critical factors for ensuring Civic Education Teaching Quality is the discussion of current political events in the classrooms (Alscher et al., 2022). In this way, students can get an opportunity to participate deliberately in politics-related controversial issues. It also helps the students develop knowledge about the political aspect in addition to the other knowledge gained with the help of curriculum books (Birkland, 2017; Ziegele et al., 2018). It will assist in developing political interest in them. The previous research studies have indicated that students' performance is positive in the Assessment of Civics subject. Most of the students who participate in such discussions deliberately have also been found to have a keen interest in matters related to the political domain (Valadez, 2018; Ziegele et al., 2018).

**H3:** *Discussion of Current Political Events has a significant relationship with Willingness to Participate in Civic Matters.*

Class observation is one of the crucial aspects through which it can ensure that the students are appropriately picking all the concepts regarding all the discussions in the classroom (Hoskins, Janmaat, & Melis, 2017). When all the students get the information at the same level, they can be encouraged to develop their interest in political debates and discussions (Brevik, 2019; Hoskins et al., 2017; Wang et al., 2020). Therefore, systematic class observation can bring the desired outcomes through which quality teaching in Civics Education can get ensured. Therefore, it can be hypothesized that there exists a direct relationship between civic education teaching quality and willingness to participate in civic matters. According to the deliberative democratic theory, teaching quality can help improve individuals' behaviours.

**H4:** *Systematic Class Observation has a significant relationship with Willingness to Participate in Civic Matters.*

**Relationship between political interest (Open Classroom Climate, Cognitive Activation, Discussion of Current Political Events, Systematic Class Observation) and Willingness to Participate in Civic Matters**

Development activities are more focused on the inception of civic knowledge among youth. There is a vast literature that explores the relationship between civic education quality and willingness to participate in civic matters with the mediation of political interest among the youth. A study explains the importance of civic education in Indonesian universities. Civic socialization and civic engagement increase the civic activities among youth. The youth in Indonesia is taught civic education in their early life which encourages them to get involved in civic

activities. The study explores different agents of socialization including, family, teachers, and the local environment which is the political scenario of the state. The local environment helps develop a sense of civic responsibility among people and makes them responsible civil citizens of the state (Saudi, 2020). Moreover, another study explains the civic engagement among students at an Indonesian university. The level of engagement has been divided into distinct categories. These categories are based on the semester and the knowledge of students regarding civic education. The quantitative study explores that the interest in politics among students at different stages of their education develops a willingness to participate in civic activities in society (Karliani et al., 2019). Education is the unifying force of nationality. It also develops national-level policies based on learning civic education. The paper examines the role of teachers and material for learning which enhances civic education among youth in Indonesia. Family environment and school structure are the factors that are also responsible to contribute to civic education (Santika et al., 2022). Thus, the hypothesis between Political interest, Civic education quality, and willingness to participate in civic matters in the education sector of Indonesia can be generated.

**H5:** *Political interest moderates the relationship between Civic education quality and willingness to participate in civic matters in the education sector of Indonesia*

The literature on open classroom climate has been studied widely in different contexts. A study examines the role of school formation in developing a community environment. Civic education is characterized by the help of a classroom environment to promote civic activities in society. A case of high school in Indonesia has been examined to find out the impact among variables. The findings of the paper have shown that there is a significant impact of an open classroom environment on civic activities in a society like Indonesia. The research has also highlighted some values that influence the relationship. These values may include religious values, independence values, and nationalist values (Dewantara et al., 2020). The study has used nationalist values interchangeably with political interests among people. Another study explores that the educational process introduces standardized concepts among students. The curriculum is designed to stimulate activities that enhance civic sense among people in Indonesia. The social practices are explored which are defined to increase willingness among people to participate in civic matters of society. That study has described the significance of classrooms in enhancing such activities. Moreover, the study narrows down the approach to some defined values including the political interest of students and teachers which could enhance civic activities. Such activities also work for the interests of the state (Dullah et al., 2019). The significance of an open classroom has been found in past studies which emphasized the importance of an open classroom climate for students as well as teachers. Such an environment has significantly increased the willingness of people to participate in civic matters in the education sector of Indonesia. Moreover, the studies have positively shown the mediation of political interest in the stated relationship between an open classroom climate and willingness to participate in civic matters in the education sector of Indonesia. Therefore, the hypothesis for the research can be generated as.

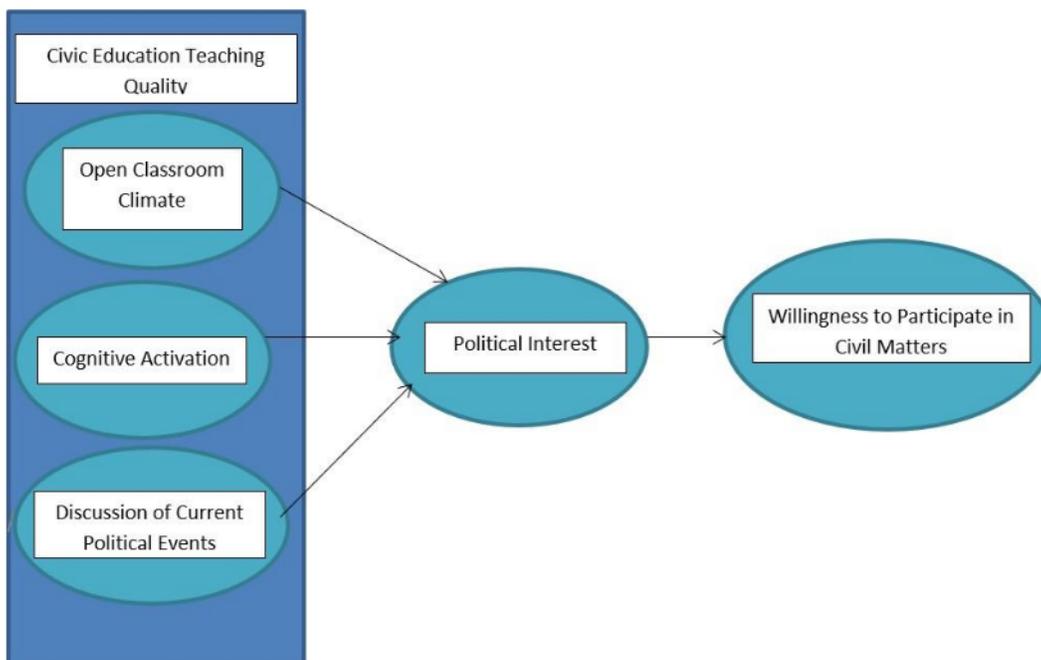
**H6:** *Political interest moderates the relationship between an open classroom environment and willingness to participate in civic matters in the education sector of Indonesia*

Cognitive activities in previous studies are divided into its factors. In one of the research racial discrimination and depressive symptoms are studied in society. The focus of the research was on Black people who are still discriminated against in every corner of the globe. The study explains the relationship between racial discrimination and how it affects social structure. In the described relationship the preservative cognition is the factor that has not been explored in depth in previous studies (Watson-Singleton et al., 2021). Another study explores the social issues and potential implications of civic actions which are taught at an early age of a child. There are some states which influence the cognitive process which is followed in the implementation of civic practices in society. The paper has used cognitive theory which defines the willingness of people to participate in civic activities (Barton & Ho, 2020). Considering the civic activities and participation of individuals in civic activities in the education sector have been analyzed with the level of political interest. As political interest increases, the willingness to participate in civic activities is increased among individuals. Similarly, if the political interest is subjected to decline, it will automatically decrease the participation in civic activities in a society (Barton & Ho, 2020). A theory of planned behavior is used to explain the safety citizenship behavior of people. The study explains the cognitive mechanism of different sectors specifically the construction sector engages the employees in proactive participation in civic safety activities (Liu et al., 2020).

**H7:** Political interest moderates the relationship between cognitive activation and willingness to participate in civic matters in the education sector of Indonesia

A study has attempted to explain the discussion on political events as the contributing factor to enhancing the participation of individuals in civic activities. The study explored the use of social media as it provides a platform for people to discuss political events to enhance their willingness to participate in civic matters. The study has also predicted the moderating role of political interest among youth which can contribute as a catalyst in the relationship between political discussion and participation in civic matters. This creates a platform for the public to develop will through discussion on political matters (Ida, Saud, & Mashud, 2020). Another study explores the relationship between political events and civic participation. The framework contributes to the study of the participation of civil society in political discussions. It also discusses how the framework contributes to political economy settings in society. Such discussions on current political events help policymakers to develop knowledge-based policies (Jakob et al., 2020). It may also develop a strong willingness among people to participate in civic matters of the state by creating political interest among them. Thus, past studies show that the relationship between discussion of current political events and willingness to participate in civic matters is significant. The role of political interest is of a mediator that enhances the relationship between them. Hence, the hypothesis between the variables can be stated as.

**H8:** Political interest moderates the relationship between discussion of current political events and willingness to participate in civic matters in the education sector of Indonesia



### Research Methodology

The need of developing a quality civic education among students has become the concern of the education sector in every country. The present study focuses on the development of quality civic education in the education sector of Indonesia. The targeted population of the study is the teachers who are teaching civic education in high schools in Indonesia. The methodology used for the paper is based on a quantitative technique that adopted the distribution of questionnaire survey. However, the research concern is to explore the impact of quality civic education factors including open classroom climate, cognitive activation, discussion of current political events,

and systematic class observation influencing the willingness to participate in the civic matter. The relationship has also been examined in the mediating role of political interest. The current research will be based on various steps including research philosophy, nature of research, the approach of the research, time horizon, research strategy, population and sampling of the research, tools of data collection, data analysis, and lastly the ethical consideration of the study.

### *Research Philosophy*

The philosophy used for the research is known as positivism. Positivism refers to a philosophy that is focused on pure data and facts without the influence of human bias on the interpretations of the study (Alharahsheh & Pius, 2020). The present study will be pure from any intervention. The data collection and result interpretation have been conducted without any bias. However, the responses of the civic education teachers have been conveyed with purity. There is no involvement based on any likeness or dis-likeness of the researcher. Moreover, the hypothesis which was developed in the theoretical framework has been analyzed accurately with the significance of each variable i.e., independent, dependent, and mediating. In addition, positivism also favours the quantitative technique of data collection which makes the positivism philosophy applicable for the research.

### *Research Nature*

The explanatory nature of the research is defined as the method which explores the reason why something has occurred with limited information available (Bentouhami, Casas, & Weyler, 2021). The current research has used an explanatory research method. There are several reasons behind the adoption of the explanatory nature of research. Firstly, the research explores the already existing relationship between the variables used in the paper. The quality of civic education has been the focus of many researchers in past literature. The past literature has shown that the relationship has been studied in the context of the quality of civic education. The study conducts a quantitative approach that analyzes the quality civic education factors including open classroom climate, cognitive activation, discussion of current political events, and systematic class observation influencing the willingness to participate in civic matters with the mediation impact of political interest.

### *Research approach*

There are two types of approaches in research e.g., inductive, and deductive approaches. The research follows a deductive approach which is defined by Grinchenko and Shchapova (2020) as a top-down approach. It moves from the general aspect of research to the specific aspect. The research has used the deductive approach because it is based on the quantitative method of data collection from teachers of civic education in Indonesia. The study has developed a hypothesis on the mediation of political interest between the quality civic education factors including open classroom climate, cognitive activation, discussion of current political events, and systematic class observation influencing the willingness to participate in the civic matter. The hypothesis drawn during the research has been studied after reviewing the past literature. Moreover, the positivist philosophy also favours adopting deductive reasoning which helps the research conclude without any bias.

### *Research strategy and time horizon*

The research strategy used for the current research is the quantitative method. The quantitative approach refers to the method of data collection that can be measured in numbers (Ringwood, Watson, & Lewin, 2019). The quantitative method conducts a survey approach to collect data. The questionnaires were submitted among the teaching staff of civic education. A total of 350 questionnaires were submitted among the teachers. 335 have been obtained out of 350 questionnaires which were utilized in the process of result interpretation. Besides the questionnaire has two parts. The first part of the questionnaire defines the demography of the sample including the age, gender, etc. The second part describes the variables of the research. the questionnaires are developed

31

based on the measurement scales with a defined number of items. The study explores the factors of quality civic education: open classroom climate, cognitive activation, discussion of current political events, and systematic class observation influencing the willingness to participate in the civic matter. Moreover, the mediating role of political interest has also been explored with the help of questionnaires.

Furthermore, the time horizon for the research has been decided to be cross-sectional because the respondents i.e., teaching staff of civic education have been reached one time to submit their responses through questionnaires. The questionnaires which were left have no significance in the interpretation of data. The statistics obtained from the collection of data have assisted the quantitative approach to be followed to collect data from civic education teachers.

**Table 1: Measurement of constructs**

Variables	Number of items	References
Open classroom climate	4 items	(Maurissen, Claes, & Barber, 2018)
Cognitive activation	3 items	(Klusmann et al., 2008)
Discussion of current political events	3 items	(Bittman & Russell, 2016)
Systematic class observation	4 items	(Guimarães & Lima, 2021)
Political interest	5 items	(Otto & Bacherle, 2011)
Willingness to participate in civic matters	5 items	(Ekman & Annå, 2012)

### Data analysis

41

The results of the paper were analyzed with the help of SPSS and AMOS. The questionnaires were distributed among the civic education teachers in the Indonesian education sector which explore the quality of civic education with the help of some factors which are practised and may influence the civic education of students. However, the structural equation model has been drawn on the hypothesis which was developed during the research. The model has been analyzed with the help of AMOS describing the impact of each independent variable e.g., open classroom climate, cognitive activation, discussion of current political events, and systematic class observation. These variables influence the willingness of Indonesian society to participate in civic matters. In addition, the political interests of the teachers in Indonesia have played the role of mediator in the relationship among these variables. The study analyzes the education sector of Indonesia with the help of a developed hypothesis and its validation through AMOS.

### Findings

#### Respondent's demographics

39

23

The data of this research was collected from the teaching staff of high schools within Indonesia. A total of 350 questionnaires were distributed to the staff teaching there and to our surprise the response rate received was appreciable. A total of 335 teachers attempted to answer complete questionnaires for this study. A total of 156 respondents were female teachers and the rest 179 were male teachers with a frequency of 44% and 56% respectively. There was little fluctuation in the gender variation, but it was observed that both male and female teachers were teaching in the educational institutes of Indonesia. The age of these teachers falls into various categories as the response showed that there was a total of 156 teachers aged between 24-28, 95 teachers were a bit senior falling into the age group of 29-33, and the rest 84 teachers were indicated to be the most senior at the age of 34-38 years. It showed that the educational sectors of Indonesia tend to recruit freshers and new talent with time as most of the teachers were falling into the age category of 24-28. The cumulative percentage of these categories was 56%, 28%, and 16% respectively.

#### Descriptive of studied variables

Descriptive statistics describe and summarize the data effectively. Some important indicators must be reported while studying the descriptives of studied constructs. Such as skewness, standard deviation, and average or mean value of the variables.

**Table 2:** Descriptive of applied variables

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
OCC	335	1.00	5.00	3.1134	1.09854	-.065	.133
CA	335	1.00	5.00	3.1383	.99422	-.130	.133
SCO	335	1.00	5.00	3.3075	1.04119	-.035	.133
PI	335	1.00	5.00	3.3015	.99699	-.145	.133
WPCM	335	1.00	5.00	3.1648	.97873	-.045	.133
DCPE	335	1.00	5.00	3.1443	1.12171	-.128	.133
Valid (listwise)	335						

OCC=Open classroom climate, CA=Cognitive activation, DCPE= Discussion of current political events, SCO= Systematic class observation, PI=Political interest, WPCM=Willingness to participate in Civic matters

The cut-off value for skewness ranges between -1 and +1. The above table shows that all the values for the constructs fall into the respective threshold ranges such as for the mean value the average is 3 for all the variables of this study. Similarly, standard deviation and skewness value also fall into fit ranges of described criteria. Table 1 thus indicates that the data is normally distributed and there are no outliers in the data that disturb it.

#### Rotated Component Matrix

The analysis of factor loadings indicates the non-duplication of items, as it is evidence of the accuracy of the questionnaire used in a study. Table 2 explains the results of the rotated component matrix for this study.

**Table 3:** Rotated component matrix

	Component					
	1	2	3	4	5	6
OCC1			.751			
OCC2			.849			
OCC3			.794			
OCC4			.865			
CA1		.828				
CA2		.923				
CA3		.882				
DCPE1						.831
DCPE2						.824
DCPE3						.802
SCO1	.890					
SCO2	.859					
SCO3	.853					
SCO4	.786					
PI1				.864		
PI2				.891		
PI3				.773		
PI4				.845		
PI5				.839		
WPCM1					.796	
WPCM2					.755	
WPCM3					.833	
WPCM4					.790	
WPCM5					.828	

OCC=Open classroom climate, CA=Cognitive activation, DCPE= Discussion of current political events, SCO= Systematic class observation, PI=Political interest, WPCM=Willingness to participate in Civic matters

The table of rotated component matrix thus ensures the confirmation of factor loadings as there is no duplication observed in the results. All the items appear in their respective columns indicating that there is no cross loading in the data.

#### Validity results

The validity analysis in research is usually done to understand the authenticity of perceived variables. The convergent validity explains how closely the novel scale is linked to another variable and the other measures of similar construct. This can be done through two aspects. The average variance extracted and the composite reliability. Table 3 dictates the result for both. Convergent validity means the accuracy of scale used for the analysis, whereas the average variance extracted is also another crucial indicator to measure and ensure the results. The value of CR must not be less than 0.7 and for AVE the values should not be lesser than 0.5. It indicates that no items were dropped and there is authenticity in the data used for scale items of the research.

24

**Table 3: Discriminant and convergent validity**

	CR	AVE	MSV	OCC	CA	DCPE	SCO	PI	WPCM
OCC	0.931	0.691	0.372	<b>0.852</b>					
CA	0.952	0.762	0.352	0.852	<b>0.802</b>				
DCPE	0.954	0.842	0.373	0.634	0.574	<b>0.955</b>			
SCO	0.831	0.619	0.364	0.558	0.583	0.411	<b>0.871</b>		
PI	0.882	0.736	0.363	0.572	0.752	0.529	0.793	<b>0.853</b>	
WPCM	0.842	0.840	0.492	0.592	0.661	0.552	0.652	0.761	<b>0.857</b>

OCC=Open classroom climate, CA=Cognitive activation, DCPE=Discussion of current political events, SCO=Systematic class observation, PI=Political interest, WPCM=Willingness to participate in Civic matters

The discriminant validity confirms that the constructs that are not correlated theoretically are not related to each other. The discriminant validity has been depicted in bold for each construct such as the discriminant validity for OCC is 0.852, which is distinct from all the preceding variables. The value of cognitive activation is 0.802, which is different from the preceding variables. The value for DCPE, SCO, PI and WPCM has also been different from each other which are 0.955, 0.871, 0.853 and 0.857, respectively. Therefore, both the convergent validity and the discriminant validity results are confirmed so, model fitness has been performed.

#### Confirmatory factor Analysis

Confirmatory factor analysis is a statistical technique that is used to verify the factor structure of a set of variables observed. Some indicators are predefined in terms of their threshold values so that confirmatory analysis authenticity can be ensured. Table 4 dictates the results of the indicators such as IFI, GFI, CFI, and RMSEA. All the values fall in the threshold range. Figure 1 also explains the model fitness of the observed variables.

**Table 4: Model fit indices**

CFA Indicators	CMIN/DF	GFI	IFI	CFI	RMSEA
Threshold Value	≤ 3	≥ 0.80	≥ 0.90	≥ 0.90	≤ 0.08
Observed Value	1.459	0.852	0.958	0.920	0.031

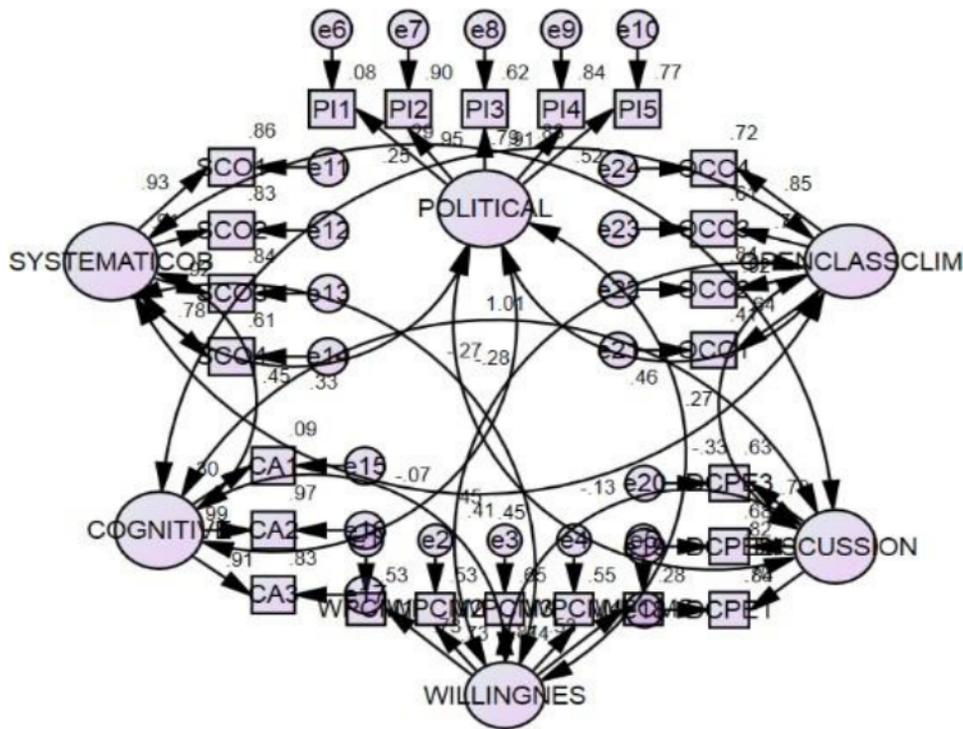


Figure 1: CFA

Figure 1 explains the model fitness that all the variables regardless of their independent status as dependent or independent explain that there is accuracy in the model formulated and confirm the model fitness for the study.

Structural Equation modeling

The set of statistical procedural use for measuring and analyzing the relationships of variables is usually done in two steps. The first step is about the linear impact of variables and the other part explains the indirect or mediation relationship between variables

Table 6: Structural equation model

Effects	Hypothesized Path	B	S. E	P value	Conclusion
<b>Direct Effects</b>					
Hypothesis 1 (+)	OCC → WPCM	.151	.036	0.03	Accepted
Hypothesis 2 (+)	CA → WPCM	.142	.041	0.01	Accepted
Hypothesis 3 (+)	DCPE → WPCM	.161	.054	0.01	Accepted
Hypothesis 4 (+)	SCO → WPCM	.168	.040	0.02	Accepted
<b>Mediation Effects</b>					
Hypothesis 5 (+)	OCC → PI → WPCM	-.138	.001	0.91	Rejected
Hypothesis 6 (+)	CA → PI → WPCM	-.128	.006	0.79	Rejected
Hypothesis 7 (+)	DCPE → PI → WPCM	.167	.045	0.01	Accepted
Hypothesis 8 (+)	SCO → PI → WPCM	.164	.040	0.01	Accepted

OCC= Open classroom climate, CA=Cognitive activation, DCPE= Discussion of current political events, SCO= Systematic class observation, PI=Political interest, WPCM=Willingness to participate in Civic matters

The table of structural equation modeling explains the final status of the hypothesis. The first linear impact of an open classroom climate on the willingness to participate in civic matters is significant. The results showed that the p-value for the hypothesis is 0.30 which is less than 0.05. So, the first hypothesis has been accepted, ( $OCC \rightarrow WPCM$ ,  $\beta=.151$ , and  $P=.003$ ) The second linear impact of CA on WPCM has also resulted in being significant, ( $CA \rightarrow WPCM$ ,  $\beta=.142$ , and  $P=.001$ ). Similarly, the third and fourth linear impacts have resulted to be significantly accepted as indicated such as ( $DCPE \rightarrow WPCM$ ,  $\beta=.161$ , and  $P=.01$ ) and ( $SCO \rightarrow WPCM$ ,  $\beta=.161$ , and  $P=.01$ ) respectively. The indirect mediation of political interest has shown a fluctuating trend. Hypothesis 5 and 6 have also been rejected indicated after the SEM results. The mediation of H5, political interest between the cognitive activation and willingness to participate in Civic matters has been rejected, ( $OCC \rightarrow PI \rightarrow WPCM$ ,  $\beta=-.138$ , and  $P=.91$ ) similarly taking into account hypothesis 6, the mediation of political interest between discussion of current political events and willingness to participate in civic matters has also resulted to be insignificant, ( $CA \rightarrow PI \rightarrow WPCM$ ,  $\beta=.128$ , and  $P=.79$ ) The hypothesis 7 and 8 have been resulted to be significant as the mediating role of political interest between systematic class observation and willingness to participate in the Civic matters has been accepted and signed, ( $SCO \rightarrow PI \rightarrow WPCM$ ,  $\beta=.164$ , and  $P=.01$ ) and similarly the mediation of political interest between DCPE and WPCM has also been proved to be significant ( $DCPE \rightarrow PI \rightarrow WPCM$ ,  $\beta=.167$ , and  $P=.01$ ).

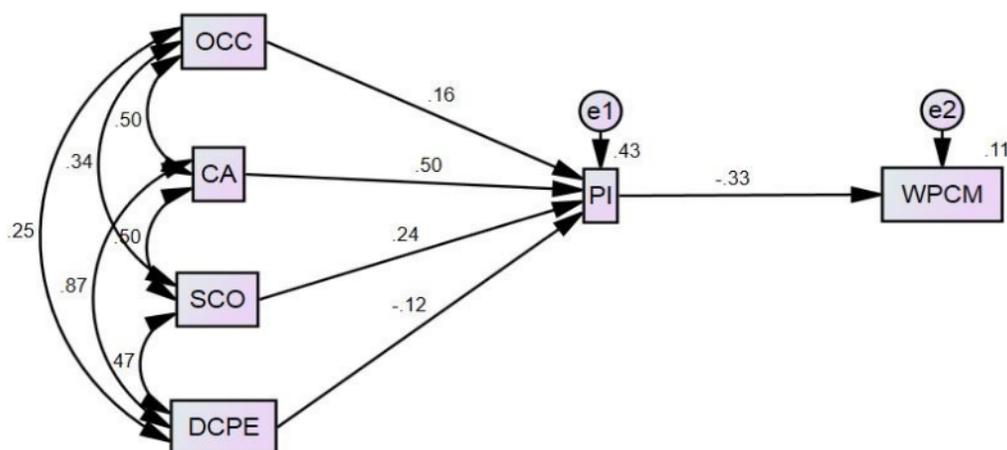


Figure 2: SEM

### Discussion

This research has taken into consideration various aspects and factors that impact the willingness to participate in the Civic matters of the Indonesian education sector. Therefore, the research objectives were backed up by the formation of hypothesized model. After the data analysis was done through the survey-based questionnaire technique. The final status of the hypothesis has been drawn and discussion regarding their significant impact has also been estimated. The research objectives aim to investigate the impact of civic education teaching quality on the willingness to participate in civic matters. This civic education teaching quality has been measured through four crucial factors linked to it. The first hypothesis states that an “open classroom climate significantly impacts the willingness to participate i.e., civic matters.” This hypothesis has been accepted as the studies also show a remarkable connection between the two (Campbell, 2005). Students tend to participate more in civic matters when the climate or environment of the classroom is open and flexible (Campbell, 2008). The second hypothesis states that “Cognitive activation significantly impacts the willingness to participate in civic matters” This hypothesis has also been accepted as results indicated that CA significantly impacts the WPCM. The researchers indicate cognitive activities as a compulsory novel incorporation element in the contemporary teaching process that not merely focuses on the answer asked by their teachers but rather than they

think more deeply to find the solutions and pay heed to the method they adopt to find out the answers (Stuparu, 2022). The willingness to participate in civic matters increases when cognitive activation is built in among the Indonesian students indicated by the results. The discussion of current political events also significantly impacts the willingness to participate in civic matters (Alscher et al., 2022). The results indicated the significant relation between these two as studies have shown that more students tend to remain in the practice of discussing contemporary political events and their willingness to participate in Civic matters increases (Ruess et al., 2021). Systematic class observation has also a significant relationship with WPCM. The results show that systematic class observation is responsible for altering the behaviours of students towards various activities as when they know they are being observed their actions get impacted by this (Saud & Margono, 2021). Thus, the fourth linear hypothesis "systematic classroom observation significantly impacts the willingness to participate in civic matters has also been accepted. Researchers are of the view that civic education teaching quality enhances and creates a strong impact on the willingness of an individual/student to participate in civic matters (Guo et al., 2021). The mediating role of political interest is very important in this regard. A student having an interest in politics would tend to have more willingness towards civic matters participation. The hypothesis of PI mediates the relationship between OCC and WPCM has been rejected. Past studies also show that political interest has nothing to do, to alter a student's willingness to participate in Civic matters as long as the climate of the classroom is open (Pfanzelt & Spies, 2019). Thus, OCC can significantly impact WPCM without political interest. The sixth hypothesis is that "Political interest significantly mediates the relationship between CA and WPCM. A study explained that political interest has no impact on a student's cognitive activation and his ultimate participation in civic matters (Sharafutdinova, Kulmamatova, & Haydarova, 2021). Kwon, Shao, and Nah (2021) explained that CA can be responsible for WPCM, the strategies applied by teachers for students to ponder deeply into various matters shape their willingness to civic matters rather than political interest (Avishai et al., 2021; Weiss, 2020). The mediating role of political interest between DCPE and WPCM has resulted to be significant. explained that by having a political interest students can boost their WPCM while doing the discussion of current political events. Therefore, the significant hypothesis has resulted to be accepted. The last mediation of political interest between the SCO and WPCM has also been resulted to be significant, the hypothesis has been accepted because researchers also support the fact that when the students are observed in a systematic class observation along with having political interest their willingness increases towards civic matters participation (Khair & Misnawati, 2022; Maryanti et al., 2021). Political interest plays a vital role in this regard. This trait of civic education quality results in the enhancement of WPCM more prominently when the students have a political interest in different matters.

### Conclusion

This study has indicated several factors related to civic education teaching quality, which impact the willingness to participate in civic matters. Overall, these factors significantly impact the WPCM. The mediation of political interest is important in this regard as studies have shown that having more political interest creates a willingness to participate in civic matters when an individual is a keener on political matters. The open classroom climate creates confidence among students so that their overall participation in civic matters also increases. Contrary to a restricted or strict/non-flexible environment where students feel reluctant to participate in various civic matters (Sako, 2021).

#### *Theoretical and practical implications*

The education quality implementation is the core responsibility of the teachers, so this study is a great insight for teachers to ponder upon those factors that enhances the willingness to participate in civic matters. There must be a prevalent learning environment in the class and a flexible constructive climate result in the overall growth of a student's personality. There is also a need to create political interest among the students because the teachers are somehow responsible for the actions of students as they implement what they learn. This study is also helpful for teachers because after gaining novel information through this study, they can practically implement it and can improve their teaching quality, which can also improve the learning of students. There is a great need for teachers to understand their role in shaping the student's future. This study is also a great addition to the growing body of literature regarding civic education teaching quality.

*Limitations and future research indication*

This study has been conducted on a quantitative-based methodology. Future researchers can enhance the sample size and can change the methodology too. The mediation of the classroom's culture can also be focused to assess the fluctuation in results and altering the hypothesized mode as culture impacts a person's behaviour. The study has been conducted in Indonesia's context so in the future another country can also be used as a targeted sector to conduct the study.

**References**

- Abdullah, I., Hudayana, B., Kutanegara, P. M., & Indiyanto, A. (2019). Beyond school reach: Character education in three schools in Yogyakarta, Indonesia. *Journal of Educational and Social Research*, 9(3), 145-145. <https://www.richtmann.org/journal/index.php/jesr/article/view/10497>
- Alharahsheh, H. H., & Pius, A. (2020). A review of key paradigms: Positivism VS interpretivism. *Global Academic Journal of Humanities and Social Sciences*, 2(3), 39-43. <https://doi.org/10.36348/gajhss.2020.v02i03.001>
- Alscher, P., Ludewig, U., & McElvany, N. (2022). Civic Education, Teaching Quality and Students' Willingness to Participate in Political and Civic Life: Political Interest and Knowledge as Mediators. *Journal of Youth and Adolescence*, 1-15. <https://doi.org/10.1007/s10964-022-01639-9>
- Ananda, A., & Trisno, B. (2020). Literation Improvement of Indonesia's Citizens in the Era of Industrial Revolution 4.0: A Conceptual Analysis on Civic Education. In *2nd Annual Civic Education Conference (ACEC 2019)* (pp. 38-43). Atlantis Press. <https://dx.doi.org/10.2991/assehr.k.200320.008>
- Avishai, A., Brewer, N. T., Mendel, J. R., & Sheeran, P. (2021). Expanding the analysis of mechanisms of action in behavioral interventions: cognitive change versus cognitive activation. *Psychology & Health*, 1-20. <https://doi.org/10.1080/08870446.2021.1969021>
- Barton, K. C., & Ho, L.-C. (2020). Cultivating sprouts of benevolence: A foundational principle for curriculum in civic and multicultural education. *Multicultural Education Review*, 12(3), 157-176. <https://doi.org/10.1080/2005615X.2020.1808928>
- Bentouhami, H., Casas, L., & Weyler, J. (2021). Reporting of "Theoretical Design" in Explanatory Research: A Critical Appraisal of Research on Early Life Exposure to Antibiotics and the Occurrence of Asthma. *Clinical Epidemiology*, 13, 755-767. <https://doi.org/10.2147/CLEP.S318287>
- Birkland, T. A. (2017). Agenda setting in public policy. In *Handbook of public policy analysis* (pp. 89-104). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315093192-13>
- Bittman, B., & Russell, W. (2016). Civic education in united states: A multiple regression of civic education scores from the national assessment of educational progress. *Research in Social Sciences and Technology*, 1(2). <https://doi.org/10.46303/ressat.01.02.1>
- Brevik, L. M. (2019). Explicit reading strategy instruction or daily use of strategies? Studying the teaching of reading comprehension through naturalistic classroom observation in English L2. *Reading and writing*, 32(9), 2281-2310. <https://doi.org/10.1007/s11145-019-09951-w>
- Budimansyah, D., Suharto, N., & Nurulpaik, I. (2020). Boosting teacher's perception and deeds in Indonesian schools for the character education to thrive. In *2nd Annual Civic Education Conference (ACEC 2019)* (pp. 1-5). Atlantis Press. <https://dx.doi.org/10.2991/assehr.k.200320.001>
- Campbell, D. E. (2005). Voice in the Classroom: How an Open Classroom Environment Facilitates Adolescents' Civic Development. CIRCLE Working Paper 28. *Center for Information and Research on Civic Learning and Engagement (CIRCLE)*, University of Maryland. [https://circle.tufts.edu/sites/default/files/2019-12/WP28\\_OpenClassroomEnvironmentsandCivicDevelopment\\_2005.pdf](https://circle.tufts.edu/sites/default/files/2019-12/WP28_OpenClassroomEnvironmentsandCivicDevelopment_2005.pdf)
- Campbell, D. E. (2008). Voice in the classroom: How an open classroom climate fosters political engagement among adolescents. *Political behavior*, 30(4), 437-454. <https://doi.org/10.1007/s11109-008-9063-z>
- Chambers, S. (2018). Human life is group life: deliberative democracy for realists. *Critical Review*, 30(1-2), 36-48. <https://doi.org/10.1080/08913811.2018.1466852>
- Christensen, J., Aarøe, L., Baekgaard, M., Herd, P., & Moynihan, D. P. (2020). Human capital and administrative burden: The role of cognitive resources in citizen-state interactions. *Public Administration Review*, 80(1), 127-136. <https://doi.org/10.1111/puar.13134>

- Cooke, M. (2018). Five arguments for deliberative democracy. In *Democracy as public deliberation* (pp. 53-87). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780203793541-3>
- Curato, N., Dryzek, J. S., Ercan, S. A., Hendriks, C. M., & Niemeyer, S. (2017). Twelve key findings in deliberative democracy research. *Daedalus*, 146(3), 28-38. [https://doi.org/10.1162/DAED\\_a\\_00444](https://doi.org/10.1162/DAED_a_00444)
- Dewantara, J. A., Efriani, E., Sulistyarini, S., & Prasetyo, W. H. (2020). Optimization of Character Education Through Community Participation Around The School Environment (Case Study in Lab School Junior High School Bandung). *JED (Jurnal Etika Demokrasi)*, 5(1), 53-66. <https://doi.org/10.26618/jed.v5i1.3017>
- Ekman, J., & Amnå, E. (2012). Political participation and civic engagement: Towards a new typology. *Human affairs*, 22(3), 283-300. <https://doi.org/10.2478/s13374-012-0024-1>
- Fajri, I., Yusuf, R., Maimun, B. A., & Sanusi, Y. (2020). Innovation model of citizenship education learning in the 21st-century skill-learning environment of students in Aceh. *Innovation*, 7(16), 2334-2343. <https://www.researchgate.net/profile/Iwan-Fajri/publication/343691173>
- Flanagan, C. A., Bowes, J. M., Jonsson, B., Csapo, B., & Sheblanova, E. (2020). Ties that bind: Correlates of adolescents' civic commitments in seven countries. In *Experiencing Social Research* (pp. 303-322). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003059363-24>
- Grinchenko, S., & Shchapova, Y. L. (2020). The deductive approach to Big History's Singularity. In *The 21st Century Singularity and Global Futures* (pp. 201-210). Springer. [https://doi.org/10.1007/978-3-030-33730-8\\_10](https://doi.org/10.1007/978-3-030-33730-8_10)
- Guimarães, L. M., & Lima, R. d. S. (2021). A systematic literature review of classroom observation protocols and their adequacy for engineering education in active learning environments. *European Journal of Engineering Education*, 46(6), 908-930. <https://doi.org/10.1080/03043797.2021.1937946>
- Guo, J., Liu, N., Wu, Y., & Zhang, C. (2021). Why do citizens participate on government social media accounts during crises? A civic voluntarism perspective. *Information & Management*, 58(1), 103286. <https://doi.org/10.1016/j.im.2020.103286>
- Hammond, M. (2019). Deliberative democracy as a critical theory. *Critical Review of International Social and Political Philosophy*, 22(7), 787-808. <https://doi.org/10.1080/13698230.2018.1438333>
- Hidayah, Y., Halimah, L., Trihastuti, M., Dewie, D. A., Feriandi, Y. A., & Dianasari, D. (2021). How Did Prospective Elementary School Teacher Learn Citizenship Education during the Pandemic Covid-19 in Indonesia? *IJERI: International Journal of Educational Research and Innovation*, (15), 373-387. <https://doi.org/10.46661/ijeri.5329>
- Hoskins, B., Janmaat, J. G., & Melis, G. (2017). Tackling inequalities in political socialisation: A systematic analysis of access to and mitigation effects of learning citizenship at school. *Social science research*, 68, 88-101. <https://doi.org/10.1016/j.ssresearch.2017.09.001>
- Ida, R., Saud, M., & Mashud, M. i. (2020). An empirical analysis of social media usage, political learning and participation among youth: a comparative study of Indonesia and Pakistan. *Quality & Quantity*, 54(4), 1285-1297. <https://doi.org/10.1007/s11135-020-00985-9>
- Jakob, M., Flachsland, C., Steckel, J. C., & Urpelainen, J. (2020). Actors, objectives, context: A framework of the political economy of energy and climate policy applied to India, Indonesia, and Vietnam. *Energy Research & Social Science*, 70, 101775. <https://doi.org/10.1016/j.erss.2020.101775>
- Jayadiputra, E., & Karim, A. A. (2020). 21st Century Competences in Civic Education Curriculum of Indonesia. In *2nd Annual Civic Education Conference (ACEC 2019)* (pp. 99-102). Atlantis Press. <https://dx.doi.org/10.2991/assehr.k.200320.019>
- Kadlec, A., & Friedman, W. (2020). Deliberative democracy and the problem of power. *Journal of Deliberative Democracy*, 3(1). <https://doi.org/10.16997/jdd.49>
- Karliani, E., Kartadinata, S., Winataputra, U. S., & Komalasari, K. (2019). Indonesian civic engagement among college students. *Journal of Human Behavior in the Social Environment*, 29(5), 582-592. <https://doi.org/10.1080/10911359.2019.1571980>
- Keating, A., & Janmaat, J. G. (2016). Education through citizenship at school: Do school activities have a lasting impact on youth political engagement? *Parliamentary Affairs*, 69(2), 409-429. <https://doi.org/10.1093/pa/gsv017>
- Khair, U., & Misnawati, M. (2022). Indonesian language teaching in elementary school: Cooperative learning model explicit type instructions chronological technique of events on narrative writing skills from interview texts. *Linguistics and Culture Review*, 6, 172-184. <https://doi.org/10.21744/lingcure.v6nS2.1974>

- Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O., & Baumert, J. (2008). Teachers' occupational well-being and quality of instruction: The important role of self-regulatory patterns. *Journal of educational psychology, 100*(3), 702–715. <https://doi.org/10.1037/0022-0663.100.3.702>
- Kwon, K. H., Shao, C., & Nah, S. (2021). Localized social media and civic life: Motivations, trust, and civic participation in local community contexts. *Journal of Information Technology & Politics, 18*(1), 55-69. <https://doi.org/10.1080/19331681.2020.1805086>
- Liu, Q., Xu, N., Jiang, H., Wang, S., Wang, W., & Wang, J. (2020). Psychological driving mechanism of safety citizenship behaviors of construction workers: Application of the theory of planned behavior and norm activation model. *Journal of construction engineering and management, 146*(4), 04020027. [https://doi.org/10.1061/\(ASCE\)CO.1943-7862.0001793](https://doi.org/10.1061/(ASCE)CO.1943-7862.0001793)
- Logli, C. (2016). Higher education in Indonesia: Contemporary challenges in governance, access, and quality. In *The Palgrave handbook of Asia Pacific higher education* (pp. 561-581). Springer. [https://doi.org/10.1057/978-1-137-48739-1\\_37](https://doi.org/10.1057/978-1-137-48739-1_37)
- Lonto, A. L., Wua, T. D., & Pangalila, T. (2019). Pedagogic Competency and Teacher Learning Management in Strengthening Implementation of Civic Education Curriculum. In *1st International Conference on Social Sciences and Interdisciplinary Studies (ICSSIS 2018)* (pp. 17-22). Atlantis Press. <https://dx.doi.org/10.2991/icssis-18.2019.4>
- Maryanti, R., Nandiyanto, A. B. D., Hufad, A., & Sunardi, S. (2021). Science education for students with special needs in Indonesia: From definition, systematic review, education system, to curriculum. *Indonesian Journal of Community and Special Needs Education, 1*(1), 1-8. <https://doi.org/10.17509/ijcsne.v1i1.32653>
- Maurissen, L., Claes, E., & Barber, C. (2018). Deliberation in citizenship education: How the school context contributes to the development of an open classroom climate. *Social Psychology of Education, 21*(4), 951-972. <https://doi.org/10.1007/s11218-018-9449-7>
- Mulyasa, E. (2016). Improved Quality Management Based Learning for Preparing the Character of Graduates in Response to Globalization Era. *International Journal of Education and Research, 4*(11), 385-393. <https://www.ijem.com/journal/2016/November-2016/34.pdf>
- Neundorf, A., Niemi, R. G., & Smets, K. (2016). The compensation effect of civic education on political engagement: How civics classes make up for missing parental socialization. *Political Behavior, 38*(4), 921-949. <https://doi.org/10.1007/s11109-016-9341-0>
- Oni, A. A., Oni, S., Mbarika, V., & Ayo, C. K. (2017). Empirical study of user acceptance of online political participation: Integrating Civic Voluntarism Model and Theory of Reasoned Action. *Government Information Quarterly, 34*(2), 317-328. <https://doi.org/10.1016/j.giq.2017.02.003>
- Otto, L., & Bacherle, P. (2011). Politisches Interesse Kurzskaala (PIKS)–Entwicklung und Validierung. *Politische Psychologie, 1*(1), 19-35. [http://www.psychologie-aktuell.com/fileadmin/download/PP\\_1-2011.pdf#page=21](http://www.psychologie-aktuell.com/fileadmin/download/PP_1-2011.pdf#page=21)
- Pfanzelt, H., & Spies, D. C. (2019). The gender gap in youth political participation: evidence from Germany. *Political Research Quarterly, 72*(1), 34-48. <https://doi.org/10.1177/1065912918775249>
- Putri, D. S., & Adha, M. M. (2020). The problems of implementing blended learning class in civic education students, University of Lampung. *Universal Journal of Educational Research, 8*(3D), 106-114. <http://repository.lppm.unila.ac.id/id/eprint/18820>
- Reichert, F., & Print, M. (2017). Mediated and moderated effects of political communication on civic participation. *Information, Communication & Society, 20*(8), 1162-1184. <https://doi.org/10.1080/1369118X.2016.1218524>
- Ringwood, L., Watson, P., & Lewin, P. (2019). A quantitative method for measuring regional economic resilience to the great recession. *Growth and change, 50*(1), 381-402. <https://doi.org/10.1111/grow.12265>
- Ruess, C., Hoffmann, C. P., Boulianne, S., & Heger, K. (2021). Online political participation: the evolution of a concept. *Information, Communication & Society, 1*-18. <https://doi.org/10.1080/1369118X.2021.2013919>
- Sako, T. (2021). How did Students Perceive Classroom Learning under Strict COVID-19 Pandemic Closures and Restrictions? *English Education: Journal of English Teaching and Research, 6*(2), 128-148. <https://doi.org/10.29407/jetar.v6i2.16394>
- Santika, I. G. N., Arnyana, I. B. P., Suastra, I. W., & Kartika, I. M. (2022). Contents Standard Policy of Basic Education in The National Level Reviewed from The Scope of Citizenship Education Materials. *Journal of Sustainable Development Science, 4*(1), 29-36. <https://doi.org/10.46650/jsds.4.1.1263.29-36>

- Sarkadi, S., & Fadhillah, D. (2020). The Engagement of Learning Management on Civic Education for Civic Disposition Building in Senior High School. *Journal of Social Studies Education Research*, 11(3), 134-155. <https://www.jsser.org/index.php/jsser/article/view/2213>
- Saud, M. (2020). Civic engagement, youth socialisation and participation in public spheres in Indonesia. *Children and Youth Services Review*, 119, 105669. <https://doi.org/10.1016/j.chilyouth.2020.105669>
- Saud, M., & Margono, H. (2021). Indonesia's rise in digital democracy and youth's political participation. *Journal of Information Technology & Politics*, 18(4), 443-454. <https://doi.org/10.1080/19331681.2021.1900019>
- Schulz, W., Ainley, J., Fraillon, J., Losito, B., & Agrusti, G. (2016). *IEA international civic and citizenship education study 2016 assessment framework*. Springer Nature. <https://library.oapen.org/bitstream/handle/20.500.12657/28013/1001984.pdf?sequence=1>
- Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2018). *Becoming citizens in a changing world: IEA International Civic and Citizenship Education Study 2016 international report*. Springer Nature. <https://library.oapen.org/bitstream/handle/20.500.12657/28127/1001867.pdf?sequence=1>
- Sharafutdinova, K. G., Kulmamatova, F. K., & Haydarova, S. (2021). The role of cognitive psychology in the elimination of destructive behavior. *Asian Journal Of Multidimensional Research*, 10(4), 957-964. <http://dx.doi.org/10.5958/2278-4853.2021.00348.7>
- Shinta, A., & Daihani, D. U. (2019). The implementation of creative civic education on waste management to strengthen national resilience. In *12th International Indonesia Forum Conference with the theme Rising to the Occasion: Indonesian Creativity, Ingenuity, and Innovation in a World in Transition, at National Cheng Kung University, Tainan, Taiwan* (Vol. 26). <https://www.researchgate.net/profile/Arundati-Shinta/publication/339783053>
- Stuparu, L.-V. (2022). Civic Participation and Indifference in the Democratic State. *Romanian Review of Political Sciences & International Relations*, 19(2), 14-22.
- Subandi, S. (2020). Quality Development Model of Management Islamic Religious Higher Education of Nahdltul Ulama. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 5(2), 107-121. <https://doi.org/10.25217/ji.v5i2.1195>
- Sutima, S. (2020). Total Quality Management Through Lecturer Assessment With Students to Improve Graduate Quality. *ADI Journal on Recent Innovation*, 2(1), 51-65. <https://doi.org/10.34306/ajri.v2i1.55>
- Usmi, R., & Murdiono, M. (2021). Ecological citizenship in textbooks on Pancasila and Citizenship Education subjects at the secondary education level. *Journal Civics: Media Kajian Kewarganegaraan*, 18(2), 242-256. <https://journal.uny.ac.id/index.php/civics/article/download/38885/pdf>
- Valadez, J. M. (2018). *Deliberative democracy, political legitimacy, and self-determination in multicultural societies*. Routledge. <https://doi.org/10.4324/9780429501067>
- Wahyudin, D., & Suwarta, A. (2017). The curriculum implementation for cross-cultural and global citizenship education in Indonesia schools. *Educare*, 10(1). <https://doi.org/10.2121/edu-ijes.v10i1.928>
- Wang, M.-T., Degol, J. L., Amemiya, J., Parr, A., & Guo, J. (2020). Classroom climate and children's academic and psychological wellbeing: A systematic review and meta-analysis. *Developmental Review*, 57, 100912. <https://doi.org/10.1016/j.dr.2020.100912>
- Watson-Singleton, N. N., Mekawi, Y., Wilkins, K. V., & Jatta, I. F. (2021). Racism's effect on depressive symptoms: Examining perseverative cognition and Black Lives Matter activism as moderators. *Journal of Counseling Psychology*, 68(1), 27-37. <https://doi.org/10.1037/cou0000436>
- Weiss, J. (2020). What is youth political participation? Literature review on youth political participation and political attitudes. *Frontiers in Political Science*, 2, 1. <https://doi.org/10.3389/fpos.2020.00001>
- Wood, B. E., Taylor, R., Atkins, R., & Johnston, M. (2018). Pedagogies for active citizenship: Learning through affective and cognitive domains for deeper democratic engagement. *Teaching and Teacher Education*, 75, 259-267. <https://doi.org/10.1016/j.tate.2018.07.007>
- Ziegele, M., Weber, M., Quiring, O., & Breiner, T. (2018). The dynamics of online news discussions: Effects of news articles and reader comments on users' involvement, willingness to participate, and the civility of their contributions. *Information, Communication & Society*, 21(10), 1419-1435. <https://doi.org/10.1080/1369118X.2017.1324505>

# Teaching Quality Management of Civics Education in Indonesia: The Role of Political Interest

## ORIGINALITY REPORT

12%

SIMILARITY INDEX

10%

INTERNET SOURCES

9%

PUBLICATIONS

%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="http://www.ncbi.nlm.nih.gov">www.ncbi.nlm.nih.gov</a> Internet Source	4%
2	<a href="http://link.springer.com">link.springer.com</a> Internet Source	1%
3	<a href="http://www.psychologyandeducation.net">www.psychologyandeducation.net</a> Internet Source	1%
4	<a href="http://hdl.handle.net">hdl.handle.net</a> Internet Source	<1%
5	<a href="http://www.tandfonline.com">www.tandfonline.com</a> Internet Source	<1%
6	<a href="http://www.impactjournals.us">www.impactjournals.us</a> Internet Source	<1%
7	<a href="http://jssidoi.org">jssidoi.org</a> Internet Source	<1%
8	Pascal Alscher, Ulrich Ludewig, Nele McElvany. "Civic Education, Teaching Quality and Students' Willingness to Participate in Political and Civic Life: Political Interest and	<1%

# Knowledge as Mediators", Journal of Youth and Adolescence, 2022

Publication

---

9	<a href="http://orca.cardiff.ac.uk">orca.cardiff.ac.uk</a> Internet Source	<1 %
10	"Influences of the IEA Civic and Citizenship Education Studies", Springer Science and Business Media LLC, 2021 Publication	<1 %
11	<a href="http://jirmsse.szabist.edu.pk">jirmsse.szabist.edu.pk</a> Internet Source	<1 %
12	<a href="http://www.heos.asia">www.heos.asia</a> Internet Source	<1 %
13	<a href="http://www.strategiimanageriale.ro">www.strategiimanageriale.ro</a> Internet Source	<1 %
14	<a href="http://www.georg.ch">www.georg.ch</a> Internet Source	<1 %
15	<a href="http://etd.uum.edu.my">etd.uum.edu.my</a> Internet Source	<1 %
16	<a href="http://web.apsanet.org">web.apsanet.org</a> Internet Source	<1 %
17	Mekhala Kaluarachchi, K.G.A.S. Waidyasekara, Raufdeen Rameezdeen. "Antecedents of noise pollution control behaviour of employees of construction companies", Built Environment Project and Asset Management, 2021	<1 %

18

Timothy Paul Cronan, Sulaiman Al-Rafee. "Factors that Influence the Intention to Pirate Software and Media", Journal of Business Ethics, 2007

Publication

---

<1 %

19

Tobin, K.. "Civic education in emerging democracies: Lessons from post-Communist Poland and Romania", Journal of Research in International Education, 2010.

Publication

---

<1 %

20

Zulfiqar Ali, Hasin Bano. "Understanding Consumer Intention Towards Blockchain-Based Mobile Payment Adoption Services in Pakistan", International Journal of e-Collaboration, 2022

Publication

---

<1 %

21

[aran.library.nuigalway.ie](http://aran.library.nuigalway.ie)

Internet Source

---

<1 %

22

[elcpg.ssrु.ac.th](http://elcpg.ssrु.ac.th)

Internet Source

---

<1 %

23

[www.joi.isoss.net](http://www.joi.isoss.net)

Internet Source

---

<1 %

24

[zombiedoc.com](http://zombiedoc.com)

Internet Source

---

<1 %

25

"Encyclopedia of Education and Information Technologies", Springer Science and Business Media LLC, 2020

Publication

---

<1 %

26

Charoline Cheisviyanny, Sany Dwita, Dovi Septiari, Nayang Helmayunita. "Career choice factors of Indonesian accounting students", Revista Contabilidade & Finanças, 2022

Publication

---

<1 %

27

Daniel Deimel, Katrin Hahn-Laudenberg, Johanna F Ziemes, Hermann J Abs. "Civic education and social interactions at school as drivers of intended electoral participation: Similarities and differences in four European school systems", Education, Citizenship and Social Justice, 2022

Publication

---

<1 %

28

Daniel Miranda, Juan Carlos Castillo, Andrés Sandoval-Hernandez. "Young Citizens Participation", Youth & Society, 2017

Publication

---

<1 %

29

Donato Iacobucci, Francesco Perugini. "Entrepreneurial ecosystems and economic resilience at local level", Entrepreneurship & Regional Development, 2021

Publication

---

<1 %

30

Hope, Elan C., and Robert J. Jagers. "The Role of Sociopolitical Attitudes and Civic Education in the Civic Engagement of Black Youth", *Journal of Research on Adolescence*, 2014.

Publication

<1 %

31

Shazia Nauman, Connie Zheng, Rizwan Ahmad. "Employee Career Outlook and Turnover: Unleashing the Roles of Career Adaptability and Career Satisfaction in International Construction Projects", *Journal of Construction Engineering and Management*, 2021

Publication

<1 %

32

Turwelis, Aan Komariah, Inna Rykova, Dmitry Shestakov et al. "Assessing the Quality and Efficiency of Education in Rural Schools through the Models of Integration and the Cooperation of Educational Institutions: A Case Study of Russia and Indonesia", *Sustainability*, 2022

Publication

<1 %

33

[deepblue.lib.umich.edu](https://deepblue.lib.umich.edu)

Internet Source

<1 %

34

[dokumen.pub](https://dokumen.pub)

Internet Source

<1 %

35

[ir-library.ku.ac.ke](https://ir-library.ku.ac.ke)

Internet Source

<1 %

36	<a href="http://jhir.library.jhu.edu">jhir.library.jhu.edu</a> Internet Source	<1 %
37	<a href="http://ojs.unimal.ac.id">ojs.unimal.ac.id</a> Internet Source	<1 %
38	<a href="http://research.acer.edu.au">research.acer.edu.au</a> Internet Source	<1 %
39	<a href="http://www.academypublication.com">www.academypublication.com</a> Internet Source	<1 %
40	<a href="http://www.iea.nl">www.iea.nl</a> Internet Source	<1 %
41	<a href="http://www.ojs.excelingtech.co.uk">www.ojs.excelingtech.co.uk</a> Internet Source	<1 %
42	Chien-An Lin, Timothy C. Bates. "Smart people know how the economy works: Cognitive ability, economic knowledge and financial literacy", <i>Intelligence</i> , 2022 Publication	<1 %
43	Lies Maurissen, Carolyn Barber, Ellen Claes. "Classroom discussions and political tolerance towards immigrants: the importance of mutual respect and responsiveness", <i>Acta Politica</i> , 2018 Publication	<1 %
44	David E. Campbell. "What Social Scientists Have Learned About Civic Education: A	<1 %

# Review of the Literature", Peabody Journal of Education, 2019

Publication

---

45

Isabelle Stadelmann-Steffen, Linda Sulzer. "Just another brick in the wall? The relationship between classroom-based political education and the political interest of young adults in Switzerland", Journal of Youth Studies, 2017

Publication

---

<1 %

46

Marta Miklikowska, Roderik Rekker, Ales Kudrnac. "A Little More Conversation A Little Less Prejudice: The Role of Classroom Political Discussions for Youth's Attitudes toward Immigrants", Political Communication, 2022

Publication

---

<1 %

---

Exclude quotes      On

Exclude matches      < 5 words

Exclude bibliography      On