

The Integration of Political Interest in Transmitting the Teaching Quality Management of Civics Education in Indonesia

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The Integration of Political Interest in Transmitting the Teaching Quality Management of Civics Education in Indonesia

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ABSTRACT

Students' readiness to participate in civic affairs is gaining notoriety in light of the low quality of management practices in the teaching techniques of emerging nations in Civic Education. Consequently, based on the tenets of the Deliberative Democracy Theory, the purpose of the present study is to examine the impact of several civic teaching quality variables in fostering students' interest in civic issues. Teachers in the Kawangkoan environment of Indonesia were the focus of this study. 350 people were polled using a questionnaire-based technique to acquire data. Using SmartPLS v.4.0, data were examined.

The conclusion revealed a substantial correlation between an open classroom environment, cognitive addiction, political dialogue, and the motivation to participate in civic concerns. The political interest was also found to mediate the relationship between the civic education quality characteristics and the students' willingness to participate in civic concerns, but with varying effects. Education is one of the most important sectors in Indonesia, as young people apply what they have learned in their educational careers to their daily lives. Consequently, the value of this research study is evident. This study is also beneficial for educators since, after acquiring unique knowledge from it, they can utilize it and enhance their teaching quality, enhancing student learning.

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Introduction

Politically in Indonesia, civic education plays a crucial part in developing elegance among the youth generation (Myoung & Liou, 2022). In Indonesia, civic education educates young people with the knowledge and abilities necessary for active participation in life's political and civic spheres (Elan & Solihati, 2022). Varied countries have different policies for implementing civic education. Similarly, Civic Education in Indonesia is considered a distinct and distinctive discipline (Amri, 2022). In Indonesia, as opposed to other countries where Civic Education is merged with other sorts of topics, it is classified as Citizenship Education (Nugroho et al., 2022). The policies regarding Civic Education in Indonesia seek to shape the personalities of their citizens by incorporating elements of nationalism and patriotism. This is because quality education can only be effectively implemented if the policies are designed appropriately and managed properly (Santoso, 2021). Moreover, the educational management component encompasses the concept of managing educational institutions and classroom management so that learning activities can be made more productive (Setyaningsih & Suchyadi, 2021). For this reason, a teacher's involvement in supervising all education-related activities, particularly in classrooms and schools, is vital (Naz & Rashid, 2021).

Despite the ultimate importance of instructors in education system administration, little is known about the various elements influencing the teaching quality of civic education in Indonesia (Elan & Solihati, 2022; Nugroho et al., 2022). In addition, numerous mediating elements have not been investigated in this respect (Myoung & Liou, 2022), which the current study aims to investigate and assess in the context of students' willingness to participate in civic concerns. Since learning activities cannot be viewed solely as the transfer of knowledge to students, they must be evaluated critically to attain the objective of true learning (Arumugham, 2019). Concerning quality management, many teachers in Indonesia have not yet grasped their roles and duties as leaders in implementing various changes in education-related activities, particularly classroom-based learning (Santika et al., 2022). Because some Indonesian teachers do not even understand the concept of quality management owing to a lack of information regarding this key part of education, it is a topic of grave worry (Hidayat et al., 2022).

Moreover, professors in Indonesia still lack knowledge of incorporating quality into management practices (Hidayah, Prihatin, & Utanto, 2021). For this reason, it has also been observed that students' motivation to participate in various Civic affairs is inadequate, as their professors lack a comprehensive understanding of the management process necessary to improve the quality of Civic Education (Elan & Solihati, 2022; Myoung & Liou, 2022). Based on the preceding debate, it has been determined that such research projects in the past lacked certain types of information. To fill this gap in the literature, it is necessary to demonstrate a connection between the teaching quality of Civic Education and the willingness to participate in civic concerns (Amri, 2022). Therefore, the present study aims to determine the relationship between various elements of the quality of civic education instruction and students' motivation to participate in civic concerns. These influences include an open classroom environment (Maurissen, Claes, & Barber, 2018), cognitive activity (Sanchez-Gomez et al., 2021), and the debate of current political events (Alscher, Ludewig, & McElvany, 2022), among others. The mediation of political interest is also included in this study to examine the link from various viewpoints.

In addition, several Civic Education learning activities incorporate all efforts' input, processing, and output (Resch & Dima, 2021). Consequently, preserving the quality of this field of study in Indonesia is crucial to the management of this subject. Likewise, the processing phase can effectively yield good results (Usmi & Murdiono, 2021). As a result, the significance of this research study can be gleaned from the fact that education is one of the most important sectors in Indonesia, as young people apply what they have learned in their educational careers to their daily lives. Therefore, it is vital to ensure that all quality standards are adhered to in the Indonesian educational sector, particularly in the subject of Civic Education, so that students can be motivated and encouraged to participate in various Civic concerns (Hidayat et al., 2022). Teachers play a significant role in achieving this goal, as they are the ones who may establish the learning standards for students, so fostering the development of their essential capacities and skills for a successful future and their interest in the politics of the country.

To provide a substantial contribution to the existing literature of studies, every research is conducted from the perspective of Indonesia, which is another important reason for the current study. Research objectives assist in elaborating the scope of a study so that the components involved may be comprehended precisely. The following objectives are intended to be addressed by this research based on its coverage of the following topics:

- Examine the impact of the quality of civic education (open classroom climate, cognitive stimulation, and discussion of current political events) in creating and increasing the willingness to participate in civic concerns.
- To research the mediating role of political interest in the relationship between civic education quality (open classroom climate, cognitive stimulation, and discussion of current political events) and the development and improvement of willingness to participate in civic concerns.

Literature Review and Hypothesis Development

Deliberative Democracy Theory

The current study is founded on the philosophy of deliberative democracy. According to this view, deliberation entails that citizens can exchange diverse arguments and analyze numerous forms of claims aimed at securing positive public results (Willis, Curato, & Smith, 2022). It is because, via the exchange of arguments, citizens can come to terms with methods, activities, or policies that can be advantageous for achieving public satisfaction. Consequently, the debate is one of the fundamental prerequisites necessary to guarantee the validity of democratic and political decisions (Curato et al., 2022). According to the principle of deliberative democracy, all citizens should submit their thinking and reasons to support their political positions. It can be accomplished by involving them in decision-making (Janković, 2022). This idea of deliberative democracy highlights the notion that quality may be maintained throughout decision-making. By making democratic processes more deliberative, the public good can be ensured by using arguments and reasons offered by the public, as opposed to relying solely on political power. Because the concept of deliberative democracy theory is not based on competition and conflict among the interests of different people; rather, it is based on the process of exchanging knowledge justifiably so that different perspectives of people can be taken into account when making final decisions (Nishi et al., 2020; Talukder & Pilet, 2021).

In addition, the deliberative democracy theory is crucial because it focuses on the decision-making processes by assuring the public's participation in the entire procedure, so maintaining the equality of individuals and the value of their quality-based arguments (Nishiyama, 2021). Thus, citizens can be swayed by the strength of their arguments rather than by their concerns, biases, and opinions, which cannot be explained in public. Moreover, the fundamental premise of this theory is that legitimacy in the decision-making process may be achieved by guaranteeing that the public participates voluntarily in this process (Talukder & Pilet, 2021). Consequently, the concept of this theory can be implemented to assure the teaching quality in civic education, ensuring a willingness to participate in civic concerns. This research investigates the following relationships based on the concept offered in this theory:

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Civic Education Quality, Political Interest, and Willingness to Participate in Civic Matters

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The quality of instruction has been the focus of numerous earlier research studies and is one of the relevant factors for assuring school effectiveness (Kumari et al., 2020). Teachers play a vital influence in determining the patterns of Civic Education instruction in schools. According to the philosophy of deliberative democracy, the significance of an open classroom environment has been underlined and seen as a crucial aspect of teaching quality (Nishiyama, 2021). In an open classroom, contradictory issues are discussed openly by permitting all students to voice their opinions. When kids can express their thoughtful thoughts, their civic performance increases (Durgunoglu et al., 2021). According to research, students' political knowledge and interest have been proven to correlate positively with their impressions of an open classroom environment (Maurissen et al., 2018). Simultaneously, teachers must evaluate the impact of an open classroom environment on students' willingness to participate in civic concerns.

Cognitive activation is another key aspect that improves the quality of civic education instruction, but it has not been fully investigated by previous scholars (Sanchez-Gomez et al., 2021). Cognitive activation entails all the skills necessary for teachers to design and implement high-potential learning activities that foster a higher level of thinking in their students, such as challenging the teaching material, capitalizing on students' prior knowledge, and conducting in-depth content analysis (Drigas, Mitsea, & Skianis, 2021). According to the deliberative democracy theory, this component can be utilized in Civic Education since cognitive activation encourages students to share their opinions and thoughts in decision-making by providing reasoning (Teig, Scherer, & Nilsen, 2019). It also helps kids acquire problem-solving skills, which might alter their attitudes on civic issues. However, few studies have been completed to examine the function of cognitive ability (Liu-Thompkins et al., 2022; Teig et al., 2019), and those have suggested a favorable correlation between cognitive ability and civic participation.

In addition, one of the most important components for assuring the quality of civic education instruction is classroom debate on current political events (Alscher et al., 2022). Thus, students are allowed to participate deliberately in politically contentious matters. In addition, it facilitates the development of students' political and other curriculum-based knowledge (Garrett & Alvey, 2021). It will assist in fostering their political interest. Previous research studies have demonstrated that students do well on assessments of civics

courses (Encina & Berger, 2021). Most students who deliberately participate in such discussions also have a keen interest in political domain-related topics. Therefore, it is hypothesized that:

H1: There is a positive association between open classroom climate, b) cognitive activation, and c) discussion of current political events with the willingness to participate in civic matters.

H1: There is a positive association between open classroom climate, b) cognitive activation, and c) discussion of current political events with the willingness to participate in civic matters.

Political interest and Willingness to Participate in Civic Matters

More emphasis is placed on instilling civic knowledge in youth through development initiatives. Existing research examines the relationship between civic education quality and youth political interest as mediated by their willingness to participate in civic matters. Civic socialization and engagement enhance youth participation. Youth in Indonesia are encouraged to engage in civic activities through early exposure to civic education. According to research, the local environment fosters a sense of civic responsibility and creates responsible civil state citizens. In addition, the level of participation has been separated into distinct categories. These categories are based on the semester and students' civic education knowledge. At the same time, Jamison and Madden (2021) reported that students' interest in politics at various stages of their education increases their willingness to participate in civic activities. In addition, education is the unifying force of nationality that creates national-level policies based on civic education learning. The paper simultaneously examines the role of teachers and learning materials in enhancing civic education among Indonesian youth based on their political interests. It is, therefore, a hypothesis;

H3: Political interest is positively associated with willingness to participate in civic matters in the education sector of Indonesia

Political interest as a Mediator

The literature on open classroom climate has been extensively explored in numerous contexts. Civic education is characterized by using a classroom setting to foster civic engagement in the community (Elan & Solihati, 2022). Saud (2020) argued that an open classroom setting substantially affects civic engagement in Indonesia. The research has also demonstrated that religious autonomy and nationalist beliefs encourage civic engagement (Dewantara et al., 2020). The researchers have also interchanged nationalist values and political interests among individuals (Alscher et al., 2022). Another study investigates whether the educational process introduces students to standardized conceptions. In addition, social practices are characterized as enhancing people's willingness to participate in the civic affairs of society. In addition, literature narrows the approach to a few clearly defined ideals, such as the political interest of students and teachers, which could promote civic engagement (Kahne & Bowyer, 2019). These actions also serve the state's interests. In addition, earlier research has shown the significance of an open classroom environment for students and teachers. This climate has considerably enhanced people's willingness to participate in civic concerns in the Indonesian education sector.

In addition, prior investigations have not thoroughly investigated cognitive activation (Watson-Singleton et al., 2021). According to research, several states affect the cognitive process when implementing civic actions in society. The paper employs cognitive theory,

which defines people's propensity to engage in civic activities (Barton, Vergani, & Wahid, 2021). Civic activities and persons' engagement in the education sector have been investigated regarding the level of political interest. As political interest develops, so does the willingness of individuals to participate in civic activities (Alscher et al., 2022). Similarly, a decline in political interest will result in a decline in participation in civic activities within a society.

In addition, researchers have attempted to explain the role of political event discussion in boosting the participation of individuals in civic activities. In addition, Boulianne and Theocharis (2020) investigated the use of social media as a platform for people to discuss political events to increase their willingness to participate in civic issues. The framework contributes to the study of civil society's participation in political discussions and society's political economy settings. Such discussions on current political events assist policymakers in formulating informed policies. It may also foster a strong desire among citizens to participate in state civic affairs by generating political interest. Thus, previous research demonstrates a significant correlation between the discussion of current political events and the willingness to engage in civic matters. In addition, the studies have demonstrated the positive influence of political interest in transmitting quality education on civic engagement in the education sector. Therefore, the research hypothesis can be generated as follows:

H4: Political interest mediates the relationship of a) open classroom climate, b) cognitive activation, and c) discussion of current political events with the willingness to participate in civic matters in the education sector of Indonesia.

Theoretical Framework of the Study

Figure 1 presents the study's theoretical framework based on the theoretical foundation and literature support.

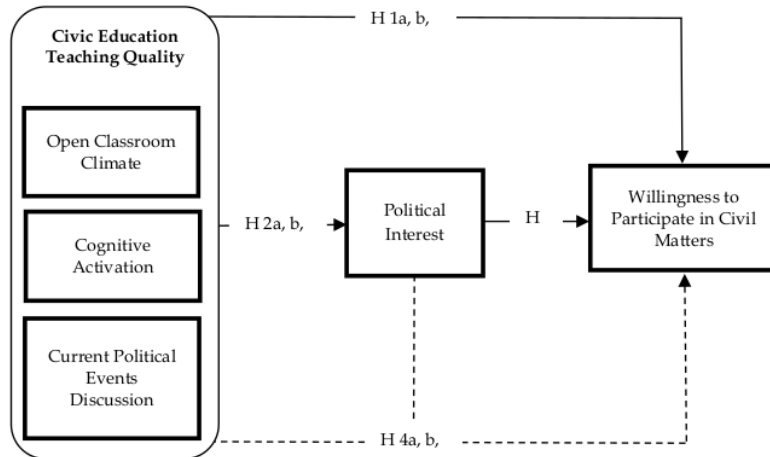


Figure 1: Theoretical Framework of the Study

Research Methodology

Participants and Procedures

Every country's education system now recognizes the importance of providing pupils with high-quality civics education. This study focuses on improving civic education in Indonesia's educational system. The present study aims to investigate the effect of excellent civic education variables, such as an open classroom environment, cognitive activity, and discussion of current political events, on students' motivation to participate in civic matters. The link has also been investigated regarding the role of political interest as a mediator. The target demographic of the study is Indonesian high school instructors of civics education. The paper's methodology is based on a quantitative technique that adopted the distribution of questionnaires following the positivist research philosophy, which focuses on pure facts and data without human bias in interpreting the results. In addition, the current study employs an explanatory research approach since it investigates the preexisting link between the variables included in the paper (Zimmermann et al., 2020). The questionnaires were sent to the civic education instructors at 20 different Indonesian educational institutions. Teachers submitted a total of 470 surveys between January 2022 and August 2022. Out of 370 questionnaires utilized in the process of result interpretation, 350 have been retrieved. In addition, the questionnaire comprises two sections. The first section of the questionnaire defines the sample's demographics, such as age, gender, etc. The second section describes the research variables.

Measures of the Study

Twenty items in the survey questionnaire pertained to research variables. Four items from Maurissen et al. (2018) were used to measure the open classroom climate. Three altered questions from Klusmann et al. (2008), Bonnie and William (2016) devised a three-item scale to assess the debate on current political events. In addition, Political Interest was evaluated using four items from Guimarães and Lima (2021). Three items from Otto and Bacherle (2011). All the items were measured using a five-point Likert scale ranging from 1 to 5, with 1 indicating strong disagreement and 5 indicating strong agreement.

Respondent's demographics

The data for this study were acquired from the teaching staff of Indonesian high schools. There were 470 questionnaires distributed to the teaching staff, and to our surprise, the response rate was satisfactory. 350 educators sought to complete surveys for this study. 47% of the respondents were female teachers, while 53% were male teachers. A total of 166 respondents were female teachers, and the remaining 184 were male teachers. It was observed that both male and female teachers taught in Indonesia's educational institutions, even though the gender distribution was relatively stable. There were 149 teachers between the ages of 24-28, 101 teachers between the ages of 29-33, and 99 teachers over the age of 35. As most teachers in Indonesia were between the ages of 24 and 28, this indicated that the country's educational sectors tend to recruit younger, more talented individuals over time. Most teachers were postgraduates (68%), whereas only 32% were undergraduates.

Data Analysis and Results

Data analysis

The results of the paper were examined using SmartPLS v.4.0. The questionnaires were distributed to civic education teachers in the Indonesian education sector to examine the quality of civic education with the aid of several factors that are practiced and have the potential to influence students' civic education. However, the structural equation model was derived from the research-derived hypothesis.

Descriptive of studied variables

Effectively describing and summarizing the data are descriptive statistics. While studying the description of studied constructs, it is necessary to report on several important indicators. Such as the variables' skewness, standard deviation, and average or mean value. The skewness threshold ranges between -1 and +1. The study's findings revealed that all construct values fall within their respective threshold ranges. Similarly, the standard deviation and skewness values fall within the ranges outlined for the corresponding criteria. The results indicate that the data is normally distributed and that there are no disturbing outliers.

Measurement Model Assessment

The analysis of factor loadings demonstrates the absence of duplicate items since it is evidence of the questionnaire's validity. Table 1 describes the outcomes of this study's factor loadings and assures that no results are duplicated. There is no cross-loading in the data, as all the elements appear in their appropriate columns. Typically, the validity analysis in research aims to determine the veracity of perceived factors. The convergent validity describes how strongly the novel scale correlates with another variable and other measures of an unrelated construct (Mansoor, Awan, & Paracha, 2022). This can be accomplished in two ways. The extracted mean-variance and the composite reliability. Table 1 dictates the outcome for both variables. Convergent validity refers to the precision of the scale employed in the study, while the average variance extracted is also a vital metric for measuring and ensuring the results (Hartanto, Agussani, & Dalle, 2021; Henseler, Ringle, & Sarstedt, 2015). The value of CR cannot be less than 0.70, while the value of AVE must be less than 0.5. (Amka & Dalle, 2022; Mansoor et al., 2022; Sarstedt, Ringle, & Hair, 2021). It implies that no items were lost and that the data utilized for scale items in the study are authentic.

In addition, the Heterotrait-Monotrait (HTMT) ratio was utilized to assess the discriminant validity of the study variables. The discriminant validity demonstrates that, theoretically, uncorrelated constructs are unrelated in practice. Each construct's discriminant validity is depicted in bold, including the discriminant validity. In addition, each HTMT value is less than 0.90 (see Table 2). Consequently, convergent and discriminant validity results have been confirmed, and model fitness has been assessed.

Table 1

Reliabilities and Validities of the Measures

| Constructs/Indicators | Factor Loadings | | | | | AVE | CR | CA |
|---|-----------------|-------|-------|-------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| Open Classroom Climate | | | | | | 0.598 | 0.856 | 0.801 |
| OCC1 | 0.702 | | | | | | | |
| OCC2 | 0.773 | | | | | | | |
| OCC3 | 0.759 | | | | | | | |
| OCC4 | 0.852 | | | | | | | |
| Cognitive Activation | | | | | | 0.576 | 0.803 | 0.758 |
| CA1 | | 0.752 | | | | | | |
| CA2 | | 0.739 | | | | | | |
| CA3 | | 0.786 | | | | | | |
| Discussion of Current Political Events | | | | | | 0.567 | 0.797 | 0.767 |
| DCPE1 | | | 0.746 | | | | | |
| DCPE2 | | | 0.725 | | | | | |
| DCPE3 | | | 0.786 | | | | | |
| Political Interest | | | | | | 0.610 | 0.886 | 0.712 |
| PI1 | | | | 0.876 | | | | |
| PI2 | | | | 0.732 | | | | |
| PI3 | | | | 0.739 | | | | |
| PI4 | | | | 0.761 | | | | |
| PI5 | | | | 0.787 | | | | |
| Willingness to Participate in Civic Matters | | | | | | 0.574 | 0.871 | 0.735 |
| WPCM1 | | | | | 0.726 | | | |
| WPCM2 | | | | | 0.758 | | | |
| WPCM3 | | | | | 0.774 | | | |
| WPCM4 | | | | | 0.798 | | | |
| WPCM5 | | | | | 0.729 | | | |

Note: CR, composite reliability; CA, Cronbach Alpha; AVE, average variance extracted.

Table 2

Heterotrait-Monotrait Ratio

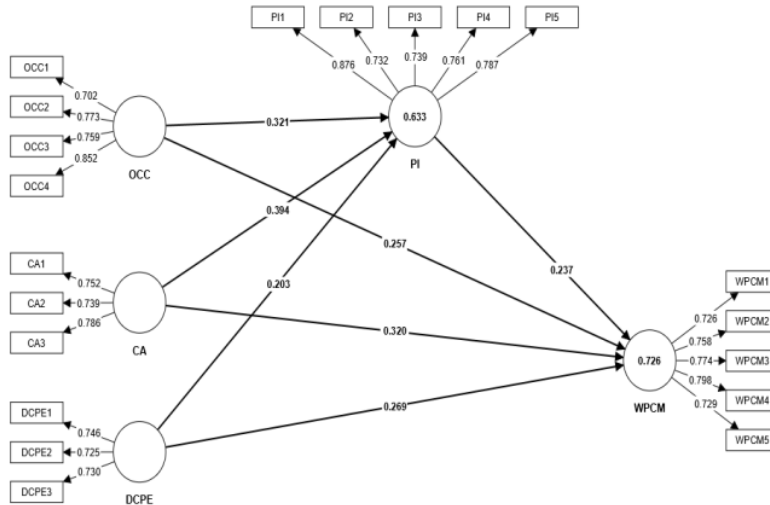
| Constructs | Mean | STD | 1 | 2 | 3 | 4 | 5 |
|---|------|------|--------------|--------------|--------------|--------------|--------------|
| Open Classroom Climate | 3.95 | 1.07 | 0.773 | | | | |
| Cognitive Activities | 3.88 | 1.10 | 0.476 | 0.758 | | | |
| Discussion of Current Political Events | 4.14 | 0.82 | 0.561 | 0.500 | 0.752 | | |
| Political Interest | 3.98 | 1.03 | 0.489 | 0.454 | 0.501 | 0.781 | |
| Willingness to Participate in Civic Matters | 4.07 | 0.89 | 0.533 | 0.499 | 0.518 | 0.555 | 0.757 |

Note: The square roots of AVEs of the constructs are shown in bold in diagonal.

Structural Model Assessment

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. The β -coefficient, p-value, and t-value were assessed to test the proposed links via structural

paths. Additionally, the Coefficient of Determination (R^2) was observed to check the fitness of the overall model of the study.



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Figure 2: Full Measurement Model

Hypotheses Testing

Table 3 and Figure 2 of structural equation modeling explain 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 first hypothesis, H1a, had been accepted ($OCC \rightarrow WPCM$, $\beta=.257$, and $P=.000$). The second linear impact of CA on WPCM (H1b) has also resulted in being significant ($CA \rightarrow WPCM$, $\beta=.320$, and $P=.000$). Similarly, the third linear impacts (H1c) have resulted in being significantly accepted as indicated such as ($DCPE \rightarrow WPCM$, $\beta=.269$, and $P=.000$). Moreover, the association of OCC ($OCC \rightarrow PI$, $\beta=.321$, and $P=.000$), CA ($CA \rightarrow PI$, $\beta=.394$, and $P=.000$) and DCPE ($DCPE \rightarrow PI$, $\beta=.203$, and $P=.005$) with PI was found to be significant. Hence, proving hypotheses 2 a, b, and c of the study. Likewise, PI significantly positively influenced WPCM ($PI \rightarrow WPCM$, $\beta=.237$, and $P=.001$). Thus proving H3 of the study.

The indirect mediation of political interest has shown a consistent trend. Hypotheses H 4 a, b, and c have been accepting. The mediation of political interest between open classroom climate and willingness to participate in Civic matters has been accepted ($OCC \rightarrow PI \rightarrow WPCM$, $\beta= 0.282$, and $P=.000$). Similarly, the mediation of political interest between cognitive activation and willingness to participate in civic matters has also resulted in significant, ($CA \rightarrow PI \rightarrow WPCM$, $\beta=-.298$, and $P=.000$) The mediating role of political interest between discussion of current political events and willingness to participate in the Civic matters has been accepted and signed, ($DCPE \rightarrow PI \rightarrow WPCM$, $\beta=.213$, and $P=.003$).

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Table 3

Hypothesis Testing Results

| | | Hypotheses | Std. Beta | t-Value | p-values | Supported |
|-----------|---|-------------------|------------------|----------------|-----------------|------------------|
| H1 | a | OCC→WPCM | 0.257 | 5.217 | 0.000 | Yes |
| | b | CA→WPCM | 0.320 | 7.118 | 0.000 | Yes |
| | c | DCPE→WPCM | 0.269 | 5.825 | 0.000 | Yes |
| H2 | a | OCC→PI | 0.321 | 7.172 | 0.000 | Yes |
| | b | CA→PI | 0.394 | 7.651 | 0.000 | Yes |
| | c | DCPE→PI | 0.203 | 4.312 | 0.005 | Yes |
| H3 | | PI→WPCM | 0.237 | 4.974 | 0.001 | Yes |
| H4 | a | OCC→PI→WPCM | 0.282 | 5.990 | 0.000 | Yes |
| | b | CA→PI→WPCM | 0.298 | 7.009 | 0.000 | Yes |
| | c | DCPE→PI→WPCM | 0.213 | 4.584 | 0.003 | Yes |

Where; OCC= Open Classroom Climate; CA= Cognitive Activities; DCPE= Discussion of Current Political Events; PI= Political Interest; WPCM= Willingness to Participate in Civic Matters

Discussion**Study Findings**

This study examined various characteristics and factors that influence participation in civic concerns within the Indonesian education sector. Consequently, the research objectives were supported by developing a hypothesized model. After analyzing the data with a survey-based questionnaire, the results were analyzed. The ultimate status of the hypothesis has been determined, together with an evaluation of its important impact. This study aims to examine the relationship between the quality of civic education instruction and a willingness to participate in civic concerns. This quality of civic education instruction has been evaluated based on three essential aspects. The findings demonstrated that the open classroom environment substantially affected students' propensity to participate in civic concerns. This further demonstrates that kids tend to be more civically engaged when the classroom atmosphere or setting is open and adaptable (Amri, 2022; Elan & Solihati, 2022).

Similarly, data demonstrated that cognitive stimulation considerably impacted the propensity to participate in civic concerns. This further demonstrates that cognitive activities are a required element of the modern teaching process that does not solely focus on the answer to a question posed by a teacher but requires students to think more deeply to find solutions and consider the method they employ to find the answers. The results indicate that cognitive stimulation enhances the willingness of Indonesian students to participate in civic concerns. These findings are corroborated by prior studies (Sanchez-Gomez et al., 2021; Teig et al., 2019). The debate over current political events has a considerable effect on civic engagement. According to the findings, there is a considerable correlation between these two variables as more students continue to debate modern political events and their readiness to participate in Civic concerns (Alscher et al., 2022).

Researchers believe that the quality of civic education instruction significantly affects the willingness of an individual/student to participate in civic concerns (Amri, 2022). The role of political interest as a mediator is crucial in this regard. A kid interested in politics is

typically more willing to participate in civic concerns. Accepted is the theory that PI mediates the link between OCC and WPCM. Past research also indicates that political interest affects students' propensity to participate in civic issues so long as the classroom environment is welcoming (Alscher et al., 2022; Barton & Ho, 2020).

Consequently, OCC can have a substantial effect on WPCM in the presence of political interest. According to the sixth hypothesis, political interest strongly mediates the link between CA and WPCM. According to the research, political interest has a considerable impact on a student's cognitive activity and ultimate participation in civic concerns. Further findings indicate that CA is liable for WPCM. Teachers' tactics for encouraging students to reflect extensively on various topics impact their disposition toward civic rather than political issues.

The role of political interest as a mediator between DCPE and WPCM has been substantial. Students can increase their WPCM while discussing current political events if they have a political interest, according to Kahne and Bowyer (2019). Consequently, the important hypothesis has been accepted. In addition, it may be deduced that civic education quality qualities increase WPCM more significantly when students have a broader political interest.

Conclusion

Based on the tenets of the Deliberative Democracy Theory, this study has identified several factors related to the quality of civic education instruction that can influence the propensity to participate in civic matters. 350 people were polled using a questionnaire-based technique to acquire data. Using SmartPLS v.4.0, data were examined. Overall, these factors have a substantial effect on the WPCM. In this regard, the mediation of political interest is crucial, as studies have shown that having a greater interest in politics increases a person's willingness to participate in civic matters. In contrast to a restricted or strict/non-flexible environment, in which students feel reluctant to participate in various civic matters, the open classroom environment instills confidence in students, thereby increasing their overall participation in civic issues.

Theoretical and Practical Implications

The current study significantly contributes to the existing literature and provides numerous implications for academics and future researchers. Establishing the Deliberative Democracy Theory has presented the significance of political interest in transmitting the application of open classroom climate, cognitive activities, and discussions of current political events to develop and increase students' willingness to participate in civic issues. It demonstrates the significance of student political participation in fostering economic growth in a country. Moreover, education quality implementation is the primary responsibility of teachers, so this study is a great resource for teachers to consider the factors that encourage participation in civic affairs. For a student's personality to develop, the classroom must have a dominant learning environment and a flexible, constructive climate. There is also a need to generate political interest among students, as teachers bear some responsibility for students' actions as they implement what they have learned. This study is also beneficial for educators because, after gaining novel knowledge from it, they can implement it practically and enhance their teaching, thereby enhancing student

learning. The importance of teachers understanding their role in shaping the future of their students cannot be overstated. This study is also an excellent addition to the growing body of literature concerning the quality of civic education instruction.

Limitations and Future Research Directions

This study examined the function of political interest as a mediator between the relationship between open classroom climate cognitive activities and discussion of current political events and the willingness to participate in civic concerns in the country. As culture influences an individual's behavior, the mediation of the classroom's culture might also focus on monitoring the fluctuation in results and modifying the hypothesized mode. In the current investigation, only the mediation hypothesis was evaluated. In contrast, the moderating role of several variables, such as religious values, teaching methodologies, the employment of digital technology in the classrooms, etc., can be considered to increase students' readiness to participate in various civic concerns. This research was conducted using a quantitative methodology. Future researchers can increase the sample size and alter the approach. The current study has been undertaken within Indonesia; in the future, the study can be conducted within the context of another country.

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