Multivariate Analaysis of Critical Consciousness on Female University Students in West Java

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ABSTRACT

There are a lot of gender-based discriminations in West Java, however little effort is made to change this condition. Critical Consciousness (CC) can be the answer to this problem. This study aims to examine the influence of teacher political support, parents and peer political support, experience of discrimination, socioemotional adaptation, academic adaptation, and socioeconomic background on CC and its domains. Sample in this study was taken from population of female students at universities in West Java, with a total of 260 respondents. All instruments in this study have been adapted to accommodate specific characteristics of female students in West Java. Confirmatory factor analysis was used to test the validity of the construct and multivariate regression analysis was used to analyze the data. There is a significant influence from the variables of academic adaptation, socioeconomic background, teacher political support, life satisfaction, parents and peer political support and experiences of discrimination on CC and its domains with t-value > 1.96. Pedagogical approach from teachers, parents, and peers is important. However, in current society that's not the only factor, education is still influenced by socioeconomic background, proven by this study that socioeconomic background heavily influenced one of CC domains.

Keywords: Critical Consciousness; Experience With Discrimination; Female Students; Socioeconomic Background; Teacher Political Support And Parents And Peer Political Support

INTRODUCTION

There is a lot of gender-based discrimination experienced by Indonesian women as indicated by the Gender Inequality Index (GII). So far, Indonesia is still in a low position in the GII compared to other countries with a value of 0.480 in 2019 (BPS, 2021). If we compare it with countries in Europe and Central Asia, we are far behind with an average GII of 0.256. The GII of countries in the East Asia and Pacific region in 2019 averaged 0.324. Even so, Indonesia's gender inequality index is still slightly lower than Arab, Sub-Saharan African and South Asian countries which still have a GII value above 0.5 (BPS, 2021).

In West Java the GII figure is also quite high, based on data the author obtained from BPS (2021) the GII figure for the province of West Java is at 0.39-0.40. This figure is still considered high for areas that are quite close to the province of DKI Jakarta, which has a GII of 0.23, which is quite low for provinces in Indonesia. In fact, West Java's GII is much higher than other provinces on the island of Java, such as D.I. Yogyakarta which has the best index of 0.09.

There are many forms of discrimination against women, the most visible of which is violence against women. In West Java in 2019, there were 2,738 cases of violence against women recorded by

the National Commission on Violence Against Women. This number represents 18% of the total number of cases of violence against women in Indonesia (National Commission Against Violence Against Women, 2020). In a recent study conducted at an Islamic higher education institution in West Java involving 333 respondents (students, employees, and lecturers), it was found that 27.5 percent of the respondents had experienced verbal sexual violence, and 13.8 percent of them had experienced sexual violence. non-verbal. This study also shows that 71 percent of incidents occur during lectures, extracurricular activities, and so on (Muhsin, et. al., 2021).

GII is also manifested through job opportunities. In West Java, based on West Java Open Data (2021), there is a female workforce of 9,026,017 out of a total female population in West Java of 23,760,000. Approximately 40% of women in West Java who are of productive age are not working, a figure which is quite high for one of the main provinces in Indonesia. This is of course very worrying for women's opportunities to actualize themselves in work opportunities. With the number of women graduating from tertiary institutions in West Java amounting to 93,752 (Dikti, 2020), the employment of university graduates in West Java is still relatively low with a workforce figure of 237,708 (Open Data Jabar, 2021).

This is a systematic discrimination that women in West Java experience in everyday life. Even so, it can be seen that the women's movement cannot be said to be small. So far, one of the women's movements has been carried out by uploading content on social media (Parahita, 2019). Good enough, but not enough, as evidenced by the still high GII rate in Indonesia. Then the question arises, why in the midst of discrimination against women who are very fertile in Indonesia, the movement for equality for women has not had a significant impact on Indonesian women? Is there no awareness from women that they have been discriminated against? And what can increase that awareness Critical consciousness (CC) as a construct is able to explain this phenomenon.

With CC, people who are discriminated against are able to learn to critically analyze their social conditions which are full of disparities and change these conditions (Watts, et. al., 2011). In this study, the factors of CC will also be discussed. It is hypothesized that the factors of CC in this study influence CC and its domain significantly.

LITERATURE REVIEW

Critical Consciousness

The concept of critical consciousness (CC), or conscientizacao, was developed by Brazilian educator Paulo Freire (1993) as an approach to helping rural Brazilian farmers learn to read and read the world. CC is defined as learning to analyze critically for people who are oppressed or marginalized about their social conditions and learning about the actions that individuals or collectively take to change perceived injustice (Freire, 2005). For people who are oppressed or marginalized, Freire believes that developing literacy needs to be done by learning to "read" critically the inhumane social conditions that oppressed societies experience, because marginalization and oppression lead people to believe that their voices and perspectives are irrelevant, that they helpless, and literacy is not needed "people like them."

Freire observed that as oppressed people's thinking and understanding of their social condition developed, their view of themselves in relation to society also developed. That is, as their thinking about social structure becomes more complex, oppressed people become less constrained by their social conditions and they also develop the ability and capacity to change these conditions and determine their own lives. This evolving cycle of reflection and action is a central element of CC theory (Freire, 1993) because CC requires "learning to understand social, political, and economic contradictions, and to take action against the oppressive elements of reality".

The CC formulation is based on Freirean thinking, and posits three core dimensions: critical reflection, critical motivation, and critical action (Diemer, et. al., 2015; Watts & Hipolito-Delgado, 2015). Critical reflection refers to the process of learning to question the social structure that marginalizes a group of people. Critical motivation refers to the capacity and commitment to overcome perceived injustice. Critical action refers to involvement individually or collectively to change perceived injustice (Watts, et. al., 2011).

CC and its Antecedents

One research article states that educators' pedagogical emphasis on social justice and an open classroom climate where students consider sociopolitical issues from various views that can be categorized as educator support can increase student involvement in social change efforts which is one of the dimensions of CC, namely critical action (Youniss & Yates, 1997). In addition, educators who provide support for students in forming their opinions on sociopolitical issues and facilitate students for democratic dialogue can also increase students' CC (Kirshner, 2009; Westheimer & Kahne, 2004).

There are several studies that discuss the influence of parental and peer support on the development of CC. One study shows that the sociopolitical support of parents and peers facilitates the perceived capacity of marginalized students to influence sociopolitical change, sociopolitical control, and social action participation which is one of the dimensions of CC, namely critical action (Diemer & Li, 2011). Other studies also show that the support of the environment around students can also be an antecedent of CC. Support from parents and peers in the form of discussions about sociopolitical issues can help students connect inequality issues with their life experiences and also motivate students to participate in social change (Diemer et. al., 2009; Giroux & McLaren, 1996).

Several studies suggest that experience with discrimination can affect CC. One study on African-American students suggested that experiences of discrimination based on race can inform students' social analyzes and sociopolitical actions. Black racial identity researchers conceptualize it as rooted in the unique attributes of African-American culture and experiences of racially based oppression (Sellers, et. al., 1998). The way African-American students interpret cultural factors can shape their identity development, as well as their psychological and behavioral responses (Spencer, et. al., 1997).

Experiences of discrimination based on race are not the only ones that affect CC, experiences of discrimination based on gender and sexual orientation are other discriminations that affect CC (Shields, 2008). CC is developed when "individuals are able to integrate different experiences into their understanding of oppression" (Watts, et.al., 1999). The degree to which students are bullied in their identity dimensions (eg, gender, sexual orientation) may shape how they perceive the experience of racial and other systems of oppression (eg, sexism, homophobia).

There are several studies that examine the effect of socioeconomic background on CC. Indeed, traditionally, CC is usually studied in students who have experienced oppression. However, an interesting CC dynamic was found in privileged students (Diemer et. al., 2016). The students' marginalized socioeconomic background is inconsistently related causally to CC. Several studies reported that there were higher CC results (Godfrey & Grayman, 2014; Schwarzenthal, et. al., 2022), lower (Diemer et. al., 2019), and equivalent (Bañales et al., 2019) in marginalized groups compared to privileged groups. This may occur because students from marginalized groups face different amounts of discrimination and may not be able to recognize discrimination especially if the environment does not facilitate discussions about discrimination (Anyiwo et. al., 2018; Bañales et. al., 2019). In addition, socioeconomically privileged students attend schools in places that provide more support and space to

reflect on structural inequalities (Flanagan et al., 2014; Kornbluh et al., 2019), this explains why in some cases, privileged students have CC higher (Diemer et. al., 2019).

In a systematic review of the relationship between CC and well-being, Maker-Castro et al. (2022), concluded that research findings indicate a positive relationship between CC and well-being (eg, better mental and socioemotional health), particularly among youth of color. While most of the studies included in this review focused on adolescents from marginalized groups, some studies also found a positive but weak relationship among privileged students (Frost et al., 2019).

One study reported a positive relationship between academic adaptation and students' CC, although another study found an insignificant and negative relationship between academic adaptation and CC (Heberle et. al., 2020). The study of the relationship between academic adaptation and CC is very complex. Previous studies reported that students' low academic adaptation is associated with high critical reflection and low critical motivation (Godfrey et. al., 2019).

METHOD

Sample

The sample used in this study was female students who were still actively studying in the even semester of the 2022-2023 academic year at universities in West Java. The number of samples in this study were 260 people.

Because this study was conducted at a university in West Java, the majority of the subjects in this study were also dominated by female students who came from the Sundanese ethnicity. 90.4% of the 260 subjects came from Sundanese ethnicity while the remaining 9.2% came from other ethnicities. Most of the subjects in this study had a family income of more than 2 million rupiah (66.5%).

Measurement

The short critical consciousness scale, according to the construct that the author uses, has three components, namely critical reflection with two subcomponents, namely perceived inequality and egalitarianism, critical motivation, and critical action (Rapa et. al., 2020). This measuring instrument has a reliability of 0.87. The author adapts and modifies the items in this measurement tool to suit the research objectives and the conditions of the research sample.

Teacher political support, measured by whether students perceive their history, civics, or social studies educators to emphasize "racism and other forms of injustice," discuss political and social issues where people have different opinions and "students are encouraged to make their own decisions about issues social and political issues". Higher scores on each item represent greater perceived educator support. This measuring instrument corresponds to a measuring tool that measures educator support in a study conducted by Diemer & Li (2011).

Parent and peer political support, measured by how often participants "talk about current events or things students have heard on the news with family and friends" questions used to measure parental and peer sociopolitical support are included in The Civic and Political Health Survey (CPHS). Students aged 18–25 years were asked how often "politics was discussed around students' homes as students were growing up". CPHS was created to take one of the responses to assess how often participants discussed politics at home. Parental and peer support is measured together in CPHS. Higher scores on each item represent an increase in the sociopolitical support of parents and peers (Diemer & Li, 2011).

Discrimination stress scale, is a measurement tool developed by Titzmann et al. (2011) to capture students' experiences of discrimination. The factor structure and evidence for validity have been tested by Titzmann et al. (2011). Six items assess how often the teen experienced a particular event in the past year, for example, "another student was rude to me because of my gender", using a scale from (1) never to (5) more than 10 times; the reliability of this measuring instrument is 0.89.

Socioemotional adaptation, measuring depressive symptoms and physiological stress the authors use the measurement developed by Berry et. al. (2006). Depressive symptoms (eg, "I feel unhappy and sad") and physiological stress (eg, "I feel dizzy and want to pass out") were measured using five items each (Berry et al., 2006). Response scales ranged from (1) almost never to (5) very often. Reliability was reported for both depressive symptoms (α=.86) and physiological stress (α=.79). Life satisfaction is measured using the life satisfaction measurement developed by Diener et al. (1985) with a life satisfaction scale consisting of five items, such as. "I am satisfied with my life". Reliability is reported as good at α=0.85.

Academic adaptation, has several dimensions that are measured. behavioral school engagement, measured by items (for example, "In class, I work as hard as possible") and emotional school engagement measured by items (for example, "When I am in class, I feel happy") behavioral school engagement and emotional school engagement measured by five items each taken from Skinner et al. (2009). Reliability is well calculated for behavioral school engagement (α=.84) and emotional school engagement (α=.84). Disruptive behavior in schools is measured by five items from Jenkins et al. (1995), for example "How often did you throw something in class in the last four weeks?" with an answer scale ranging from (1) almost never to (4) very often. Reliability is considered good with Cronbach's alpha coefficient of α=.71.

Data Analysis

The construct validity test was carried out after data collection to test whether the instruments used in this study actually measure the constructs you want to measure. Confirmatory Factor Analysis (CFA) using MPlus7 software (Muthen & Muthen, 2017) was carried out to test the construct validity of the instruments used in this study.

Path analysis was carried out in this study as a data analysis technique to analyze the relationship dynamics of the variables in this study and also to test the hypotheses in this study regarding the influence of teacher political support, parent and peer political support, experience of discrimination, socioeconomic status, socioemotional adaptation, and academic adaptation to critical consciousness as the dependent variable. The author processes the data using data processing software, namely Lisrel 8.80 and Mplus07.

Path analysis is a more complex form of multiple regression, because path analysis consists of a model that describes the effect of a set of research variables. In addition, path analysis can assist the writer in examining the dynamics of the relationship of the variables to be examined in this study which can later explain causal processes between variables. Because in this case the path analysis will explain the relationship between the research variables associated with the model parameters which are commonly referred to as path diagrams (Stage et al., 2004).

Path diagram is a graphical representation of the model that describes how the relationship between the variables of this study. Path diagrams are used to understand the hypothesis that the author has previously built. Then, if the graphical representation of the path diagram constructed is valid, the results will show the equations of each variable along with the error values of the equations (Stage et al., 2004).

The path analysis model test method is used because the writer wants to test the existence of a direct effect of all the independent variables of this study on the dependent variable of this study and its domains.

In addition, multivariate regression analysis was also carried out in this study. This is done to determine the effect of the independent variables on the dependent variable and its domain. The minor hypothesis of this study in the form of the influence of independent variables on the dependent variable

and its domain is tested, besides that the regression coefficient will also be generated through this analysis technique.

RESULT

Table 1 shows descriptive statistics on the research variables, namely the dependent variable and the independent variable. The minimum and maximum columns show the minimum and maximum values for each research variable. The value of critical consciousness reflection is known to have the lowest score of 38.17 and the highest score of 82.34. The value of critical consciousness motivation is known to have the lowest score of 23.11 and the highest score of 68.21. The value of critical consciousness action is known to have the lowest score of 41.43 and the highest score of 77.57. Judging from the minimum independent variable column that has the lowest value is academic adaptation behavior of 11.92. Meanwhile, based on the maximum column, it is known that the independent variable that has the highest value is experience with discrimination of 108.74.

Table 1

Research Variables Descriptive Statistics

Variable	N	Maximum	Mean	Std. Deviation
CC Reflection	260	82.34	50.0000	8.71486
CC Motivation	260	68.21	50.0000	7.39133
CC Action	260	77.57	50.0000	8.60105
TPS	260	71.96	50.0000	8.90384
PPS	260	66.54	50.0000	9.99500
DIS	260	108.74	50.0000	9.21635
Variable	N	Maximum	Mean	Std. Deviation
SAS	260	80.99	50.0000	9.30390
SAK	260	73.73	50.0000	8.90762
AAB	260	70.04	50.0000	9.07508
AAE	260	73.40	50.0000	8.64888
AAP	260	60.36	50.0000	7.61663
Valid N (listwise)	260			

CC Reflection: Critical Consciousness Reflection

CC Motivation: Critical Consciousness Motivation

CC Action: Critical Consciousness Action

TPS: Teacher Political Support

PPS: Parents and Peer Political Support

DIS: Experience of Discrimination

SAS: Socioemotional Adaptation Stress dan Depression

SAK: Socioemotional Adaptation Life Satisfaction

AAB: Academic Adaptation Behavior

AAE: Academic Adaptation Emotion

AAP: Academic Adaptation Disruptive Behavior

Confirmatory Factor Analysis

The factor analysis of the 14 items that measure the CC construct uses a multifactor approach because there are several items that are multidimensional. The CC measurement scale in this study is fit after modifying the model four times with RMSEA estimate = 0.044 (p<0.05), 90 percent C.I = 0.026 to 0.061 (p<0.05), and RMSEA probability <0.05 = 0.694 (p>0.05)). In addition, CFI = 0.926 and TLI = 0.903. there are three items namely items 4, 5, and 6 which must be dropped on the CC scale, because items 4, 5, and 6 have a T-Value that is less than 1.96 and also have a negative factor loading. After these items are dropped and the model is fit, the remaining valid items can be included in the next analysis.

The factor analysis of the 3 items that measure the construct of teacher political support uses a unifactor approach because the items are unidimensional. The measurement scale for teacher political support in this study is fit after modifying the model once with RMSEA estimate = 0.024 (p<0.05), 90 percent C.I = 0.000 to 0.070 (p<0.05), and RMSEA probability <0.05 = 0.779 (p >0.05). In addition, CFI = 0.995 and TLI = 0.990. There are no items that must be dropped on the teacher political support scale, because all items have a T-Value that is more than 1.96 and also have a positive factor loading. All items in this construct already have a fit model, so all items can be included in the next analysis.

Factor analysis of the 4 items that measure the construct of parents and peer political support uses a unifactor approach because the items are unidimensional. The parent and peer political support measurement scale in this study is fit after modifying the model once with RMSEA estimate = 0.024 (p<0.05), 90 percent C.I = 0.000 to 0.070 (p<0.05), and RMSEA probability <0.05 = 0.779 (p>0.05). In addition, CFI = 0.995 and TLI = 0.990. There are no items that should be dropped on the parents and peer political support scale, because all items have a T-Value of more than 1.96 and also have a positive factor loading. All items in this construct already have a fit model, so all items can be included in the next analysis.

Factor analysis of the 6 items that measure the experience construct with discrimination uses a unifactor approach because the items are unidimensional. The scale for measuring experience with discrimination in this study is fit after modifying the model once with RMSEA estimate = 0.074 (p<0.05), 90 percent C.I = 0.032 to 0.117 (p<0.05), and RMSEA probability <0.05 = 0.151 (p >0.05). In addition, CFI = 0.978 and TLI = 0.959. No item should be dropped on the experience scale with discrimination, because all items have a T-Value greater than 1.96 and also have a positive factor loading. All items in this construct already have a fit model, so all items can be included in the next analysis.

Factor analysis of the 15 items that measure the socioemotional adaptation construct uses a bifactor approach because there are several items that are multidimensional. The socioemotional adaptation measurement scale in this study is fit after modifying the model 13 times with RMSEA

estimate = 0.031 (p<0.05), 90 percent C.I = 0.000 to 0.049 (p<0.05), and RMSEA probability <0.05 = 0.957 (p> 0.05). In addition, CFI = 0.984 and TLI = 0.978. There are no items that must be dropped on the socioemotional adaptation scale, because all items have a T-Value of more than 1.96 and also have a positive factor loading. All items in this construct already have a fit model, so all items can be included in the next analysis.

Factor analysis of the 15 items that measure the academic adaptation construct uses a multifactor approach because there are several items that are multidimensional. The academic adaptation measurement scale in this study is fit after modifying the model 11 times with RMSEA estimate = 0.044 (p<0.05), 90 percent C.I = 0.028 to 0.059 (p<0.05), and RMSEA probability <0.05 = 0.957 (p> 0.05). In addition, CFI = 0.984 and TLI = 0.724. There are three items, namely items 11, 13, and 14 which must be dropped on the academic adaptation scale, because items 11, 13, and 14 have a T-Value that is less than 1.96 even though they do not have a negative factor loading. After these items are dropped and the model is fit, the remaining valid items can be included in the next analysis.

Multivariate Analysis and Path Analysis

In this study the authors have created a model that fits the hypothesis as the basis for making a research analysis framework, namely CC reflection, CC motivation, and CC action as the dependent variable with teacher political support, parent and peer political support, experience with discrimination, socioeconomic status, socioemotional adaptation to depression and stress, socioemotional adaptation to life satisfaction, academic adaptation behavior, academic adaptation emotion, and academic adaptation to disruptive behavior as antecedents. Next, it is tested whether the model made is fit according to the path and adjusted to the data.

Table 2

Influence of IV on CC *Reflection*

Effects	Coefficient	S.E	T-Value	Sig
TPS → CCREF	-0.010	0.019	-0.54	-
PPS → CCREF	-0.019	0.016	-1.15	-
DIS → CCREF	0.0027	0.018	0.15	-
SAS → CCREF	-0.0046	0.018	-0.26	-
SAK → CCREF	-0.013	0.019	-0.71	-
AAB → CCREF	-0.028	0.020	-1.39	-
AAE → CCREF	0.049	0.021	2.34	√
AAP → CCREF	0.033	0.021	1.56	-
Etnis → CCREF	-7.21	0.62	-11.58	√
Income → CCREF	12.95	0.55	23.74	√

CCREF: Critical Consciousness Reflection

TPS: Teacher Political Support

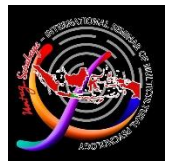PPS: Parents and Peer Political Support

DIS: Experience of Discrimination

SAS: Socioemotional Adaptation Stress dan Depression

SAK: Socioemotional Adaptation Life Satisfaction

AAB: Academic Adaptation Behavior

AAE: Academic Adaptation Emotion

AAP: Academic Adaptation Disruptive Behavior

ETNIS: Ethnicity of the Subject

INCOME: Family Income > Rp2m

From the figure, the results obtained from the measurement model test are defined by the chi-squares value which shows a value of 4.82 with df = 3. RMSEA = 0.050, namely the RMSEA value is <0.05, 90 percent C.I = 0.00-0.049 which is <0.05, probability value = 0.41 which is greater than 0.05, and CFI of 1.00 which is > 0.90, it means that the research model is fit with the data.

If all the criteria for model fit can be met, the next stage the authors examine the t-value from the influence of teacher political support, parent and peer political support, experience with discrimination, socioeconomic status, socioemotional adaptation to depression and stress, socioemotional adaptation life satisfaction, academic adaptation behavior, academic adaptation emotion, and academic adaptation disruptive behavior as antecedents to CC reflection, CC motivation, and CC action as the dependent variable.

Table 3

Influence of IV on CC *Motivation*

Effect	Coefficient	S.E	T-Value	Sig
TPS → CCMOT	0.15	0.050	3.03	√
PPS → CCMOT	0.058	0.044	1.32	-
DIS → CCMOT	-0.065	0.047	-1.37	-
SAS → CCMOT	-0.028	0.047	-0.59	-
SAK → CCMOT	0.11	0.051	2.21	√
AAB → CCMOT	0.19	0.055	3.57	√
AAE → CCMOT	0.050	0.056	0.89	-
AAP → CCMOT	-0.062	0.057	-1.09	-
Etnis → CCMOT	2.47	1.67	1.48	-
Income → CCMOT	-0.54	0.93	-0.58	-

CCMOT: Critical Consciousness Motivation

TPS: Teacher Political Support

PPS: Parents and Peer Political Support

DIS: Experience of Discrimination

SAS: Socioemotional Adaptation Stress dan Depression

SAK: Socioemotional Adaptation Life Satisfaction

AAB: Academic Adaptation Behavior

AAE: Academic Adaptation Emotion

AAP: Academic Adaptation Disruptive Behavior

ETNIS: Ethnicity of the Subject

INCOME: Family Income > Rp2m

Table 2 shows that there are ten independent variables (IV) that have an influence on the dependent variable (DV), namely teacher political support, parent and peer political support, experience with discrimination, socioeconomic status, socioemotional adaptation to depression and stress, socioemotional adaptation life satisfaction, academic adaptation behavior, academic adaptation emotion, and academic adaptation disruptive behavior with $R^2=0.92$. However, there are only five variables with a t-value > 1.96, including academic adaptation emotion and socioeconomic status. Thus it can be interpreted that the five independent variables have a statistically significant effect on DV, namely CC reflection.

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Table 4

Influence of IV on CC *Action*

Effect	Coefficient	S.E	T-Value	Sig
TPS → CCACT	0.086	0.061	1.41	-
PPS → CCACT	0.16	0.054	2.91	√
DIS → CCACT	0.12	0.059	2.12	√
SAS → CCACT	0.10	0.058	1.71	-
SAK → CCACT	0.021	0.063	0.34	-
AAB → CCACT	-0.038	0.068	-0.56	-
AAE → CCACT	0.080	0.069	1.16	-
AAP → CCACT	-0.081	0.071	-1.15	-
Etnis → CCACT	-1.19	2.07	-0.58	-
Income → CCACT	0.33	1.14	0.29	-

CCACT: Critical Consciousness Action

TPS: Teacher Political Support

PPS: Parents and Peer Political Support

DIS: Experience of Discrimination

SAS: Socioemotional Adaptation Stress dan Depression

SAK: Socioemotional Adaptation Life Satisfaction

AAB: Academic Adaptation Behavior

AAE: Academic Adaptation Emotion

AAP: Academic Adaptation Disruptive Behavior

ETNIS: Ethnicity of the Subject

INCOME: Family Income > Rp2m

Table 4 shows that there are ten independent variables (IV) that have an influence on the dependent variable (DV), namely teacher political support, parent and peer political support, experience with discrimination, socioeconomic status, socioemotional adaptation to depression and stress, socioemotional adaptation life satisfaction, academic adaptation behavior, academic adaptation emotion, and academic adaptation disruptive behavior with $R^2=0.099$. However, there are only two variables with a t-value > 1.96 including parent and peer political support and experience with discrimination. Thus it can be interpreted that the two independent variables have a statistically significant effect on DV, namely CC action.

DISCUSSION

In previous studies, there were different dynamics of causality between the independent variables in this study and CC reflection, motivation, and action as the dependent variables (Tyler et. al., 2020; Diemer et. al., 2009; Giroux & McLaren, 1996 ; Godfrey et al., 2019). Therefore, it is felt that the multivariate regression model can represent the causal relationship between the independent variables in this study and CC and its dimensions as the dependent variable. In the following paragraphs we will explore the dynamics of the causality relationship of the variables in this study.

The influence of teacher political support and parental and peer political support on CC and its domains varies, there is a possibility that the background of the teacher and the environment around the students is conservative which causes the interaction process between the teacher and the surrounding environment and students to experience bias (Apple, 2004; Ginwright & James, 2002; Souto-Manning, 2007; Watts et al., 1999). Indeed, the majority of teachers (Zulkarnaini & Adriany, 2020) and society in general in West Java (Lanti & Dermawan, 2020) still have a conservative view which makes their views on gender issues still biased.

Experience with discrimination also varies with the CC domains. There was testimony in one study of the harassment experience of a female student, where the female student did not know whether a male student had harassed her, which she knew she felt uncomfortable with. The female student did not report this case because she did not want to have problems with the university (Fitri, et. al., 2021). The student's inability to reflect on experiences as well as the lack of confidence to tackle the problem is evident in the testimonials. However, the experience of discrimination predicts CC action. Experiencing or observing discrimination can stimulate students to act to change social conditions where there are groups that are discriminated against (Anyiwo et. al., 2018).

Lack of well being which is influenced by experience with discrimination can reduce CC, especially on CC reflection and motivation. It has been recorded in many studies that discriminated and oppressed people have low levels of well-being (Fernando, 2010; Fanon, 1961). It is also important to consider the relationship between CC and a positive measure of well-being (Christens et al., 2018; Johnson & Wood, 2017). Experiences with marginalization can influence expectations among young college students, but research on this complex relationship is scant (Christens et al., 2018). Youth who experience marginalization and have high levels of CC may be able to better protect their well being and expectations (French et al., 2020). Better well-being is associated with CC action among highly engaged sociopolitical youth in Hong Kong (Chan et al., 2020). CC action is associated with high well-being because youth channel their energy into collective critical action (Heberle et al., 2020), and this

is associated with lower psychological distress among LGBTQ youth of diverse race (Fine et al., 2018) and students with Latin backgrounds (Hope et al., 2018).

Diemer et al. (2010) examined the cross-sectional relationship between sociopolitical development (operated similarly to CC motivation) and academic achievement in grade 10. In that study it was found that sociopolitical development was negatively associated with academic achievement for Latinx and African American youth; there is no relationship between sociopolitical development and academic achievement for Asian American youth. In contrast, Diemer (2009) examined the cross-sectional relationship between academic achievement and sociopolitical development in grade 10 and found that sociopolitical development was positively related to academic achievement. Diemer's (2009) sample consisted of youth of color with low SES who participated in grade 10, grade 12, and 8 year post-graduation assessment points. A limitation of research on CC that focuses on academic functioning or achievement outcomes is the lack of research that explores the causal relationship between academic adaptation and CC, this study aims to fill this theoretical gap, but with the results of various causal relationships, it is quite difficult to draw conclusions on the relationship causal of these variables.

In their research, Thoriquttyas et. al. (2021) stated that the Sundanese people had low awareness of gender issues, although in this study there was no significant influence of ethnicity on gender awareness. This is consistent with previous studies which reported that there were higher CC outcomes (Godfrey & Grayman, 2014; Schwarzenthal, et. al., 2022a), in marginalized groups compared to privileged groups.

However, these results are slightly different from the aspect of family income from a socioeconomic background. Almost all data from this study show that the average CC of students with a larger family income is higher than the average CC of students with a lower family income. These results are in accordance with previous studies which showed lower average CC (Diemer et. al., 2019) in marginalized groups compared to privileged groups. This may occur because students from marginalized groups face different amounts of discrimination and may not be able to recognize discrimination especially if the environment does not facilitate discussions about discrimination (Anyiwo et. al., 2018; Bañales et. al., 2019). In addition, socioeconomically privileged students attend schools in places that provide more support and space to reflect on structural inequalities (Flanagan et al., 2014; Kornbluh et al., 2019), this explains why in some cases, privileged students have CC higher (Diemer et. al., 2019).

Limitations and Suggestions

For further research there are several things that must be considered theoretically. In this study there are still many questions left, especially about the background of lecturers who provide teacher political support. This is likely to affect the form of support the teacher provides. The conservative background of the lecturer has the possibility of blunting the CC of the student. Meanwhile, the progressive background of the lecturer has the possibility to sharpen the CC of students. Therefore, in further research, the background of the lecturer needs to be used as the variable studied and teacher political support can be used as a mediator in the causal relationship between the lecturer's background and CC.

In addition to the lecturer's background, the ideological background of parents and peers also needs to be taken into consideration. As stated above, ideological background is likely to influence the form of support that parents and peers provide. The conservative background of parents and peers is likely to blunt the student's CC. Meanwhile, the progressive background of parents and peers has the possibility to sharpen the CC of students. Therefore, in future research, the ideological background of parents and peers needs to be used as the variable studied and parent and peer political support can be used as a mediator in the causal relationship between the ideological background of parents and peers and CC.

Another important demographic variable to examine is domicile status, whether students live with their parents or in a dormitory. Because this might weaken the causal relationship between parent and peer political support and CC. If students live in dormitories, interaction with parents is not intense. This can weaken the relationship of these variables.

Previous research is still exploring the correlational relationship of socioemotional adaptation and academic adaptation with CC. In this study, almost all domains of socioemotional adaptation and academic adaptation have insignificant causal relationships, perhaps in future studies it can be theorized that socioemotional adaptation and academic adaptation act as mediators or moderators of the causal relationship between discrimination experience and CC.

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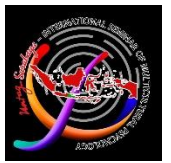
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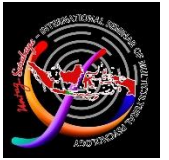
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