

‘Care for Environment, Care for Each Other’: Environmental Values and GESI (Gender Equality and Social Inclusion) Institutionalization among Secondary Education Students in *Kepulauan Riau* Province, Indonesia

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Abstract. This study evaluates Kepulauan Riau-Indonesia's efforts to infuse international environmental norms into the curriculum of coastal schools, crucial due to their vulnerability to climate change. The study explores whether this integration not only heightens environmental awareness but also nurtures empathy among students, fostering care for their peers and society. A survey of 400 secondary education students in Kepulauan Riau was conducted, gauging attitudes toward environmental issues and Gender Equality and Social Inclusion (GESI). The research aimed to assess the impact of the integrated curriculum on students' values and perceptions of others in the realm of environmental concerns. DiD analysis and ANCOVA revealed a significant link between the integrated curriculum and positive student values. Environmental education not only enhanced environmental awareness but also fostered empathy and care for peers and society. The integration of environmental education and GESI principles transformed students into socially responsible individuals, nurturing a sense of community. Educational institutions embracing environmental values play a transformative role. Schools integrating environmental education and GESI principles cultivate values transcending self-interest, fostering genuine empathy and care. This integration not only shapes environmentally conscious citizens but also nurtures a society characterized by compassion and solidarity, emphasizing the critical role of education in fostering social and environmental responsibility.

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1 Introduction

As a maritime country, Indonesia is committed to promoting sustainable development oriented towards equality and openness (inclusiveness) in all fields: political, economic, social, cultural, educational, defense, security, and environment. At least, this commitment can be seen from three points of view: (i) gender equality and social inclusion, (ii) Sustainable Development Goals (SDGs), and (iii) the idea of a "World Maritime Axis".

As an international norm, mainstreaming the integration of 'Gender Equality and Social Inclusion' (GESI) has become a global, regional, and national local agenda in administrative regions in Indonesia. GESI is contained in (i) RPJMN 2020-2024, (ii) Law No. 20 of 2003 concerning the National Education System, (iii) Permendikbud No. 18 of 2016 concerning Gender Equality Education and Child Protection in Schools, and (iv) Kepmendikbud No. 079/H/KEP/M.PK/2015 concerning Guidelines for the Implementation of the School Literacy Movement.

GESI is embodied in SDGs with four pillars of social, economic, environmental, and legal and governance development (United Nations Department of Economic and Social Affairs, 2015). At the regional level, ASEAN is committed to jointly promoting a Blue Economy or a sustainable sea and maritime-based economy for the natural and social environment [2–4]. Indonesia adopts and adapts this agenda in strategic planning and development policies through Presidential Decree No. 59 of 2017 concerning SDGs and their Follow-up [5]

As an archipelagic country, Indonesia makes maritime a determinant in the Indonesian government's identity, policies, and development agenda through the idea of a "World Maritime Axis" [6] The World Maritime Axis consists of five pillars: (i) Indonesian Maritime Culture, (ii) Management of Marine Natural Resources, (iii) Maritime Infrastructure and Connectivity, (iv) Maritime Diplomacy, and (v) Maritime Defense. This idea was followed by three pillars of the Ministry of Marine Affairs and Fisheries' "Nawacita" mission: sovereignty, sustainability, and welfare.

Is this commitment going as expected? This research explores the extent to which maritime environmental conservation is integrated into the educational curriculum. To what extent does the integration of the curriculum impact the formation and strengthening of gender insights and social inclusion in students in schools?

The idea of GESI was initially known as "intersectionality" by Kimberlé Crenshaw [7]. Crenshaw introduced the term "intersectionality" to describe how different forms of discrimination and oppression overlap and intersect in individual experiences of various social identities. Crenshaw emphasized that addressing power imbalances, reducing inequalities, and ensuring equal rights and opportunities for all individuals, regardless of their social identity, is critical to achieving true equality and justice [7]

Studies on gender equality and social inclusion continue to increase [8–14]. Our Bibliometric analysis related to GESI in the publication of 28,928 articles from 1960 to 2022 shows that awareness of the environment affects concern and behavior towards the environment [15–18]. Thematically, gender and education topics are in the motor themes quadrant. Similarly, 'social inclusion' is in the fundamental themes' quadrant. This means

that in every literary development, gender, and education in the context of GESI are always the subject of discussion. However, few—and under-discussed—still examine the extent to which environmental concern reflects concern for others. The topics 'environmental conservation', '*biodiversity*', and 'local participation in climate change governance' are in the niche and *emerging themes* quadrants. These topics are relevant to a reasonably high degree but are still classified as under-discussed *or* under-developed *in the development of literature*. Research on gender and social inclusion is still concentrated in the United States, China, and the United Kingdom. GESI Indonesia's studies are specifically related to 'environmental conservation' and 'education', but in number and reach are still low. Therefore, research in the Indonesian context can contribute to developing GESI literature with an Indonesian perspective.

Technically, this study answers whether secondary schools that integrate ideas about environmental conservation in their curriculum can produce graduates of students with GESI insight. Therefore, concerning the method, the research team proposes a quasi-experimental approach to answer the formulation of the problem.

Our study represents a pioneering effort in the realm of Indonesian education, addressing the critical intersection of environmental conservation, gender equality, and social inclusion. Amidst Indonesia's resolute commitment to sustainable development, this study uniquely explores how maritime environmental conservation is integrated into educational curricula and its profound impact on students' gender insights and social inclusion. Rooted in Kimberlé Crenshaw's concept of 'intersectionality,' the study delves into the underexplored territory of how environmental concern translates into empathy and care for others, enriching the discourse on Gender Equality and Social Inclusion (GESI). Unlike previous studies, this research not only bridges the gap in under-discussed topics such as 'environmental conservation' and 'social inclusion' but also brings a distinctly Indonesian perspective to the global GESI literature. Utilizing a robust quasi-experimental methodology, the study establishes a clear link between environmental education and the cultivation of empathetic, socially inclusive graduates, providing invaluable insights for educational policymaking and curriculum development in Indonesia and other maritime nations confronting similar challenges.

In essence, this research underscores the transformative potential of environmental education, illuminating how it goes beyond ecological awareness to shape compassionate, socially inclusive citizens. By emphasizing the pivotal role of empathy in the context of environmental conservation, this study not only validates the effectiveness of integrated curricula but also offers a blueprint for fostering environmentally conscious and socially responsible individuals in maritime regions. Through its rigorous methodology and unique perspective, this research contributes significantly to the scholarly discourse on GESI, advancing our understanding of how education can be a catalyst for sustainable, inclusive societies in the face of environmental challenges, aligning seamlessly with Indonesia's vision of equality, openness, and sustainable development.

2 Methods

Using a *clustered random sampling technique*, as many as 400 high school and junior high school students from adiwiyata (*treatment*) and non-adiwiyata (control) school groups were surveyed through an instrument in the form of a questionnaire consisting of a total of 147

question items which were then divided into several variables in the form of scales and measurement sub-scales. Each scale was then analyzed with a quasi-experimental design to see the effect of environmentally sound curriculum integration policies—which we translated into indicators of appreciation of adiwiyata schools as treatment groups and non-adiwiyata schools as control groups—on key variables related to GESI and environmental insights.

The scale configurations and sub-scales used in this study include (1) GESI [19,20], (2) Environmental Values: (i) biospheric, (ii) altruistic, (iii) hedonic, dan (iv) egoistic [21], (3) Habitus of Democracy: (i) dialogue, (ii) autonomy & authority, (iii) rationality, (iv) freedom, equality, and justice, and (v) *civic virtue*[22–25], (4) religiosity: (i) intrapersonal religiosity and (ii) interpersonal religiosity [26], (5) Political Attitude [27]: (i) Party ID, (ii) *political trust*, (iii) political efficacy, (iv) political information, (v) political interest, (vi) democratic support, and (vii) election participation [27], and (6) Civic Engagement [27–30].

3 Results and discussion

Every measurement scale that this study used has passed instrument tests or *pilot tests*. The entire scale of research measurement used is valid and reliable (table 1 and table 2). Principal *component analysis* was also carried out with KMO and Bartlett Test values that were quite high (above 0.7).

Table 1. GESI (Gender Equality and Social Inclusion) Scale Reliability Test Results

Cronbach's Alpha	N of Items
.868	15

Factor analysis is used to extract scales into sub-scales that are used for the needs of advanced analysis of the study. Especially for GESI itself as the main variable, the reliability test resulted in Cronbach's Alpha value of 0.868. This means that the GESI scale we developed can be used as a research instrument. Furthermore, factor analysis of the KMO and Bartlett tests yielded a KMO value of 0.897. Further factor analysis test results can be seen in table 2 below.

Table 2. Principal Component Analysis Factor Analysis Test Results: *Varimax*

<i>KMO and Bartlett's Test</i>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.897
Bartlett's Test of Sphericity	Approx. Chi-Square	1879.867
	df	105
	Sig.	.000

This study was designed with the regression method *Difference in differences* (DiD) and *Analysis of Covariances* (ANCOVA), with several modifications to the configuration of parameters and variables [31–33] using R Studio software. The following is a basic model for measuring the effect of curriculum integration on GESI:

$$\begin{aligned}
 GESI_i = & \beta_0 + \beta_1 treatment_i + \beta_2 edu_i + \beta_3 (treatment.edu) + \gamma X_i + \alpha_i \\
 & + u_i
 \end{aligned}
 \tag{1}$$

i indicates the learner (unit of analysis), *GESI* indicates the insight score of GESI, *treatment* indicates the classification of the experimental group (value 1 for the Adiwiyata school group and 0 for the control or non-Adiwiyata school group). *edu* shows binary categorization by school level (grades 1=junior high and 0=high school) to estimate whether environmentally conscious insights will be more effectively taught earlier. Vector *X* is a collection of control variables that are theoretically relevant to the research model including: (i) socio-demographic characteristics [8,34], (ii) academic performance [35–37], (iii) global knowledge/insights [22–24], (iv) religiosity [16,17,26], (v) political attitude and democracy habitus [27,38] and (vi) civic engagement [27–29]. *α* shows unobserved characteristics. *U* indicates idiosyncratic factors such as home location (coastal area or not) and sample involvement in extramural activities (ex: tutoring/course, community, school extracurricular activities and others).

Our results show that the adiwiyata program is statistically significant in influencing the key variables of the study. The results of the ANCOVA test were conducted in a quasi-experimental context to examine the influence of various independent variables on the dependent variable, namely the GESI Index (Gender Equality and Social Inclusion Index). In this experiment, the treatment group consisted of Adiwiyata Schools, while the control group was non-Adiwiyata Schools. The results showed that the overall model, which included several independent variables, significantly impacted the GESI Index with a high statistical value of F ($F = 15.088, p < 0.001$). Some independent variables such as "Biospheric," "Altruistic," "Hedonic," "Egoistic," "Dukungan_Demokrasi," "Partisipasi_Pemilu," and "Sekolah Adiwiyata" had a significant influence on the GESI Index, while other variables did not have a significant influence. This result is supported by an R Squared value of 0.508, which indicates that about 50.8% of the variation in the GESI Index can be explained by the independent variables used in the model. An Adjusted R Squared of 0.474 indicates that this model has a good level of explanation for the GESI Index.

Table 3. ANCOVA Test Results towards GESI

Dependent Variable: Indeks GESI					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.532 ^a	23	.110	15.088	.000
Intercept	.006	1	.006	.773	.380
Biospheric	.125	1	.125	17.115	.000
Altruistic	.202	1	.202	27.726	.000
Hedonic	.003	1	.003	.423	.516
Egoistic	.005	1	.005	.719	.397
Democracy Habitus	.014	1	.014	1.855	.174
Dialogue	.014	1	.014	1.856	.174
Autonomy and Authority	.013	1	.013	1.714	.191
Rationality	.015	1	.015	2.079	.150
Freedom, Equality, and Justice	.013	1	.013	1.744	.188
Civic Virtue	.016	1	.016	2.191	.140
Religiosity	.018	1	.018	2.473	.117
Intrapersonal Religiosity	.019	1	.019	2.626	.106
Interpersonal Religiosity	.017	1	.017	2.329	.128
Political Trust	.002	1	.002	.325	.569
Party ID	8.099E-7	1	8.099E-7	.000	.992
Political Efficacy	.011	1	.011	1.571	.211
Political Information	.002	1	.002	.248	.619
Political Interest	.010	1	.010	1.316	.252
Democratic Support	.084	1	.084	11.473	.001
Election Participation	.045	1	.045	6.137	.014
Civic Engagement	.005	1	.005	.736	.391
Academic Performance	.021	1	.021	2.848	.092

Adiwiyata School	.046	1	.046	6.367	.012
Error	2.452	336	.007		
Total	283.006	360			
Corrected Total	4.984	359			

Note. a. R Squared = .508 (Adjusted R Squared = .474)

To strengthen and sharpen the analysis, we also conducted a DiD (*Difference in Differences*) test that modifies time parameters into group parameters (junior high and senior high school) to see whether the interaction of treatment variables (Adiwiyata) and high school level has a significant effect on GESI along with other control variables and idiosyncratic factors of the study design.

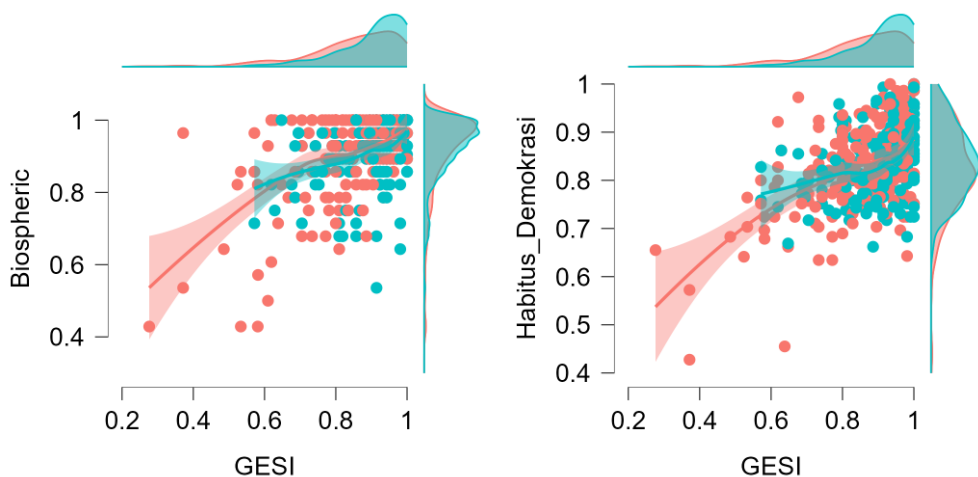
Table 4. Results of DiD Regression Analysis

Variabel	Model 1	Model 2	Model 3	Model 4	Model 5
Adiwiyata	0.0851*** (0.0170)	0.0779*** (0.0139)	0.0754*** (0.0130)	0.0757*** (0.0130)	0.0545*** (0.0133)
JHS	0.0473** (0.0186)	0.0457*** (0.0155)	0.0516*** (0.0144)	0.0500*** (0.0144)	0.0489*** (0.0147)
Adiwiyata*JHS	-0.0545** (0.0228)	-0.0671*** (0.0190)	-0.0677*** (0.0180)	-0.0660*** (0.0182)	-0.0497** (0.0195)
Biospheric		0.326*** (0.0587)	0.251*** (0.0581)	0.237*** (0.0593)	0.209*** (0.0580)
Altruistic		0.261*** (0.0438)	0.222*** (0.0401)	0.221*** (0.0400)	0.204*** (0.0407)
Hedonic		0.0461 (0.0390)	0.0257 (0.0368)	0.0284 (0.0371)	0.0420 (0.0385)
Egoistic		0.0552* (0.0325)	0.0350 (0.0308)	0.0348 (0.0308)	0.0356 (0.0299)
Democracy Habitus			0.387*** (0.0752)	0.347*** (0.0826)	0.319*** (0.0889)
Religiosity				0.0681 (0.0628)	0.0447 (0.0607)
Political Trust					-0.0196 (0.0280)
Party ID					-0.0228 (0.0291)
Political Efficacy					-0.0637** (0.0284)
Political Information					0.0240 (0.0304)
Political Interest					0.0329 (0.0296)
Democratic Support					0.0189*** (0.00637)
Election Participation					0.0214*** (0.00676)
Civic Engagement					-0.0745** (0.0355)
Constant	0.823*** (0.0149)	0.235*** (0.0544)	0.0429 (0.0610)	0.0296 (0.0634)	0.0515 (0.0606)
Observations	404	404	404	404	402
R-squared	0.080	0.395	0.454	0.456	0.507

Note. Robust standard errors in parentheses; *** p<0.01, ** p<0.05, * p<0.1

The results of the DiD analysis with Ancova showed the same findings where the adiwiyata program had a significant influence on GESI along with other variables. Based on Table 4, Adiwiyata*JHS is an interaction variable that indicates differences in the effect of treatment between the treatment group and the control group, as well as the junior and senior secondary education levels. The negative and significant coefficient values ($p = <0.05$ and <0.01) indicate that the adiwiyata program is effective at the high school level rather than the earlier one.

Figure 1. Biospheric and Democracy Habitus towards GESI



Note. Blue: Adiwiyata School; Red: Non-Adiwiyata School

In other models, variables of environmentally sound values (biospheric and altruistic) significantly affect GESI. Concerning socio-political variability, political efficacy, and social attachment have significant negative influences. Then, support for democracy and habitus of democracy has a statistically significant effect on GESI. The findings related to social attachment are quite unique because students with high levels of social attachment tend to have low GESI scores and vice versa. This finding needs to be further investigated using qualitative methods to dig deeper into *outlier* or unique findings.

4 Conclusion

This study examined the effect of environmental curriculum integration on students' awareness of gender equality and social inclusion (GESI). The study used a quasi-experimental design with a sample of 400 high school and junior high school students from adiwiyata (treatment) and non-adiwiyata (control) schools. The study's results showed that environmental curriculum integration significantly affected students' awareness of GESI. Students from Adiwiyata schools had higher GESI index scores than non-adiwiyata school students. This effect was powerful for students' awareness of biospheric and altruistic values.

The study also found that students' level of education moderated the effect of environmental curriculum integration. Students in high school were more likely to be affected by environmental curriculum integration than students in junior high school. This is likely because high school students are more likely to be exposed to environmental issues and to have the cognitive skills to understand them. The findings of this study suggest that environmental curriculum integration can be an effective way to promote GESI. By integrating environmental issues into the curriculum, schools can help

students develop a more holistic understanding of the world and appreciate the importance of equality and inclusion.

Based on the findings of this study, the following recommendations are made for policymakers and educators:

1. Encourage schools to integrate environmental issues into the curriculum. This can be done by developing new curriculum materials and providing professional development for teachers.
2. Focus on teaching biospheric values and altruistic values. These values are significant for promoting GESI.
3. Target environmental curriculum integration for high school students. This is the age group where students are most likely to be affected by it.

This study has several limitations that should be considered when interpreting the findings. First, the study is based on a cross-sectional survey, which means it has the potential to enhance the related research with a panel data survey to establish better causal relationships between environmental curriculum integration and students' awareness of GESI. Second, the study sample is limited to students from Indonesia. It is possible that the findings would be different in other countries with different cultural or educational contexts. Despite these limitations, the findings of this study suggest that environmental curriculum integration is a promising approach to promoting GESI. Further research is needed to confirm these findings and explore how environmental curriculum integration can affect students' awareness of GESI.

The uniqueness and strength of this study lie in its methodological approach and specific findings. While several studies have explored the relationship between environmental education and social awareness, this research stands out for its quasi-experimental design involving both high school and junior high school students from *adiwiyata* (treatment) and *non-adiwiyata* (control) schools. This controlled design provides a robust framework for assessing the impact of environmental curriculum integration on students' awareness of Gender Equality and Social Inclusion (GESI). The study's findings, particularly the significant influence on students' biospheric and altruistic values, highlight the nuanced impact of environmental education on GESI awareness, a dimension that might not have been fully explored in previous research.

Furthermore, the identification of high school students as a particularly receptive demographic for environmental curriculum integration sets this study apart. By recognizing the cognitive readiness and exposure of high school students to environmental issues, the research offers targeted insights crucial for educational policy-making. The emphasis on biospheric and altruistic values as key components of GESI awareness further refines the focus of interventions, providing actionable guidance for educators and policymakers. Additionally, the study's recommendations are specific and practical, providing clear steps for integrating environmental issues into the curriculum effectively.

While acknowledging its limitations, such as the cross-sectional nature of the study and its specific focus on Indonesian students, the research suggests promising avenues for future exploration. By emphasizing the need for further research to validate these findings and explore the nuances of environmental curriculum integration's impact on GESI awareness, this study contributes valuable knowledge to the field. Its methodological rigor, specific findings, and actionable recommendations make it a noteworthy addition to the existing literature, offering insights that can inform educational strategies not only in Indonesia but also potentially in other cultural contexts.

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