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Understanding the Formation Mechanism of Students' Preparedness in Political Course Learning: The Moderating Role of Information Literacy

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Abstract

Students' readiness to learn politics is an important thing to consider nowadays. By encouraging positive emotions and good intrinsic learning motivation, students can prepare themselves well to learn this discipline. This study examines how self-regulated learning, competence, autonomy, relatedness, positive emotion, and intrinsic learning motivation affect political learning preparation in students. Additionally, information literacy is explored as a moderating variable on the association between positive emotion and political learning readiness, as well as intrinsic learning motivation and political learning readiness. Data were collected from 422 university politics students. Researchers first utilized SPSS to see the distribution of good data, then the SEM model and SmartPLS version 4. The study found no correlation between autonomy and intrinsic learning readiness. Other hypotheses in this study were tested and shown to be beneficial. Testing the interaction model shows that information literacy boosts positive emotions and learning motivation on political learning readiness.

Keywords: *Competence, intrinsic learning motivation, information literacy, self-regulated learning, positive emotion, politic learning readiness*

Introduction

A lot of the time, college students have to focus on their studies and plans for the future. Some people may know how political education affects people, but there is always more to learn. For students to learn effectively, they need to be motivated. Having positive moods and thoughts can help with this. The rapid development of technology has influenced many aspects of human life, one of which is education (Akat & Karatas, 2020; Zorba, 2023). From preschool to college, the pandemic has exerted its influence on the educational landscape (Crawford et al., 2020). Even education faculties responsible for training teachers have not been immune to the effects of this global health crisis (Donitsa-Schmidt & Ramot, 2020). A crucial response to these challenges is

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the integration of learning technology into traditional educational practices, bridging the gap between conventional and digital learning to achieve educational objectives (García-Morales et al., 2021).

Students as well as teachers appreciate educational technology for its ability to smoothly incorporate instructional components that enhance learning without being overly complicated (Haelermans et al., 2014). There is limited research on how technology can enhance online teaching methods conducted by students and teachers (Cengiz & Kaçar, 2024; Tsai, 2014). It is imperative for online educators to develop engaging and comprehensible instructional strategies (Ouyang & Scharber, 2018), particularly given the escalating prominence of online learning. Consequently, further investigation is warranted to devise successful online teaching approaches that enhance the learning experiences for both students and instructors. The demand for effective and adaptable learning resources has led to a rapid rise in online learning within higher education (Northey et al., 2018). Online learning offers students the flexibility to choose what to study, determine the duration of their learning sessions, and select preferred learning methodologies.

Furthermore, it enables students to retrieve educational resources globally and at their convenience, facilitating the management of academic responsibilities alongside familial and professional commitments. This adaptability is particularly beneficial for non-traditional students unable to attend on-campus classes. Online learning enables students to customize their learning experiences according to their preferred learning styles, cognitive processes, and personality traits (Ding et al., 2015). Students can tailor their online learning to suit their individual needs and preferences through customization. Self-regulated learning can enhance the learning process's interest, motivation, and overall success. Online courses provide greater accessibility than traditional classrooms and allow students to explore academic interests beyond geographical constraints. College students often prioritize their academic studies and future goals. While some individuals may understand the impact of political education on people, there is always room for further knowledge. Students must be motivated to learn effectively. Positivity in mood and thoughts can be beneficial in this situation. Students are more likely to be receptive to learning and achieve their educational objectives when they are in a positive state.

Therefore, teachers should aim to create an engaging and stimulating classroom environment to inspire students to explore politics and their surroundings. Utilize interactive teaching methods, provide real-life examples to students, and encourage participation in discussions and dialogues.

Can students' readiness to establish their learning schedules indicate their readiness to learn about politics? This study examines the factors that contribute to student's readiness to learn about politics to enhance our understanding of how to effectively teach politics to students. Educational researchers are highly interested in information literacy due to its significant impact on students' learning outcomes (Shao & Purpur, 2016). Understanding the significance of information is a crucial skill that impacts students' perspectives and academic achievement (Atikuzzaman & Ahmed, 2023). Information literacy is utilized as a moderating variable in this study to assess students' preparedness for political science classes, contributing to the development of a comprehensive model framework.

Literature Review

Readiness to Learn Political

Learning ability and willingness encompass an individual's or group's capacity to leverage non-traditional learning media, such as online learning, as opposed to conventional classroom settings (Lopes, 2007). Successful adoption of online learning requires students to demonstrate learner management, independence, and motivation (Hung et al., 2010). As the integration of technology in higher education becomes inevitable (Staddon, 2023), future educators must possess a comprehensive understanding of information and communication technology (ICT) (Maryuningsih et al., 2020). Teachers should be prepared to incorporate technology seamlessly into their lessons and online classes to meet the evolving demands of their future students (Marshall et al., 2020). It is important to note that online learning is most effective for self-motivated and independent individuals who are adept at navigating the digital learning environment (Moore & Kearsley, 2011).

Self-Regulated Learning

Students require proficiency in professional learning regulation skills (Santos et al., 2023). Engaging in self-regulated learning, learners take on the responsibility of identifying their educational needs, formulating objectives, selecting and implementing appropriate learning strategies, and evaluating their own educational achievements (Lai, 2011). In the context of self-regulated learning, students receive instruction and assessment based on the collaborative teamwork processes in which they engage. Formative feedback from instructors, as highlighted by

Puente et al. (2013), proves to be a valuable tool in facilitating the design learning process and fostering subject matter expertise.

H1: Self-regulated learning is positively correlated with positive emotion

Self-regulated learning behavior serves as a comprehensive measure of a student's ability to exercise self-control beyond the confines of the classroom, evaluating their self-discipline outside of dedicated study time. This assessment, administered globally, seeks to gauge a student's capacity for self-regulated learning by considering various aspects of this behavior (Dorrenbacher & Perels, 2018). Despite its acknowledged importance, prior research on self-regulated learning has not given adequate attention to the emotional aspect, even though emotions can significantly influence a learner's experience (Perry, 2019). Previous studies have indicated that emotions play a pivotal role in the process of self-regulated learning, with positive emotions facilitating its occurrence (Albani et al., 2023). In a study conducted by Albani et al. (2023), college students impacted by a previous prolonged pandemic were examined.

H2: Self-regulated learning has impact on intrinsic learning motivation

Research on language acquisition emphasizes the significance of a strong interest in learning (Oga-Baldwin et al., 2017; Noels, 2019). Noels et al. (2019) argue that individuals with robust learning control demonstrate self-motivation and derive pleasure from the learning process. Additionally, the intrinsic value attributed to education plays a vital role in influencing students' academic performance and their level of engagement and enthusiasm toward the curriculum (Bai & Wang, 2020). In this specific context, hindrances to the process of personal development, which includes an individual's emotions and thoughts about aspiring to become a teacher, prevent it from reaching its full depth (Yuan et al., 2019). The study conducted by Bai and Wang (2020) on primary school pupils in Hong Kong underscores the importance of cultivating a positive disposition toward learning a foreign or second language as a lasting source of motivation.

Competence

Competence refers to the personality traits that significantly contribute to exceptional performance (White, 1959). Personality, encompassing knowledge, skills, qualities, motivations, and self-concept, plays a crucial role in determining competence (Spencer & Spencer, 1993). Furthermore,

competence is characterized by an individual's belief in their ability to successfully accomplish tasks (Chen & Jang, 2010), ultimately enhancing intrinsic motivation (Deci & Ryan, 2000).

H3: Competence learning has impact on positive emotion

The concept of emotional competency encompasses factors such as emotion knowledge, emotion comprehension, emotional intellectual capacity, and emotional regulatory control (Djambazova-Popordanoska, 2016). The study's outcomes are assessed through various methods, including observation, hetero-assessment, self-assessment, and others (Djambazova-Popordanoska, 2016). Emotional knowledge, defined as a set of abilities and an understanding of conflicting emotions (Pons et al., 2004), was examined by Holzer et al. (2021) in college students from Austria and Finland, revealing competence as a robust indicator of Positive Emotion in Austria, with a more moderate impact in Finland.

H4: Competence has impact on Intrinsic learning motivation

According to the self-determination hypothesis (Deci & Ryan, 2008), when individuals believe that their activities fulfill their desire for autonomy and competence, their intrinsic motivation increases. Stephan et al. (2011) note that intrinsic motivation is significantly enhanced when individuals perceive that their activities meet their needs for autonomy and competence. Holzer et al.'s (2021) research at an Austrian college further supports this, indicating that competence significantly influences students' intrinsic learning motivation.

Autonomy

Autonomy, as a concept, refers to an individual's sense of being able to make their own decisions (Deci & Ryan, 1985; Reeve et al., 2003). In the context of education, students who are aware of the choices and responsibilities they have (autonomy) are likely to experience higher levels of intrinsic motivation (Deci & Ryan, 2000). Situations that facilitate independent learning, such as distance learning, have the potential to enhance learners' motivation, provided that students believe in their competence to overcome challenges and achieve educational goals (Pelikan et al., 2021).

H5: Autonomy has impact on positive emotion

Noom et al. (2001) found that during the transition from childhood to adulthood, adolescents attribute equal significance to both autonomy and identification. Diener et al. (1997) propose that satisfaction serves as a means of expressing positive emotions. The development of autonomy is

influenced by various factors, including physiological and cognitive changes during adolescence, interpersonal relationships, and various responsibilities (Deniz et al., 2013). In a study by Holzer et al. (2021), positive emotions were associated with the concepts of competence, autonomy, and connectedness, and these themes were found to be correlated in investigations conducted in both Austria and Germany.

H6: Autonomy has impact on intrinsic learning motivation

Deci and Ryan (2000) propose that promoting students' awareness of autonomy and responsibility in their learning, along with fostering their belief in their own competence, can enhance intrinsic motivation in an educational environment. According to Deci and Ryan (2008), intrinsic motivation occurs when an activity fulfills the desire for autonomy and independence within the self-determination theory. Holzer et al. (2021) found a correlation between intrinsic learning motivation and autonomy, relatedness, and competence in both Austrian and German research. This discovery emphasizes the importance of autonomy in fostering intrinsic motivation.

Relatedness

Relatedness, as defined by a variety of methodologies, is considered a fundamental requirement for human existence (Baumeister & Leary, 1995). It encompasses the emotionally charged and emotive features of relationships, including the sentiments and thoughts people have toward each other. The theory of relatedness is often used to explain teacher-student connections (Roorda et al., 2017).

H7: Relatedness has impact on positive emotion

The self-determination theory includes a component of relatedness, defined as the propensity to interact with others for the purpose of obtaining assistance and validation (Holzer et al., 2021). According to Deci and Ryan (2000), to achieve happiness, individuals must ensure that their fundamental needs, including the development of meaningful relationships, are satisfied. Positive feelings are closely connected to the experience of feeling connected to others, highlighting the importance of relatedness in emotional well-being.

H8: Relatedness has impact on Intrinsic learning motivation

The findings of recent research by Holzer et al. (2021) suggest that the need for relatedness, one of the three basic wants in the self-determination theory, is associated with intrinsic motivation.

According to Estrada et al. (2019), relatedness is linked to the sensation of being accepted by others, as well as to concern for the health, safety, and unity of individuals within a group. In their research, cooperative learning strategies were taught to the experimental group by trained teachers for six months, and the results indicated that these strategies produced intra-individual changes in relatedness, influencing intrinsic motivation and, consequently, the intention to exercise.

Positive Emotion

Emotions encompass both positive and negative sensations and pleasure (Telef, 2013). Positive feelings are often associated with contentment, while negative emotions are linked to discomfort (Diener et al., 2010). Subjective satisfaction, beyond emotions, is characterized as an individual's ability to perform self-evaluation in a way that is unique to them (Mürtezaolu, 2015).

H9: Positive emotion has impact on political learning readiness

Salovey et al. (1995) identified that individuals with the ability to comprehend and interpret their own feelings of happiness have an advantage over those lacking this ability. Spence et al. (2004) noted several benefits of experiencing positive emotions, including heightened emotional self-awareness, improved stress management, and enhanced problem-solving skills. Petride et al. (2004) found that individuals experiencing pleasant emotions had better stress-coping abilities, leading to improved academic performance and higher grades. The term "learning readiness" is frequently used concerning students, indicating their preparedness for learning activities and potential in relation to specific learning objectives. Sriwichai's (2020) research establishes a correlation between students' level of learning readiness and their learning outcomes. Winarso's (2016) study suggests that students inadequately prepared for their learning assignments face challenges and frustration, while well-prepared students achieve stronger learning outcomes.

Intrinsic Learning Motivation

In most contexts, "intrinsic motivation" refers to a behavior-oriented drive that individuals exhibit to derive pleasure and satisfaction from the activity in which they are participating (Vallerand, 1997). Motivation is the psychological process by which an unmet need motivates a person to act to meet that need and alleviate its pain (Deci & Ryan, 2000).

H10: Intrinsic learning motivation has impact on political learning readiness

According to Wong and Wong (2021), the presence of intrinsic drive, which refers to the inherent motivation to engage in an activity for its own enjoyment, is considered a positive indicator of learning. Deci and Ryan's Self-Determination Theory posits that autonomy, relatedness, and competency are the primary factors that drive people's motivation (Deci & Ryan, 2000). Studies have shown that an individual's inherent motivation significantly affects their academic performance. Froiland and Oros (2014) reported a clear correlation between students' ability to comprehend and analyze written materials. As demonstrated by Ning and Downing (2010), this is further evidenced by their superior academic performance. Research indicates that pupils with a strong inclination to learn are more inclined to allocate their time and employ efficient learning strategies. This can affect their receptiveness to acquiring knowledge about political subjects (Chai et al., 2021). Based on our current research, it appears that an individual's inherent drive to acquire knowledge may impact their level of readiness to acquire knowledge about politics.

Information Literacy

According to Livingstone et al. (2008), information literacy is defined as the ability to behave based on context. The Association of College and Research Libraries (2000) defined information literacy as the critical skills needed to understand, find, analyze, and use information. Podgornik et al. (2016) created a valid and accurate literacy measure using ACRL's methodology. The results of their assessment focus on the students' ability to search databases, recognize opinions and statements, and identify information.

H11: Information literacy has impact on relationship between positive emotion and political learning readiness

Research shows that developing information literacy skills significantly contributes to self-directed learning, which, in turn, correlates closely with preparedness for political learning (Seifi et al., 2020). Motivation to acquire knowledge (Kungu, 2010) and the presence of stimuli promoting learning (Yu et al., 2017) are fundamental drivers of individual learning. Lau (2006) asserts that information literacy serves as the initial step toward achieving educational or learning goals and plays a crucial role in everyday knowledge acquisition, job searching, and interpersonal communication. Maintaining information literacy is deemed essential throughout an individual's lifespan (Seifi et al., 2020).

H12: Information literacy has impact on relationship between intrinsic learning motivation and political learning readiness

For democracy to thrive, the information age to prosper, and for individuals to engage in lifelong learning, it is imperative that individuals possess the skills to locate, evaluate, and utilize various forms of information (Harding, 2008). A willingness to acquire new knowledge is essential for effectively navigating the various transitions and transformations in life, whether they have recently occurred or are anticipated in the future (Okeji et al., 2020). Chai et al. (2021) discussed the role of information literacy in fostering political engagement and awareness among individuals, emphasizing the importance of acquiring, assessing, and applying knowledge accurately.

Furthermore, students who genuinely desire to acquire knowledge independently are more likely to exert effort and employ effective learning strategies. These factors may influence their preparedness to pursue political science studies (Seifi et al., 2020). The inclination of individuals to acquire knowledge about politics is influenced by both their inherent motivation and their capacity to utilize information. However, there is limited empirical evidence to demonstrate the specific impact of information literacy on the relationship between the two variables.

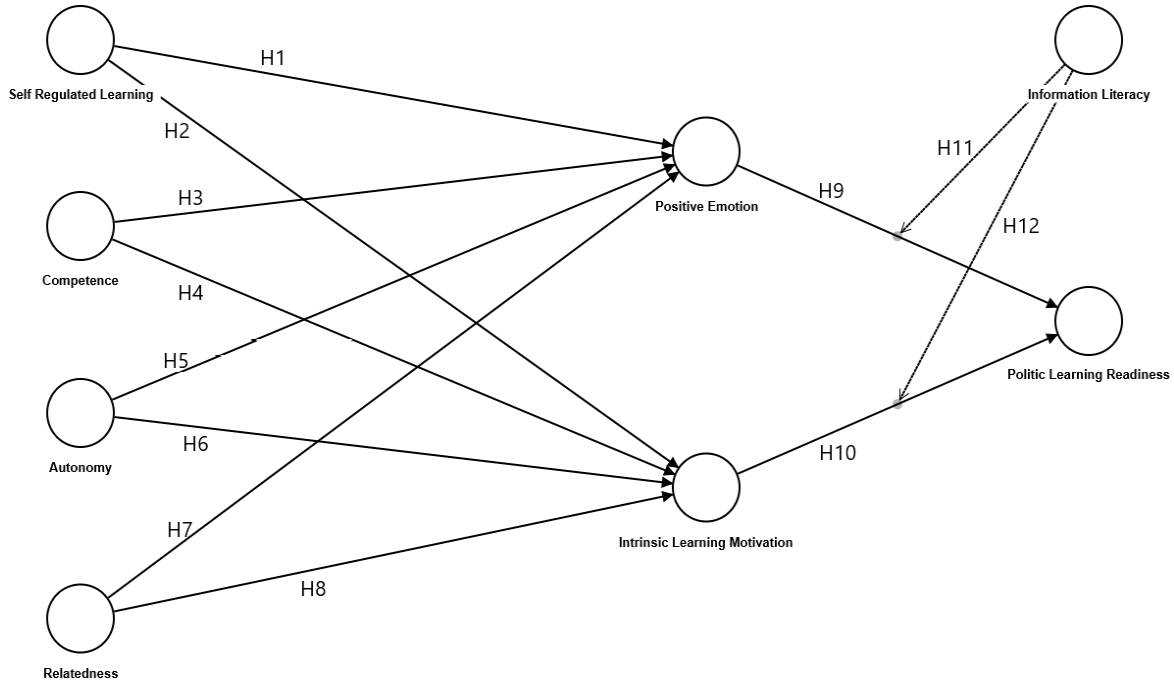

Figure 1. Research Model

Method

Design

The present study embraces a post-positivist philosophy using a quantitative approach and employing a survey as the data acquisition technique (Arkadiusz et al., 2020). This method examined how pedagogy, learner interest, and student competency interact (Sitanggang, 2021). This method is also suitable for studying large populations (Miswar & Kurniawan, 2018). The data acquisition was conducted over a period of two months. Respondents in this study amounted to 422 students who took politics courses at universities, including West-Sumatra, Indonesia political science majors. This study used a cross-sectional design to collect data at one time. A reverse question was utilized as an initial screening mechanism to ascertain the authenticity of the respondents who completed the survey.

Sample

The method used in this study was convenience sampling, where people who agreed to provide information for this study were selected based on their convenience. Therefore, anyone willing to provide the required information could be used as a sample in this study. Data collection was conducted over a period of two months, and the respondents in this study amounted to 422 students taking politics courses in higher education. The population in this study was 3,134. Roscoe's criteria will be used for this study, and the entire population from which the sample was drawn will be considered, with the standards set by Krejcie and Morgan (1970) guiding this exercise. Roscoe suggested in 1975 that the optimal number of people in a group is between 300 and 500. Table 1 shows the demography of the sample. We carried out sample tests using SEM techniques. SEM is a statistical method used to test relationships among variables, allowing the examination of multiple relationships that may be challenging to measure independently. SEM combines factor analysis and regression analysis to explore relationships between signs and constructs, as well as relationships between constructs. PLS is a type of SEM that is component-based, focusing on making predictions. PLS differs from covariance-based SEM, which aims to test theories and identify causes. PLS is particularly suitable for predictive modeling, while covariance-based SEM is more geared toward theory testing and development.

Instrument

The present investigation utilizes a survey tool, specifically Google Forms, comprising multiple items categorized into three primary sections. The first section focuses on the participants' willingness to participate in the research and provide responses that truthfully reflect their actual situations, this section includes one item regarding the respondent's availability for the study. The following step, the second component, involves gathering socio-demographic data consisting of 3 items: email, gender, and age. The final segment includes survey items about research variables, totaling 25 questions. To validate each of the items we used convergent validation was the results can be seen in the appendix. The study factors were assessed using a five-point Likert scale, with the majority of measuring questions derived from previous research and adjusted to fit the current situation. The items are evaluated using a Likert Scale that spans from 1 (strongly disagree) to 5 (strongly agree).

To evaluate political learning readiness, this study employed five questions adapted from the research conducted by Hung et al. (2010). These items are designed to gauge the extent of students' readiness to learn using available media. The measurement aimed to identify students' readiness to learn politics, encompassing aspects such as "knowing the learning strategies needed to enable them to learn optimally." In this variable, five questions were adopted from the research conducted by Martinez-Lopez et al. (2017), which focused on examining self-regulated learning. This type of learning is primarily employed to assess variables such as the students' ability to attain learning *objectives*.

This study incorporated research conducted by Taylor & Ntoumanis (2007). Following their study, four questions were utilized to assess competence variables, such as the ability of students to complete tasks using all available media. To measure the autonomy variable, this study utilized three questions developed by Taylor and Ntoumanis (2007). These items were employed to assess students' ability to determine their own way of effectively completing the learning process.

To assess the relatedness variable, this study incorporated four questions developed in prior research by Taylor and Ntoumanis (2007), including an item designed to gauge one's alignment of opinions with others. For measuring positive emotion, this study incorporated two questions, derived from prior research by Rafferty and Minbashian (2019). One of the items was utilized to assess the variable of feeling responsible for completing a specific task. The study conducted by

McAuley et al. (1989) was referenced for adopting two questions to measure the intrinsic learning motivation variable. One of the items was utilized, for instance, to assess the variable of having an interest in learning. This study adopted 2 questions adapted from previous research conducted by Lee et al. (2020) to assess the extent of the learner's ability to manage information. One of the items tested in this study pertains to the skill of finding the required information. Testing was conducted to evaluate the accuracy of study topics and the dependability of the measuring model. Convergent validity was tested by Average Variance Extracted (AVE) and standard item loading, whereas discriminant validity was assessed using Heterotrait-Monotrait Ratio of Correlations (HTMT). Composite reliability (CR) and Cronbach's alpha were used to evaluate the internal consistency of the research constructs.

Table 1

Demography

Gender	**Number**	**Percentage**
Man	143	33,89%
Woman	279	66,11%
Total	**422**	**100,00%**
Age	**Number**	**Percentage**
17 - 18	6	1,42%
19 - 20	228	54,03%
21 - 22	177	41,94%
23 - 24	10	2,37%
> 24	1	0,24%
Total	**422**	**100,00%**

Validity and common bias method

The study utilized the PLS-SEM procedure, also known as the "standard algorithm for calculating PLS bootstrapping components (factors)." Various metrics were examined, including standardized item loadings, average variance extracted (AVE), heterotrait-monotrait correlation ratio, composite reliability, and Cronbach's alpha for each construct to ensure accurate measurements. All Cronbach's alpha values exceeded the minimum threshold of 0.70, and composite reliability values ranged from 0.779 to 0.887. Convergent validity was confirmed, as both the AVE and factor loadings on the latent constructs exceeded the cutoff value of 0.50 (Hair et al., 2012). The

assessment of standardized item loadings, AVE, composite reliability, and Cronbach's alpha for all constructs indicated the high quality of measurements. Composite reliability and Cronbach's alpha values were above the recommended level of 0.70, demonstrating convergent validity as all factor loadings for each indicator on their respective latent constructs were above 0.60, and the AVE for each construct surpassed 0.50 (Hair et al., 2012).

Discriminant validity was assessed using the Heterotrait-Monotrait Ratio (HTMT), with a criterion that the HTMT value should be below 0.9 to ensure the presence of discriminant validity between two reflective constructs (Henseler et al., 2015). The results of the HTMT test, ranging from 0.476 to 0.893, remained below the threshold of 0.9, aligning with recommendations from specialists, as indicated in Table 2. This affirms the discriminant validity between the reflective constructs in the study.

Table 2

Heterotrait-Monotrait Ratio of Correlations (HTMT)

	A	C	IL	PSA	PLR	PR	R	SRL	IL X PE	IL X ILM
A										
C	0.829									
IL	0.870	0.788								
PSA	0.749	0.839	0.812							
PLR	0.789	0.875	0.809	0.808						
PR	0.851	0.732	0.810	0.784	0.826					
R	0.832	0.832	0.885	0.842	0.893	0.887				
SRL	0.824	0.807	0.836	0.754	0.781	0.887	0.780			
IL X PE	0.506	0.481	0.531	0.570	0.528	0.587	0.496	0.626		
IL X ILM	0.523	0.476	0.536	0.588	0.500	0.580	0.488	0.607	0.847	

Data Collection

This study attempts to investigate the extent to which students are prepared to study politics in higher education. To obtain data, this research used a questionnaire method. By process, the researcher acquired verbal approval from the University administration and collected consent from all the respondents to collect data in this study. In the data collection phase, the researcher handed

questionnaires to all respondents by directing them about the purposes of this research. Once responders are guaranteed that their information will be kept confidential, a request is made to complete the questionnaire. Survey participants input their information via an online form and are instructed to complete the survey via a hyperlink. Questionnaires were returned by respondents in satisfactory condition, meeting the qualifying parameters to advance to the tabulation step. We tabulated the data using SPSS software based on a Likert scale. First, the respondents opened the link that had been shared, then the respondents filled in the demographic, where the respondents filled in by checking the parts that represented them, then the respondents filled in the questions that had been prepared by checking or marking the answers that they felt could represent their views. Then when all the questions have been filled in, respondents send their responses by clicking send response on the page after they have finished filling in all the questions.

Data Analysis

We analyzed the data utilizing SPSS software based on a Likert scale. Then performed tests for Normality test, the normality test assesses the distribution of data to determine if it follows a normal distribution. Multicollinearity test, the multicollinearity test is a component of the classical assumption test in multiple linear regression analysis. This test is conducted to determine if there is intercorrelation or collinearity among independent variables in a regression analysis. Autocorrelation Test, A Durbin Watson (DW) value will be made by the Durbin Watson Autocorrelation Test and will be compared with two (2) Durbin Watson Table values, which are Durbin Upper (DU) and Durbin Lower (DL)., and Heteroscedasticity test, the heteroscedasticity test in a regression model examines whether there is a problem with the variability of the residuals for a specific observation. The discrepancy between the actual value and the estimated value is referred to as the residual. The absolute value is the unique value.

The data were analyzed using Structural Equation Modeling (SEM) PLS in SmartPLS version 4 software. PLS regression is more beneficial than ordinary least squares (OLS) regression for scenarios with restricted data, absent values, non-normal distribution, and multicollinearity. SmartPLS was used to evaluate both the measurement and structural models. The analysis process adhered to the two-stage approach suggested by Anderson & Gerbing (1988). In the second phase, we generated 5,000 bootstrapping samples to assess the dependability of field-to-field connections. In conducting hypothesis testing, we conducted bootstrapping analysis using SmartPLS software. The following sub-headings should be used in this section.

Findings

Assumption Test

Normality

The normality test assesses whether the residuals or confounding variables in the regression model follow a normal distribution. According to Ghozali (2016), a perfect regression model is characterized by residuals that exhibit a normal or near-normal distribution. In this study, the residual equation is tested using the Kolmogorov-Smirnov test. The data are considered normal if the probability value is greater than 0.05.

Table 3

Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		421
Normal Parameters[a,b]	Mean	0,0000000
	Std. Deviation	0,99622172
Most Extreme Differences	Absolute	0,081
	Positive	0,042
	Negative	-0,081
Test Statistic		0,081
Asymp. Sig. (2-tailed)		.251[c]

Table 3 presents the results of the One-Sample Kolmogorov-Smirnov test, indicating a test statistic value of 0.251. The normal distribution assumption is employed to visualize the data. Graphical analysis, specifically the P-plot graph (Figure 2), was utilized to examine the normality of residuals. In the case of a normal distribution, the line representing the observed data closely aligns with the expected data. The P-plot graph illustrates that the residuals in this study follow a normal distribution.

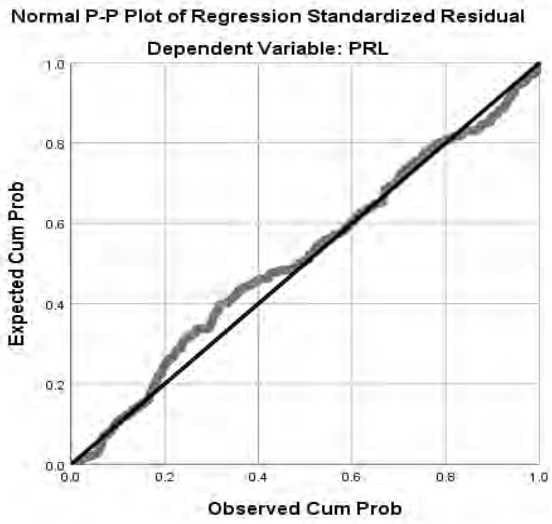

***Figure 2*. Normality Test (Graphic)**

Multicollinearity

The multicollinearity test aims to identify strong correlations among independent variables, and it can be conducted through various methods, including checking Tolerance and Variance Inflation Factor (VIF). Examining the data for multicollinearity involves reviewing the correlation matrix, variance inflation factor, and tolerance values. In this study, none of the independent variables has a tolerance value below 0.01, indicating no strong correlation. This means that there is no association of 95% or more between any of the independent variables. The VIF analysis reveals that none of the independent factors has a VIF value greater than 10, suggesting that there is not a significant amount of collinearity among the variables. The results of the regression analysis, presented in Table 4, affirm that there is no multicollinearity among the considered independent variables.

Table 4

Multicollinearity, Autocorrelation, Heteroscedasticity Test

Model	Multicollinearity		Autocorrelation	Heteroscedasticity		Results
	Tolerance	VIF	DW	T	Sig.	
1						No Multicollinearity
SRL	0,366	2,731				
A	0,370	2,700				

R	0,559	1,790				
C	0,385	2,596				
PE	0,309	3,231				
ILM	0,272	3,676				
2						No Autocorrelation
Durbin-Watson			1,978			
3						No Heteroscedasticity
SRL				1,268	0,205	
A				-0,734	0,463	
R				-0,627	0,531	
C				0,086	0,932	
PE				-0,696	0,487	
ILM				-0,294	0,769	

Within a linear regression model, the autocorrelation test assesses whether there is a connection between the errors observed at time t and those observed at time t-1. The objective of this test is to identify any potential relationship between the variables and to pinpoint areas in the data where bias may exist. The presence of autocorrelation can affect the reliability of a regression model by introducing volatility into the dataset. In the context of the Durbin-Watson test, the table indicates that the lower limit (dL) has a Durbin-Watson statistic of 1.873, and the upper limit (dU) has a statistic of 1.806. The "magnitude" field in the table provides these values. Calculating the difference between 4-dU and 4-dL yields a value of 2.194. This result indicates that there is no evidence of autocorrelation among the variables under consideration. The heteroscedasticity test is employed to identify issues when the residuals from a regression model deviate from a normal distribution. Heteroscedasticity refers to a situation where the variance of the residuals fluctuates between observations, while homoscedasticity indicates that the variance remains constant. Homoscedasticity, or the absence of heteroscedasticity, is a crucial aspect of a regression model. In the context of the heteroscedasticity test, assessing the variability of residuals is important for ensuring the reliability of a regression model. A lack of heteroscedasticity, synonymous with homoscedasticity, contributes to the robustness and accuracy of the regression model.

This is referred to as homoscedasticity, signifying that the range of one variable remains consistent across all levels of another variable. It is synonymous with the absence of heteroscedasticity, where there are unequal variances across different levels of a variable. The values associated with each variable in this study were observed to surpass the predetermined significance level of 0.05.

Table 5

Summary of Structural Model Direct Effect

Hypothesis	B	T	P	Results
H1. Self-Regulated Learning -> Positive Emotion	0.055	5.664	0.000	Accepted
H2. Self-Regulated Learning -> Intrinsic Learning Motivation	0.060	3.236	0.001	Accepted
H3. Competence -> Positive Emotion	0.066	4.322	0.000	Accepted
H4. Competence -> Intrinsic Learning Motivation	0.076	3.203	0.001	Accepted
H5. Autonomy -> Positive Emotion	0.051	2.291	0.022	Accepted
H6. Autonomy -> Intrinsic Learning Motivation	0.063	1.347	0.178	Rejected
H7. Relatedness -> Positive Emotion	0.066	2.620	0.009	Accepted
H8. Relatedness -> Intrinsic Learning Motivation	0.073	4.067	0.000	Accepted
H9. Positive Emotion -> Political Learning Readiness	0.060	4.257	0.000	Accepted
H10. Intrinsic Learning Motivation -> Political Learning Readiness	0.054	6.520	0.000	Accepted
H11. Information Literacy x Positive Emotion -> Political Learning Readiness	0.064	2.511	0.012	Accepted
H12. Information Literacy x Intrinsic Learning Motivation -> Political Learning Readiness	0.063	2.012	0.044	Rejected

Hypothesis Testing

The outcomes of the SmartPLS analysis are presented in Table 5, providing a comprehensive view of the test results for all hypotheses formulated from the PLS analysis findings. After a thorough examination, Hypothesis 1 has a β value of 0.055, and the ρ value is statistically significant at 0.000, the first hypothesis shows that students who can manage their learning effectively are more likely to feel positive emotions, and this has an impact on their ability to understand learning, especially in the political field. Hypothesis 2, like the preceding hypothesis, has a β value of 0.060 and a ρ value of 0.001, the second hypothesis was established that by reregulating self-learning,

intrinsic learning can be strengthened, which will boost students' behavioral orientation of enjoyment and contentment with the learning they are completing.

As we continue with Hypothesis 3, it is important to highlight that the β coefficient is 0.066, and the ρ value is 0.000, the third hypothesis states that students' contributions play an important role in forming positive emotions and increasing their motivation to learn further. This will of course have an impact on students' readiness to study politics well. Hypothesis 4 shows a significant effect, with a β coefficient of 0.076 and a ρ value of 0.001, the fourth hypothesis states that student contributions play an important role in forming intrinsic learning motivation, which will have an impact on increasing in-depth learning motivation, including understanding the political field.

Hypothesis 5 showed a significant beneficial effect (β = 0.051, ρ = 0.022), which is noteworthy. The fifth hypothesis states that student autonomy, where students feel they can make decisions for themselves, plays an important role in forming positive emotions in students, where this good autonomy has an impact on increasing deep learning motivation, including in studying politics. However, Hypothesis 6 had a positive impact, albeit the correlation was not statistically significant (β = 0.063, ρ = 0.178), hypothesis 6 states that autonomy has no significant effect on the intrinsic desire to learn. This can be caused by students' independence in being able to determine their own decision-making which can give rise to emotions that have no effect on their learning motivation.

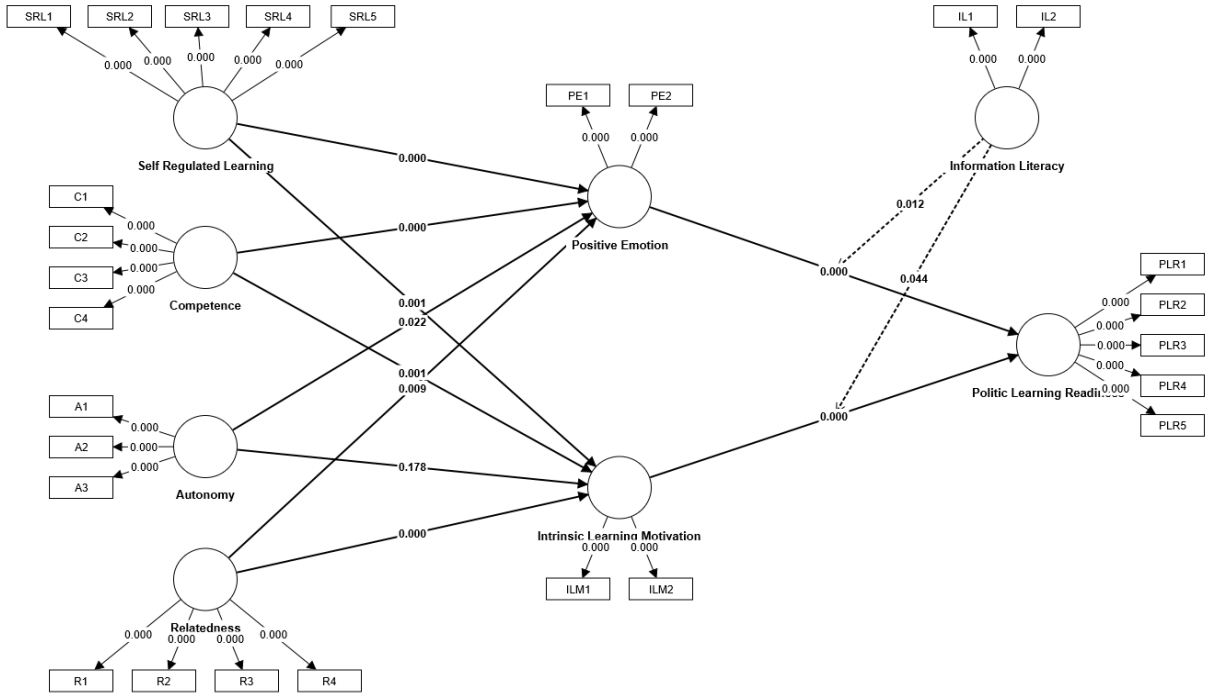

Figure 3. **Path Coefficient**

Upon analyzing Hypothesis 7, it is evident that there is a significant and statistically relevant impact ($\beta = 0.066$, $\rho = 0.009$). Hypothesis 7 states that the connection that students can feel towards a topic can increase the positive emotions they experience, this will have an impact on their learning performance and will ultimately improve their learning outcomes. These findings align with the results from Hypothesis 8 ($\beta = 0.073$, $\rho = 0.000$), hypothesis 8 states that connectedness increases intrinsic motivation to learn, by feeling connected to a topic, students will be more motivated towards the learning process. Hypothesis 9 ($\beta = 0.060$, $\rho = 0.000$), the hypothesis implies that people's readiness to take political education is strongly influenced by pleasant emotional experiences, which in turn influences their desire to take political courses.

Hypothesis 10 has a β value of 0.054 and a ρ value of 0.000 based on statistical analysis, the tenth hypothesis states that students' readiness for political education is determined by their inherent motivation to learn. The 11th hypothesis of this study states that information literacy positively and significantly influences the connection between optimistic emotions and the ability to participate in political learning, with a beta coefficient of 0.064 and a p-value of 0.012, the eleventh hypothesis suggests that information literacy acts as a mediator between positive emotions and readiness for political learning. This hypothesis could enhance the link between students' positive emotions and their willingness to participate in political knowledge. Hypothesis 12 suggests that information literacy has a significant positive effect ($\beta = 0.063$, $\rho = 0.044$) on the relationship between intrinsic learning motivation and political learning preparedness. Hypothesis 12 suggests that information literacy does not significantly affect the relationship between intrinsic learning motivation and political learning preparedness. The level of information students possess does not affect their innate desire to learn or their readiness for political classes.

Overall, learning readiness in the political field can be increased by paying attention to several aspects, including self-regulated learning, competence, autonomy, relatedness and this can have an influence on positive emotions and intrinsic learning motivation which in the end will have a direct impact on students' readiness to learn. political field. There are 2 hypotheses that are rejected in this study, namely hypothesis 2, autonomy on intrinsic learning motivation, which can be indicated that with good autonomy, it does not have a significant impact on students' learning motivation. Then hypothesis 12, where information literacy moderates the relationship between intrinsic learning motivation and political learning readiness, where this indicates that with good

control of information by students, this does not affect their learning motivation towards their readiness to study politics.

Table 6

Specific Indirect Effect

	B	t	P
Autonomy -> Political Learning Readiness	0.030	2.013	0.044
Competence -> Political Learning Readiness	0.039	4.079	0.000
Relatedness -> Political Learning Readiness	0.039	3.819	0.000
Self-Regulated Learning -> Political Learning Readiness	0.032	4.623	0.000

In this study, several indirect relationships are observed, as presented in Table 6. The indirect relationship between autonomy and political learning readiness is found to be non-significant. However, the indirect relationship between competence and political learning readiness shows a significant effect, as does the relationship between relatedness and political learning readiness. Additionally, self-regulated learning exhibits an indirect relationship with political learning readiness, and this relationship is found to be significant. In terms of indirect effects identified in this study, several mediating variables were assessed, including the impact of autonomy on political learning readiness. This effect is mediated by positive emotion and intrinsic learning motivation, with a positive and significant result ($\beta = 0.030$, $\rho = 0.044$). Additionally, the effect of competence on political learning readiness, mediated by positive emotion and intrinsic learning motivation, was examined. The results of this mediation were found to be significant and positive ($\beta = 0.039$, $\rho = 0.000$). The study also measured the effect of relatedness on political learning readiness, which is mediated by positive emotion and intrinsic learning motivation. The results of this mediation were significant and positive ($\beta = 0.039$, $\rho = 0.000$). The last mediating variable examined is the role of self-regulated learning on political learning readiness, which is mediated by positive emotion and intrinsic learning motivation. Positive and significant mediation is also observed in this measurement ($\beta = 0.032$, $\rho = 0.000$).

Table 7

Hypothesis Results

Hypothesis	Results	Indication
H1	Accepted	Self-regulated learning significantly influences positive emotions, which can increase motivation, attention, and retention, can increase readiness learning.
H2	Accepted	Self-regulated learning has a significant effect on Intrinsic Learning Motivation, the intrinsic value associated with education plays an important role in influencing students' academic performance and their level of involvement and enthusiasm for the learning process.
H3	Accepted	Competence has a significant effect on positive emotions, while competence as a personality trait contributes significantly to extraordinary performance which can increase students' readiness to learn.
H4	Accepted	The impact of competence on intrinsic learning motivation, competence, a personality quality that strongly leads to exceptional performance and students' academic success is greatly influenced by motivation, the inherent value of education, and can raise students' readiness for their learning process.
H5	Accepted	Autonomy has a significant effect on positive emotions, autonomy refers to how much teachers recognize and address students' feelings, give them relevant information, and give them choices for how to solve their problems. It is positively linked to positive emotions and can improve students' readiness to learn.
H6	Rejected	Autonomy has an insignificant effect on Intrinsic Learning. The level of intrinsic learning motivation in students, which is influenced by the intrinsic value associated with education, is not affected by how much teachers address students' emotions and provide them with problem-solving options. This does not have an impact on students' readiness to their learning process.
H7	Accepted	Relatedness causes significant effects on positive emotions. It pertains to the fundamental needs of human existence. When students perceive that their presence is acknowledged, it can affect their positive emotions and, in turn, enhance their willingness to engage in learning.
H8	Accepted	Relatedness has a significant effect on positive emotions. It pertains to the fundamental needs of human existence. When students perceive that their presence is acknowledged, it can influence their motivation. Consequently, positive emotions can enhance students' readiness to engage learning.
H9	Accepted	Positive emotion had a significant influence on the readiness for political learning. Political learning readiness, particularly in the context of political subjects, pertains to students' preparedness to engage in the learning process. This preparedness can be influenced by their positive emotions, which, when present, enhance their capacity to effectively navigate the political learning process.
H10	Accepted	Intrinsic learning motivation strongly impacts political learning readiness. Learning readiness, particularly in the context of political subjects, pertains to the preparedness of students to engage in the learning process. This preparedness can be influenced by their positive emotions, which, when present, enhance their capacity to navigate the political learning process.
H11	Accepted	Information Literacy is crucial in mediating the relationship between Positive emotion and political learning preparation. Hence, the student's ability to adjust their conduct according to the scenario directly affects the emotions felt by learners, thereby exerting a substantial influence on their preparedness to begin their political education.

H12	Rejected	Information Literacy does not play an important role in moderating the connection between Intrinsic learning motivation and political learning preparedness. Therefore, the student's capacity to adapt their behavior to the situation does not influence the emotions experienced by student's, thus having an insignificant impact on their preparedness to commence their political education.

Discussion

This study shows that a person's readiness to participate in political learning is influenced by self-regulation, autonomy, connectedness, positive emotions, and intrinsic motivation for learning. Students excel when they are responsible for their learning. Students who have autonomy over their learning activities also feel positive feelings. Students can feel content in structured classes. Students' innate inclination to learn and their general drive are improved by the implementation of effective learning management. Students' mental and academic performance benefit when they achieve mastery of the subject politics.

Hypothesis 1 suggests that, self-regulated learning allows students to achieve goals by managing their thoughts, emotions, and behaviors so that they can have readiness to learn politics. Direct learning and concentrated behavior control strategies are important to encourage self-regulation, which is in line with existing literature, Martinez-Lopez et al. (2017), Perry (2019), and Bai and Wang (2020) found that self-regulated learning improves learning ability.

Hypothesis 2 the impact of self-regulation learning on intrinsic learning motivation is significant that teachers need to manage, the desire for self-improvement instills a sense of expertise, directing learners to gain greater achievement of learners' political readiness, which can increase learning motivation in line with previous research (Kungu, 2010; Yu et al., 2017; Seifi et al., 2020).

Recent research underscores the importance of equipping students with choices and connections to increase their motivation. From hypothesis 3, shows that competence and intrinsic motivation can change under different circumstances, thus underlining the complexity of these aspects in education, these results are in line with previous research such as that of Pons et al. (2004) and Holzer et al. (2021) found in their study. Positive feelings contribute to students' positive attitudes and motivation, creating an environment conducive to acquiring new knowledge, including in learning politics. This will add to their readiness to learn the politics course.

Hypothesis 4, whereas competence is more likely to participate in self-directed learning and show stronger levels of motivation. Deci and Ryan (2008), Ryan and Deci (2017), and Pelikan et al. (2020) found that competence, autonomy, and connectedness add to community learning. Review students' work and develop achievable targets to support them in improvement. There was a big effect of competence on political learning readiness that wasn't directly linked to competence. This effect can be explained by the idea of political competence, which includes the knowledge, skills, and attitudes needed to participate effectively in political processes. By building self-efficacy, critical thought, and the ability to participate in democratic processes, competence can indirectly affect how ready someone is to learn about politics. When students learn more about politics and get better at using what they know, they may feel more confident in their ability to understand and deal with political problems. People who feel confident may be more interested in and knowledgeable about political problems, as well as more eager to take part in democratic processes. Competence can also help students learn the skills they need to be active citizens in democracies, like how to solve problems, communicate, and work together.

In hypothesis 5, Autonomy support is essential in maintaining the emotion, promoting optimal learning, growth and functioning in students at all levels of education. Such results can also be found in research goals (Pelikan et al. 2021; Deniz et al. 2013; Holzer et al. 2021). When students are provided with an autonomy-supportive environment, they are likely to internalize learning content in a less controlled manner, thus leading to more autonomous forms of motivation. In short, autonomy plays an important role in shaping students' positive emotions, deep learning motivation, and overall academic success. By encouraging autonomy in the learning environment, educators can increase interest in topics such as politics.

Hypothesis 6 whereas, autonomy and intrinsic learning drive are not correlated. Autonomy does not plays an important role in enhancing deep learning motivation. The results of this study show slightly different results from existing literature, Deci and Ryan (2008) and Holzer et al. (2021). When students have the freedom to make choices about what and how they learn, their intrinsic motivation is likely to be stable. An Analysis of the Indirect Influence of Autonomy on Political Education Preparedness was deemed to be of no significance. Students can also benefit from autonomy because it can assist them in developing skills that are essential for effective involvement in democratic societies. These abilities include the ability to solve problems,

communicate effectively, and work together. When it comes to interacting with political problems and making decisions about their future based on accurate information, these abilities are necessary.

Hypothesis 7 Relatedness also affects positive emotions, the results of this study strengthen previous literature, including, Baumeister & Leary, (1995); Roorda et al., (2017); and Holzer et al., (2021). The willingness of individuals to participate in political education has an effect on good emotions, which in turn affects their readiness for political classes. Self-motivation is the determining factor in whether or not students are prepared to participate in political education. Relatedness and positive emotion emphasize the importance of personalizing the learning experience to connect with students' interests and experiences. When students feel ownership and connection to the material they are learning, they are more likely to be engaged and motivated to learn. This engagement can lead to better academic performance and overall learning outcomes, especially in politics. When teachers create learning that is relevant and engaging for students, it can foster a deeper understanding and connection to the material, resulting in better readiness outcomes in political learning.

Hypothesis 8 says that the level of relatedness plays a crucial part in determining how much an individual is internally driven to learn. These results are in line with the literature, Deci and Ryan (2000); Holzer et al. (2021); and Estrada et al. (2019). There is a hypothesis suggesting that improving students' information literacy could bolster the link between positive emotions and their willingness to join in political discussions. The indirect effect of relatedness on political learning readiness can be understood through the concept of social connectedness, which refers to the sense of belonging and attachment individuals feel to their communities, groups, or social networks. The idea of social connectedness can help us understand how relatedness affects people's readiness to learn about politics in a roundabout way. Social relatedness is the feeling of belonging and attachment people have to their towns, groups, or social networks. Relatedness can indirectly affect how ready someone is to learn about politics by encouraging empathy, understanding, and respect for different points of view. These are all important skills for dealing with political problems and making smart choices about the future. Students may be more likely to talk about politics, listen to different points of view, and take responsibility for their learning and the well-being of their community if they feel connected to their teachers, classmates, and the larger society. Relatedness can also help students learn the skills they need to be active citizens in democracies, like how to

communicate, work with others, and solve problems. These are skills they will need to get involved in politics and make smart choices about their future.

Hypothesis 9, shows that positive emotion gives significant impact on political learning readiness, positive emotions not only increase students' excitement and enthusiasm when studying politics but also encourage understanding and sensitivity to political topics. This is implied by having a more optimistic perspective and behavior toward achieving political learning goals (Clover and McGregor, 2011; Ferreira & Gyourko, 2014; Hazra & Aranzazu, 2022). The positive emotions experienced by individuals who undertake political education have a major influence on political activities such as policy-making, supervision, and implementation of social regulations. These search results reflect the large influence of happy sensations on politics and academics. Positive emotions impact many aspects of political behavior, including candidate evaluations, risk perceptions, receptivity to political information, and responses to political policies.

Hypothesis 10, Intrinsic learning motivation plays important role on political learning readiness, these results are in line with the literature, Froiland and Oros (2014) and Chai et al. (2021) indicates that here is a significant correlation between the readiness for political education and an individual's intrinsic motivation for learning. "Preparedness for learning" refers to the students' level of readiness to engage in the learning process, specifically in relation to conversations on political matters. Their positive emotions can potentially impact their preparedness for situations, leading to enhanced proficiency in navigating the process of political learning. The indirect effect of self-regulated learning (SRL) on political learning readiness can be understood through the concept of self-regulation, which refers to the ability of individuals to control their learning and development. SRL is a self-directed process that requires learners to actively participate in their learning activities from a cognitive, behavioral, and motivational perspective to accomplish their learning objectives. The development of critical thinking abilities, self-efficacy, and the capacity to participate in democratic processes are all outcomes that can be indirectly influenced by self-regulated learning, which can also facilitate political learning preparation. Students who have developed abilities in SRL are more likely to participate in conversations about political problems, to be open to hearing diverse points of view, and to cultivate a feeling of responsibility for their learning as well as for the well-being of their community. In addition, SRL can assist students in the development of skills that are important for effective participation in democratic societies.

These abilities include problem-solving, communication, and cooperation, all of which are essential for engaging with political problems and making informed decisions about their future.

Hypothesis 11, Information literacy plays a crucial role in mediating the relationship between positive emotions and political learning preparation. These results are in line with the literature by Kungu, (2010); Yu et al. (2017); Lau (2006); (Seifi et al., 2020). Information literacy is a collection of abilities that allows persons to successfully and efficiently find, assess, and utilize information. Proficiency in these abilities is crucial for successfully maneuvering through the intricate and ever-changing political environment. The capacity to adapt one's behavior in response to the situation has a direct impact on the emotions experienced by learners. For instance, when a student is able to efficiently find and assess knowledge, they are more inclined to have a sense of assurance and readiness, which can result in favorable emotions like attention, curiosity, and engagement. Conversely, when a student faces difficulties in acquiring information literacy abilities, they may experience feelings of being overwhelmed, anxious, or frustrated. These negative emotions might impede their learning process.

Hypothesis 12 Information literacy did not greatly change the connection between intrinsic learning motivation and political learning readiness, this result is a slightly different result from some previous literature, Harding, (2008); Okeji et al. (2020); Chai et al. (2021). The level of students' knowledge does not seem to influence their motivation and readiness for political lessons. The level of students' engagement in political education is contingent upon their level of interest in politics. Enhancing information literacy may alter the relationship between political engagement and overall happiness. This could enhance the connection between happiness and political education. Enhancing students' information utilization skills may diminish the connection between innate curiosity and preparedness.

This study has consequences that include theoretical and results-oriented aspects. Empirical research examines the impact of good emotions and internal motivation in higher education by examining self-directed learning, competence, autonomy, and connectedness. This research contributes to the body of evidence showing the impact of students' emotions and motivation on their ability to understand and use information and politics. There are no comparable programs in higher education that have empirically discovered approaches to prepare students for political studies. This research has practical consequences for the management of higher education, where

it shows the importance of learning independence, competence, autonomy, and connectedness, including positive emotions, and intrinsic learning motivation in preparing political education lessons.

Conclusion and Recommendation

Students' readiness for learning plays a pivotal role in achieving positive outcomes. It serves as a catalyst, motivating students to embrace new lessons, particularly in the realm of political education. While political education might be novel to students, its impact on their daily lives is evident, making readiness to engage in such education crucial. In higher education, students' readiness becomes imperative. Effective self-regulation empowers students to structure and maintain their preferred learning patterns, leading to targeted learning outcomes. Competence stands out as a key element, facilitating a robust learning process. Moreover, autonomy and relatedness contribute to positive emotions by fostering a sense of choice and involvement, further enhancing students' readiness. Intrinsic motivation to learn emerges as a significant factor, driving students' preparedness for the learning process. Information literacy, encompassing skills in utilizing information and knowledge acquisition, influences students' readiness. Recognizing that each learner possesses unique information-processing skills is essential in assessing their preparedness for the learning process. In essence, students' readiness is shaped by positive emotions, intrinsic learning motivation, and their capacity to manage information effectively.

The findings of this study reveal a lack of significant impact of autonomy on intrinsic learning motivation. This outcome prompts a need for deeper exploration and understanding of the intricate relationship between these two variables. The absence of identified intervening variables may be a key factor influencing this result. Future research endeavors could focus on uncovering and examining potential variables that mediate or moderate the relationship between autonomy and intrinsic learning motivation, shedding light on the complexities of this interaction. Researchers believe that this study contributes to existing knowledge in three significant ways. Firstly, it enhances our comprehension of the role of positive emotions and intrinsic motivation in higher education by illuminating the importance of factors such as self-regulated learning, competence, autonomy, and relatedness through empirical investigation. Secondly, this research adds to the expanding body of evidence that establishes connections between students' emotional and motivational states and their levels of informational and political literacy. Thirdly, there has been

a scarcity of initiatives similar to this one that aim to experimentally determine how to acquire political learning preparation in higher education. This research holds crucial implications for higher education administration as it unveils how factors such as students' self-regulation, competence, autonomy, and relatedness shape and influence their academic preparedness. Consequently, student organizations at universities can serve as potent instruments to enhance students' self-awareness and equip them with the necessary skills for success in political science courses. This study has advanced our understanding and broadened our knowledge regarding the determinants influencing the development of competence in learning personality. However, it's crucial to acknowledge certain limitations and provide suggestions for future research. The primary concern lies in the relatively small sample size and the use of convenience sampling, potentially limiting the generalizability of findings. Future investigations should aim for larger, more diverse samples using probability-based sampling methods. Additionally, relying on self-reported data introduces the potential for recall bias and other biases, making it essential for future studies to consider alternative data sources. Despite efforts to mitigate method bias, it would be beneficial to replicate analyses using data from different sources. Furthermore, employing a longitudinal research design in future studies could elucidate the causal relationships between various factors and their effects.

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Appendix

Loading, Cronbach's alpha, composite reliability and significance levels

Variables	Items	Statement	Loading	Cronbach's alpha	CR	AVE
SRL	SRL1	I prepare everything related to lectures to get better results.	0.873	0.907	0.909	0.729
	SRL2	I always remind myself to give my best in completing assignments and exams.	0.880			
	SRL3	I eliminate distractions that may interfere with my concentration while studying.	0.839			
	SRL4	If I don't comprehend the material, I make an effort to review it again.	0.812			
	SRL5	I establish a goal or target value to motivate myself to study harder.	0.863			
Competence	C1	I am confident in my ability to access and analyze political learning from various media sources.	0.802	0.842	0.843	0.679
	C2	I can express diverse interests in achieving learning objectives through various forms of communication.	0.860			
	C3	I can conduct fact-checking to mitigate the spread of misinformation and disinformation.	0.847			
	C4	I can effectively cope with challenges posed by difficult tasks.	0.783			
Autonomy	A1	I can independently devise strategies to achieve high grades.	0.884	0.839	0.841	0.757
	A2	I assess my performance by gauging its current status and comparing it with exemplary performances.	0.879			
	A3	I have the autonomy to make decisions and take actions in the learning process.	0.845			

Relatedness	R1	I believe I have a similar understanding of the learning material in class as most people.	0.701	0.828	0.847	0.661
	R2	Experiencing the connection between theory and practice in real-life situations through contextual learning sparks my interest.	0.849			
	R3	Political literacy plays a significant role in shaping my political preferences during the learning process.	0.851			
	R4	Class discussions have motivated me to actively engage in determining my responsibilities as an Indonesian citizen.	0.840			
PE	PE1	I am content with the sufficiency of information provided in certain political learning materials.	0.880	0.709	0.709	0.775
	PE2	I believe it is my responsibility to complete my college assignments even in challenging circumstances.	0.880			
ILM	ILM1	I am interested in studying politics because I observe discrepancies between political theories and actual political realities.	0.884	0.752	0.758	0.801
	ILM2	I gather diverse information before engaging in class discussions about politics.	0.906			
IL	IL1	I possess the digital skills necessary to locate the required information.	0.851	0.787	0.797	0.761
	IL2	I have accessed numerous sources to comprehend political literacy.	0.892			
PLR	PLR1	I am prepared to learn diverse materials related to politics.	0.812	0.878	0.881	0.673
	PLR2	I can consistently manage my study time for political learning both on campus and off-campus.	0.770			

	PLR3	I do not get distracted by other activities, such as responding to messages or browsing the internet or social media, when studying politics-related material on campus.	0.844			
	PLR4	I aim to achieve the highest grades in every political assignment given by the lecturer.	0.838			
	PLR5	I independently initiate learning and complete assignments related to political material without relying on the assistance of others.	0.837			