

# Integration of Democratic Values Through a Collaborative Approach in Civics Learning in Elementary Schools

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## Abstract

This study aims to determine the effectiveness of the Integration of Democratic Values Through a Collaborative Approach in Civics Learning in Elementary Schools, so that it can be one of the options that can be used in teaching democratic values with a collaborative approach. The method used in this study is using library research where the author uses secondary data from various journals that are relevant to the matter to be studied. The results of the study indicate that the collaborative approach is effective in the Integration of Democratic Values Through a Collaborative Approach in Civics Learning in Elementary Schools, because with this approach students not only learn about democracy but also directly implement it with other students by finding solutions to a problem, expressing opinions about something and choosing decisions wisely.

**Keyword:** Integration, Democratic values, Collaborative approach, Civics learning in elementary school

## 1. INTRODUCTION

Civic Education according to Suwadi is a conscious effort by the government to instill a multidimensional concept of nationality related to the basic knowledge of instilling civic values or national values, political sociology/political society, democracy and preparation of the nation's children to participate in the political process as a whole) in order to become good citizens. (Suwadi: 2007). Civics education at the elementary school level (SD) has an important role in shaping the character of the younger generation who understand the rights and obligations as citizens. One of the main aspects that need to be integrated into Civics learning is democratic values. These values include active participation, freedom of speech, equality, and social responsibility, which are important foundations in community and state life. The civics curriculum in Indonesian elementary schools has undergone several changes since independence (Farmawati, 2019). Each change reflects an effort to adapt the material and learning approach to the demands of the times. However, the implementation of this curriculum in the field still faces various challenges, ranging from limited resources to gaps in understanding between regions. The conventional civics learning approach, which emphasizes memorization and theory, often fails to instill democratic values deeply. Students may be able to memorize symbols.

Innovation in PKn learning methods is an urgent need. A more interactive, experience-based, and life-relevant approach is needed to make PKn learning more meaningful. The use of technology, active learning methods, and the integration of local values into learning materials are some strategies that can be considered. The role of PKn teachers is also very important in this context (Kusumawati & Aminudin, 2019). Teachers are not only required to have in-depth knowledge of PKn material, but also the ability to convey it in an interesting and inspiring way. They need to be role models in living the nationalist values they teach (Shoâ, 2019). In the context of elementary school education, teaching democratic values is often a challenge. The traditional one-way approach tends to be less effective in instilling these values deeply in students. Therefore, a more interactive and participatory learning approach is needed so that students can internalize these democratic values well. The collaborative approach emerged as the right solution to meet this need. By encouraging students to work in groups, discuss, and make decisions together, the collaborative approach helps create a democratic learning atmosphere. Students are invited to be actively involved in the learning process, develop critical thinking skills, and learn to respect differences of opinion. This is in line with the principles of democracy that we want to instill. This article aims to examine how the integration of

democratic values can be done through a collaborative approach in Civics learning in elementary schools. This study uses a library research method by reviewing related literature to gain a comprehensive understanding of this topic.

## 2. RESEARCH METHODOLOGY

This study uses a method with secondary data where this method uses existing data, collected and published by other parties, such as reports, books, scientific articles, or databases. In library search, researchers search, collect, and analyze information from library sources such as libraries, digital archives, scientific journals, and other publications. This method is more efficient because it does not require direct data collection from the field, but the quality of the research is highly dependent on the validity and relevance of the data sources used.

## 3. RESULT AND DISCUSSION

From the results of keyword searches, reference collection, and review design of each published reference, the conclusions obtained are in Table 1 below.

Table 1 Review Documents

Author and Year of Publication	Title	Research methods	Findings
Vichaully Yessi, and Dewi Anggraeni. D. (2022).	Implementation of Democratic Values in Elementary School Classes as Part of Civic Education Learning.	<i>Literature Review.</i>	The journal entitled Implementation of Democratic Values in Elementary School Classrooms as Part of Civic Education Learning discusses the importance of integrating democratic values through a collaborative approach in civic learning in elementary schools. This study shows that teaching democratic values, such as tolerance, courage to express opinions, respect for differences, and cooperation, is very important to be implemented early on. Some methods used to teach democratic values include group discussions, role-playing, and class deliberations. The teacher acts as a facilitator who provides space for students to express their opinions and actively participate in decision-making in the classroom, including

			<p>the democratic election of class officers.</p> <p>The results of the study indicate that the application of democratic values can help students develop democratic attitudes that are reflected in everyday life, both at school and at home. However, this success is also influenced by supporting factors such as a conducive school environment and the involvement of parents and the community. On the other hand, inhibiting factors can be a lack of support from the family environment or society that does not support democratic values.</p>
Nasution Malika. A, et all (2023).	Growing with the School Community: The Role of Civic Education in Character Formation of Elementary School Children.	The methodology of writing this journal is based on a descriptive approach and conceptual analysis.	<p>The journal Tumbuh Bersama Warga Sekolah (Growing with School Residents: The Role of Civic Education in the Formation of Elementary School Children's Characters) discusses the importance of civic education in forming the character of elementary school students through a collaborative approach. Some of its main findings are:</p> <ul style="list-style-type: none"> <li>● Role of Teachers: Teachers play an important role in integrating democratic values such as rights, obligations, tolerance, and diversity into learning. Teachers need to use creative and inclusive approaches to help students understand and</li> </ul>

			<p>internalize democratic values.</p> <ul style="list-style-type: none"><li>● Active Student Involvement: Students' participation in citizenship activities such as school projects and election simulations provides them with first-hand experience in the application of democratic values, which in turn shapes their character.</li><li>● Integration in Curriculum: Democratic values must be integrated holistically in the curriculum, so that students not only learn about the structure of citizenship but also develop positive attitudes, values and behaviors that are relevant to social life.</li><li>● Parent-School Collaboration: Involving parents in civic education activities at school strengthens students' character building. This collaboration can take the form of family discussions or joint projects involving the school and community. This study emphasizes the importance of a collaborative approach in shaping student character, both through teacher involvement, curriculum integration, student participation, and support from parents and the school environment.</li></ul>
Marina Ketut (2024).	Effective Citizenship Education (Pkn) Learning In Elementary Schools Using The Latest Approaches And	The research method used is a descriptive method.	This journal discusses the latest approach in learning Citizenship Education (PKN) in Elementary Schools

	Their Challenges		(SD) with the aim of improving student understanding and participation. The main focus is the application of collaborative methods that emphasize the importance of active student participation, the development of 21st century skills, and the integration of democratic values. Democratic values such as honesty, discipline, tolerance, and awareness of rights and obligations as citizens are central to this learning. The integration of democratic values is carried out through a collaborative approach that includes cooperation between students in citizenship projects, active discussions, and simulations that support active learning and critical thinking. The use of technology is also an important part in connecting students with relevant and contextual learning materials. The main finding of this journal is that collaborative learning methods with the integration of democratic values are able to create a more dynamic and relevant learning environment for students. This helps students not only understand the concept of democracy, but also apply it in everyday life in the classroom and community. However, challenges in
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			implementing this method include limited technological resources, teacher training, and resistance to changes in teaching methods.
Nurfazila (2023).	Democracy Education and Human Rights Education in Elementary Schools.	In writing this article, the author uses a qualitative approach with an inductive method so that the type of data required is secondary data.	In the journal, the integration of democratic values through a collaborative approach in learning Civic Education in Elementary Schools focuses on providing equal opportunities for every student to develop their potential equally. Democratic education is understood as a systematic effort to guide students to understand and apply democratic principles, such as freedom of speech, the rights and obligations of citizens, and tolerance in social life. The collaborative approach applied involves students actively in the learning process, where students are encouraged to work together in groups, discuss, and solve problems together. Student-centered learning, such as the discovery learning model and the scientific approach, play an important role in this approach. The teacher acts as a facilitator, while students become the main subjects directly involved in the learning process. In addition, Pancasila and Civic Education (PPKn) is a means to integrate democratic values, such as respect for the opinions of others,

			learning rights and obligations, and getting used to social activities in the school environment.
Putri Gustriani, Adellia, et all (2024).	Assessing the Effectiveness of Citizenship Education Programs in Promoting Democratic Values.	This study uses a literature study method to collect and analyze various sources of literature related to the effectiveness of civic education programs in promoting democratic values. The sources of literature used include textbooks, scientific journals, research reports, and other relevant sources.	Democracy is a decision-making process in society that ideally involves rational, inclusive, and tolerant dialogue and discussion among diverse individuals and groups. Assessing how effective civic education (PKn) programs are in teaching democratic values is a complex task that requires multiple perspectives. Assessing the extent to which civic education programs are effective in promoting democratic values is a complex and ongoing task. By taking a multi-method approach, establishing clear indicators, and considering the various factors that influence effectiveness, we can continue to improve PKn programs and help future generations become democratic and responsible citizens.
Wati Resika. D, and Anggriani Mela (2024).	Building National Character through Civic Education Learning.	<i>The method we use in discussing the report is a qualitative method.</i>	The findings related to the integration of democratic values through a collaborative approach in Civics learning in Elementary Schools (SD) from the journal can be concluded as follows: Civics learning (PKN) in elementary schools focuses on character building through democratic values. Some relevant strategies

			include active and collaborative learning approaches that invite students to participate directly in group activities, simulations, and discussions involving democratic decision-making processes. Collaborative learning helps students understand the concept of citizenship, rights and responsibilities, and builds social skills such as cooperation, communication, and tolerance. The integration of democratic values also includes the development of critical thinking skills and democratic ethics, which are important in the formation of good citizens.
Akhmadi Meizir et all (2023).	Educational Perspectives in Building, Maintaining and Instilling Democratic Values in the Younger Generation.	The method applied in this research or discussion is qualitative, where information is obtained through data references and news from trusted sources such as books, journals, and news sites.	The findings in this journal indicate that the integration of democratic values through a collaborative approach in Civics learning in Elementary Schools (SD) has an important role in shaping students' characters. Active and participatory learning processes, such as group discussions, election simulations, and real-life projects, can help students understand democratic values such as justice, equality, and freedom. Collaboration between schools, communities, and parents also plays an important role in strengthening the understanding and application of



			democratic values among students. This creates an environment that supports democratic culture and encourages students to actively participate in social and political life.
Independent Learning Module with the main source of the Research and Development Center for the Ministry of Education and Culture (2012)	Lesson 1. Basic Concepts of Education	Collection of Sources From Other Existing Data (qualitative).	<p>Although the journals shown do not explicitly discuss the integration of democratic values through a collaborative approach in citizenship learning in elementary schools, there are several related findings that are relevant and can be explored:</p> <ul style="list-style-type: none"> <li>• Vision and Mission of PKn/PPKn: The vision and mission of civic education are designed to form democratic and law-abiding citizens. This goal includes the ability to actively participate and act intelligently in community, national and state activities.</li> <li>• Learning Principles: The principles of PKn/PPKn learning include Social Studies as Citizenship Transmission, Social Science, and Reflective Inquiry. The tradition of citizenship transmission learning aims for students to learn and believe in the concept of citizenship taught by teachers presenting assumptions, beliefs, and expectations about their society.</li> <li>• Collaborative Learning Model: Although not specific about collaborative models, the 2013</li> </ul>

			<p>curriculum outlines the importance of developing various learning models that are in accordance with the characteristics of PPKn subjects. This includes the development of affective, cognitive, psychomotor domains, and integrative citizenship competencies.</p> <ul style="list-style-type: none"><li>• Assessment of Learning Process and Outcomes: The 2013 Curriculum also emphasizes the importance of developing and implementing various assessment models for the learning process and learning outcomes of PPKn. These assessment models can be directed to monitor the development of democratic values through students' collaborative activities.</li></ul>
Saputra Dwi. A, and Tunaffia Alanisa (2024).	Strengthening Character Education In Elementary School Children.	This study uses a qualitative approach with a case study design to explore strategies for strengthening character education in elementary school children in Indonesia.	Strengthening character education in elementary school children is a crucial aspect in forming the foundation for developing positive attitudes and behaviors that will affect their lives in the future. This study highlights several key conclusions regarding the strategy and implementation of character education in elementary schools, which can be explained as follows. 1. First, incorporating class values into the elementary school curriculum is a very effective strategy. This integration allows the

			<p>teaching of human values not only in certain subjects such as civics, but also in other subjects. In this way, students understand and apply class values in the context of everyday learning (Sari, 2018; Hendiani, 2021). This provides class values with a meaningful learning experience. 2. Second, the role of teachers is important for the success of a person's learning. Teachers are not only program providers, but also role models for students. Therefore, comprehensive and continuous teacher education is needed to improve their ability to teach and exemplify human values (Prestio, 2019; Santoso, 2020). This training should include practical methods for involving the community in learning and classroom management, as well as ongoing school support. 3. Third, school policies play an important role in supporting human learning programs. Schools should develop clear guidelines on class values and methods of implementation. School ethics and positive reinforcement systems are some aspects of policies to strengthen the implementation of human education (Satyavan, 2021; Rahmavati, 2020). These supportive guidelines help create a school environment that</p>
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			<p>is conducive to student character development.</p> <p>4. Fourth, collaboration between schools, parents and the local community is essential to support human education. Participation from all groups can reinforce the messages and values taught in schools. Parents and the community can better support and assist in instilling human values outside of school (Yulianti, 2019; Wulandari, 2021). Involving them in school activities and effective communication will increase the success of human learning programs.</p> <p>5. Finally, monitoring and evaluation of character education programs must continue to be effective. Systematic evaluation can reveal strengths and weaknesses in program implementation and provide a basis for improvement. The evaluation process should include evaluating all aspects of the program, including curriculum, teacher training, and school policies (Moliadi, 2020; Yusuf, 2019). Through evaluation, training programs can be improved to achieve the best results. Overall, strengthening human education in elementary schools requires a holistic approach that includes curriculum, teacher training, school</p>
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			policies, and collaboration with parents and the community. The implementation of good strategies and support from all stakeholders ensures that humanities education can play a successful role in creating positive attitudes and behavior in students.
Khuzaimah (2022).	Implementation of Educational Democracy in Student Learning in Elementary Schools.	This study uses a literature study method. Data are obtained from scientific articles published in journals and also from published articles and websites on the internet. Then the data that has been collected is sorted and arranged according to the appropriate topic.	The importance of implementing educational democracy in elementary schools, which gives students the freedom to express their opinions and actively participate in learning. The literature study method shows that students now act as subjects in discussions, not just objects of learning. Relation to the Integration of Democratic Values: A collaborative approach to Citizenship learning supports a democratic learning environment, allowing students to share opinions and work together. This strengthens social skills and understanding of democracy, preparing them to become active and responsible citizens.

Source: Document Review By Author

Civic education plays a very crucial role in shaping the character and attitudes of students, so that they can grow into good and responsible citizens. This includes not only understanding the rights and obligations of citizens, but also instilling moral and ethical values needed to interact in a diverse society. In this context, civic education serves as a bridge to connect students with national identity and provide them with a deep understanding of the system of government, law, and the values that underlie national and state life. Democratic values such as justice, freedom, participation, and equality are very important to be taught to students from an early age. Teaching these values not only helps students understand the concept of democracy theoretically, but also allows them to internalize these principles in everyday life. For example, through class discussions on social or political issues, students can learn how to voice their opinions in a constructive way and respect the views of others. Thus, civic education becomes a means to build the social and political awareness needed to create an inclusive and just society. Through a collaborative approach,

students are invited to work together in groups, which allows them to learn to respect the opinions of others and develop social skills in a democratic society, and unknowingly directly implement these democratic values. This approach encourages interaction between students, where they can discuss, debate, and find joint solutions to the problems they face. In this way, students not only learn about democratic values in the abstract but also experience firsthand the dynamics of cooperation and effective communication. This collaborative approach also strengthens the sense of individual responsibility towards the group and improves their ability to make wise decisions.

#### 4. CONCLUSION

Integration of democratic values through a collaborative approach in civics learning in elementary schools has proven to be very effective. This approach not only improves students' understanding of the concept of democracy but also builds important social skills for their future lives. By actively involving students in the learning process, collaborative-based civics education can create a generation that is more aware of their rights and responsibilities as citizens and more active in participating in national and state life.

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