



## INCREASING STUDENT PARTICIPATION IN SCHOOL DEMOGRAPHIC ACTIVITIES THROUGH CIVIC EDUCATION LEARNING

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### Abstract

Student participation in school democracy activities is an important indicator in forming the character of active and responsible citizens. Civic education (PKN) has a strategic role in instilling democratic values in students from an early age. This study aims to examine how PKN learning can increase student participation in school democracy activities through a literature review approach. The method used is a review method of various previous studies relevant to the theme of democratic education and student participation. The results of the study show that interactive, contextual, and participatory PKN learning strategies can increase student awareness and involvement in decision-making in the school environment, such as the election of class leaders, class apparatus members and student forums. Thus, appropriately designed PKN learning can be an effective means of forming a democratic culture in schools.

**Keywords :** Student participation, school democracy, citizenship education

### Introduction

Civic education is an important aspect in shaping the character and identity of responsible and ethical citizens. In the midst of increasingly stringent societal dynamics, civic education in elementary schools plays a role in equipping the younger generation with the knowledge, skills, and attitudes needed to actively participate in democratic life in an effort to increase student engagement in the classroom. Civic education using collaborative learning models has become a major focus for educators. This model emphasizes interaction between students and cooperation in groups in project-based learning, all of which have the potential to adapt students comprehensively in the learning process. (Adiguzel, 2023; Akkari, 2020; Bosio, 2019, 2023; Mamlok, 2022; Torres, 2020; Viviana, 2020). At the elementary school level, children are still developing their attitudes and values. Therefore, they must be involved in learning that not only incorporates civic concepts but also facilitates hands-on experience in applying these values in everyday life. Collaborative learning models offer a framework that enables students to effectively participate in discussions, solve problems, and make decisions together. Education is a necessity for every individual. Democracy in schools is crucial for shaping a democratic and active young generation in society. Through democracy education, students can learn about their rights and obligations as citizens, as well as the importance of critical thinking, positive behavior, and active participation in the learning process.

Therefore, schools must play a vital role in creating a supportive environment and fostering the development of democratic skills and attitudes in the younger generation. Explaining that 21st-century skills include critical thinking, creative thinking, communication and collaboration, problem-solving, and decision-making skills. Demography in the classroom must train students to have decision-making skills. Demography must then be taught, socialized, and actualized to the younger generation through schools. As a commitment to the values, ideals, concepts and principles of democracy which are used to achieve justice and prosperity which is a responsibility as a citizen. This can be achieved by participating in implementing or developing public policies. In the context of civic education in elementary schools, increasing active participation starting from collaborative learning designs not only increases their understanding of civic concepts, but also about forming attitudes, values and abilities needed to

become citizens who contribute positively to society. (Alldred, 2019; Estelles, 2021; Eybers, 2024; Katzarska-miller, 2019)

## Research Methodology

This research was conducted using a literature review method, where the existing data and the explanations provided are from a discovery so that they can be used as research material and studies. The author sought literature materials from journals or articles so that they could be used as a strong foundation in the content or discussion. This research is related to Increasing student participation in school demography activities through civic education learning which is collected from several journals and several conclusions are drawn and then reviewed in detail to obtain good final results and in accordance with what is expected.

## Result & Discussion

### *Democracy Participatory Education*

Increasing participation refers to efforts and processes to increase the participation of individuals or groups in various activities, both in education and extracurricular activities. This concept is important because higher participation usually contributes to more inclusive and representative decision-making, which in turn can produce better and more equitable outcomes. Social participation refers to the involvement of individuals and citizens in the political process, inviting students to vote, and participating in democracy. Democracy encompasses more than just the state and society. Participation must also be introduced in schools. Schools are a place to shape democratic citizens. This is inseparable from the role of educators in schools. Educators not only play a role in teaching material but also teach participation and cooperation in schools. For example, in group work, students must participate in decision-making. Democracy in education is defined as education that is grounded in democratic values and the pedagogy of hope. Democracy is learning designed to foster a critical and safe environment. Therefore, classroom democracy can be characterized by the existence of a democratic classroom where each individual can develop to their full potential, and feel accepted by their peers. Democracy can be fostered by opportunities for differences of opinion and discussions between teachers and students. In classroom democracies, students are expected to freely express their decisions and opinions without feeling disrespected and to receive fair treatment in the classroom.

The available options are then selected, and all possible options are considered until a decision is made. Almost every day, people solve problems and make decisions, whether at home, at school, or elsewhere. According to Santrock (2008: 362), decision-making is thinking in which people evaluate different options and choose among many options. Regarding decision-making, according to Campbell (2007), learning decision-making skills can be done either traditionally or scientifically. In fact, there is a very close relationship between scientific thinking in applying logical rules and evidence to define problems. Therefore, decision-making is a crucial social skill and should be taught to students from an early age. This is because students will be confronted with decision-making in school, community, family, and other settings, often during learning processes such as deliberations, class representative elections, assignment of duty schedules, ceremony officers, and so on. From the statement above, it can be concluded that decision-making is crucial for selecting one option from among various options. Problem-solving is necessary to achieve better goals. Decision-making skills are currently still underestimated. If these skills are ignored, it will impact classroom learning, which will be less active or tend to be passive. Thus, the democratic education discussed previously is similar in some aspects to the concept. However, as previously explained, civics education has a broader scope than just democracy education. An understanding of the principles of *the rule of law* and human rights, reflected in increased participation skills, will empower students to respond to and resolve problems.

### *Increasing student activity*

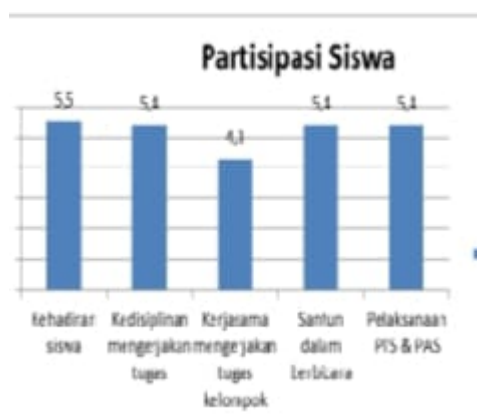
Elementary school student engagement refers to the active involvement of students in the learning process in the classroom. This engagement includes various forms of participation and regular attendance in class, and in discussions during class activities, to participation in extracurricular activities. Student engagement is very important because active students tend to be more motivated to learn. There are several stages of student engagement as follows. Factors that influence student activity

#### 1. Teaching methods

Interactive and enjoyable learning methods can increase student engagement. Teachers who use approaches that involve students in learning tasks, such as group discussions, educational games, and collaborative projects, can motivate them to be more active.

2. Learning environment  
A conducive and supportive learning environment, both physical and psychological, plays a crucial role. A clean, tidy classroom equipped with adequate facilities and infrastructure can make students feel comfortable and more interested in participating.
3. Intrinsic and extrinsic motivation  
Intrinsic motivation, such as curiosity and interest in the subject, and extrinsic motivation, such as praise, appreciation, and encouragement from teachers and parents can increase student activity.
4. The role of the teacher  
Teachers who have good communication skills and are able to create positive relationships with students tend to be more successful in encouraging student activity. Teachers who provide constructive feedback and support individual student development.
5. Parental involvement  
Guardians who effectively engage with their children's schools, by helping with homework, communicating regularly with teachers, and participating in school activities, can encourage student engagement in school.
6. Extracurricular activities  
Activities such as sports, arts and science groups can provide students with wonderful opportunities to develop their interests and abilities.

According to the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, learning is a process of interaction between educators and students and learning resources that takes place in a learning environment. 9 Nationally, learning is seen as an interaction process that involves the main components, namely students, educators, and learning resources that take place in a learning environment, so what is said by the learning process is a system that involves a unity of components that are interrelated and interact with each other to achieve an optimal expected result in accordance with the goals that have been set. Learning is the process of changing behavior as an impact obtained by the five senses that is relatively permanent. In the teaching and learning process, teachers need situations and conditions that are supportive and conducive (ngurah, 2013). As an effort to get out of the binding learning towards more flexible learning. The interactive learning process that takes place in class demography takes place in a balanced manner between teachers and students, students are given explanations. It is hoped that students will have high independence in processing their potential to express opinions, carry out activities, create, innovate, express themselves, and explore while still referring to the established rules. The implementation of the development of demographic values in the learning process in the classroom is of course, cannot be separated from the role of teachers. Fulfillment of the educational mission is very dependent on the ability teachers to instill a demographic setting in students, by providing opportunities as widely as possible for students to learn. Student participation data is as follows.



Picture 1. Student participation diagram in class in citizenship learning

According to the data collection, elementary school students' participation and collaboration are in the high category. Therefore, the implementation of collaborative learning must be promoted by elementary schools and implemented with these students. This is because it allows students to work together more effectively. Thus, students are expected to actively participate in democracy in the classroom and be able to freely express their opinions, so that they can learn about decision-making in the classroom. Teachers and students must support each other and establish democratic interactions in the classroom. In democracy, students are also expected to express decisions without fear and treat them unfairly when objecting in the classroom. Decision-making skills are abilities

that can be given to each student. Democracy in this classroom aims to help students acquire decision-making skills through democracy in the classroom. Moreover, democracy in the classroom strives to develop children's potential for self-control, skills and social awareness including identifying, monitoring, and controlling emotions within themselves, making them aware of choices related to a healthy lifestyle, avoiding problems in the social environment such as promiscuity, violence, and school failure, improving group work skills, and increasing the ability to develop positive relationships. The classroom is a discussion forum where teachers and students can learn about decision-making and can learn together about the basics of democracy.

## Conclusion

Civics education in elementary schools is crucial for increasing student participation in school demography activities. Civics teaches students about their rights, obligations, and democratic values, enabling them to become conscious and active citizens in community life. Demographics can be characterized by the existence of a demographic class. Where each individual can develop and maximize and feel accepted by other participants. Decision-making is a very important social skill and must be taught to students from an early age. Decision-making is a student's ability to choose one option among problem-solving options to achieve a good goal. Demographics in the classroom can be carried out in a fun way. Teachers can adjust the learning model by avoiding a tense atmosphere and preventing students from becoming passive. Teachers as facilitators and motivators so that students are always active in achieving ideas, concepts, decisions and enthusiasm.

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